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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 2: LESSON 1**

**Strand:** Qur’an

**Sub Strand:** Modes of Preservation of the Qur’an

**Specific Learning Outcomes:**

By the end of the lesson, the learner should be able to:

a) Describe the modes of preservation of the Qur’an during the time of the Prophet (S.A.W.), the Rightly Guided Caliphs, and presently.

b) Memorize some chapters/verses of the Qur’an as a means of preserving it.

c) Assess the importance of preserving the Qur’an to safeguard its authenticity.

d) Cherish the Qur’an as a guide for mankind.

**Key Inquiry Questions:**

1. Why is it important to preserve the Qur’an?

2. How is the Qur’an preserved in modern times?

**Learning Resources:**

- The Qur’an

- Charts depicting preservation methods

- Course Workbooks (OUP, IRE, Learners Book 8, pg 1-3)

- Digital devices for research and presentations

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson emphasizing any relevant connections to the Qur’an.

- Guide learners to read and discuss the key concepts from the current lesson's learning resources, focusing on the importance and methods of preserving the Qur’an.

**Lesson Development (30 minutes)**

**Step 1:** Research the Modes of Preservation (10 minutes)

- Divide students into small groups.

- Each group researches the preservation methods used during the time of the Prophet (S.A.W.) and the Rightly Guided Caliphs, as well as modern methods. Use provided course books and digital devices to aid in research.

- Each group should prepare a brief summary of their findings for presentation.

**Step 2:** Present Findings (10 minutes)

- Groups will present their findings using charts or PowerPoint presentations.

- Encourage each group to highlight key points regarding the methods of preservation through the ages.

**Step 3:** Recitation/ Memorization Activity (5 minutes)

- Direct learners to memorize and recite selected chapters/verses from the Qur’an.

- Encourage students to share their recitations with the class and discuss the meaning and importance of those verses.

**Step 4:** Group Discussion on Importance (5 minutes)

- Have each group discuss the significance of preserving the Qur’an in their groups and take notes.

- Facilitate a class discussion on why safeguarding the authenticity of the Qur’an is essential for the Muslim community and individual believers.

**Conclusion (5 minutes)**

- Summarize the key points discussed and the specific learning objectives achieved.

- Conduct a brief interactive quiz or discussion to reinforce the topics covered.

- Preview the next lesson's topic and suggest questions for students to consider at home.

**Extended Activities:**

1. Creative Presentation: Create a visual display (posters or digital presentations) that illustrates the historical timeline of the preservation of the Qur’an.

2. Personal Reflection: Write a short essay on what the Qur’an means to them personally and how they can contribute to its preservation.

3. Community Project: Organize a community event where students can share and teach others about the importance and preservation of the Qur’an.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 2: LESSON 2**

**Strand:** Qur’an

**Sub Strand:** Modes of Preservation of the Qur’an

**Specific Learning Outcomes:**

By the end of the lesson, the learner should be able to:

a) Describe the modes of preservation of the Qur’an during the time of the Prophet (S.A.W.), the Rightly Guided Caliphs, and presently.

b) Memorize some chapters/verses of the Qur’an as a means of preserving it.

c) Assess the importance of preserving the Qur’an to safeguard its authenticity.

d) Cherish the Qur’an as a guide for mankind.

**Key Inquiry Questions:**

1. Why is it important to preserve the Qur’an?

2. How is the Qur’an preserved in modern times?

**Learning Resources:**

- The Qur’an

- Charts depicting preservation methods

- Course Workbooks (OUP, IRE, Learners Book 8, pg 1-3)

- Digital devices for research and presentations

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson emphasizing any relevant connections to the Qur’an.

- Guide learners to read and discuss the key concepts from the current lesson's learning resources, focusing on the importance and methods of preserving the Qur’an.

**Lesson Development (30 minutes)**

**Step 1:** Research the Modes of Preservation (10 minutes)

- Divide students into small groups.

- Each group researches the preservation methods used during the time of the Prophet (S.A.W.) and the Rightly Guided Caliphs, as well as modern methods. Use provided course books and digital devices to aid in research.

- Each group should prepare a brief summary of their findings for presentation.

**Step 2:** Present Findings (10 minutes)

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**Step 3:** Recitation/ Memorization Activity (5 minutes)

- Direct learners to memorize and recite selected chapters/verses from the Qur’an.

- Encourage students to share their recitations with the class and discuss the meaning and importance of those verses.

**Step 4:** Group Discussion on Importance (5 minutes)

- Have each group discuss the significance of preserving the Qur’an in their groups and take notes.

- Facilitate a class discussion on why safeguarding the authenticity of the Qur’an is essential for the Muslim community and individual believers.

**Conclusion (5 minutes)**

- Summarize the key points discussed and the specific learning objectives achieved.

- Conduct a brief interactive quiz or discussion to reinforce the topics covered.

- Preview the next lesson's topic and suggest questions for students to consider at home.

**Extended Activities:**

1. Creative Presentation: Create a visual display (posters or digital presentations) that illustrates the historical timeline of the preservation of the Qur’an.

2. Personal Reflection: Write a short essay on what the Qur’an means to them personally and how they can contribute to its preservation.

3. Community Project: Organize a community event where students can share and teach others about the importance and preservation of the Qur’an.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 2: LESSON 3**

**Strand:** Qur’an

**Sub Strand:** Modes of Preservation of the Qur’an

**Specific Learning Outcomes:**

By the end of the lesson, the learner should be able to:

a) Describe the modes of preservation of the Qur’an during the time of the Prophet (S.A.W.), the Rightly Guided Caliphs, and presently.

b) Memorize some chapters/verses of the Qur’an as a means of preserving it.

c) Assess the importance of preserving the Qur’an to safeguard its authenticity.

d) Cherish the Qur’an as a guide for mankind.

**Key Inquiry Questions:**

1. Why is it important to preserve the Qur’an?

2. How is the Qur’an preserved in modern times?

**Learning Resources:**

- The Qur’an

- Charts depicting preservation methods

- Course Workbooks (OUP, IRE, Learners Book 8, pg 1-3)

- Digital devices for research and presentations

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson emphasizing any relevant connections to the Qur’an.

- Guide learners to read and discuss the key concepts from the current lesson's learning resources, focusing on the importance and methods of preserving the Qur’an.

**Lesson Development (30 minutes)**

**Step 1:** Research the Modes of Preservation (10 minutes)

- Divide students into small groups.

- Each group researches the preservation methods used during the time of the Prophet (S.A.W.) and the Rightly Guided Caliphs, as well as modern methods. Use provided course books and digital devices to aid in research.

- Each group should prepare a brief summary of their findings for presentation.

**Step 2:** Present Findings (10 minutes)

- Groups will present their findings using charts or PowerPoint presentations.

- Encourage each group to highlight key points regarding the methods of preservation through the ages.

**Step 3:** Recitation/ Memorization Activity (5 minutes)

- Direct learners to memorize and recite selected chapters/verses from the Qur’an.

- Encourage students to share their recitations with the class and discuss the meaning and importance of those verses.

**Step 4:** Group Discussion on Importance (5 minutes)

- Have each group discuss the significance of preserving the Qur’an in their groups and take notes.

