



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**  
A Skilled and Ethical Society

**PRIMARY SCHOOL CURRICULUM DESIGN**

**HINDU RELIGIOUS EDUCATION**

**GRADE 1**

First Published in 2017

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## **NATIONAL GOALS OF EDUCATION**

### **1. Foster nationalism, patriotism, and promote national unity**

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

### **2. Promote social, economic, technological and industrial needs for national development**

Education should prepare the learner to play an effective and productive role in the nation.

#### **a) Social Needs**

Education should instil social and adaptive skills in the learner for effective participation in community and national development.

#### **b) Economic Needs**

Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

#### **c) Technological and Industrial Needs**

Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

### **3. Promote individual development and self-fulfilment**

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

### **4 Promote sound moral and religious values**

Education should promote acquisition of national values as enshrined in the Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

### **5. Promote social equity and responsibility**

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service learning.

**6. Promote respect for and development of Kenya’s rich and varied cultures**

Education should instil in the learner appreciation of Kenya’s rich and diverse cultural heritage. The learner should value own and respect other people’s culture as well as embrace positive cultural practices in a dynamic society.

**7. Promote international consciousness and foster positive attitudes towards other nations**

Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

**8. Good health and environmental protection**

Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.

**LESSON ALLOCATION FOR PRE-PRIMARY**

<b>S/NO</b>	<b>ACTIVITY LEARNING AREA</b>	<b>NUMBER OF LESSONS</b>
1.	Language Activities	5

2.	Mathematical Activities	5
3.	Creative Activities	6
4.	Environmental Activities	5
5.	Religious Activities	3
	Pastoral Instruction Programme	1
<b>Total</b>		<b>25</b>

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### **LEVEL LEARNING OUTCOMES**

**By the end of the Primary Education level, the learner should be able to:**

- a) Communicate appropriately using verbal and or non-verbal modes in a variety of contexts.

- b) Demonstrate mastery of number concepts to solve problems in day to day life
- c) Demonstrate social skills, moral and religious values for positive contribution to society
- d) Develop one's interests and talents for personal fulfilment
- e) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
- f) Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development
- g) Acquire digital literacy skills for learning and enjoyment.
- h) Appreciate the country's rich, diverse cultural heritage for harmonious living

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## **ESSENCE STATEMENT**

Hindu Religious Education offers an opportunity to learn Hinduism/Sanatan, Jain, Buddhist and Sikh faiths. Religious knowledge is acquired early in life from family and community. The formal teaching of HRE aims at nurturing faith in Paramatma, self-awareness, guiding one's personal

obligations and duty to the immediate environment. HRE at Lower Primary will be delivered through formal, non-formal and informal approaches which will enable the learner to enjoy learning.

It provides opportunities to instil moral values and good social habits in learners for effective living as individuals, members of the community and the nation at large. HRE will provide ways for physical, mental, emotional and spiritual growth for learners. It enables them to develop personal beliefs while appreciating the beliefs of others.

Pertinent and contemporary issues in society have been well mainstreamed in the HRE curriculum. The learners acquire requisite competencies as enshrined in the Basic Education Curriculum Framework. Hindu Religious education emphasises morals that teach learners to be optimistic, respect each other, and anticipate the best for themselves and others.

### **GENERAL LEARNING OUTCOMES OF HINDU RELIGIOUS EDUCATION:**

By the end of Lower Primary, the learner should be able to:



1. Develop self-awareness and a sense of identity as an individual and member of a family, community, the nation and globally.
2. Exhibit reverence and adoration for Enlightened Beings as guides for living a healthy and harmonious life
3. Acknowledge the divinity of the Scriptures for respect and appropriate handling.
4. Demonstrate basic rituals as taught for grounding them in faith to enhance self-efficacy and self esteem
5. Practise Sadachaar ethically and morally to care for self and others for sustainable living
6. Perform simple age-appropriate Yoga exercises for holistic wellbeing and enjoyment.
7. Appreciate Paramatma’s creation by showing care for themselves, others and the environment

