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**WEEK 1: LESSON 1**

**Strand:** Qur’an

**Sub Strand:** Ulumul Qur’an

**Specific Learning Outcomes:**

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

1. Explain the meaning of Ulumul Qur’an.

2. Identify various prophets who received wahyi from Allah (S.W.T).

3. Appreciate the importance of the Islamic book.

**Key Inquiry Question(s):**

- What is the meaning of Ulumul Qur’an?

**Learning Resources:**

- QuranFlash cards

- Pictures

- Songs

- Digital devices

- Charts

- Reference: KLB Top Scholar IRE Grade 7 pg. 1

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson on the significance of the Qur’an in Islam.

- Ask students to summarize what they learned.

- Introduce the topic of Ulumul Qur’an, guiding learners to discuss its relevance using flashcards and charts.

**Lesson Development (30 minutes):**

**Step 1:** Understanding Ulumul Qur’an

- Explain the term "Ulumul Qur’an" as the "Sciences of the Qur’an."

- Discuss why these studies are important for a deeper understanding of the Qur’an. Use charts and pictures to visualize key ideas.

**Step 2:** Prophets and Wahyi

- Introduce various prophets who received divine revelations (wahyi) from Allah (S.W.T), such as Prophet Muhammad (PBUH), Prophet Musa (Moses), and Prophet Isa (Jesus).

- In pairs, have students identify one prophet and briefly research their contributions, considering what revelation they received.

**Step 3:** The Role of the Qur’an in Islam

- Discuss the importance of the Qur’an as a source of guidance, law, and inspiration for Muslims.

- Guide students to reflect on their personal connections with the Qur'an and why it holds significance in their lives.

**Step 4:** Listening and Recitation

- Play a short recitation of Surah Al-Humaza.

- Encourage students to listen carefully and identify key themes and ideas from the verses.

- Hand out a summary of the Surah's basic meaning for further discussion.

**Conclusion (5 minutes):**

- Summarize the key points discussed in the lesson: the meaning of Ulumul Qur’an, the prophets who received wahyi, and the significance of the Islamic book.

- Conduct a brief interactive quiz or group discussion to reinforce the main topics learned in class.

- Preview the next session’s topic on the interpretation of iconic verses from the Qur’an, encouraging students to think about which verses might be significant to them.

**Extended Activities:**

- Reflection Journal: Ask students to keep a weekly reflection journal where they write about what they learn about the Qur’an, including its stories, teachings, and impact on their lives.

- Group Presentation: Organize small groups to prepare a presentation on a chosen prophet, focusing on their life, the wahyi they received, and how their teachings align with the Qur’an.

- Art Project: Encourage students to create art pieces representing their favorite surahs or verses from the Qur’an, allowing them to express their understanding creatively.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 2**

**Strand:** Qur’an

**Sub Strand:** Reasons for the revelations of the Qur’an

**Specific Learning Outcomes:**

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

1. Give reasons for the revelations of the Qur’an.

2. Design a chart showing reasons for the revelation of the Qur’an.

3. Appreciate the importance of the Qur’an.

**Key Inquiry Question(s):**

- What are the reasons for the revelations of the Qur’an?

**Learning Resources:**

- QuranFlash cards

- Pictures

- Songs

- Digital devices (for research and presentations)

- Charts

- Reference: KLB Top Scholar IRE Grade 7 pg. 1-3

**Organisation of Learning :**

**Introduction (5 minutes):**

- Briefly review the previous lesson on the significance of the Qur’an.

- Engage students in a discussion about what they remember and link it to the focus of today’s lesson.

- Introduce the key inquiry question: “What are the reasons for the revelations of the Qur’an?”

**Lesson Development (30 minutes):**

**Step 1:** Group Brainstorming

- Divide students into small groups (3-4 students each).

- Ask them to brainstorm and list possible reasons for the revelations of the Qur’an. Encourage them to think critically and include points they learned previously.

- Each group shares their ideas with the class.

**Step 2:** Reading and Discussion

- Provide students with QuranFlash cards or excerpts from the KLB Top Scholar IRE book.

- Students read the provided materials and identify specific reasons for the revelations, discussing findings within their groups.

- Monitor groups and assist as needed, prompting deeper thinking by asking guiding questions.

**Step 3:** Chart Design

- Using the information gathered, each group collaborates to design a chart summarizing the reasons for the revelations of the Qur’an.

- Encourage creativity in how they present their information (e.g., using pictures, key phrases, bullet points).

**Step 4:** Group Presentations

- Each group presents their chart to the class, explaining the reasons for the revelations they listed.

- Allow time for questions and feedback after each presentation to encourage class interaction and clarify any misconceptions.

**Conclusion (5 minutes):**

- Summarize the key points discussed: reasons for the revelations and the importance of the Qur’an.

- Conduct a quick interactive activity, such as a “Q&A” session where students can ask questions or give “one-word” reflections on what they learned.

- Prepare learners for the next session by previewing that they will explore the significance of these revelations further.

**Extended Activities:**

- Homework Assignment: Write a one-page reflection on one specific reason for the revelation of the Qur’an and why it is important to them personally.

- Research Project: Choose one revelation of the Qur’an, research its context and significance, and create a multimedia presentation (using digital devices) to present to the class in the next week.

- Creative Arts Activity: Create a visual art piece (drawing or collage) that represents one of the reasons for the revelations, to be displayed in the classroom.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 1**

**Strand:** Qur’an

**Sub Strand:** Stages of Revelation of the Qur’an

**Specific Learning Outcomes:**

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

1. Search from digital devices or Islamic books for the meanings of Lauhul Mahfudh, Baitul Izza, and Tanziil.

2. Discuss the role of Angel Jibril (A.S.) in the revelation of the Qur’an.

3. Enjoy using digital devices for learning.

**Key Inquiry Question(s):**

- What was the role of Angel Jibril (A.S.) in the revelation of the Qur’an?

**Learning Resources:**

- QuranFlash cards

- Pictures

- Songs

- Digital devices

- Charts

- Reference: KLB Top Scholar IRE Grade 7 pg. 4

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on the Qur'an and its significance.

- Engage students in a brief discussion to refresh their knowledge and transition into today’s topic.

**Lesson Development (30 minutes):**

**Step 1:** Introduction to Key Terms

- Divide students into pairs and assign each pair a digital device or an Islamic book.

- Instruct students to search for the meanings of Lauhul Mahfudh, Baitul Izza, and Tanziil.

- Once they've found definitions, pairs can create flashcards summarizing what they learned.

**Step 2:** Role of Angel Jibril (A.S.)

- Guide students in small groups to discuss the role of Angel Jibril (A.S.) in the revelation of the Qur’an.

