

Grade 3- Unit 1- L.1

Lesson Title: The Meaning of *Ihsaan*

Date:

Number of Students:

Warm up Activity:

There are a number of suggestions that are supposed to be a good prologue:

You may give some students pouches containing "stuff" (e.g. healthy sweets) telling them that the pouches are parts of this lesson (for curiosity) and request them not to open any bag nor try to explore them. Then leave the classroom for some time that they can start talking about the items. After few minutes come back to your students and immediately collect those bags and ask them what the items in the pouches are. The students who are answering "we do not know", "we could only guess", "we did not try to explore" or "you asked us not to do such thing"... etc. comment on their answers "well-done" and discuss with them why they did not try to see the items though you were away.

No more than 7 minutes

By using Power Point Presentation, narrate the story of Sameer and Samir are two brothers who were asked by their mom to clean their bedrooms. Sameer arranged his room properly by putting everything in its place, while Samir was careless and hid everything under the bed. Ask the students about the difference between the two boys and which one did well. What are the students' attitudes of the two boys' behavior?

No more than 5 minutes

You may prefer to start narrating the part 1 of the story of "that lady who asked her daughter to mix water into milk in order to increase the liquid for marketing" (use real materials and mix liquids). Then stop at this point and ask the students some relevant questions such as what they think the daughter was going to do (why & why not), and do the students agree that it is a good idea increasing the mixture liquid then sell it as pure milk (why & why not). After discussion, tell them how the pious girl behaved (which is part 2 of the story).

No more than 5 minutes

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to				
1. explain the meaning of <i>Ihsaan</i> in general	Based on the discussion of one of the " Warm up Activities", divide the board into two parts: 1. Write the meaning of <i>Ihsaan</i> ; doing something in the best way possible. 2. Leave this part for a while. Encourage the students to memorize the meaning by repetition.		Board/Flipchart Discussion	Continuous discussion
2. Explain the religious meaning of <i>Ihsaan</i>	By commenting on some cases that people behaved well specially in worship and by dialogue, write in second part on the board the religious meaning of <i>Ihsaan</i>		White/black Board/Flipchart Discussion	Direct Questions What is the meaning of <i>Ihssan</i> ? What did the Prophet say about it? Answer Exercise in TextBook P.4, 5
3. Compare <i>Islam</i> , <i>Iman</i> and <i>Ihssan</i> in terms of containment and population	Remind the student that they have studied <i>Islam</i> , <i>Iman</i> and let them explain the two levels. Then give each group of		Groups of students	Students Give a summary

Comment [G1]: insert time

Comment [G2]: لا يمكن ان تكون المناقشة وسيلة قياس اهداف وانما هي وسيلة او استراتيجيه تعليم

Comment [G3]: insert time

Comment [G4]: ماذا تعنى هذه الكلمة؟

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
4. Order the three levels of religion	students, pairs of three circular paper cards with different diameters and ask them to write the three levels of religion ( <i>Islam, Iman</i> and <i>Ihsaan</i> ) on each paper asking them to order the first group of paper cards in terms of containment then order the another paper cards in terms of population. Make a quick competition between three students in doing something well. The 1 <sup>st</sup> name him <i>Ihsaan</i> , the 2 <sup>nd</sup> name him <i>Iman</i> , and the 3 <sup>rd</sup> name him <i>Islam</i> . Draw a winner's platform on the board and write the three levels of religion which became names of some students.		Role Play	Should be a part of the summary mentioned above
5. Develop a sense of being watched by Allah all the time	Give the student a paper with some photos of some cases (e.g. surfing the Internet, praying, fasting and pace of food in the middle of park....) in pairs, what are the student going to do if they are alone or in public. (If possible) There are some video clips of "Hidden Camera" reflecting misbehaviour of some people when they felt no one was watching them and the audience laughed		Pair work, Photos or Video	Activity 2 in TextBook P.7 See Homework
6. Give advantages of being watched by Allah and how this is going to affect his/her behavior and worship	By commenting on the last activity, ask the students for summing up the result of the activity as a list of advantages of being watched by Allah		Dialogue	Continuous discussion

Comment [G5]: insert time

Comment [G7]: insert time

Comment [G6]: this activity is not very clear

Comment [G8]: insert time

Comment [G9]: التحقق من النشاط ورقم الصفحة - وهل يمكن قياس الهدف بمجرد حل النشاط

Comment [G11]: لا يمكن ان تكون المناقشة وسيلة قياس اهداف وانما هي وسيلة او استراتيجية تعليم

Comment [G10]: insert time

### Homework:

1. The activities and exercises in Student's Book not covered through the lesson.
2. Writing this sentence 5 times "**Allah watches me all the time, Allah helps and protects me and I love Allah in deep of my heart**". A student could be asked to choose a place where no one can see him to write this sentence. Of course, there is no place like this. It is a trick in order to comment on this point next lesson.
3. Finding out the meaning of *Ihsaan* through the story of the three men who went in a cave and blocked by a rock.

Comment [G12]: لماذا لا نترك للطالب حرية كتابة ما يشعر به او يعتقده وبهذا نستطيع قياس الاهداف الوجدانية المذكورة في الدرس (رقم 5&6)

عند توظيف العمل الجماعى فى الدرس لابد من وصف هذا العمل بالتفصيل ودور المدرس والطالب فيه -