**SUMMARY OF STRANDS AND SUB STRANDS**

<b>S/N</b>	<b>Strand</b>	<b>Sub Strand</b>
1	1.0 Creation	1.1 Myself and neighbours 1.2 Panchmahabhoot

2	2.0 Manifestations of Paramatma	2.1 Enlightened Beings 2.2 Other names of Paramatma
3	3.0 Scriptures	3.1 Basic Concepts 3.2 Handling of Scriptures 3.3 Moral Stories
4	4.0 Worship	4.1 Protocols of Worship 4.2 Places of Worship 4.3 Religious Festivals
5	5.0 SADACHAAR	5.1 General Etiquette 5.2 Stories on Etiquettes 5.3 Sharing
6	6.0 YOGA	6.1 Basic Concepts of Yoga 6.2 Prerequisites of Yoga 6.3 Pranayamas and Asanas

## STRAND 1.0: CREATION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
<b>1.0 Creation</b>	<b>1.1 Myself and neighbours</b>  Role of neighbours.	By the end of sub strand the learner should be able to: <ul style="list-style-type: none"> <li>a) mention positive experiences with their neighbours for safety,</li> <li>b) illustrate the qualities of a good neighbour for self-efficacy,</li> <li>c) appreciate the qualities of a good neighbour for harmonious coexistence.</li> </ul>	The learner is guided to: <ul style="list-style-type: none"> <li>• listen/watch short stories highlighting the roles of a neighbour,</li> <li>• give the names of their immediate neighbours and mention what they like about them,</li> <li>• Tell the class the activities their family does together with their neighbours,</li> <li>• Watch a video clip / listen to a resource person and discuss on qualities of a good neighbour,</li> <li>• Watch videos talking about having a safe neighbourhood,</li> <li>• Discuss cases of right and wrong behaviours towards their peers and in their neighbourhood,</li> <li>• Ask their parents/ guardians to help them identify ways to relate with both their peers and adult neighbours.</li> </ul>	Why are neighbours important in our life?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• <b>Communication</b> - Learners develop listening skills as they watch and listen to short stories the roles of a neighbour, develop speaking skills as they tell the class the activities their family does together.</li> <li>• <b>Digital literacy</b> - Learners develop the skill of connecting using technology as they watch and listen short stories the roles of a neighbour.</li> </ul>				
<b>Values:</b> <b>Respect-</b> Learners enhance human dignity as they discuss cases of right and wrong behaviours towards their peers in their neighbourhoods, ask their parents/ guardians to help them relate with both their peers and adult neighbours.				

**Pertinent and Contemporary Issues (PCIs):**

**Citizenship** - Learners become aware of child rights as they share about the right and wrong behaviour towards their peers in the neighbourhoods.

**Link to other subjects:**

**Language Activities** – Learners enhance speaking skills as they discuss on good and bad behaviours towards peer and adults in the neighbourhoods.

