

Grade 3- Unit 1-L.2

Lesson Title: The Status and Importance of *Ihsaan*

Date:

Number of Students:

Warm up Activity:

There are two suggestions that are supposed to be a good prologue:

By using two jewelry boxes, 4 marbles and a 3 leveled stand. On the lowest stand you place a marble, on the middle you place a jewelry box, and on the highest level you place another jewelry box.

Then, telling the students to imagine that those levels are the three levels of religion. The lowest level is an exposed marble (*Islam*). The second one is the same marble but preserved in a nice box (*Iman*). The highest level (*Ihsaan*) is the best and closest to Allah which is jewelry box containing 2 marbles, *Iman* and *Islam*. Then discussing that *Ihsaan* can't exist in a person who doesn't have *Iman* and *Islam*.

No more than 5 minutes

You may prefer to start narrating the story of the teacher who wanted to test his students. He gave each one a chicken and asked them to slaughter their chickens in a place where no one can see them. All the students slaughtered their chickens and came back except one. When the teacher asked him about the reason, the student answered, "I couldn't find a place where I'm all alone because Allah can see me everywhere."

No more than 5 minutes

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able				
1. To acknowledge the status and importance of <i>Ihsaan</i>	Based on the discussion of one of the " Warm up Activities", The teacher draws on the board three steps of a stairs, and asks the kids to imagine that those steps are some of the levels of the Paradise. Since the closest to Allah is the highest level, all Muslims should strive to have <i>Ihsaan</i> .to reach that level.	8 min.	Board/Flipchart Discussion	Continuous discussion
2. To explain the connection between the three levels of religion and the hierarchy in them.	By writing on the board, (every <i>muhsin</i> is <i>muslim</i> and not every <i>muslim</i> is <i>muhsin</i>). Discussing this sentence, allowing students to express their understandings.	8 min.	Board/Flipchart Discussion	Direct Question Can a person have <i>Ihsaan</i> without having <i>Iman</i> and <i>Islam</i> first? Answering exercise 1 in Textbook pg. 10
3. To mention certain verses and recall explanations to those verses which deal with the importance of <i>Ihsaan</i>	By listening to the verses mentioned in the lesson and explaining them. Repeating is important to ensure their understanding and if possible memorization of the verses.	8 min.	CD Player	Answering exercise 2 in Textbook pg. 11
4. To enumerate the people towards whom Muslims are encouraged to act with <i>Ihsaan</i> .	In groups of 4, ask students to write down the answer for the following question: who should I do good to? Ans.: parents, relatives, orphans, the needy, neighbors ... etc.	5 min.	Group discussion	Assess the answers based on the students' understanding of the verse 36, Soorah an-Nisaa,

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5. To identify the good deeds whether hidden in the heart or apparent deeds.	Playing the game mentioned in the activity book pg. 4-6	5 min.	game	This is a practical exercise and should be assessed by the teacher according to the no. of deeds listed and the students' ability to classify them.

Homework:

1. The activities and exercises in Student's Book which were not covered through the lesson.
2. Writing a story about a person who had Ihsaan and how this quality helped him.