- Facilitate a class discussion on why safeguarding the authenticity of the Qur’an is essential for the Muslim community and individual believers.

**Conclusion (5 minutes)**

- Summarize the key points discussed and the specific learning objectives achieved.

- Conduct a brief interactive quiz or discussion to reinforce the topics covered.

- Preview the next lesson's topic and suggest questions for students to consider at home.

**Extended Activities:**

1. Creative Presentation: Create a visual display (posters or digital presentations) that illustrates the historical timeline of the preservation of the Qur’an.

2. Personal Reflection: Write a short essay on what the Qur’an means to them personally and how they can contribute to its preservation.

3. Community Project: Organize a community event where students can share and teach others about the importance and preservation of the Qur’an.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 1**

**Strand:** Qur'an

**Sub Strand:** Divisions of the Qur'an

**Specific Learning Outcomes:**

By the end of the lesson, learners will be able to:

a) Explain the divisions of the Qur'an for easier referencing.

b) Identify the divisions of the Qur'an (Ayat, Juzuu, Manzil, Ruk’u, Surah, Makkan, and Madinan Surah) to facilitate the reading of the Qur'an.

c) Describe the characteristics of Makkan and Madinan Surah for a better understanding.

d) Appreciate the division of the Qur'an for ease of recitation.

**Key Inquiry Question:**

- What is the rationale for the divisions of the Qur'an?

**Learning Resources:**

- The Qur'an

- Charts

- Course books (OUP, IRE, Learners Book 8, pg 4-6)

- Digital devices

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on the importance of the Qur'an.

- Ask students to recall key points discussed previously.

- Introduce the topic of divisions of the Qur'an and explain its significance for understanding.

**Lesson Development (30 minutes):**

**Step 1:** Group Discussion (10 minutes)

- Divide the class into small groups.

- Each group discusses and lists the various divisions of the Qur'an (Ayat, Juzuu, Manzil, Ruk’u, Surah).

- Encourage each group to think about why these divisions are important for reading.

**Step 2:** Chart Creation (10 minutes)

- Each group creates a chart that visually represents the divisions of the Qur'an.

- Charts should include definitions and examples from the Qur'an.

- Groups will hang up their charts around the classroom for a mini gallery walk later.

**Step 3:** Research Characteristics (5 minutes)

- Groups use digital devices or reference materials to research the characteristics of Makkan and Madinan Surah.

- Each group should prepare a brief summary to present to the class.

**Step 4:** Class Presentations (5 minutes)

- Each group presents their findings on the characteristics of Makkan and Madinan Surah.

- Encourage other students to ask questions after each presentation for deeper understanding.

**Conclusion (5 minutes):**

- Summarize the key points covered in the lesson, emphasizing the divisions of the Qur’an and their significance.

- Conduct a brief interactive activity, such as a quick quiz or a think-pair-share, to reinforce the main topics covered.

- Preview the next lesson on the themes present in the Qur'an to spark interest.

**Extended Activities:**

- Research Project: Assign students to choose one division of the Qur'an (e.g., a specific Surah) and write a one-page report on its historical context, significance, and characteristics.

- Recitation Practice: Encourage students to recite a selected Surah at home, paying attention to the structure and divisions, and share their experiences in the next class.

- Creative Display: Ask students to create a creative poster or multimedia presentation displaying the divisions and characteristics of Makkan and Madinan Surahs.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 2**

**Strand:** Qur'an

**Sub Strand:** Divisions of the Qur'an

**Specific Learning Outcomes:**

By the end of the lesson, learners will be able to:

a) Explain the divisions of the Qur'an for easier referencing.

b) Identify the divisions of the Qur'an (Ayat, Juzuu, Manzil, Ruk’u, Surah, Makkan, and Madinan Surah) to facilitate the reading of the Qur'an.

c) Describe the characteristics of Makkan and Madinan Surah for a better understanding.

d) Appreciate the division of the Qur'an for ease of recitation.

**Key Inquiry Question:**

- What is the rationale for the divisions of the Qur'an?

**Learning Resources:**

- The Qur'an

- Charts

- Course books (OUP, IRE, Learners Book 8, pg 4-6)

- Digital devices

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on the importance of the Qur'an.

- Ask students to recall key points discussed previously.

- Introduce the topic of divisions of the Qur'an and explain its significance for understanding.

**Lesson Development (30 minutes):**

**Step 1:** Group Discussion (10 minutes)

- Divide the class into small groups.

- Each group discusses and lists the various divisions of the Qur'an (Ayat, Juzuu, Manzil, Ruk’u, Surah).

- Encourage each group to think about why these divisions are important for reading.

**Step 2:** Chart Creation (10 minutes)

- Each group creates a chart that visually represents the divisions of the Qur'an.

- Charts should include definitions and examples from the Qur'an.

- Groups will hang up their charts around the classroom for a mini gallery walk later.

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- Groups use digital devices or reference materials to research the characteristics of Makkan and Madinan Surah.

- Each group should prepare a brief summary to present to the class.

**Step 4:** Class Presentations (5 minutes)

- Each group presents their findings on the characteristics of Makkan and Madinan Surah.

- Encourage other students to ask questions after each presentation for deeper understanding.

**Conclusion (5 minutes):**

- Summarize the key points covered in the lesson, emphasizing the divisions of the Qur’an and their significance.

- Conduct a brief interactive activity, such as a quick quiz or a think-pair-share, to reinforce the main topics covered.

- Preview the next lesson on the themes present in the Qur'an to spark interest.

**Extended Activities:**

- Research Project: Assign students to choose one division of the Qur'an (e.g., a specific Surah) and write a one-page report on its historical context, significance, and characteristics.

- Recitation Practice: Encourage students to recite a selected Surah at home, paying attention to the structure and divisions, and share their experiences in the next class.

- Creative Display: Ask students to create a creative poster or multimedia presentation displaying the divisions and characteristics of Makkan and Madinan Surahs.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 3**

**Strand:** Qur'an

**Sub Strand:** Divisions of the Qur'an

**Specific Learning Outcomes:**

By the end of the lesson, learners will be able to:

a) Explain the divisions of the Qur'an for easier referencing.

b) Identify the divisions of the Qur'an (Ayat, Juzuu, Manzil, Ruk’u, Surah, Makkan, and Madinan Surah) to facilitate the reading of the Qur'an.

c) Describe the characteristics of Makkan and Madinan Surah for a better understanding.

d) Appreciate the division of the Qur'an for ease of recitation.

**Key Inquiry Question:**

- What is the rationale for the divisions of the Qur'an?

**Learning Resources:**

- The Qur'an

- Charts

- Course books (OUP, IRE, Learners Book 8, pg 4-6)

- Digital devices

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on the importance of the Qur'an.

- Ask students to recall key points discussed previously.

- Introduce the topic of divisions of the Qur'an and explain its significance for understanding.

**Lesson Development (30 minutes):**

**Step 1:** Group Discussion (10 minutes)

- Divide the class into small groups.

- Each group discusses and lists the various divisions of the Qur'an (Ayat, Juzuu, Manzil, Ruk’u, Surah).

- Encourage each group to think about why these divisions are important for reading.

**Step 2:** Chart Creation (10 minutes)

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- Charts should include definitions and examples from the Qur'an.

- Groups will hang up their charts around the classroom for a mini gallery walk later.