**Assessment Rubric**

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to mention positive experiences with their neighbours for safety.	Mentions positive experiences with their neighbours with ease.	Mentions positive experiences with their neighbours.	Mentions some of the positive experiences with their neighbours.	Mentions some of the positive experiences with their neighbours with prompts.
Ability to illustrate qualities of a good neighbour for self-efficacy.	Illustrates the qualities of a good neighbour with details.	Illustrates the qualities of a good neighbour.	Illustrates some of the qualities of a good neighbour.	Illustrates some of the qualities of a good neighbour with assistance.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
1.0 Creation	1.2 Panchmahabhoot Agni (Fire)	By the end of the sub strand the learner should be able to: <ul style="list-style-type: none"> <li>a) state <i>Agni</i> (fire) as a source of energy in creation as gift from Paramatma,</li> <li>b) employ safe forms of <i>Agni</i> for harmony with nature,</li> <li>c) appreciate the Sun (<i>Surya</i>) the source of <i>Agni</i> as fuel for life.</li> </ul>	The learner is guided to: <ul style="list-style-type: none"> <li>• prepare a chart showing the ways <i>Agni</i> is used at home and in places of worship,</li> <li>• listen to a resource person/ watch a video clip describing <i>Agni</i> and the importance of <i>Agni</i> in life,</li> <li>• Visit places of worship to see the ways <i>Agni</i> is used in worship and present in class,</li> <li>• Practice safe and age-appropriate use of <i>Agni</i> at home/school,</li> <li>• Research from parents the appropriate uses of various forms of <i>Agni</i> and present the findings in class,</li> <li>• Assist peers with special needs to understand the advantages and how <i>Agni</i> could be harmful.</li> </ul>	Why is <i>Agni</i> important in our lives?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• <b>Communication</b> - Learners enhance listening skills as they listen to and watch a video clip and interact with a resource person describing <i>Agni</i> and the importance of <i>Agni</i> in life.</li> <li>• <b>Digital literacy</b>- Learners interact with digital technology as they watch and listen to a video clip/ a resource person describing <i>Agni</i> and the importance of <i>Agni</i> in life.</li> </ul>				
<b>Values:</b> <b>Responsibility</b> – Learners exhibit diligence as they visit places of worship to see the ways <i>Agni</i> is used in worship and present in class.				
<b>Pertinent and Contemporary Issues (PCIs):</b> <b>Health Issues:</b> Learners are exposed to preventive measures as they practice safe and age-appropriate use of <i>Agni</i> at home/school.				
<b>Link to other subjects:</b> <b>Home Science</b> – Learners enhance preventive measures as they practice safe and age-appropriate use of <i>Agni</i> at home/school.				

### Assessment Rubric

<b>Indicators</b>	<b>Exceeds expectation</b>	<b>Meet expectation</b>	<b>Approach expectation</b>	<b>Below expectation</b>
Ability to state <i>Agni</i> (fire) as a source of energy in creation as gift from Paramatma,	States <i>Agni</i> (fire) as a source of energy in creation consistently.	States <i>Agni</i> (fire) as a source of energy in creation.	States <i>Agni</i> (fire) as a source of energy in creation with inconsistencies.	States <i>Agni</i> (fire) as a source of energy in creation with guidance.
Ability to employ safe forms of <i>Agni</i> for harmony with nature.	Employs safe forms of <i>Agni</i> taking all necessary precautions.	Employs safe forms of <i>Agni</i> .	Employs safe forms of <i>Agni</i> taking some precautions.	Employs safe forms of <i>Agni</i> with close monitoring.

## STRAND 2.0: MANIFESTATION OF PARAMATMA

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
<b>2.0 Manifestations of Paramatma</b>	<b>2.1 Enlightened Beings</b> - <i>Shri Ram</i> - <i>Shri Krishna</i> - <i>Lord Mahavir</i> - <i>Lord Buddha</i> - <i>Sri Guru Nanak Dev Ji</i>	By the end of the sub strand the learner should be able to: a) list the main qualities of the Enlightened Beings for reverence, b) relate the Enlightened Beings with their contributions to the society for social cohesion, c) desire to emulate the qualities of the Enlightened Beings in their lives for inspiration.	The learner is guided to: <ul style="list-style-type: none"> <li>• identify the selected Enlightened Beings using flash cards/pictures,</li> <li>• use a digital device/parents input to research in groups on the qualities of the selected Enlightened Beings and present the findings in class,</li> <li>• prepare a table to match the Enlightened beings with their contributions to the society,</li> <li>• identify health related issues that children are facing and how contributions of Enlightened Beings are used to mitigate them,</li> <li>• colour the images of the Enlightened Beings and create a portfolio,</li> <li>• assist peers with special needs in painting and coloring images of Enlightened Beings.</li> </ul>	How does learning about Enlightened Beings influence your life?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• <b>Communication and Collaboration-</b> Learners enhance teamwork as they use a digital device / parents input to research in groups on the qualities of the selected Enlightened Beings and present the findings in class.</li> <li>• <b>Creativity and imagination-</b> Learners explore new ideas as they prepare a table to match the Enlightened beings with their contributions to the society.</li> </ul>				
<b>Values:</b> <b>Responsibility</b> – Learners develop self-drive as they colour the images of the Enlightened Beings and create a portfolio.				
<b>Pertinent and Contemporary Issues (PCIs):</b> <b>Health Issues:</b> Learners are sensitized on preventive health measures as they identify health related issues that children are facing and how				