- Encourage them to consider questions such as:

- What messages did Jibril deliver?

- How did his role impact the process of revelation?

- Groups can then present their findings to the class.

**Step 3:** Creative Expression

- Allow students to choose a creative method to express their understanding, such as drawing a scene depicting the revelation or writing a short dialogue between Angel Jibril (A.S.) and Prophet Muhammad (S.A.W.).

**Step 4:** Interactive Review

- End with a quick quiz using digital devices where students answer questions related to the terms and the role of Angel Jibril (A.S.) in a fun, competitive format.

**Conclusion (5 minutes):**

- Summarize the key points discussed in the lesson.

- Reinforce learning objectives achieved.

- Conduct a brief interactive activity, such as a ‘think-pair-share’ where students briefly share a fact they learned about the Qur’an’s revelation.

- Preview the next session, encouraging students to think about how the Qur'an can be applied in their daily lives.

**Extended Activities:**

- Research Assignment: Students can individually research another angel mentioned in Islamic teachings and present their findings next class.

- Creative Project: Create a short animation or digital presentation explaining one of the stages of the revelation using tools available on their devices.

- Class Discussion: Organize a debate on the significance of Angel Jibril's role in guiding humankind through Islamic teachings.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 2**

**Strand:** Qur’an

**Sub Strand:** Stages of Revelation of the Qur’an

**Specific Learning Outcomes:**

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

1. Read the selected verses from the Qur’an (Qur’an 44: 2-4, 85:21-22).

2. Identify the two stages of revelation of the Qur’an.

3. Prepare a chart summarizing the stages of revelation of the Qur’an.

4. Enjoy reading the Qur’an.

**Key Inquiry Questions:**

- What are the two stages of revelation of the Qur’an?

**Learning Resources:**

- QuranFlash cards

- Pictures

- Songs

- Digital devices

- Charts

- Reference: KLB Top Scholar IRE Grade 7 pg. 4-6

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on the Qur’an’s significance and its importance in daily life.

- Engage learners by asking them what they remember about prior topics discussed. Use prompts to discuss the general concept of revelation.

**Lesson Development (30 minutes):**

**Step 1:** Reading and Initial Understanding

- Distribute copies of the selected Qur’an verses (Qur’an 44: 2-4, 85:21-22) to each student.

- Have students read the verses individually or in pairs.

- Facilitate a brief discussion to ensure comprehension. Ask guiding questions like: "What does each verse tell us about the Qur’an?"

**Step 2:** Identifying Stages of Revelation

- Share with learners the context of the revelation. Ask them to think critically about the content they read.

- In pairs, have students identify and discuss the two stages of revelation mentioned in the verses.

- Together, list findings on the board, encouraging participation and correction if needed.

**Step 3:** Creating a Summary Chart

- Guide learners to prepare a chart that highlights the two stages of revelation (e.g., "Stage 1: Initial Revelation" and "Stage 2: Compilation and Finalization").

- Use flash cards or digital devices to illustrate their charts and make them colorful and engaging.

**Step 4:** Sharing and Feedback

- Allow each pair or small group to present their charts to the class.

- Encourage classmates to ask questions or provide feedback on each chart to foster collaborative learning.

**Conclusion (5 minutes):**

- Recap the lesson by summarizing the key points discussed, particularly the two stages of revelation of the Qur’an.

- Conduct a brief interactive activity (e.g., a quiz or warm-up question related to the stages) to reinforce the main topics.

- Provide a preview of the next session’s theme, which may focus on the significance of these stages in a broader Islamic context.

**Extended Activities:**

- Assign students to write a short reflection on what they learned about the stages of revelation and how it impacts their understanding of the Qur’an today.

- Encourage students to create a presentation or digital project that further explains the significance of the two stages of revelation.

- Organize a group discussion or debate on the relevance of these revelations in contemporary society.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 1**

**Strand:** Qur’an

**Sub Strand:** The incident of the First Revelation

**Specific Learning Outcomes:**

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

1. Read and discuss the first five verses of Surah Al-Alaq.

2. Narrate the incident of Prophet Muhammad (S.A.W.) and Angel Jibril (A.S.) at Cave Hira.

3. Enjoy narrating the incident of Prophet Muhammad (S.A.W.).

**Key Inquiry Question:**

- What happened at Cave Hira?

**Learning Resources:**

- Quran flash cards

- Pictures related to the incident

- Songs relevant to the theme

- Digital devices for researching additional materials

- Charts summarizing the key ideas

- Reference: KLB Top Scholar IRE Grade 7 pg. 6-8

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students what they remember about the Prophet Muhammad (S.A.W.) and the early revelations.

- Introduce today’s topic and emphasize the importance of the First Revelation in Islam. Briefly present the key inquiry question to set the stage for the lesson.

**Lesson Development (30 minutes):**

**Step 1:** Reading the Verses

- Have students read the first five verses of Surah Al-Alaq aloud in pairs.

- Discuss the meaning of these verses, focusing on themes of knowledge and guidance.

**Step 2:** Group Discussion

- In small groups, students discuss the context of the revelation.

- Prompt them to consider why the revelation was significant. What does it tell us about the role of knowledge in Islam?

**Step 3:** Narration of the Incident

- Each group takes turns to narrate the incident of Prophet Muhammad (S.A.W.) meeting Angel Jibril (A.S.) at Cave Hira.

- Encourage them to use the vocabulary and themes identified in the verses they read earlier.

**Step 4:** Creative Engagement

- Invite students to create a simple visual or a short role-play that represents their understanding of the incident.

- Encourage them to think about how Prophet Muhammad (S.A.W.) felt and the significance of this moment in Islamic history.

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson, including the verses of Surah Al-Alaq and the incident at Cave Hira.

- Conduct a brief interactive activity, such as a quiz or a simple game, to reinforce their learning.

- Preview the next session’s topic, prompting students to think about the importance of revelations in their lives.

**Extended Activities:**

- Assign students to create a poster or digital presentation on the significance of knowledge in Islam, drawing from the lesson.

- Encourage students to interview family members about the importance of learning and knowledge in their lives and share their findings with the class.

- Suggest watching a documentary or reading a relevant biography about Prophet Muhammad (S.A.W.) to enhance their understanding.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 2**

**Strand:** Qur’an

**Sub Strand:** Reasons for the Revelation of the Qur’an in Portions

**Specific Learning Outcomes:**

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

1. Give reasons for the revelation of the Qur’an in portions.

2. Discuss the importance of the first revelation.

3. Make a class presentation on the reasons for the revelation of the Qur’an in portions.

**Key Inquiry Question:**

- What are the reasons for the revelation of the Qur’an in portions?

