Grade 8 Islamic Religious Education

Term 3 - 37 complete lesson plans

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

ABOUT THIS PACK

37 complete, ready-to-teach Grade 8 Islamic Religious Education lesson plans for Term 3, covering divorce, types of divorce: at-Talaq and Khul'u, trade and finance in Islam, human rights and the rightly guided Caliphs.

TOPICS IN THIS PACK

Topic	Name	Lessons
6.1	Divorce	4
6.2	Types of divorce: at-Talaq and Khul'u	5
6.3	Trade and Finance in Islam	6
6.4	Human Rights	6
7.1	The Rightly Guided Caliphs	16

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

Causes of conflicts in marriage

By the end of the lesson, the learner should be able to: a) identify causes of conflicts in marriage; b) relate them to Islamic teaching on rights and duties

> **Causes**
> Neglect of duties: failure to provide maintenance, neglect of the home or children.
> Poor communication and lack of respect.

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.

CONTENTS

No.	Lesson	Topic	Page
1	Causes of conflicts in marriage	6.1 Divorce	4
2	The mechanism of conflict resolution in marriage	6.1 Divorce	7
3	Practical: a case study in arbitration	6.1 Divorce	10
4	Appreciating conflict resolution: review	6.1 Divorce	13
5	At-Talaq: meaning and conditions	6.2 Types of divorce: at-Talaq and Khul'u	16
6	Steps in at-Talaq and the iddah	6.2 Types of divorce: at-Talaq and Khul'u	19
7	Khul'u: divorce sought by the wife	6.2 Types of divorce: at-Talaq and Khul'u	22
8	Effects of divorce in society	6.2 Types of divorce: at-Talaq and Khul'u	25
9	Divorce as the last resort: review	6.2 Types of divorce: at-Talaq and Khul'u	28
10	Agreements and contracts in Islam	6.3 Trade and Finance in Islam	31
11	Islamic rules on agreements and contracts	6.3 Trade and Finance in Islam	34
12	Writing contracts and witnesses (Surah Al-Baqarah 2:282)	6.3 Trade and Finance in Islam	37
13	Significance of agreements and contracts	6.3 Trade and Finance in Islam	40
14	Practical: contracts and consumer awareness	6.3 Trade and Finance in Islam	43
15	Appreciating Islamic rules on contracts: review	6.3 Trade and Finance in Islam	46
16	Human rights and human dignity in Islam	6.4 Human Rights	49
17	Rights upheld in Islam	6.4 Human Rights	52
18	How Islam safeguards human rights	6.4 Human Rights	55
19	Significance of safeguarding human rights	6.4 Human Rights	58
20	Practising and advocating for human rights	6.4 Human Rights	61
21	Human rights as an avenue for justice: review	6.4 Human Rights	64
22	The caliphate and the Rightly Guided Caliphs	7.1 The Rightly Guided Caliphs	67
23	Abubakar (R.A.): background and election	7.1 The Rightly Guided Caliphs	70
24	Abubakar (R.A.): challenges	7.1 The Rightly Guided Caliphs	73
25	Abubakar (R.A.): administration and reforms	7.1 The Rightly Guided Caliphs	76
26	Umar (R.A.): background and character	7.1 The Rightly Guided Caliphs	79
27	Umar (R.A.): political and administrative reforms	7.1 The Rightly Guided Caliphs	82
28	Umar (R.A.): social and economic reforms and the market	7.1 The Rightly Guided Caliphs	85
29	Umar (R.A.): challenges and death	7.1 The Rightly Guided Caliphs	88

30	Uthman (R.A.): background and selection	7.1 The Rightly Guided Caliphs	91
31	Uthman (R.A.): reforms and contribution	7.1 The Rightly Guided Caliphs	94
32	Uthman (R.A.): challenges and death	7.1 The Rightly Guided Caliphs	97
33	Ali (R.A.): background and character	7.1 The Rightly Guided Caliphs	100
34	Ali (R.A.): administration and reforms	7.1 The Rightly Guided Caliphs	103
35	Ali (R.A.): challenges and death	7.1 The Rightly Guided Caliphs	106
36	Lessons from the challenges and emulating the Caliphs	7.1 The Rightly Guided Caliphs	109
37	The Caliphs in Islamic heritage: review	7.1 The Rightly Guided Caliphs	112