**Step 3:** Research Characteristics (5 minutes)

- Groups use digital devices or reference materials to research the characteristics of Makkan and Madinan Surah.

- Each group should prepare a brief summary to present to the class.

**Step 4:** Class Presentations (5 minutes)

- Each group presents their findings on the characteristics of Makkan and Madinan Surah.

- Encourage other students to ask questions after each presentation for deeper understanding.

**Conclusion (5 minutes):**

- Summarize the key points covered in the lesson, emphasizing the divisions of the Qur’an and their significance.

- Conduct a brief interactive activity, such as a quick quiz or a think-pair-share, to reinforce the main topics covered.

- Preview the next lesson on the themes present in the Qur'an to spark interest.

**Extended Activities:**

- Research Project: Assign students to choose one division of the Qur'an (e.g., a specific Surah) and write a one-page report on its historical context, significance, and characteristics.

- Recitation Practice: Encourage students to recite a selected Surah at home, paying attention to the structure and divisions, and share their experiences in the next class.

- Creative Display: Ask students to create a creative poster or multimedia presentation displaying the divisions and characteristics of Makkan and Madinan Surahs.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 1**

**Strand:** Qur'an

**Sub Strand:** Selected Verses (Al-Luqman 12-19)

**Specific Learning Outcomes**

By the end of the lesson, learners should be able to:

a) Read the selected verses correctly for spiritual nourishment.

b) Explain the meaning of the selected verses for better understanding.

c) Explain the teachings of the selected verses for character building.

d) Apply the teachings of the selected verses in their daily lives.

e) Appreciate the teachings of the selected verses as sourced from the Quran.

**Key Inquiry Questions**

- What lessons do Muslims learn from the selected verses?

- How can the teachings of the verses reform society?

**Learning Resources**

- Copies of the Qur’an and Hadith,

- Course books,

- Charts and markers,

- Digital devices,

- OUP, IRE, Learners Book 8, pp. 7-10.

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson’s key points.

- Ask students to share what they remember about the Qur'an’s teachings.

- Introduce the selected verses and their significance.

**Lesson Development (30 minutes)**

**Step 1:** Reading and Discussion (10 minutes)

- Activity: In pairs, students read Al-Luqman 12-19.

- Discussion: Guide students to discuss the verses’ initial meanings among themselves.

- Objective: Encourage understanding and curiosity about their implications.

**Step 2:** Group Work on Understanding (10 minutes)

- Activity: Groups create charts displaying each verse alongside its meaning.

- Discussion: Each group shares their interpretation with the class.

- Objective: Foster collaborative learning and deeper comprehension through discussion.

**Step 3:** Research and Note-taking (5 minutes)

- Activity: Using digital devices or provided materials, students research the broader teachings of Al-Luqman 12-19.

- Objective: Students deduce lessons from the verses and jot down their findings.

**Step 4**: Role Play (5 minutes)

- Activity: Students role-play scenarios illustrating the teachings of the verses.

- Objective: Reinforce learning through creative expression and application of teachings in real-life contexts.

**Conclusion (5 minutes)**

- Summarize key points learned about Al-Luqman 12-19, emphasizing the main teachings and their relevance.

- Conduct a brief interactive activity, such as a quick quiz or brainstorming session, about how these lessons can impact society.

- Preview the next lesson topic related to character building in Islam.

**Extended Activities**

- Journaling Assignment: Have students write a reflective journal entry on which verse resonated with them the most and how they can apply its lesson in their daily life.

- Community Project: Plan a class project where students identify a community issue and propose ways to address it using the teachings learned from the verses.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 2**

**Strand:** Qur'an

**Sub Strand:** Selected Verses (Al-Luqman 12-19)

**Specific Learning Outcomes**

By the end of the lesson, learners should be able to:

a) Read the selected verses correctly for spiritual nourishment.

b) Explain the meaning of the selected verses for better understanding.

c) Explain the teachings of the selected verses for character building.

d) Apply the teachings of the selected verses in their daily lives.

e) Appreciate the teachings of the selected verses as sourced from the Quran.

**Key Inquiry Questions**

- What lessons do Muslims learn from the selected verses?

- How can the teachings of the verses reform society?

**Learning Resources**

- Copies of the Qur’an and Hadith,

- Course books,

- Charts and markers,

- Digital devices,

- OUP, IRE, Learners Book 8, pp. 7-10.

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson’s key points.

- Ask students to share what they remember about the Qur'an’s teachings.

- Introduce the selected verses and their significance.

**Lesson Development (30 minutes)**

**Step 1:** Reading and Discussion (10 minutes)

- Activity: In pairs, students read Al-Luqman 12-19.

- Discussion: Guide students to discuss the verses’ initial meanings among themselves.

- Objective: Encourage understanding and curiosity about their implications.

**Step 2:** Group Work on Understanding (10 minutes)

- Activity: Groups create charts displaying each verse alongside its meaning.

- Discussion: Each group shares their interpretation with the class.

- Objective: Foster collaborative learning and deeper comprehension through discussion.

**Step 3:** Research and Note-taking (5 minutes)

- Activity: Using digital devices or provided materials, students research the broader teachings of Al-Luqman 12-19.

- Objective: Students deduce lessons from the verses and jot down their findings.

**Step 4**: Role Play (5 minutes)

- Activity: Students role-play scenarios illustrating the teachings of the verses.

- Objective: Reinforce learning through creative expression and application of teachings in real-life contexts.

**Conclusion (5 minutes)**

- Summarize key points learned about Al-Luqman 12-19, emphasizing the main teachings and their relevance.

- Conduct a brief interactive activity, such as a quick quiz or brainstorming session, about how these lessons can impact society.

- Preview the next lesson topic related to character building in Islam.

**Extended Activities**

- Journaling Assignment: Have students write a reflective journal entry on which verse resonated with them the most and how they can apply its lesson in their daily life.

- Community Project: Plan a class project where students identify a community issue and propose ways to address it using the teachings learned from the verses.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 3**

**Strand:** Qur'an

**Sub Strand:** Selected Verses (Al-Luqman 12-19)

**Specific Learning Outcomes**

By the end of the lesson, learners should be able to:

a) Read the selected verses correctly for spiritual nourishment.

b) Explain the meaning of the selected verses for better understanding.

c) Explain the teachings of the selected verses for character building.

d) Apply the teachings of the selected verses in their daily lives.

e) Appreciate the teachings of the selected verses as sourced from the Quran.

**Key Inquiry Questions**

- What lessons do Muslims learn from the selected verses?

- How can the teachings of the verses reform society?

**Learning Resources**

- Copies of the Qur’an and Hadith,

- Course books,

- Charts and markers,

- Digital devices,

- OUP, IRE, Learners Book 8, pp. 7-10.

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson’s key points.

- Ask students to share what they remember about the Qur'an’s teachings.

- Introduce the selected verses and their significance.

**Lesson Development (30 minutes)**

**Step 1:** Reading and Discussion (10 minutes)

- Activity: In pairs, students read Al-Luqman 12-19.

- Discussion: Guide students to discuss the verses’ initial meanings among themselves.

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**Step 2:** Group Work on Understanding (10 minutes)

- Activity: Groups create charts displaying each verse alongside its meaning.

