

Guidance Notes

General Guidance:

- These lessons are templates only and therefore, any suggested and appropriate changes can be made to suit the needs of your pupils/madrasah.
- The Hadith, Quranic references and activities are by no means prescriptive and can be added to where you feel it appropriate or necessary.
- We strongly suggest that you study the lessons before delivery as you will need to prepare/adapt according to pupils' needs.
- As these are trial lessons we are relying on pupils' feedback and teachers' evaluation sheet for further developing the materials. Therefore, please ensure that you return these to us.
- If you have any suggestions or concerns then please do not hesitate to contact your area lead or the ICE team via contact@theiceproject.com

Lesson Delivery Guidance

Throughout these lessons you will find a number of educational terms. This guidance sheet provides both a definition of these terms and, embedded within them, some possible teaching and learning strategies that you may find helpful.

LEARNING OBJECTIVES: The aims of your lesson; what you hope to achieve in the time you have allocated. The lesson objectives include citizenship and Islamic objectives.

KEY WORDS /PHRASES: The key words that you want pupils to learn and understand. Sometimes English, sometimes Quranic and Arabic.

VALUES: Islamic and citizenship values are summarised in each lesson so that you as the teacher are clear about both sets and the

relationship between them. Simply comparing will show you that there is great compatibility between the two.

STARTER ACTIVITY:

RECAP (go back over) on the previous lesson asking what the pupils have learnt. The simplest form is **QUICK FIRE QUESTIONS** e.g. give me 5 things you learnt about dialogue in the last lesson. Or an **OPEN ENDED QUESTION** like, 'DOES ISLAM ENCOURAGE DIALOGUE.' That will give you an idea as to how successful you have been in your teaching and their learning.

Ask if any of them did any **FOLLOW UP WORK** and what they found.

THE STARTER ITSELF: This is designed to be quick and to capture the imagination.

THE ACTIVITIES: Designed to get the students to explore in more depth the issue of the day. These are interactive, aiming to grab the attention and lead to a better understanding of the skills/concepts/attitudes. They can be:

- Individual
- Small group
- Large group
- Whole class

You will decide on the nature of the activities given your class, their age and ability, their ability to work together (or not!) and your physical classroom.

THE ISLAMIC GUIDANCE: The choice of Quranic text, ahadith and seerah are designed to demonstrate the Islamic perspective. Use the Arabic and the English. The questions suggested will help your students gain an understanding of the meaning(s).

THE PLENARY provides the opportunity to sum up, to repeat the major points you have hoped the students will take away.

THE PUPIL FEEDBACK SHEET is designed to get their views and is a simple way of finding out what they have learnt during the lesson

USE OF TERMS

Brainstorm –a quick way of seeing what pupils know/ think/ feel about a topic. Normally written down by a pupil or a teacher.

Clustering: a way of ordering brainstormed ideas so that they are placed into groups of ideas rather than simple list.

Feedback: taking and sometimes recording the thoughts/ideas/work of your students after you have set them a task.

Pace of a lesson: how much time you allocate for each activity and whether this is sufficient, too much or too little

Content: what you are actually going to teach. Many of the lesson notes require you to make a choice, especially of the Qur'anic references and the ahadith.

Questions: there are two major types: **open and closed**. Open questions are designed to stimulate thought and discussion, for example 'What is citizenship?' Closed questions have a right or wrong answer, often yes/no and do not provoke any real discussion. E.g. 'which surahs promote reflection?' Keep closed questions to a minimum, or try to turn them into open questions. For example, '**Did you enjoy the lesson?**' could get a yes/ no response. '**What did you enjoy about the lesson?**' invites a deeper and more meaningful answer.