

Lesson Structure, Teaching Strategies and Terms Explained

Learning Objectives

The aims of your lesson; what you hope to achieve in the time you have allocated. The lesson objectives include at least one citizenship objective and one Islamic objective.

Key Words/Phrases

The key words that you want pupils to learn and understand – sometimes English, sometimes Qur’anic.

Values

Islamic and citizenship values are summarised in each lesson so that you, as the teacher, are clear about both sets of values and the relationship between them. Simply comparing will show you that there is great compatibility between the two.

Starter Activity

Recap (go back over) the previous lesson, asking what your pupils learnt. The simplest form is quick questions (for example, ‘Give me five things you learnt about dialogue last week’) or open ended questions, such as ‘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 pupils’ imagination.

The activities: These are designed to get the students to explore in more depth the issue of the day. These are interactive, aiming to grab pupils’ 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 Qur’anic 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: This provides the opportunity to sum up (to repeat) the major points you hoped the students will take away.

The feedback: This is designed to get pupils’ views and is a simple way of discovering what they have learnt during the lesson.



Terms

Brainstorm: A quick way of seeing what pupils know/think/feel about a topic. Notes are 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 a 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, for example: '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.