**Learning Resources:**

- Quran Flash cards

- Pictures

- Songs

- Digital devices

- Charts

- Reference: KLB Top Scholar IRE Grade 7 pg. 8-10

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review Previous Lesson: Briefly revisit what was previously learned to activate prior knowledge. Ask students what they remember about the significance of the Qur’an in Islam.

- Reading and Discussion: Guide learners in reading relevant sections from their textbooks or digital resources. Focus on understanding key concepts around the portioned revelation of the Qur’an.

**Lesson Development (30 minutes):**

**Step 1:** Understanding Revelation

- Activity: Begin with a short explanation of what revelation means in the context of the Qur'an. Use flashcards and pictures to illustrate key points.

- Discussion: In pairs, students discuss why they think the Qur’an was revealed in portions—encouraging them to think critically about the implications.

**Step 2:** Key Reasons for Portion Revelation

- Group Work: In small groups, learners list reasons why the Qur’an might have been revealed in portions (e.g., gradual understanding, addressing specific events, memorization).

- Share: Each group presents their ideas, and the teacher captures these on the board.

**Step 3:** Importance of the First Revelation

- Exploration Activity: Facilitate a discussion on the significance of the first revelation (Iqra - "Read"). Why was it essential? Students will brainstorm and contribute their understanding of its importance.

**Step 4:** Class Presentation Preparation

- Preparation Time: Students prepare a short class presentation that summarizes their findings about the reasons for the Qur'an's revelation in portions.

- Presentation: Groups take turns showcasing their presentations, encouraging questions and feedback from their peers.

**Conclusion (5 minutes):**

- Summarize Key Points: Highlight the main arguments about the reasons for the revelation of the Qur’an in portions and the importance of the first revelation.

- Interactive Activity: Conduct a quick quiz or game to reinforce the main topics discussed (e.g., matching flashcards related to key concepts).

- Preview Next Session: Introduce the next topic or encourage students to think about questions they have about further revelations or specific verses of the Qur'an.

**Extended Activities:**

- Creative Project: Create a poster or digital presentation that illustrates the reasons for the revelation of the Qur’an in portions, incorporating quotes or images from the Qur'an.

- Reflection Journal: Ask students to write a short reflection on how understanding the reasons for the revelation might impact their view of the Qur’an.

- Group Discussion: Host a discussion circle where students can share their thoughts and personal reflections on the importance of the Qur’an in daily life.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 1**

**Strand:** Qur’an

**Sub Strand:** Importance of the Qur’an

**Specific Learning Outcomes:**

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

1. Name actions that show how Muslims value the Qur’an.

2. Prepare flashcards on how the Qur’an guides humankind.

3. Appreciate the importance of the Qur’an.

**Key Inquiry Question(s):**

- What is the importance of the Qur’an?

**Learning Resources:**

- Quran

- Flashcards

- Pictures

- Songs

- Digital devices

- Charts

- Reference: KLB Top Scholar IRE Grade 7 pg. 10-12

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review: Begin by briefly discussing the previous lesson, highlighting key points covered.

- Guide Reading: Encourage learners to read a selected passage from the Qur’an and discuss its content, focusing on its significance and the role it plays in the lives of Muslims.

**Lesson Development (30 minutes):**

**Step 1:** Identifying Values

- Activity: In pairs, students brainstorm and write down a list of actions that demonstrate how Muslims value the Qur'an (e.g., reciting, memorizing, respecting it, using it for guidance).

- Discussion: Each pair shares their list with the class, creating a collective understanding of the values associated with the Qur’an.

**Step 2:** Flashcard Preparation

- Activity: In small groups, learners choose one value they discussed earlier. They will create flashcards that explain how the Qur’an guides humankind.

- Flashcard Components: Each flashcard should include a key phrase or image related to the value, a brief explanation, and a quote from the Qur’an if possible.

- Sharing: Groups will rotate to present their flashcards to one another.

**Step 3:** Role-Playing

- Activity: In groups, students role-play scenarios where they demonstrate actions that show how they or other Muslims value the Qur'an.

- Examples: Students can act out reciting the Qur’an in community settings or discussing its teachings in a family setting.

**Step 4:** Reflection and Discussion

- Activity: Class discussion reflecting on what they learned regarding the importance of the Qur'an.

- Questions: Why do you think these actions are important? How can the Qur'an guide us in our daily lives?

**Conclusion (5 minutes):**

- Summary: Recap the key points learned during the lesson and the importance of the Qur'an in guiding lives.

- Interactive Activity: Conduct a quick quiz or game to reinforce the main topics discussed.

- Preview: Brief the students on the next topic they will explore related to the Qur'an or how its teachings apply to contemporary issues.

**Extended Activities:**

- Creative Expression: Have students create a poster that illustrates one way the Qur'an guides human behavior. They can include drawings, quotes, and personal reflections.

- Community Engagement: Encourage students to interview a family member or community leader about how they interact with the Qur'an and what impact it has had on their lives.

- Digital Project: Assign students to create a short video or presentation using digital devices to share what they have learned about the importance of the Qur'an and its role in guiding Muslim life.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 2**

**Strand:** Qur’an

**Sub Strand:** Selected Surah (Chapter) – Surah Ad-Dhuha (Qur’an 92)

**Specific Learning Outcomes:**

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

1. Explain the meaning of Surah Ad-Dhuha.

2. Recite Surah Ad-Dhuha.

3. Appreciate the importance of reciting Surah Ad-Dhuha.

**Key Inquiry Question(s):**

- What is the meaning of Surah Ad-Dhuha?

**Learning Resources:**

- Quran Flash Cards

- Pictures

- Songs

- Digital Devices

- Charts

- Reference: KLB Top Scholar IRE Grade 7 pg. 12-16

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson to activate prior knowledge.

- Guide learners to read selected passages concerning Surah Ad-Dhuha from the learning resources, encouraging a discussion on the key concepts and themes present in the Surah.

**Lesson Development (30 minutes):**

**Step 1:** Group Discussion

- Divide students into small groups.

- Assign each group to discuss and summarize the meanings of a few verses from Surah Ad-Dhuha.

- Prompt them with questions such as, "What feelings or themes do these verses convey?"

**Step 2:** Explanation Presentation

- Have each group present their findings to the class.

- Encourage interaction and questions from other groups to deepen understanding of the Surah’s meanings and values.

**Step 3:** Guided Recitation

- Model the correct recitation of Surah Ad-Dhuha.

- Invite students to follow along as a class, then ask them to practice reciting it in pairs, focusing on proper pronunciation and rhythm.

**Step 4:** Reflection on Importance

- Lead a class discussion on why reciting Surah Ad-Dhuha is important in daily life. Probe with questions like, "How can the lessons from this Surah apply to our lives?"