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**Step 3:** Research and Note-taking (5 minutes)

- Activity: Using digital devices or provided materials, students research the broader teachings of Al-Luqman 12-19.

- Objective: Students deduce lessons from the verses and jot down their findings.

**Step 4**: Role Play (5 minutes)

- Activity: Students role-play scenarios illustrating the teachings of the verses.

- Objective: Reinforce learning through creative expression and application of teachings in real-life contexts.

**Conclusion (5 minutes)**

- Summarize key points learned about Al-Luqman 12-19, emphasizing the main teachings and their relevance.

- Conduct a brief interactive activity, such as a quick quiz or brainstorming session, about how these lessons can impact society.

- Preview the next lesson topic related to character building in Islam.

**Extended Activities**

- Journaling Assignment: Have students write a reflective journal entry on which verse resonated with them the most and how they can apply its lesson in their daily life.

- Community Project: Plan a class project where students identify a community issue and propose ways to address it using the teachings learned from the verses.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 6: LESSON 1**

**Strand:** Hadith

**Sub Strand:** Ulum al-Hadith

**Specific Learning Outcomes:**

By the end of the lesson, students will be able to:

a) Describe the factors that led to the development of Hadith during the time of the Prophet (S.A.W.) and the Rightly Guided Caliphs.

b) Explain the methods used by the Prophet (S.A.W.) to teach Hadith.

c) Apply the methods used by the Prophet (S.A.W.) to teach Hadith.

d) Value Hadith as a primary source of guidance.

**Key Inquiry Questions:**

- What role did the Prophet (S.A.W.) play in the development of Hadith?

- What factors led to the development of Hadith during the Rightly Guided Caliphs’ time?

**Learning Resources:**

- Books of Hadith

- Course books

- Charts

- Digital devices

- OUP, IRE, Learners Book 8, pg 11-14

**Organisation of Learning:**

**Introduction (5 minutes)**

- Activity: Review the previous lesson by asking students what they remember about Hadith and its importance.

- Discussion: Guide learners to read and discuss the definitions and concepts related to Hadith found on pages 11-14 of their Learners Book. Emphasize understanding key components.

**Lesson Development (30 minutes)**

**Step 1:** Research (10 minutes)

- Task: In pairs, students will research the factors that led to the growth and development of Hadith during the time of the Prophet (S.A.W.) and the Rightly Guided Caliphs using their textbooks and digital devices.

- Outcome: Prepare to share findings with the class.

**Step 2:** Group Discussion (10 minutes)

- Task: Form small groups and discuss the development of Hadith during the time of the Prophet (S.A.W.) and the Rightly Guided Caliphs. Students should take notes on the key points shared.

- Outcome: Encourage presentation of insights to the class.

**Step 3:** Brainstorming Session (5 minutes)

- Task: Brainstorm the various methods used by the Prophet (S.A.W.) to teach Hadith. Each group writes down at least three methods.

- Outcome: Share ideas with the class on the traditional teaching methods employed by the Prophet.

**Step 4:** Role-Play Activity (5 minutes)

- Task: Groups choose one method discussed and role-play a short scene that demonstrates how the Prophet (S.A.W.) taught Hadith.

- Outcome: Perform in front of the class, allowing for peer observations and feedback.

**Conclusion (5 minutes)**

- Summary: Recap the key points covered in the lesson, focusing on the role of the Prophet (S.A.W.) and the factors that contributed to Hadith development.

- Interactive Activity: Conduct a quick quiz or group discussion where students raise their hands to answer questions based on the lesson.

- Preview: Introduce the next topic, which may involve a deeper exploration of specific Hadiths or their applications in daily life. Encourage students to think about questions such as "How do Hadiths influence your everyday decisions?"

**Extended Activities:**

- Assignment: Write a reflective essay on how the teachings of the Prophet (S.A.W.) through Hadith can be applied to modern-day situations.

- Creative Project: Create a poster presentation that shows the significance of a particular Hadith and its practical implications in today’s context.

- Group Project: Form groups to create a short video demonstrating one of the methods used by the Prophet (S.A.W.) in teaching, showcasing how to apply it in a classroom setting today.

This lesson plan encourages active learning through research, discussion, and creative expression while emphasizing the significance of Hadith as a foundational aspect of Islamic teachings.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 2**

**Strand:** Hadith

**Sub Strand:** Ulum al-Hadith

**Specific Learning Outcomes:**

By the end of the lesson, students will be able to:

a) Describe the factors that led to the development of Hadith during the time of the Prophet (S.A.W.) and the Rightly Guided Caliphs.

b) Explain the methods used by the Prophet (S.A.W.) to teach Hadith.

c) Apply the methods used by the Prophet (S.A.W.) to teach Hadith.

d) Value Hadith as a primary source of guidance.

**Key Inquiry Questions:**

- What role did the Prophet (S.A.W.) play in the development of Hadith?

- What factors led to the development of Hadith during the Rightly Guided Caliphs’ time?

**Learning Resources:**

- Books of Hadith

- Course books

- Charts

- Digital devices

- OUP, IRE, Learners Book 8, pg 11-14

**Organisation of Learning:**

**Introduction (5 minutes)**

- Activity: Review the previous lesson by asking students what they remember about Hadith and its importance.

- Discussion: Guide learners to read and discuss the definitions and concepts related to Hadith found on pages 11-14 of their Learners Book. Emphasize understanding key components.

**Lesson Development (30 minutes)**

**Step 1:** Research (10 minutes)

- Task: In pairs, students will research the factors that led to the growth and development of Hadith during the time of the Prophet (S.A.W.) and the Rightly Guided Caliphs using their textbooks and digital devices.

- Outcome: Prepare to share findings with the class.

**Step 2:** Group Discussion (10 minutes)

- Task: Form small groups and discuss the development of Hadith during the time of the Prophet (S.A.W.) and the Rightly Guided Caliphs. Students should take notes on the key points shared.

- Outcome: Encourage presentation of insights to the class.

**Step 3:** Brainstorming Session (5 minutes)

- Task: Brainstorm the various methods used by the Prophet (S.A.W.) to teach Hadith. Each group writes down at least three methods.

- Outcome: Share ideas with the class on the traditional teaching methods employed by the Prophet.

**Step 4:** Role-Play Activity (5 minutes)

- Task: Groups choose one method discussed and role-play a short scene that demonstrates how the Prophet (S.A.W.) taught Hadith.

- Outcome: Perform in front of the class, allowing for peer observations and feedback.

**Conclusion (5 minutes)**

- Summary: Recap the key points covered in the lesson, focusing on the role of the Prophet (S.A.W.) and the factors that contributed to Hadith development.

- Interactive Activity: Conduct a quick quiz or group discussion where students raise their hands to answer questions based on the lesson.

- Preview: Introduce the next topic, which may involve a deeper exploration of specific Hadiths or their applications in daily life. Encourage students to think about questions such as "How do Hadiths influence your everyday decisions?"

**Extended Activities:**

- Assignment: Write a reflective essay on how the teachings of the Prophet (S.A.W.) through Hadith can be applied to modern-day situations.

- Creative Project: Create a poster presentation that shows the significance of a particular Hadith and its practical implications in today’s context.