Causes of conflicts in marriage

Strand 6.0 Muamalat (Social Relations) > Sub-strand 6.1 Divorce | Lesson 1 of 4 | 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: a) identify causes of conflicts in marriage; b) relate them to Islamic teaching on rights and duties

KEY INQUIRY QUESTION(S)

- What causes conflicts in marriage?
- How can Muslims reduce conflicts in marriage?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
VALUE	**Peace**	Learners settle differences calmly during group work.
VALUE	**Love**	Learners help a classmate who is stuck.
PCI	**Peace education**	Developed through the activities in this lesson.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.

LEARNING RESOURCES

A copy of the Qur'an (Mushaf) with translation of meanings | Charts | 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

nikah | conflict | reconciliation | arbitration | arbiter (hakam) | counselling | Kadhi court

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 conflicts in marriage?" 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 "Causes" (key ideas on the next page), explaining as you go. Use a copy of the Qur'an (Mushaf) with translation of meanings, charts, learners' exercise books. 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 can weak faith contribute?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Causes

Neglect of duties: failure to provide maintenance, neglect of the home or children.
Poor communication and lack of respect.
Financial problems and poor money management.
Interference by relatives.
Unfaithfulness and lack of trust.
Alcohol and drug abuse.
Mistreatment or violence (which Islam forbids).
Weak faith and failure to follow Islamic teachings on kindness between spouses.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name four causes of conflict in marriage.	**Neglect of duties, poor communication, financial problems and unfaithfulness.**
2	How can relatives cause conflict?	**By interfering in the couple's affairs.**
3	Does Islam allow violence in marriage?	**No.**
4	How can weak faith contribute?	**Spouses neglect Islamic teachings on kindness.**

WATCH OUT FOR

Do not ask learners about their own homes.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Use a causes chart.
Learners ready for more	Which cause do you think is most common? Why? (Answer: Answers will vary)
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 "causes of conflicts in marriage" 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.

The mechanism of conflict resolution in marriage

Strand 6.0 Muamalat (Social Relations) > Sub-strand 6.1 Divorce | Lesson 2 of 4 | 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: a) describe the Islamic steps for resolving marital conflict; b) explain arbitration

KEY INQUIRY QUESTION(S)

- What causes conflicts in marriage?
- How can Muslims reduce conflicts in marriage?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
VALUE	**Peace**	Learners settle differences calmly during group work.
VALUE	**Love**	Learners help a classmate who is stuck.
PCI	**Peace education**	Developed through the activities in this lesson.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.

LEARNING RESOURCES

A copy of the Qur'an (Mushaf) with translation of meanings | Charts | 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

nikah | conflict | reconciliation | arbitration | arbiter (hakam) | counselling | Kadhi court

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: how can Muslims reduce conflicts in marriage?" 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 "Steps (widely taught)" (key ideas on the next page), explaining as you go. Use a copy of the Qur'an (Mushaf) with translation of meanings, charts, learners' exercise books. 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: "Which court handles Muslim marriage matters in Kenya?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Steps (widely taught)

1. The couple talk calmly, with patience and forgiveness, remembering that the Qur'an describes marriage as love and mercy.
2. Seek advice from respected people, the imam or a counsellor.
3. Arbitration: if the conflict continues, an arbiter (hakam) is appointed from each spouse's family to try to reconcile them (Surah An-Nisa 4:35).
4. If all else fails, the matter may go to the Kadhi court.

Divorce is considered only after these steps fail.

Violence is never part of resolving conflict; a person being harmed should seek help (GBV 1195).

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is the first step in resolving marital conflict?	**Talking calmly with patience.**
2	What is a hakam?	**An arbiter from a spouse's family.**
3	Which verse describes arbitration?	**Surah An-Nisa 4:35.**
4	Which court handles Muslim marriage matters in Kenya?	**The Kadhi court.**