- Highlight the Surah’s significance in instilling hope and gratitude.

**Conclusion (5 minutes):**

- Summarize the main points discussed in the lesson, reinforcing the meanings of Surah Ad-Dhuha and the importance of its recitation.

- Conduct a brief interactive activity such as a 'Recitation Challenge' where students are selected randomly to recite a verse.

- Prepare students for the next session by giving them a preview of what’s to come, such as a discussion on another Surah or specific themes in the Qur’an.

**Extended Activities:**

- Create a Reflective Journal: Ask students to write a short reflection on what Surah Ad-Dhuha means to them personally and how they plan to incorporate its teachings into their daily lives.

- Digital Presentation: Have students work in pairs to create a digital presentation (using PowerPoint or a similar tool) about the importance of Surahs in guiding moral character, including Surah Ad-Dhuha.

- Artistic Interpretation: Students can illustrate one verse from Surah Ad-Dhuha that resonates with them and present their artwork to the class, explaining their choice.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 1**

**Strand:** Qur'an

**Sub Strand:** Teaching and Lessons from Surah Ad-Dhuha

**Specific Learning Outcomes:**

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

1. Identify the teachings and lessons from Surah Ad-Dhuha.

2. Discuss how orphans, the needy, and beggars should be treated according to Surah Ad-Dhuha.

3. Dramatize the teachings of Surah Ad-Dhuha regarding the treatment of orphans.

4. Appreciate the lessons from Surah Ad-Dhuha.

**Key Inquiry Question:**

- How are you going to apply the teachings of Surah Ad-Dhuha?

**Learning Resources:**

- Quran Flash Cards

- Pictures

- Songs

- Digital Devices

- Charts

- Reference: KLB Top Scholar IRE Grade 7 pg. 17

**Organization of Learning:**

**Introduction (5 minutes):**

- Conduct a brief review of the previous lesson on related topics in Islam and the importance of treating others with kindness.

- Encourage learners to share any prior knowledge or thoughts on Surah Ad-Dhuha.

- Guide the class in reading and discussing key content from the learning resources, emphasizing understanding.

**Lesson Development (30 minutes):**

**Step 1:** Identify Teachings and Lessons

- In pairs, learners read Surah Ad-Dhuha (or a simplified version) from Quran Flashcards.

- Discuss what they believe are the main teachings and lessons, focusing on key phrases.

**Step 2:** Discuss Treatment of Orphans and Needy

- Groups of four discuss examples of different ways orphans, needy, and beggars can be treated kindly.

- Each group shares one point with the class. Teacher emphasizes the specific teachings from the Surah during discussions.

**Step 3:** Dramatization

- In small groups, learners create a short skit that illustrates an interaction with an orphan or needy person according to the teachings of Surah Ad-Dhuha.

- Encourage creativity in portraying empathy and kindness.

**Step 4:** Sharing and Reflection

- Each group presents their skit to the class.

- After each presentation, facilitate a brief discussion on the lessons portrayed in their dramatizations and how they relate to everyday life.

**Conclusion (5 minutes):**

- Summarize the key teachings discussed, focusing on compassion, charity, and community support.

- Conduct an interactive activity: Ask students to write down one way they plan to apply the teachings of Surah Ad-Dhuha in their daily lives, share with the class if comfortable.

- Prepare learners for the next session by previewing upcoming topics, such as community service and the role of empathy in Islam.

**Extended Activities:**

- Service Project: Organize a class project where students can volunteer at a local charity or help in a community service project for orphans or the needy.

- Creative Reflection: Assign students to create a poster or digital presentation that depicts one teaching from Surah Ad-Dhuha and how they can apply it in their community.

- Home Discussion: Encourage students to discuss with their families what they learned about Surah Ad-Dhuha, enabling them to appreciate the teachings at home.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 2**

**Strand:** Qur’an

**Sub Strand:** Surah Al-Balad (Qur’an 90)

**Specific Learning Outcomes:**

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

1. Explain the meaning of Surah Al-Balad.

2. Recite Surah Al-Balad.

3. Appreciate the importance of reciting Surah Al-Balad.

**Key Inquiry Question:**

- What is the meaning of Surah Al-Balad?

**Learning Resources:**

- Quran Flash Cards

- Pictures

- Songs

- Digital Devices

- Charts

- Reference: KLB Top Scholar IRE Grade 7 pg. 18-22

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson. Ask students about what they remember regarding Surah Al-Balad, encouraging them to share.

- Introduce the topic of Surah Al-Balad, utilizing flashcards or charts to visually aid understanding. Prompt a discussion on its themes and contexts.

**Lesson Development (30 minutes):**

**Step 1:** Understand the Meaning of Surah Al-Balad

- Divide the class into pairs to discuss the themes of Surah Al-Balad. Prompt them with guiding questions: What does the Surah talk about? What are the main messages?

- Encourage students to use their textbooks and reference materials to find key phrases that highlight the meaning.

**Step 2:** Group Explanation

- Reconvene and have each pair present their findings to the class. Facilitate a discussion to compare interpretations and clarify any misconceptions regarding the Surah.

**Step 3:** Recitation Practice

- Demonstrate the correct way to recite Surah Al-Balad to the class. Focus on pronunciation, intonation, and rhythm.

- Allow students to practice the Surah in their pairs, offering support and correction where necessary.

**Step 4:** Reflect on the Importance of Recitation

- Guide a discussion about why reciting Surah Al-Balad is important in their spiritual lives and its significance within the Qur’an. Encourage students to share personal reflections on what recitation means to them.

**Conclusion (5 minutes):**

- Summarize the key points: the meaning of Surah Al-Balad, the importance of recitation, and how the class engaged with these concepts.

- Conduct a brief interactive activity, such as a quick quiz or a group chant of the Surah, to reinforce learning.

- Preview the next session's topic and provide questions for students to ponder: What lessons can we learn from the stories in the Qur’an?

**Extended Activities:**

- Creative Art Project: Have students create a visual poster that illustrates the key themes of Surah Al-Balad.

- Reflection Journal: Encourage students to write a short reflection on their understanding of Surah Al-Balad and what they appreciate about its teachings.

- Recitation Competition: Organize a friendly competition where students can showcase their recitation of Surah Al-Balad, fostering a sense of community and encouraging practice.

**Teacher Self – Evaluation:**

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**WEEK 7: LESSON 1**

**Strand:** Qur'an

**Sub-Strand:** Teachings and Lessons from Surah Al-Balad

**Specific Learning Outcomes:**

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

1. Identify Allah (S.W.T.)’s bounties mentioned in Surah Al-Balad.

2. Discuss the teachings and lessons from Surah Al-Balad.

3. Appreciate the teachings and lessons from Surah Al-Balad.

**Key Inquiry Question:**

- What are the lessons from Surah Al-Balad?