contributions of Enlightened Beings are used to mitigate them.

**Link to other subjects:**

**Creative Art** - Learners enhance creative skills as they colour the images of the Enlightened Beings and create a portfolio.

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## STRAND 2.0:SCRIPTURES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
<b>2.0 Manifestations of Paramatma</b>	<b>2.2 Other names of Paramatma</b> - <i>Parvati Maa</i> - <i>Lakshmi Maa</i> - <i>Shri Ganesh</i> - <i>Sarswati Maa</i> - <i>Durga Maa</i> - <i>Shabad Guru</i>	By the end of sub strand the learner should be able to: a) list the names of the Devis/Devatas for familiarisation, b) identify the murtis of Devis/Devatas for self-efficacy, c) acknowledge the listed Devis/Devatas as manifestations of Paramatma for strengthening their faith.	The learner is guided to: <ul style="list-style-type: none"> <li>write down the names of Paramatma flashed on large cards in class,</li> <li>Watch a prescribed video clip safely on the <i>murtis</i> of selected <i>Devis/Devatas</i>,</li> <li>match the <i>murtis</i> to the names of Paramatma on a table in groups,</li> <li>colour images of <i>murtis</i> and display in class,</li> <li>ask the parents to tell them the roles of the learnt <i>Devis/Devatas</i> and present the findings in class,</li> <li>roleplay on some events from the lives of <i>Devis/Devatas</i>,</li> <li>assist peers with special needs in painting and coloring images of <i>Devis/Devatas</i>.</li> </ul>	Why are murtis important in worship?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li><b>Communication</b> - Learners will enhance speaking skills as they ask the parents to tell them the roles of the learnt murti in line with the listed <i>Devis/ Devtas</i> and present the findings in class.</li> <li><b>Digital Literacy</b>- Learners develop the skill of interacting with technology as they watch a video clip on the murtis of selected <i>Devis/Devatas</i>.</li> <li><b>Creativity and Imagination</b>- Learners develop the skill of communication and self-expression as they colour images of murtis and display in class.</li> </ul>				
<b>Values:</b> <b>Respect</b> - Learners show open mindedness as they ask the parents to tell them the roles of the learnt murti in line with the <i>Devis/ Devtas</i> .				
<b>Pertinent and Contemporary Issues (PCIs):</b> <b>Socio-economic issues:</b> Learners observe safety and security as they watch a prescribed video clip safely on the <i>murtis</i> of selected <i>Devis/Devatas</i> .				

**Link to other subjects:****Creative Art** - Learners enhance creative skills as they colour images of murtis and display in class.**Assessment Rubric**

<b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to list the names of the Devis/Devatas for familiarisation.	Lists the names of the Devis/Devatas correctly.	Lists the names of the Devis/Devatas.	Lists some of the names of the Devis/Devatas.	Lists some of the names of the Devis/Devatas with help.
Ability to Identify the murtis of Devis/Devatas for self-efficacy.	Identifies the murtis of Devis/Devatas with ease.	Identifies the murtis of Devis/Devatas.	Identifies the murtis of some Devis/Devatas.	Identifies to the murtis of Devis/Devatas with assistance.
Ability to list the main qualities of the Enlightened Beings for reverence.	Lists the main qualities of the Enlightened Beings correctly.	Lists the main qualities of the Enlightened Beings.	Lists some of the main qualities of the Enlightened Beings.	Lists some of the main qualities of the Enlightened Beings with guidance.
Ability to relate the Enlightened Beings with their contributions to the society for social cohesion.	Relates the Enlightened Beings with their contributions with precision.	Relates the Enlightened Beings with their contributions.	Relates the Enlightened Beings with some of their contributions.	Relates the Enlightened Beings with some of their contributions with guidance.