- Group Project: Form groups to create a short video demonstrating one of the methods used by the Prophet (S.A.W.) in teaching, showcasing how to apply it in a classroom setting today.

This lesson plan encourages active learning through research, discussion, and creative expression while emphasizing the significance of Hadith as a foundational aspect of Islamic teachings.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 3**

**Strand:** Hadith

**Sub Strand:** Ulum al-Hadith

**Specific Learning Outcomes:**

By the end of the lesson, students will be able to:

a) Describe the factors that led to the development of Hadith during the time of the Prophet (S.A.W.) and the Rightly Guided Caliphs.

b) Explain the methods used by the Prophet (S.A.W.) to teach Hadith.

c) Apply the methods used by the Prophet (S.A.W.) to teach Hadith.

d) Value Hadith as a primary source of guidance.

**Key Inquiry Questions:**

- What role did the Prophet (S.A.W.) play in the development of Hadith?

- What factors led to the development of Hadith during the Rightly Guided Caliphs’ time?

**Learning Resources:**

- Books of Hadith

- Course books

- Charts

- Digital devices

- OUP, IRE, Learners Book 8, pg 11-14

**Organisation of Learning:**

**Introduction (5 minutes)**

- Activity: Review the previous lesson by asking students what they remember about Hadith and its importance.

- Discussion: Guide learners to read and discuss the definitions and concepts related to Hadith found on pages 11-14 of their Learners Book. Emphasize understanding key components.

**Lesson Development (30 minutes)**

**Step 1:** Research (10 minutes)

- Task: In pairs, students will research the factors that led to the growth and development of Hadith during the time of the Prophet (S.A.W.) and the Rightly Guided Caliphs using their textbooks and digital devices.

- Outcome: Prepare to share findings with the class.

**Step 2:** Group Discussion (10 minutes)

- Task: Form small groups and discuss the development of Hadith during the time of the Prophet (S.A.W.) and the Rightly Guided Caliphs. Students should take notes on the key points shared.

- Outcome: Encourage presentation of insights to the class.

**Step 3:** Brainstorming Session (5 minutes)

- Task: Brainstorm the various methods used by the Prophet (S.A.W.) to teach Hadith. Each group writes down at least three methods.

- Outcome: Share ideas with the class on the traditional teaching methods employed by the Prophet.

**Step 4:** Role-Play Activity (5 minutes)

- Task: Groups choose one method discussed and role-play a short scene that demonstrates how the Prophet (S.A.W.) taught Hadith.

- Outcome: Perform in front of the class, allowing for peer observations and feedback.

**Conclusion (5 minutes)**

- Summary: Recap the key points covered in the lesson, focusing on the role of the Prophet (S.A.W.) and the factors that contributed to Hadith development.

- Interactive Activity: Conduct a quick quiz or group discussion where students raise their hands to answer questions based on the lesson.

- Preview: Introduce the next topic, which may involve a deeper exploration of specific Hadiths or their applications in daily life. Encourage students to think about questions such as "How do Hadiths influence your everyday decisions?"

**Extended Activities:**

- Assignment: Write a reflective essay on how the teachings of the Prophet (S.A.W.) through Hadith can be applied to modern-day situations.

- Creative Project: Create a poster presentation that shows the significance of a particular Hadith and its practical implications in today’s context.

- Group Project: Form groups to create a short video demonstrating one of the methods used by the Prophet (S.A.W.) in teaching, showcasing how to apply it in a classroom setting today.

This lesson plan encourages active learning through research, discussion, and creative expression while emphasizing the significance of Hadith as a foundational aspect of Islamic teachings.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 1**

**Strand:** Hadith

**Sub Strand:** Selected Hadith

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

a) Deduce lessons learned from the Hadith on accountability and respect for authority for character building

b) Explain the relevance of the Hadith on accountability and respect for authority in the life of a Muslim

c) Practice the teachings of the Hadith on accountability and respect for authority in daily life

d) Appreciate Hadith as the second source of law

**Key Inquiry Question(s):**

- Why is intention important in Islam?

- Why should Muslims respect authority?

**Learning Resources:**

- Books of Hadith (At-Tirmidhi and Bukhari), course books, charts, digital devices, OUP, IRE Learners Book 8 (pg 15-19)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin by reviewing the key concepts discussed in the previous lesson.

- Guide students to read relevant content from the learning resources that relates to Hadith on accountability and respect for authority. Encourage a brief discussion to reinforce understanding.

**Lesson Development (30 minutes)**

**Step 1:** Reading the Selected Hadith (10 minutes)

- Activity: Distribute the Hadith texts.

- Students read the Hadith on accountability:

“The feet of a servant will not move on the Day of Resurrection until he is asked about four matters: his lifetime and how he used it, his youth and how he exhausted it, his wealth and how he earned it and spent it, and his knowledge and how he acted upon it.” (At-Tirmidhi)

- Then read the Hadith on respect for authority:

"Listening to and obeying the leader is an obligation upon a Muslim, whether he likes it or dislikes it, as long as he is not commanded to disobey Allah(S.W.T.). If he is commanded to disobey Allah (S.W.T.), there is no listening or obedience.” (Bukhari and Muslim)

**Step 2:** Group Discussion and Lessons Learned (10 minutes)

- Activity: In small groups, students discuss the Hadiths and extract lessons relevant to character building and daily life.

- Encourage students to focus on how each lesson relates to accountability and respect for authority.

- Each group prepares brief notes on their findings to share with the class.

**Step 3:** Class Presentations (5 minutes)

- Activity: Groups present their key points to the class, fostering an environment of shared learning.

- Each group should highlight at least one lesson learned from each Hadith and discuss its real-life application.

**Step 4:** Role-Play Activity (5 minutes)

- Activity: In pairs or small groups, students role-play scenarios where they demonstrate respect for authority in school and home.

- Each group acts out their scenario and discusses how their actions reflect the teachings of the Hadith.

**Conclusion (5 minutes)**

- Summarize the key points discussed in the lesson.

- Reinforce learning objectives achieved, emphasizing the importance of accountability and respect for authority.

- Conduct a quick interactive activity, such as a question-and-answer session or a brief quiz, to further reinforce the main topics.

- Preview the next session's topics and pose questions for students to think about.

**Extended Activities:**

- Activity Suggestion 1: Write a reflective essay on a personal experience that relates to accountability or respect for authority in their life.

- Activity Suggestion 2: Create a poster illustrating key lessons from the Hadith on accountability and respect for authority, encouraging creativity and individual expression.

- Activity Suggestion 3: Research and present on how the principles of these Hadiths are applied in different cultural or Islamic contexts around the world.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 2**

**Strand:** Hadith

**Sub Strand:** Selected Hadith

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

a) Deduce lessons learned from the Hadith on accountability and respect for authority for character building

b) Explain the relevance of the Hadith on accountability and respect for authority in the life of a Muslim

c) Practice the teachings of the Hadith on accountability and respect for authority in daily life

d) Appreciate Hadith as the second source of law

**Key Inquiry Question(s):**

- Why is intention important in Islam?

- Why should Muslims respect authority?

**Learning Resources:**

- Books of Hadith (At-Tirmidhi and Bukhari), course books, charts, digital devices, OUP, IRE Learners Book 8 (pg 15-19)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin by reviewing the key concepts discussed in the previous lesson.