**Learning Resources:**

- QuranFlash cards

- Pictures

- Songs

- Digital devices (tablets/computers)

- Charts

- Reference: KLB Top Scholar IRE Grade 7 pg. 22-26

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review: Begin with a brief review of the previous lesson, engaging students by asking them questions about what they learned.

- Discussion: Introduce Surah Al-Balad and explain its significance. Guide learners to read selected passages from the learning resources, encouraging them to share their initial thoughts.

**Lesson Development (30 minutes):**

**Step 1:** Identifying Bounties

- Activity: In pairs, students will examine specific verses from Surah Al-Balad that mention Allah’s bounties. Encourage them to underline or highlight these bounties.

- Discussion: Each pair shares one bounty with the class, fostering discussion on the importance of these bounties in their lives.

**Step 2:** Exploring Teachings

- Group Work: Divide the class into small groups. Each group will identify one key teaching from Surah Al-Balad. Provide guiding questions such as: What does this teaching mean? How can we apply it in our daily lives?

- Sharing: Groups will then present their findings to the class.

**Step 3:** Reflective Journaling

- Individual Reflection: Students will take 5 minutes to write a reflection on what they learned regarding Allah's bounties and teachings from Surah Al-Balad. Prompt them to think about how these lessons can influence their actions or mindset.

**Step 4:** Application of Lessons

- Creative Expression: Ask students to create a visual representation (drawing or poster) that illustrates one key teaching or bounty discussed in class. This can be done either during this lesson or as a take-home task.

**Conclusion (5 minutes):**

- Summarize: Recap the key points from the lesson and highlight the learning objectives achieved.

- Interactive Activity: Conduct a quick quiz or game (like Kahoot! or a simple show of hands) to reinforce the main topics discussed.

- Preview: Briefly introduce the topics for the next session, encouraging students to think about how they can apply the lessons learned in their daily interactions.

**Extended Activities:**

- Journaling: Encourage students to keep a journal for a week where they can apply one teaching from Surah Al-Balad in their daily lives and reflect on their experiences.

- Community Service Project: Organize a simple community service initiative that embodies the teachings and bounties discussed in class, such as helping neighbors or participating in a charity event.

- Debate or Discussion: Have students prepare for a class debate on 'The Importance of Gratitude in Everyday Life' based on the lessons from Surah Al-Balad.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 2**

**Strand:** Hadith

**Sub Strand:** Ulumul Hadith

**Specific Learning Outcomes:**

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

1. Search for the meaning of hadith and Ulumul Hadith.

2. Discuss the differences between forms and types of Hadith.

3. Appreciate the importance of hadith.

**Key Inquiry Question:**

- What is the meaning of Ulumul Hadith?

**Learning Resources:**

- QuranFlash cards

- Pictures

- Songs

- Digital devices

- Charts

- Reference: KLB Top Scholar IRE Grade 7 pg. 27

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson to activate prior knowledge.

- Pose the key inquiry question to the class and guide learners to read and discuss relevant content from the learning resources. Focus on understanding the key concepts of hadith.

**Lesson Development (30 minutes):**

**Step 1:** Definition of Hadith and Ulumul Hadith

- In pairs, learners will use digital devices or reference books to search for the definitions of \*hadith\* and \*Ulumul Hadith\*.

- Each pair will share their findings with the class.

**Step 2:** Forms of Hadith

- After reviewing the definitions, move on to the forms of Hadith.

- Divide learners into small groups, providing each group with a chart showing different types of hadith (e.g., Sahih, Da'if, Hasan).

- Each group will discuss the characteristics of each form and prepare a brief presentation.

**Step 3:** Types of Hadith

- Groups will present their findings about the different types of hadith.

- Encourage questions and discussions among the peers to clarify any doubts.

**Step 4:** Importance of Hadith

- As a class, discuss why hadith is vital in Islamic teachings.

- Ask learners to reflect on how hadith influences their daily lives and decisions.

**Conclusion (5 minutes):**

- Summarize key points from the lesson, revisiting the meanings and importance of hadith and Ulumul Hadith.

- Conduct an interactive activity, such as a quick true/false quiz on the types of hadith discussed, to reinforce learning.

- Prepare learners for the next session by asking them to think about how hadith impacts their understanding of Islamic teachings and practices.

**Extended Activities:**

- Hadith Diary: Ask students to keep a diary for one week in which they note down any hadith they learn, along with their meanings and personal reflections on them.

- Group Presentation: In groups, learners can select a hadith, research its background, and present its significance and application in today’s world.

- Creative Media Project: Encourage students to create a poster or a digital presentation highlighting different forms of hadith and their importance in Islamic teachings.

**Teacher Self-Evaluation:**

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**WEEK 8: LESSON 1**

**Strand:** Hadith

**Sub Strand:** Forms of Hadith

**Specific Learning Outcomes:**

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

1. Mention some sifat (attributes) of the Prophet (S.A.W.).

2. Design a chart showing the forms of Hadith.

3. Appreciate different forms of Hadith.

**Key Inquiry Question(s):**

- How many forms of Hadith do you know?

**Learning Resources:**

- Quran Flash cards

- Pictures

- Songs

- Digital devices

- Charts

- Reference: KLB Top Scholar IRE Grade 7 pg. 28-30

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson on the importance of Hadith.

- Invite students to share any thoughts or questions they might have had since the last lesson.

- Guide learners to peek into the relevant content from the learning resources, focusing on key concepts related to Hadith.

**Lesson Development (30 minutes):**

**Step 1:** Identifying Sifat of the Prophet (S.A.W.)

- Have students brainstorm and name some sifat (attributes) of the Prophet Muhammad (S.A.W.).

- Encourage participation to create a list on the board. Discuss briefly why these attributes are important for Muslims.

**Step 2:** Introduction to Forms of Hadith

- Introduce the various forms of Hadith including:

1. Hadith Qudsi

2. Mutawatir

3. Ahad

- Highlight key characteristics of each form.

**Step 3:** Designing the Chart

- Divide students into pairs or small groups and instruct them to create a chart that outlines the different forms of Hadith.

- Provide templates or examples to assist them. Each group should include specific traits and examples in their charts.

**Step 4:** Sharing and Appreciating Forms of Hadith

- Have each group present their chart to the class.

- Encourage other students to ask questions or add to the discussion, focusing on how these forms contribute to the understanding of Hadith in Islamic teachings.

**Conclusion (5 minutes):**

- Summarize the key points about the sifat of the Prophet and the forms of Hadith discussed during the lesson.