## STRAND 3.0:SCRIPTURES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
3.0 Scriptures	<b>3.1Basic Concepts</b>  <i>-Ramayana</i> <i>-Bhagavad Gita</i>	By the end of sub strand the learner should be able to: a) list basic concepts from each of the two Scriptures listed for memorisation, b) narrate stories on basic concepts from the two Scriptures for righteousness, c) appreciate the Scriptures as sources of inspiration for guidance in life.	The learner is guided to: <ul style="list-style-type: none"> <li>• listen to a discourse from a resource person on the basic concepts in Scriptures,</li> <li>• discuss in groups the basic concepts of the Scriptures <i>Ramayana</i> and <i>Bhagavad Gita</i>,</li> <li>• list the concepts of <i>Ramayana</i> and <i>Bhagavad Gita</i> and present to the class</li> <li>• make presentations depicting the inspiration they associate with the <i>Ramayana</i> and <i>Bhagavad Gita</i>.</li> <li>• visit places of worship to learn about the significance of the <i>Ramayana</i> and <i>Bhagavad Gita</i> from a resource person.</li> <li>• roleplay on short stories from <i>Ramayana</i> and <i>Bhagwad Gita</i> on annual function day.</li> <li>• assist learners with special needs as per their abilities through peer teaching to make them understand the basic concepts from <i>Ramayana</i> and <i>Bhagwad Gita</i> in their class.</li> </ul>	What is the role of Scriptures in our daily living?
<b>Core Competencies to be developed:</b> <b>Communication</b> - Learners enhance listening skills as they listen to a discourse from a resource person on the basic concepts in <i>Ramayana and Bhagavad Gita</i> , develop speaking skills as they discuss in groups the basic concepts of the <i>Ramayana</i> and <i>Bhagavad Gita</i> , make presentations depicting what inspiration they associate with the <i>Ramayana and Bhagavad Gita</i> .				

**Values:**

**Respect-** Learners demonstrate acceptance as they visit places of worship to learn about the significance of the *Ramayana* and *Bhagavad Gita* from a resource person.

**Pertinent and Contemporary Issues (PCIs):**

**Citizenship** - Learners practice social cohesion as they assist learners with special needs as per their abilities through peer teaching to make them understand the basic concepts from *Ramayana* and *Bhagwad Gita* in their class.

**Link to other subjects:**

**Creative Arts:** Learners enhance creative skills as they make presentations depicting the inspiration they associate with the *Ramayana* and *Bhagavad Gita*.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
<b>3.0 Scriptures</b>	<b>3.2 Handling of Scriptures</b>  <i>- Ramayana</i> <i>- Bhagavad Gita</i>	By the end of sub strand the learner should be able to: <ol style="list-style-type: none"> <li>a) mention the key protocols in handling the Scriptures for self-drive,</li> <li>b) display the appropriate handling of Scriptures for reverence,</li> <li>c) acknowledge appropriate handling of all Scriptures for respect and veneration.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• ask parents/guardians/ a resource person to explain/demonstrate the protocols involved in handling the Scriptures at home and at places of worship,</li> <li>• watch/listen to a video clip on how the Scriptures are handled in different situations of use,</li> <li>• demonstrate in class the protocols on how Scriptures are handled using prototypes and observing cleanliness,</li> <li>• engage their parent/ guardian to take a video on practising how they can handle Scriptures appropriately in specific situations,</li> <li>• discuss in groups reasons for handling the Scripture appropriately,</li> <li>• practice the recitation of hymns that are part of the protocols of handling Scriptures,</li> <li>• Assist learners with special needs as per their abilities through peer teaching recitation of hymns.</li> </ul>	What makes the handling of scriptures different from other reading materials?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• <b>Communication</b> - Learners will enhance listening skills as they listen/watch a video clip on how the Scriptures are handled in different situations of use, develop speaking skills as they discuss in groups reasons for handling the Scripture appropriately.</li> <li>• <b>Learning to Learn</b>- Learners develop the skill of sharing learnt knowledge as they discuss in groups reasons for handling the Scripture appropriately.</li> </ul>				