- Guide students to read relevant content from the learning resources that relates to Hadith on accountability and respect for authority. Encourage a brief discussion to reinforce understanding.

**Lesson Development (30 minutes)**

**Step 1:** Reading the Selected Hadith (10 minutes)

- Activity: Distribute the Hadith texts.

- Students read the Hadith on accountability:

“The feet of a servant will not move on the Day of Resurrection until he is asked about four matters: his lifetime and how he used it, his youth and how he exhausted it, his wealth and how he earned it and spent it, and his knowledge and how he acted upon it.” (At-Tirmidhi)

- Then read the Hadith on respect for authority:

"Listening to and obeying the leader is an obligation upon a Muslim, whether he likes it or dislikes it, as long as he is not commanded to disobey Allah(S.W.T.). If he is commanded to disobey Allah (S.W.T.), there is no listening or obedience.” (Bukhari and Muslim)

**Step 2:** Group Discussion and Lessons Learned (10 minutes)

- Activity: In small groups, students discuss the Hadiths and extract lessons relevant to character building and daily life.

- Encourage students to focus on how each lesson relates to accountability and respect for authority.

- Each group prepares brief notes on their findings to share with the class.

**Step 3:** Class Presentations (5 minutes)

- Activity: Groups present their key points to the class, fostering an environment of shared learning.

- Each group should highlight at least one lesson learned from each Hadith and discuss its real-life application.

**Step 4:** Role-Play Activity (5 minutes)

- Activity: In pairs or small groups, students role-play scenarios where they demonstrate respect for authority in school and home.

- Each group acts out their scenario and discusses how their actions reflect the teachings of the Hadith.

**Conclusion (5 minutes)**

- Summarize the key points discussed in the lesson.

- Reinforce learning objectives achieved, emphasizing the importance of accountability and respect for authority.

- Conduct a quick interactive activity, such as a question-and-answer session or a brief quiz, to further reinforce the main topics.

- Preview the next session's topics and pose questions for students to think about.

**Extended Activities:**

- Activity Suggestion 1: Write a reflective essay on a personal experience that relates to accountability or respect for authority in their life.

- Activity Suggestion 2: Create a poster illustrating key lessons from the Hadith on accountability and respect for authority, encouraging creativity and individual expression.

- Activity Suggestion 3: Research and present on how the principles of these Hadiths are applied in different cultural or Islamic contexts around the world.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 3**

**Strand:** Hadith

**Sub Strand:** Selected Hadith

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

a) Deduce lessons learned from the Hadith on accountability and respect for authority for character building

b) Explain the relevance of the Hadith on accountability and respect for authority in the life of a Muslim

c) Practice the teachings of the Hadith on accountability and respect for authority in daily life

d) Appreciate Hadith as the second source of law

**Key Inquiry Question(s):**

- Why is intention important in Islam?

- Why should Muslims respect authority?

**Learning Resources:**

- Books of Hadith (At-Tirmidhi and Bukhari), course books, charts, digital devices, OUP, IRE Learners Book 8 (pg 15-19)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin by reviewing the key concepts discussed in the previous lesson.

- Guide students to read relevant content from the learning resources that relates to Hadith on accountability and respect for authority. Encourage a brief discussion to reinforce understanding.

**Lesson Development (30 minutes)**

**Step 1:** Reading the Selected Hadith (10 minutes)

- Activity: Distribute the Hadith texts.

- Students read the Hadith on accountability:

“The feet of a servant will not move on the Day of Resurrection until he is asked about four matters: his lifetime and how he used it, his youth and how he exhausted it, his wealth and how he earned it and spent it, and his knowledge and how he acted upon it.” (At-Tirmidhi)

- Then read the Hadith on respect for authority:

"Listening to and obeying the leader is an obligation upon a Muslim, whether he likes it or dislikes it, as long as he is not commanded to disobey Allah(S.W.T.). If he is commanded to disobey Allah (S.W.T.), there is no listening or obedience.” (Bukhari and Muslim)

**Step 2:** Group Discussion and Lessons Learned (10 minutes)

- Activity: In small groups, students discuss the Hadiths and extract lessons relevant to character building and daily life.

- Encourage students to focus on how each lesson relates to accountability and respect for authority.

- Each group prepares brief notes on their findings to share with the class.

**Step 3:** Class Presentations (5 minutes)

- Activity: Groups present their key points to the class, fostering an environment of shared learning.

- Each group should highlight at least one lesson learned from each Hadith and discuss its real-life application.

**Step 4:** Role-Play Activity (5 minutes)

- Activity: In pairs or small groups, students role-play scenarios where they demonstrate respect for authority in school and home.

- Each group acts out their scenario and discusses how their actions reflect the teachings of the Hadith.

**Conclusion (5 minutes)**

- Summarize the key points discussed in the lesson.

- Reinforce learning objectives achieved, emphasizing the importance of accountability and respect for authority.

- Conduct a quick interactive activity, such as a question-and-answer session or a brief quiz, to further reinforce the main topics.

- Preview the next session's topics and pose questions for students to think about.

**Extended Activities:**

- Activity Suggestion 1: Write a reflective essay on a personal experience that relates to accountability or respect for authority in their life.

- Activity Suggestion 2: Create a poster illustrating key lessons from the Hadith on accountability and respect for authority, encouraging creativity and individual expression.

- Activity Suggestion 3: Research and present on how the principles of these Hadiths are applied in different cultural or Islamic contexts around the world.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 1**

**Strand:** Pillars of Iman

**Sub Strand:** Belief in revealed scriptures

**Specific Learning Outcomes:**

- By the end of the lesson, learners should be able to:

a) Identify the revealed scriptures to strengthen their Iman.

b) Examine the importance of believing in the revealed scriptures as a pillar of Iman.

c) Explain the reasons for the revelation of the revealed scriptures as a guide to mankind.

d) Identify the similarities in the revealed scriptures for religious tolerance.

e) Describe ways of showing respect for the revealed scriptures to promote religious tolerance.

f) Practice tolerance towards people of other faiths for peaceful co-existence.

g) Acknowledge the revealed scriptures as part of faith.

**Key Inquiry Question(s):**

- How can Muslims practice religious tolerance?

- Why does mankind need revealed scriptures?

**Learning Resources:**

- Books of Hadith, course books, charts, digital devices (OUP, IRE, Learners Book 8, pg 20-24)

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson focusing on the general idea of Iman.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the revealed scriptures.

**Lesson Development (30 minutes)**

**Step 1:** Identify Revealed Scriptures (10 minutes)

- In pairs, learners will identify various revealed scriptures (e.g., the Quran, Bible, and Torah) and write key characteristics of each.

- Present findings on charts to the class to visualize the scriptures’ significance.

**Step 2:** Importance of Believing (10 minutes)

- In groups, learners will research the importance of believing in revealed scriptures.

- Each group will prepare a short presentation highlighting their findings on a poster for class sharing.

**Step 3:** Reasons for Revelation (5 minutes)

- Brainstorm in groups about why these scriptures were revealed to mankind.

- Make notes and share key points, focusing on guidance, laws, and moral lessons.

**Step 4:** Tolerance and Respect (5 minutes)

- Discuss as a class the similarities found in the revealed scriptures and the importance of religious tolerance.