- Conduct a brief interactive quiz (e.g., "True or False" or a crossword) to reinforce the material learned.

- Preview the next session on the importance of Hadith in daily life and encourage students to think about how they can implement the teachings in their own lives.

**Extended Activities:**

- Creative Writing Assignment: Have students write a short story or a diary entry from the perspective of the Prophet (S.A.W.) focusing on one of his sifat.

- Research Project: Assign students to research one specific form of Hadith and present their findings in the next lesson, including its relevance and significance.

- Collaborative Poster Creation: Groups can create a poster displaying key features of Hadith along with quotes or examples, which can be displayed in the classroom.

**Teacher Self-Evaluation:**

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**WEEK 8: LESSON 2**

**Strand:** Hadith

**Sub Strand:** Components of Hadith

**Specific Learning Outcomes:**

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

1. Identify the Isnad, Matn, and Rawi from Islamic books.

2. Use charts to illustrate the components of Hadith.

3. Appreciate the significance of each component of Hadith.

**Key Inquiry Question:**

- What are the components of Hadith?

**Learning Resources:**

- Quran Flash cards

- Pictures

- Songs

- Digital devices

- Charts

- Reference: KLB Top Scholar IRE Grade 7 pg. 30-33

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on Hadith, discussing any important points learned.

- Introduce the key inquiry question: “What are the components of Hadith?”

- Encourage learners to share their first thoughts or previous knowledge on the topic.

**Lesson Development (30 minutes):**

**Step 1:** Introduction to Components of Hadith

- Briefly explain what Isnad, Matn, and Rawi are.

- Isnad: The chain of narrators.

- Matn: The actual text or content of the Hadith.

- Rawi: The narrator of the Hadith.

- Illustrate these components on the board using a simple example.

**Step 2:** Guided Research Activity

- Divide students into small groups and provide them with Islamic books containing examples of Hadith.

- Instruct them to identify the Isnad, Matn, and Rawi in selected Hadith.

- Encourage discussion within groups about their findings.

**Step 3:** Chart Creation

- Provide materials for each group to create a chart that includes a visual representation of a chosen Hadith's Isnad, Matn, and Rawi.

- Allow time for groups to draw and label their charts, making use of colors and symbols to enhance their charts.

**Step 4:** Group Presentations

- Each group will present their chart to the class, explaining their chosen Hadith and highlighting the components they have illustrated.

- Encourage questions and comments from peers during presentations to foster a supportive learning environment.

**Conclusion (5 minutes):**

- Summarize the main points covered during the lesson, reinforcing the definitions of Isnad, Matn, and Rawi.

- Conduct a brief interactive activity, such as a quiz or team challenge where students match terminology to definitions or examples.

- Prepare learners for the next session by previewing upcoming topics related to the importance and preservation of Hadith.

**Extended Activities:**

- Hadith Reflection Journal: Ask learners to keep a journal where they can write about different Hadith they encounter throughout the week, identifying the Isnad, Matn, and Rawi.

- Class Create-a-Hadith: In small groups, have students write a fictional Hadith, creating an Isnad, Matn, and Rawi, encouraging creativity as they learn.

- Interactive Hadith Web Quest: Utilize digital devices to research the historical significance of the different components of Hadith and how they are used in Islamic teachings today.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 1**

**Strand:** Hadith

**Sub Strand:** Types of Hadith

**Specific Learning Outcomes:**

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

1. Define Hadith Qudsi and Hadith Nabawy.

2. State the difference between Hadith Qudsi and Hadith Nabawy.

3. Act out the dialogue between Nasr and her Ustadha.

4. Enjoy and engage in the dialogue activity.

**Key Inquiry Question:**

- What are the differences between Hadith Qudsi and Hadith Nabawy?

**Learning Resources:**

- Quran flash cards

- Pictures

- Songs

- Digital devices

- Charts

- Reference: KLB Top Scholar IRE Grade 7 pg. 33-35

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson's key concepts to provide context.

- Engage the learners in a discussion about their understanding of hadith using the learning resources, highlighting key definitions.

**Lesson Development (30 minutes):**

**Step 1:** Definition Exploration

- In pairs, learners will define Hadith Qudsi and Hadith Nabawy using their textbooks and additional resources.

- Encourage them to discuss and write down their definitions.

**Step 2:** Differences Identification

- As a class, compile a list of differences between Hadith Qudsi and Hadith Nabawy.

- Utilize a chart to visually represent the similarities and differences, allowing students to categorize their findings.

**Step 3:** Preparation for Role Play

- Divide the class into small groups.

- Each group will prepare to act out a dialogue between Nasr and her Ustadha. Provide roles and guidance on how to gain deeper insights into the characters.

**Step 4:** Role Play Activity

- Allow groups to perform their dialogues for the class.

- Focus on creativity and expression to ensure that students are not only reciting but embodying their characters.

**Conclusion (5 minutes):**

- Summarize the key differences between Hadith Qudsi and Hadith Nabawy based on the group activities and discussions.

- Reinforce the importance of these types of Hadith in understanding Islamic teachings.

- Engage students in a quick interactive quiz or recap as a fun way to reinforce the main topics learned.

**Extended Activities:**

- Creative Writing: Have students write a short story incorporating elements from both types of Hadith.

- Art Project: Allow learners to create posters highlighting their understanding of Hadith Qudsi and Hadith Nabawy.

- Hadith Journal: Encourage learners to keep a journal where they reflect on a hadith each week, discussing what it means to them personally.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 2**

**Strand:** Hadith

**Sub-Strand:** Importance of Hadith

**Specific Learning Outcomes:**

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

1. Read Qur’an 4:59 and discuss the importance of hadith.

2. Prepare a chart on the importance of hadith.

3.Appreciate the significance of hadith in daily life.

**Key Inquiry Question(s):**

- What is the importance of hadith?

**Learning Resources:**

- QuranFlash cards

- Pictures

- Songs

- Digital devices

- Charts

- KLB Top Scholar IRE Grade 7 pg. 35-36

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson briefly to refresh learners' memories.

- Introduce the topic of the day by presenting Qur’an 4:59 and encouraging learners to think about how it relates to the importance of hadith. Discuss the significance of following the Prophet's teachings.

**Lesson Development (30 minutes):**

**Step 1:** Reading the Qur’an

- Have learners read Qur’an 4:59 aloud. Guide them in comprehending the key aspects that relate to hadith.

- Ask questions about who should be obeyed according to the verse and why hadith is essential.

**Step 2:** Group Discussion

- Divide learners into small groups.

- Instruct them to discuss their thoughts on the importance of hadith using their understanding from the verse. Prompt them to think about how hadith supports the teachings of the Qur’an.

