Grade 9 Islamic Religious Education

Term 3 - 41 complete lesson plans

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

ABOUT THIS PACK

41 complete, ready-to-teach Grade 9 Islamic Religious Education lesson plans for Term 3, covering child custody, trade and finance in Islam, polygamy in Islam, contemporary issues: jihad, terrorism and extremism, Islam in Kenya, unity of Muslims and Muslim institutions: mosques, madrasa and Muslim NGOs.

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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.

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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Meaning of custody and who has it

Strand 6.0 Muamalat (Social Relations) > Sub-strand 6.3 Child Custody | 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) define hadanah; b) state who has priority

KEY INQUIRY QUESTION(S)

- What are the rules that guide child custody in Islam?

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	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
VALUE	**Social justice**	Every learner gets a turn and a fair chance to answer.
VALUE	**Love**	Learners help a classmate who is stuck.
PCI	**Child rights**	Developed through the activities in this lesson.

LEARNING RESOURCES

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

custody (hadanah) | guardianship (wilayah) | maintenance (nafaqah) | best interests of the child | 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

Inside this plan: the step-by-step lesson flow with what the teacher and learners do, the key content, practice questions with answers, a common mistake to watch for, an assessment rubric on the four CBC levels, support and extension ideas, homework and a reflection page.

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "Key question: what are the rules that guide child custody in Islam?" 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 "Hadanah (as widely taught; confirm with the teacher)" (key ideas on the next page), explaining as you go. Use 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: "Is the age for custody change the same in all schools?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Hadanah (as widely taught; confirm with the teacher)
Hadanah is the care and upbringing of a young child, especially after divorce or death of a parent.
The mother generally has priority for young children; if she cannot, female relatives (often her mother) follow in an order set by scholars. The father remains the guardian (wali) and must provide maintenance.
The age at which custody may change varies between schools of thought.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Define hadanah.	**The care and upbringing of a young child.**
2	Who generally has priority for young children?	**The mother.**
3	What is the father's duty?	**Guardianship and maintenance.**
4	Is the age for custody change the same in all schools?	**No, it varies.**

WATCH OUT FOR

Learners from separated families. Be sensitive.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Use a roles diagram.
Learners ready for more	Explain the difference between custody and guardianship. (Answer: Custody is daily care; guardianship is responsibility for decisions and maintenance)
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 "meaning of custody and who has it" 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.

ELIMU254

Conditions for a custodian

Strand 6.0 Muamalat (Social Relations) > Sub-strand 6.3 Child Custody | 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) state conditions for a custodian; b) link them to the child's rights

KEY INQUIRY QUESTION(S)

- What are the rules that guide child custody in Islam?

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.
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THE LESSON AT A GLANCE

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LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "What qualities should a person caring for a child have?" 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 "Conditions (widely taught)" (key ideas on the next page), explaining as you go. Use 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: "What does the Children Act require?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Conditions (widely taught)

The custodian should be an adult of sound mind, trustworthy, able to care for the child, of good character, and (as most scholars say) a Muslim who will raise the child in the faith; remarriage of the mother may affect custody in some schools.

The child's welfare and upbringing come first.

Kenyan law (the Children Act) also requires the best interests of the child; Kadhi courts handle Muslim custody matters.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Give three conditions for a custodian.	**Adult, sound mind and trustworthy.**
2	What comes first in custody decisions?	**The child's welfare.**
3	Which court handles Muslim custody matters in Kenya?	**The Kadhi court.**
4	What does the Children Act require?	**The best interests of the child.**

WATCH OUT FOR

School-of-thought differences. Teach the general principle.