**Values:**

- **Respect-** Learners exhibit open mindedness as they discuss in class the protocols on how Scriptures are handled.
- **Responsibility** - Learners observe accountability as they demonstrate in class the protocols on how Scriptures are handled using prototypes and observing cleanliness.

**Pertinent and Contemporary Issues (PCIs):**

**Health Issues:** Learners observe preventive health as they display the protocols on how Scriptures are handled using prototypes and observing cleanliness.

**Link to other subjects:**

**Creative Arts:** Learners enhance creativity skills as they Practice the recitation of hymns that are part of the protocols of handling Scriptures.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
3.0 Scriptures	3.3 Moral Stories <i>Ramayana</i> and <i>Bhagavad Gita</i>	By the end of sub strand the learner should be able to: a) identify short stories on morals from Scriptures for character formation, b) narrate short stories on moral teachings from the listed Scriptures for ethical living, c) desire to embrace stories with morals from the Scriptures as sources of guidance and inspiration.	The learner is guided to: <ul style="list-style-type: none"> <li>• read selected age-appropriate short stories on morals from the Scriptures,</li> <li>• listen to short stories from the listed Scriptures on morals by a resource person /from digital devices,</li> <li>• retell the short stories they have either read or listened to from the scriptures,</li> <li>• narrate and point out the lessons they learn from the short stories,</li> <li>• role plays the stories to practise morals learnt from the listed Scriptures,</li> <li>• practice Sharing and caring in pairs to exchange appropriate items used in school in an ethical manner,</li> <li>• discuss the lessons they can draw from the moral stories relating to their daily life in the family and the community,</li> <li>• assist learners with special needs as per their abilities through peer teaching to make them understand the lessons that can be drawn from the moral stories.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to learn about moral stories?</li> <li>2. How are stories from Scriptures useful in character building?</li> </ol>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Communication and Collaboration-</b> Learners will enhance listening skills as they listen to short moral stories from the Scriptures by a resource person /from digital devices develop speaking skills as they role play the moral stories from the listed Scriptures.</li> <li>• <b>Self-efficacy</b> - the learner will enhance self-confidence as they narrate, and role play the moral stories from the listed Scriptures.</li> </ul>				

**Values:**

**Peace**-Learners show empathy as they Role play the stories to practise morals learnt from the listed Scriptures.

**Pertinent and Contemporary Issues (PCIs):**

**Citizenship:** Learners enhance leadership and good governance as they narrate and point out the lessons they learn from the short stories

**Link to other subjects:**

**Creative Arts** - Learners enhance creative skills as they role-play the stories to practise morals learnt from the listed Scriptures.

