Grade 7 Islamic Religious Education

Term 3 - 43 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 40-minute lessons | PDF and editable Word

ABOUT THIS PACK

43 complete, ready-to-teach Grade 7 Islamic Religious Education lesson plans for Term 3, covering prohibitions in Islam, marriage, trade and finance in Islam, contemporary issues and reforms introduced by Prophet Muhammad (S.A.W.).

TOPICS IN THIS PACK

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5.3	Prohibitions in Islam	8
6.1	Marriage	6
6.2	Trade and Finance in Islam	8
6.3	Contemporary Issues	8
7.1	Reforms introduced by Prophet Muhammad (S.A.W.)	13

INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

A TASTE OF LESSON 1

Drugs and the causes of drug abuse

By the end of the lesson, the learner should be able to identify types of drugs and causes of drug abuse

> **Drug abuse is using a substance in a harmful or unlawful way that changes the body or mind.**
> Drugs named in the design: bhang (cannabis), heroin, cocaine, khat (miraa); also alcohol, tobacco and inhalants such as glue.
> Causes: peer pressure; curiosity; idleness; stress and family problems; easy availability; media influence; lack of guidance; weak faith.

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

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Drugs and the causes of drug abuse

Strand 5.0 Akhlaq (Moral Teachings) > Sub-strand 5.3 Prohibitions in Islam | Lesson 1 of 8 | 40 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to identify types of drugs and causes of drug abuse

KEY INQUIRY QUESTION(S)

- What causes drug abuse?
- What are the effects of drug abuse in the society?
- What are the possible remedies for drug abuse?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
VALUE	**Self-control**	Developed through the activities in this lesson.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
VALUE	**Integrity**	Learners record their own honest results and mark work truthfully.
PCI	**Drug and substance abuse prevention**	Developed through the activities in this lesson.
PCI	**Health promotion**	Examples link to healthy habits at home and at school.

LEARNING RESOURCES

IRE course book | Newspaper cuttings | Charts, posters or slides | Learners' exercise books

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

drug abuse | intoxicant (khamr) | addiction | haram | amanah (trust) | rehabilitation | NACADA

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
6 min	9 min	10 min	9 min	6 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "Key question: what causes drug abuse?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	9	Take learners through the key ideas on the next page, explaining as you go. Use iRE course book, newspaper cuttings, charts, posters or slides. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	10	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	9	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	6	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "How does idleness lead to drug abuse?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Drug abuse is using a substance in a harmful or unlawful way that changes the body or mind.
Drugs named in the design: bhang (cannabis), heroin, cocaine, khat (miraa); also alcohol, tobacco and inhalants such as glue.
Causes: peer pressure; curiosity; idleness; stress and family problems; easy availability; media influence; lack of guidance; weak faith.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is drug abuse?	**Using a substance in a harmful or unlawful way**
2	Name three drugs commonly abused.	**Bhang, khat and alcohol**
3	Give three causes of drug abuse.	**Peer pressure, curiosity and idleness**
4	How does idleness lead to drug abuse?	**Free time is filled with bad company**

WATCH OUT FOR

Learners naming family members; never ask.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can identify types of drugs and causes of drug abuse confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can identify types of drugs and causes of drug abuse accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly identify types of drugs and causes of drug abuse, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet identify types of drugs and causes of drug abuse without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Use a cause web.
Learners ready for more	How can weak faith lead to drug abuse? (Answer: The person lacks self-control and guidance)
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "drugs and the causes of drug abuse" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.

Effects of drug abuse on the individual

Strand 5.0 Akhlaq (Moral Teachings) > Sub-strand 5.3 Prohibitions in Islam | Lesson 2 of 8 | 40 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to describe the effects of drug abuse on the individual

KEY INQUIRY QUESTION(S)

- What causes drug abuse?
- What are the effects of drug abuse in the society?
- What are the possible remedies for drug abuse?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
VALUE	**Self-control**	Developed through the activities in this lesson.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
VALUE	**Integrity**	Learners record their own honest results and mark work truthfully.
PCI	**Drug and substance abuse prevention**	Developed through the activities in this lesson.
PCI	**Health promotion**	Examples link to healthy habits at home and at school.

LEARNING RESOURCES

IRE course book | Newspaper cuttings | Charts, posters or slides | Learners' exercise books

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

drug abuse | intoxicant (khamr) | addiction | haram | amanah (trust) | rehabilitation | NACADA

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
6 min	9 min	10 min	9 min	6 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "Key question: what are the effects of drug abuse in the society? Start with the person." Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	9	Take learners through "Effects on the individual" (key ideas on the next page), explaining as you go. Use iRE course book, newspaper cuttings, charts, posters or slides. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	10	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	9	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	6	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "How does drug abuse affect worship?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Effects on the individual
Health: damage to the brain, lungs, liver and heart; mental illness; risk of HIV through shared needles; overdose and death.
Education: poor concentration, absenteeism, dropping out.
Behaviour: addiction, lies, stealing, violence.
Spiritual: neglect of swalah and saum; weakening of Iman.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Give two health effects of drug abuse.	**Liver damage and mental illness**
2	How does drug abuse affect education?	**Poor concentration and dropping out**
3	What is addiction?	**Being unable to stop using a drug**
4	How does drug abuse affect worship?	**The person neglects swalah and saum**

WATCH OUT FOR

Graphic stories that frighten.