- Identify and note ways to show respect for different faiths and the revealed scriptures, ensuring it relates back to promoting tolerance.

**Conclusion (5 minutes)**

- Summarize the key points discussed in the lesson, revisiting the specific learning outcomes achieved.

- Conduct a quick interactive activity: ask learners to share one new thing they learned about revealed scriptures and religious tolerance.

- Briefly preview the next topic to keep learners engaged and curious for the upcoming lesson.

**Extended Activities**

- Research Project: Assign learners to choose one revealed scripture and research its historical context, major teachings, and its impact on society. Present findings in the next class.

- Reflection Journal: Encourage students to write a one-page reflection on how understanding different revealed scriptures can promote coexistence and peace in their community.

- Role Play: Create scenarios where students can practice showing tolerance towards individuals of different faiths, taking turns in various roles.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 2**

**Strand:** Pillars of Iman

**Sub Strand:** Belief in revealed scriptures

**Specific Learning Outcomes:**

- By the end of the lesson, learners should be able to:

a) Identify the revealed scriptures to strengthen their Iman.

b) Examine the importance of believing in the revealed scriptures as a pillar of Iman.

c) Explain the reasons for the revelation of the revealed scriptures as a guide to mankind.

d) Identify the similarities in the revealed scriptures for religious tolerance.

e) Describe ways of showing respect for the revealed scriptures to promote religious tolerance.

f) Practice tolerance towards people of other faiths for peaceful co-existence.

g) Acknowledge the revealed scriptures as part of faith.

**Key Inquiry Question(s):**

- How can Muslims practice religious tolerance?

- Why does mankind need revealed scriptures?

**Learning Resources:**

- Books of Hadith, course books, charts, digital devices (OUP, IRE, Learners Book 8, pg 20-24)

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson focusing on the general idea of Iman.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the revealed scriptures.

**Lesson Development (30 minutes)**

**Step 1:** Identify Revealed Scriptures (10 minutes)

- In pairs, learners will identify various revealed scriptures (e.g., the Quran, Bible, and Torah) and write key characteristics of each.

- Present findings on charts to the class to visualize the scriptures’ significance.

**Step 2:** Importance of Believing (10 minutes)

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- Each group will prepare a short presentation highlighting their findings on a poster for class sharing.

**Step 3:** Reasons for Revelation (5 minutes)

- Brainstorm in groups about why these scriptures were revealed to mankind.

- Make notes and share key points, focusing on guidance, laws, and moral lessons.

**Step 4:** Tolerance and Respect (5 minutes)

- Discuss as a class the similarities found in the revealed scriptures and the importance of religious tolerance.

- Identify and note ways to show respect for different faiths and the revealed scriptures, ensuring it relates back to promoting tolerance.

**Conclusion (5 minutes)**

- Summarize the key points discussed in the lesson, revisiting the specific learning outcomes achieved.

- Conduct a quick interactive activity: ask learners to share one new thing they learned about revealed scriptures and religious tolerance.

- Briefly preview the next topic to keep learners engaged and curious for the upcoming lesson.

**Extended Activities**

- Research Project: Assign learners to choose one revealed scripture and research its historical context, major teachings, and its impact on society. Present findings in the next class.

- Reflection Journal: Encourage students to write a one-page reflection on how understanding different revealed scriptures can promote coexistence and peace in their community.

- Role Play: Create scenarios where students can practice showing tolerance towards individuals of different faiths, taking turns in various roles.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 10: LESSON 3**

**Strand:** Pillars of Iman

**Sub Strand:** Belief in revealed scriptures

**Specific Learning Outcomes:**

- By the end of the lesson, learners should be able to:

a) Identify the revealed scriptures to strengthen their Iman.

b) Examine the importance of believing in the revealed scriptures as a pillar of Iman.

c) Explain the reasons for the revelation of the revealed scriptures as a guide to mankind.

d) Identify the similarities in the revealed scriptures for religious tolerance.

e) Describe ways of showing respect for the revealed scriptures to promote religious tolerance.

f) Practice tolerance towards people of other faiths for peaceful co-existence.

g) Acknowledge the revealed scriptures as part of faith.

**Key Inquiry Question(s):**

- How can Muslims practice religious tolerance?

- Why does mankind need revealed scriptures?

**Learning Resources:**

- Books of Hadith, course books, charts, digital devices (OUP, IRE, Learners Book 8, pg 20-24)

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson focusing on the general idea of Iman.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the revealed scriptures.

**Lesson Development (30 minutes)**

**Step 1:** Identify Revealed Scriptures (10 minutes)

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- Present findings on charts to the class to visualize the scriptures’ significance.

**Step 2:** Importance of Believing (10 minutes)

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**Step 3:** Reasons for Revelation (5 minutes)

- Brainstorm in groups about why these scriptures were revealed to mankind.

- Make notes and share key points, focusing on guidance, laws, and moral lessons.

**Step 4:** Tolerance and Respect (5 minutes)

- Discuss as a class the similarities found in the revealed scriptures and the importance of religious tolerance.

- Identify and note ways to show respect for different faiths and the revealed scriptures, ensuring it relates back to promoting tolerance.

**Conclusion (5 minutes)**

- Summarize the key points discussed in the lesson, revisiting the specific learning outcomes achieved.

- Conduct a quick interactive activity: ask learners to share one new thing they learned about revealed scriptures and religious tolerance.

- Briefly preview the next topic to keep learners engaged and curious for the upcoming lesson.

**Extended Activities**

- Research Project: Assign learners to choose one revealed scripture and research its historical context, major teachings, and its impact on society. Present findings in the next class.

- Reflection Journal: Encourage students to write a one-page reflection on how understanding different revealed scriptures can promote coexistence and peace in their community.

- Role Play: Create scenarios where students can practice showing tolerance towards individuals of different faiths, taking turns in various roles.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 1**

**Strand:** Pillars of Iman

**Sub Strand:** Ulul-Azm Prophets

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

a) Describe the qualities of Ulul Azm Prophets for emulation.

b) Narrate the stories of Nabii Musa and Issa (A.S.) for spiritual nourishment.

c) Apply the teachings from the stories of Nabii Musa and Issa (A.S.) for character building.

d) Appreciate the Ulul-Azm Prophets as role models.

**Key Inquiry Question:**

What lessons do Muslims learn from the Ulul-Azm Prophets?

**Learning Resources:**

- Books of Hadith

- Course books

- Digital devices (OUP, IRE, Learners Book 8, pg 25-29)

- Charts for presentations

- Video clips or story readings on Nabii Musa and Issa (A.S.)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin with a brief review of the previous lesson.

- Encourage students to share what they remember about the concept of Prophets and their significance in Islam.

- Guide learners in reading and discussing the relevant content from their resources, focusing on identifying key qualities of Ulul Azm Prophets.

**Lesson Development (30 minutes)**

**Step 1**: Research and Presentation (10 minutes)

- Divide students into pairs or small groups.

- Assign each group the task of researching the qualities of Ulul Azm Prophets.

- Each group will prepare a chart or PowerPoint presentation summarizing their findings to share with the class.

**Step 2:** Story Engagement (10 minutes)

- Show video clips or read passages that narrate the stories of Nabii Musa and Issa (A.S.).