**Step 3:** Chart Preparation

- Have groups prepare a chart listing the importance of hadith based on their discussions. They should include at least three key points supported by both Qur’anic and hadith references.

**Step 4:** Present Charts

- Each group presents their chart to the class.

- Encourage peer feedback and discussion to ensure understanding and insight on the importance of hadith as a guiding source in Islam.

**Conclusion (5 minutes):**

- Summarize the key points discussed in the lesson and highlight how hadith serves as guidance for Muslims.

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

- Preview upcoming topics or questions, such as discussing specific hadiths and their applications in everyday life.

**Extended Activities:**

- Hadith Reflection Project: Have learners choose a hadith that resonates with them and write a short reflection on its meaning and how they can implement it in their daily lives.

- Create a Hadith Journal: Encourage learners to keep a journal where they collect hadiths, reflect on their meanings, and note their applications in personal situations over a month.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 1**

**Strand:** Hadith

**Sub Strand:** Hadith on Intention

**Specific Learning Outcomes:**

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

1. Search for the meaning of "intention" from a dictionary.

2. Identify and discuss situations whereby a Muslim should make an intention.

3. Have a desire to have good intentions.

**Key Inquiry Question(s):**

- What is an intention?

**Learning Resources:**

- Quran

- Flashcards

- Pictures

- Songs

- Digital devices

- Charts

- Reference: KLB Top Scholar IRE Grade 7, pg. 36

**Organisation of Learning:**

**Introduction (5 minutes):**

- Activity: Review the previous lesson. Ask students to share one key point they remember.

- Discussion: Guide learners to read and discuss relevant content from the learning resources, focusing on understanding the concept of "intention."

**Lesson Development (30 minutes):**

**Step 1:** Understanding the Term "Intention"

- Activity: Learners search for the meaning of "intention" using dictionaries or digital devices.

- Goal: Each learner or pair writes down two or three definitions and shares them with the class.

**Step 2:** Situations Requiring Intention

- Activity: In their groups, learners brainstorm and list situations where they believe a Muslim needs to make an intention (e.g., prayer, fasting, charity).

- Goal: Groups present their lists to the class, encouraging discussion about the importance of intention in these actions.

**Step 3:** Discussing the Importance of Intention

- Activity: Have each group discuss why making a good intention matters in their daily lives.

- Goal: Encourage students to share personal insights and experiences.

**Step 4:** Sharing Good Intentions

- Activity: Ask each student to express one personal goal where they intend to incorporate good intentions moving forward.

- Goal: Foster motivation among students to develop positive intentions.

**Conclusion (5 minutes):**

- Summary: Recap the key points discussed in the lesson about the definition and significance of intention.

- Interactive Activity: Use a flashcard game where students match definitions with the correct term, reinforcing understanding of intention.

- Preview: Introduce the next session topic, "The Role of Intention in Daily Acts of Worship," and suggest students think of areas where they can apply good intentions.

**Extended Activities:**

- Intention Journal: Encourage students to keep a journal for a week, writing down daily actions and their corresponding intentions. At the end of the week, they can share notable entries with the class.

- Class Discussion: Organize a debate around topics such as "Is intention more important than the action itself?" to deepen understanding and critical thinking on the subject.

- Art Project: Have students create a poster that visually represents different actions in Islam and the intentions behind them.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 2**

**Strand:** Hadith

**Sub Strand**: Hadith on Intention

**Specific Learning Outcomes:**

**- By the end of this lesson, students should be able to:**

1. Identify the lessons we learn from the hadith on intention.

2. State the importance of having good intentions.

3. Share their experiences regarding good intentions.

4. Appreciate the significance of having good intentions in daily life.

**Key Inquiry Question(s):**

- Which lessons do we learn from the hadith of good intentions?

**Learning Resources:**

- Quran Flash cards

- Pictures

- Songs

- Digital devices

- Charts

- Reference: KLB Top Scholar IRE Grade 7, pages 36-38

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson, asking students to recall what they learned about intentions and their significance in Islam.

- Present the key concepts of the day’s lesson, emphasizing the hadith on intention and its relevance.

- Encourage learners to read selected content from the learning resources, fostering a group discussion to clarify any questions about the hadith.

**Lesson Development (30 minutes):**

**Step 1:** Identifying Lessons from the Hadith

- In pairs, students will read a specific hadith on intention and highlight the main lesson(s) they understand from it.

- After reading, each pair will share their findings with the class.

**Step 2:** Discussing the Importance of Good Intentions

- Turn the focus toward why having good intentions is essential in Islam.

- Through small group discussions, students will brainstorm scenarios where good intentions play a crucial role.

- Groups will share their scenarios with the class to reinforce the concept.

**Step 3:** Sharing Personal Experiences

- Encourage students to think of a time when they acted with good intentions.

- In small groups, students will share their examples and discuss how these intentions impacted their actions and relationships with others.

- Each group can share one experience with the class to highlight the diversity and importance of having good intentions.

**Step 4:** Appreciating the Importance of Good Intentions

- As a class, discuss the broader implications of good intentions in society and personal ethics.

- Students will create a simple mind map on the board, outlining the benefits of having good intentions in different aspects of life (e.g., family, community, friendships).

- Encourage students to reflect on how these intentions can lead to positive actions.

**Conclusion (5 minutes):**

- Summarize the key points discussed in class, including the lessons learned from the hadith, the significance of good intentions, and student experiences that illustrate these concepts.

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

- Preview the next session by asking questions related to the concept of actions and outcomes in Islam and how they relate to intentions.

**Extended Activities:**

- Journal Reflection: Ask students to write a short reflection in their journals about a situation where their intentions did not lead to the expected outcome and what they learned from it.

- Creative Expression: Have students create a poster or digital presentation about a person they admire for their good intentions, detailing how those intentions made a positive impact on others.

- Role Play: Students can work in groups to act out scenarios based on good and bad intentions, followed by discussions of the outcomes and lessons learned from each scenario.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 1**

**Strand:** Hadith

**Sub Strand:** Hadith on Choice of Friends

**Specific Learning Outcomes:**

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

1. Identify the types of friends they find at school and at home.

2. Discuss how they benefit from their friends at home and in school.

3. Express a desire to make good friends.

**Key Inquiry Question(s):**

- Who is a good friend?

**Learning Resources:**

- Quran Flash cards

- Pictures

- Songs

- Digital devices

- Charts

- Reference: KLB Top Scholar IRE Grade 7 pg. 38

**Organisation of Learning:**

**Introduction (5 minutes):**

- Start by briefly reviewing the previous lesson on friendship.

- Engage the learners by asking them to share their thoughts on what makes a good friendship.

- Guide the learners to read a relevant hadith about friends from the provided learning resources and discuss its importance in understanding the subject matter.

