

Teacher	Adrian Worsfold				
Date	2 December, 5 December, 6 December				
Time	Period 4 on those days				
Place and room	W25, W24, W24 respectively				
Group	Key Stage 3 Y8				
Subject and topic	RE Islam Hajj 2				
Resources	OHP, OHTs, handout of running order and day by day events, textbooks, exercise books, video				
Aim of Lesson	The Hajj day by day				
Objectives (to go on board)	<p><u>Hajj day by day</u> (The student will be able to demonstrate that:)</p> <p>This lesson I learn that:</p> <ul style="list-style-type: none"> • The Hajj includes circling the Ka'ba, hurrying between two hills with encountering the Zam Zam spring, considering everlasting life, asking for forgiveness and praying for everything, stoning the devils, and animal sacrifice. • Hajj is physically demanding in hot dry conditions so that the believer learns to endure hardship for Allah. • Hajj reminds the believer that Islam is in everything and Makkah is at the geographical centre. 				
Timing	Point (Objective)	Task	Differentiation (if relevant)	Assessment method	Resources
10 minutes	Objectives Register	Writing		Checking books	Exercise books
5 minutes	Overview of Hajj (review) based on questions	Question and Answer	Participation and quality	Who answers and what with	Previous week's OHT (not projected but guide)
25 minutes	Hajj day by day	Plan and watch video, use sheet			Running order notes to all students

10 minutes	Day by day appreciation	Design and write a postcard to focus on at least 2 days of activities	Spread and depth - by outcome: overlap into homework	Written result	Worksheet sides 1 and 2 - events
<p>Guide:</p> <p>Pupils as a whole and individuals aid to understanding. Monitoring method and evidence. Work relationship to previous learning. Pupils understanding the criteria for assessment.</p> <p>Relevant, sound subject knowledge. Work differentiated. Pace. Smoothly from activity to activity. Teaching strategies and learning styles. Entry level. Core subjects like literacy and numeracy. Class management and control.</p> <p>Resources appropriateness. Use of ICT.</p>		<p>Evaluation (2 December - others separate):</p>			

Continuation thoughts (from 2 December):	
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BBC Education, *Religious Education: Belief File: Islam, 5. The Hajj*, London: BBC

00:00	On going to Makkah	00:33	5th Pillar is Hajj
00:50	Arriving pilgrims; stressing of equality	01:30	Put on white sheets to begin
01:49	Entering condition of Ihram	02:09	Go to sacred mosque and Ka'ba - Talbiyah is answering Allah's call.
03:21	Ibrahim restored Ka'ba	03:37	Muhammad (pbuh) circled the Ka'ba 7 times, touched the black stone in the corner and threw out the idols
04:25	No none Muslim can enter: Tawaf is walking around 7 times	05:20	All races, colours, equality
05:37	Sa'y: run between two mountains but air conditioned traveller for old and infirm	06:23	Ibrahim's wife looking for water between those two hills and finding Zam Zam spring water
07:40	Travel to Mina and camp	07:47	Akhirah: everlasting life and judgement - hell and paradise
09:39	Plain of Arafat: forgiveness of sins, cleansing and praying for all	11:37	Nightfall and travel to Muzdalliah where there is gathering small stones
12:11	On Sufis and Tariqah meaning inner spiritual path and Dhikr meaning continued remembrance of Allah	13:09	Mina and Id-ul-Adha: at Mina 7 stones thrown each time at three pillars being the stoning of devils, who tempted Ibrahim not to sacrifice his son Ishmael, God rewarding this obedience with

			slaughtering a sheep instead
14:19	Stoning and physical effort	15:13	Id-ul-Adha: animal sacrifice
15:25	Men cut hair; all around the world celebrate Id-ul-Adha and feel at one with those on Hajj; 2 to 3 days at Mina	16:05	Return to Makkah for final 7 circuits
16:23	Hajj is physically demanding and can handle hardship for Allah	17:20	Islam in everything and Makkah is the centre

This above forms one side of the worksheet.

A. Worsfold