- Ask students to take notes on the main events and morals from each story.

- Facilitate a brief discussion about the key events in each story and how they pertain to the qualities of the Prophets.

**Step 3:** Story Narration (5 minutes)

- Invite students to narrate parts of the stories of Nabii Musa and Issa (A.S.) based on their notes.

- Encourage expressive storytelling and engagement from peers, allowing them to ask questions or offer insights after each narration.

**Step 4:** Dramatization (5 minutes)

- In the same groups, have students choose a scene from either story to dramatize.

- Allow them to briefly prepare and then perform their dramatization in front of the class, highlighting key lessons and qualities learned from the stories.

**Conclusion (5 minutes)**

- Summarize the key points covered in the lesson, referencing the qualities of the Ulul-Azm Prophets and the teachings from their stories.

- Conduct a brief interactive activity, such as a quick “Think-Pair-Share” where students discuss how they can emulate these qualities in their lives.

- Provide a preview of the next session, introducing the upcoming topic or questions to ponder related to other Prophets or Islamic values.

**Extended Activities:**

- Encourage students to keep a journal where they reflect on how the qualities of the Ulul Azm Prophets can influence their daily decisions and character.

- Challenge them to create a poster summarizing the qualities of Ulul Azm Prophets along with their corresponding stories, to be displayed in the classroom.

- Suggest they read additional stories about other Prophets and write a report on the lessons learned from each.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 8** | **IRE** |  |  |  |

**WEEK 11: LESSON 2**

**Strand:** Pillars of Iman

**Sub Strand:** Ulul-Azm Prophets

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

a) Describe the qualities of Ulul Azm Prophets for emulation.

b) Narrate the stories of Nabii Musa and Issa (A.S.) for spiritual nourishment.

c) Apply the teachings from the stories of Nabii Musa and Issa (A.S.) for character building.

d) Appreciate the Ulul-Azm Prophets as role models.

**Key Inquiry Question:**

What lessons do Muslims learn from the Ulul-Azm Prophets?

**Learning Resources:**

- Books of Hadith

- Course books

- Digital devices (OUP, IRE, Learners Book 8, pg 25-29)

- Charts for presentations

- Video clips or story readings on Nabii Musa and Issa (A.S.)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin with a brief review of the previous lesson.

- Encourage students to share what they remember about the concept of Prophets and their significance in Islam.

- Guide learners in reading and discussing the relevant content from their resources, focusing on identifying key qualities of Ulul Azm Prophets.

**Lesson Development (30 minutes)**

**Step 1**: Research and Presentation (10 minutes)

- Divide students into pairs or small groups.

- Assign each group the task of researching the qualities of Ulul Azm Prophets.

- Each group will prepare a chart or PowerPoint presentation summarizing their findings to share with the class.

**Step 2:** Story Engagement (10 minutes)

- Show video clips or read passages that narrate the stories of Nabii Musa and Issa (A.S.).

- Ask students to take notes on the main events and morals from each story.

- Facilitate a brief discussion about the key events in each story and how they pertain to the qualities of the Prophets.

**Step 3:** Story Narration (5 minutes)

- Invite students to narrate parts of the stories of Nabii Musa and Issa (A.S.) based on their notes.

- Encourage expressive storytelling and engagement from peers, allowing them to ask questions or offer insights after each narration.

**Step 4:** Dramatization (5 minutes)

- In the same groups, have students choose a scene from either story to dramatize.

- Allow them to briefly prepare and then perform their dramatization in front of the class, highlighting key lessons and qualities learned from the stories.

**Conclusion (5 minutes)**

- Summarize the key points covered in the lesson, referencing the qualities of the Ulul-Azm Prophets and the teachings from their stories.

- Conduct a brief interactive activity, such as a quick “Think-Pair-Share” where students discuss how they can emulate these qualities in their lives.

- Provide a preview of the next session, introducing the upcoming topic or questions to ponder related to other Prophets or Islamic values.

**Extended Activities:**

- Encourage students to keep a journal where they reflect on how the qualities of the Ulul Azm Prophets can influence their daily decisions and character.

- Challenge them to create a poster summarizing the qualities of Ulul Azm Prophets along with their corresponding stories, to be displayed in the classroom.

- Suggest they read additional stories about other Prophets and write a report on the lessons learned from each.

**Teacher Self-Evaluation:**

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| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 8** | **IRE** |  |  |  |

**WEEK 11: LESSON 3**

**Strand:** Pillars of Iman

**Sub Strand:** Ulul-Azm Prophets

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

a) Describe the qualities of Ulul Azm Prophets for emulation.

b) Narrate the stories of Nabii Musa and Issa (A.S.) for spiritual nourishment.

c) Apply the teachings from the stories of Nabii Musa and Issa (A.S.) for character building.

d) Appreciate the Ulul-Azm Prophets as role models.

**Key Inquiry Question:**

What lessons do Muslims learn from the Ulul-Azm Prophets?

**Learning Resources:**

- Books of Hadith

- Course books

- Digital devices (OUP, IRE, Learners Book 8, pg 25-29)

- Charts for presentations

- Video clips or story readings on Nabii Musa and Issa (A.S.)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin with a brief review of the previous lesson.

- Encourage students to share what they remember about the concept of Prophets and their significance in Islam.

- Guide learners in reading and discussing the relevant content from their resources, focusing on identifying key qualities of Ulul Azm Prophets.

**Lesson Development (30 minutes)**

**Step 1**: Research and Presentation (10 minutes)

- Divide students into pairs or small groups.

- Assign each group the task of researching the qualities of Ulul Azm Prophets.

- Each group will prepare a chart or PowerPoint presentation summarizing their findings to share with the class.

**Step 2:** Story Engagement (10 minutes)

- Show video clips or read passages that narrate the stories of Nabii Musa and Issa (A.S.).

- Ask students to take notes on the main events and morals from each story.

- Facilitate a brief discussion about the key events in each story and how they pertain to the qualities of the Prophets.

**Step 3:** Story Narration (5 minutes)

- Invite students to narrate parts of the stories of Nabii Musa and Issa (A.S.) based on their notes.

- Encourage expressive storytelling and engagement from peers, allowing them to ask questions or offer insights after each narration.

**Step 4:** Dramatization (5 minutes)

- In the same groups, have students choose a scene from either story to dramatize.

- Allow them to briefly prepare and then perform their dramatization in front of the class, highlighting key lessons and qualities learned from the stories.

**Conclusion (5 minutes)**

- Summarize the key points covered in the lesson, referencing the qualities of the Ulul-Azm Prophets and the teachings from their stories.

- Conduct a brief interactive activity, such as a quick “Think-Pair-Share” where students discuss how they can emulate these qualities in their lives.

- Provide a preview of the next session, introducing the upcoming topic or questions to ponder related to other Prophets or Islamic values.

**Extended Activities:**

- Encourage students to keep a journal where they reflect on how the qualities of the Ulul Azm Prophets can influence their daily decisions and character.

- Challenge them to create a poster summarizing the qualities of Ulul Azm Prophets along with their corresponding stories, to be displayed in the classroom.

- Suggest they read additional stories about other Prophets and write a report on the lessons learned from each.

**Teacher Self-Evaluation:**