**Lesson Development (30 minutes):**

**Step 1:** Identifying Friends

- Activity: Individually or in pairs, learners create a chart listing different types of friends they have at school and home (e.g., study buddies, playmates, family friends).

- Discussion: Have them share their lists with the class.

**Step 2:** Discussing Benefits of Friends

- Activity: In small groups, learners discuss and list the benefits they gain from their friendships. Encourage them to think about emotional, academic, and social support.

- Sharing: Groups share their findings with the class.

**Step 3:** Characteristics of a Good Friend

- Activity: Learners brainstorm on what qualities make a good friend (e.g., loyalty, kindness, trust).

- Discussion: Use a whiteboard or chart to collate these qualities, creating a visual representation.

**Step 4:** Personal Reflection

- Activity: Learners write a short paragraph reflecting on how they can be a good friend to others, including specific actions they will take.

- Pair Share: Allow learners to share their reflections with a partner.

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson regarding the identification of friends and the benefits of good friendships.

- Conduct a quick interactive quiz or game where students match characteristics with examples of friends.

- Preview the next session by hinting at discussing friendship challenges and how to address them.

**Extended Activities:**

- Friendship Journal: Encourage students to keep a journal for a week that records daily interactions with their friends and self-reflections on those experiences.

- Role Play: Students can work in groups to create short skits demonstrating both positive and negative friendship scenarios, followed by class discussions on the outcomes.

- Creative Poster: Have the students create a poster that illustrates the characteristics of a good friend, which can be displayed in the classroom.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 2**

**Strand:** Hadith

**Sub Strand:** Hadith on choice of Friends

**Specific Learning Outcomes:**

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

1. Explain the meaning of musk and filth.

2. Discuss why the Prophet (S.A.W.) compared friendship with musk and filth.

3. Discuss lessons from the hadith on the choice of friends.

4. Enjoy the class presentation about the hadith on the choice of friends.

**Key Inquiry Question(s):**

- What do you consider when choosing a friend?

**Learning Resources:**

- Quran Flash cards

- Pictures

- Songs

- Digital devices

- Charts

- Reference: KLB Top Scholar IRE Grade 7 pg. 38-39

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the Previous Lesson: Begin by asking students what they remember about the previous topic on friendship in Islamic teachings.

- Discussion: Guide learners to read and discuss relevant content from the learning resources, focusing on understanding musk and filth and their significance in friendship.

**Lesson Development (30 minutes):**

**Step 1:** Understanding Terms

- Activity: Students will individually look up the meanings of 'musk' and 'filth' using Quran flashcards and other provided resources.

- Outcome: Students will share their definitions, helping to establish a common understanding.

**Step 2:** The Analogy of Musk and Filth

- Discussion: In pairs, students will discuss why the Prophet (S.A.W.) used musk and filth to describe friendships, referencing the hadith.

- Guidance Questions:

- How does musk represent positive aspects of friendship?

- In what ways does filth symbolize negative friendships?

- Outcome: Each pair will share one insight with the class.

**Step 3:** Lessons from the Hadith

- Group Work: In small groups, learners are tasked with identifying lessons from the hadith regarding the choice of friends.

- Outcome: Groups will list at least two lessons and present them to the class.

**Step 4:** Enjoying Class Presentation

- Activity: Use digital devices or charts for a quick presentation/visual summary of the key points discussed.

- Outcome: Students engage with the content in a dynamic way.

**Conclusion (5 minutes):**

- Summarize Key Points: Recap the meanings of musk and filth and their significance in choosing friends.

- Interactive Activity: Use a brief quiz or a social media-style 'poll' to gauge what they now consider important when choosing friends.

- Preview: Prepare students for the next lesson by introducing the upcoming topic related to the importance of community and support in Islam.

**Extended Activities:**

- Reflection Journal: Students can keep a journal where they reflect on their friendships and how they can apply the lessons learned about the qualities of good friends.

- Creative Project: Create a poster that illustrates positive and negative qualities of friends, using quotes from the hadith.

- Role Play: In groups, students can create a short skit that demonstrates a good friendship versus a bad friendship, based on what they've learned.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 7** | **IRE** |  |  |  |

**WEEK 12: LESSON 1**

**Strand:** Hadith

**Sub Strand:** Importance of Good Friends

**Specific Learning Outcomes:**

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

1. State the importance of having good friends.

2. Discuss the lessons they have learnt from Imam Qassim’s speech.

3. Role play the character of good friends with their peers.

4. Appreciate the importance of having good friends.

**Key Inquiry Question:**

- What is the importance of having good friends?

**Learning Resources:**

- Quran Flash cards

- Pictures

- Songs

- Digital devices

- Charts

- Reference: KLB Top Scholar IRE Grade 7, pg. 40-41

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson focusing on friendships and their impact.

- Introduce the key inquiry question: "What is the importance of having good friends?"

- Have learners skim relevant materials from the learning resources and discuss key concepts in pairs.

**Lesson Development (30 minutes):**

**Step 1:** Understanding the Importance of Good Friends

- Directly ask students to brainstorm what they believe are the qualities of a good friend.

- Encourage a class discussion, listing ideas on a chart (e.g., loyalty, support, honesty).

- Transition to the importance of these qualities in their own lives.

**Step 2:** Learning from Imam Qassim’s Speech

- Read excerpts from Imam Qassim’s speech that relate to friendship.

- Divide learners into small groups and have them discuss the lessons they learned.

- Each group will share a summary of their discussion with the class.

**Step 3:** Role-Playing Good Friends

- In new pairs, have learners create a short skit (2-3 minutes) demonstrating a scenario where good friends support each other.

- Encourage creativity, allowing students to choose themes (e.g., standing up for a friend, helping with schoolwork).

- Select a few pairs to present their skits to the class.

**Step 4:** Reflection on Friendship

- Lead a guided reflection on how having good friends makes their lives better.

- Ask students to write down one way they can be a better friend moving forward.

**Conclusion (5 minutes):**

- Summarize key points: the qualities of good friends, lessons from Imam Qassim’s speech, and role-play insights.

- Conduct a quick interactive activity, such as a "friendship pledge," where each student pronounces one quality they commit to practicing.

- Provide a preview of the next session focusing on conflict resolution among friends.

**Extended Activities:**

- Friendship Journals: Encourage students to keep a journal about their experiences with friends, reflecting weekly on how they have been a good friend or how their friends have supported them.

- Class Friendship Tree: Create a "Friendship Tree" bulletin board where students can add leaves representing their positive interactions and qualities they appreciate in their friends.

- Community Service Project: Organize a small group project to help those in need, emphasizing the role of friends in community building.

**Teacher Self-Evaluation:**