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### Assessment Rubric

<b>Level Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to narrate short stories on moral teachings from the listed Scriptures for ethical living.	Narrates short stories on moral teachings consistently.	Narrates short stories on moral teachings.	Narrates short stories on moral teachings fairly.	Narrates short stories on moral teachings with prompts.
Ability to mention the key protocols in handling the Scriptures for self-drive.	Mentions the key protocols in handling the Scriptures with precision.	Mentions the key protocols in handling the Scriptures.	Mentions some of the key protocols in handling the Scriptures.	Mentions some of the key protocols in handling the Scriptures.
Ability to display the appropriate handling of Scriptures for reverence.	Displays the appropriate handling of Scriptures with consistencies.	Displays the appropriate handling of Scriptures.	Displays the appropriate handling of Scriptures with inconsistencies.	Displays the appropriate handling of Scriptures with inconsistencies needs assistance.
Ability to list basic concepts from each of the two Scriptures	Lists basic concepts from each of the two Scriptures correctly.	Lists basic concepts from each of the two Scriptures.	Lists some of the basic concepts from each of the two Scriptures.	Lists some of the basic concepts from each of the two Scriptures with guidance.
Ability to Narrate stories on basic concepts from the two Scriptures for righteousness.	Narrates stories on basic concepts from the two Scriptures confidently and consistently.	Narrates stories on basic concepts from the two Scriptures.	Narrates stories on basic concepts from the two Scriptures with inconsistencies.	Narrates some of the stories on basic concepts from the two Scriptures with prompts.

## STRAND 4.0: WORSHIP

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
<b>4.0 Worship</b>	<b>4.1 Protocols of Worship</b>  <i>Gayatri Mantra</i> - <i>Navkar Mantra</i> - <i>Buddha Mantra (Namakkara)</i> - <i>Mool Mantar</i>	By the end of sub strand the learner should be able to: <ol style="list-style-type: none"> <li>a) identify the basic mantras from each of the four faiths for understanding,</li> <li>b) recite the basic mantras from the four faiths enhancing devotional practice,</li> <li>c) appreciate the recitation of the mantras for spiritual wellbeing.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• watch / listen to the reciting or chanting of these basic mantras in their correct intonations from the four faiths,</li> <li>• write down the listed mantras from the four faiths,</li> <li>• practise the reciting of the mantras in turns using appropriate musical instrument in class/school assembly,</li> <li>• discuss in groups the importance of basic mantras in the life of the devotees,</li> <li>• ask parents/guardians/resource person the meaning and role of the listed basic mantras in the life of the devotees,</li> <li>• in the company of a parent /guardian visit places of worship to learn about the importance of reciting mantras,</li> <li>• assist learners with special needs as per their abilities through peer teaching to make them understand the importance of reciting mantras.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is reciting mantras important in someone's faith?</li> <li>2. What do you learn from reciting the basic mantras?</li> </ol>

**Core Competencies to be developed:**

**Creativity and imagination** – Learners develop flexibility as they practise the reciting of the mantras in turns using appropriate musical instrument in class.

**Values:**

**Respect**- Learners develop patience as they watch and listen to the reciting or chanting of the basic mantras.

**Pertinent and Contemporary Issues (PCIs):**

**Life skills** – Learners exhibit developmental perspective as they ask parents/guardians/resource person the meaning and role of the listed basic mantras in the life of the devotees.

**Link to other subjects:**

**Creative Arts**-Learners enhance creative skills as they practise the reciting of the mantras in turns using appropriate musical instrument in class/school assembly.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
4. Worship	4.2 Places of Worship	By the end of sub strand the learner should be able to: <ol style="list-style-type: none"> <li>a) name the features of places of worship for familiarization,</li> <li>b) illustrate the features of the places of worship from the four faiths,</li> <li>c) Acknowledge the importance of features at all places of worship.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• in the company of a parent/guardian/resource person, visit the places of worship to observe the main features found inside and outside,</li> <li>• take notes/videos/photos of the observed features,</li> <li>• prepare a portfolio which matches the features observed during the visit and their respective names/ faiths,</li> <li>• draw selected features and present in the class,</li> <li>• discuss the basic use of those listed features found at the places of worship,</li> <li>• assist learners with special needs as per their abilities through peer teaching to make them understand the importance of features found inside and outside in any place of worship.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to have places of worship?</li> <li>2. Why are the features of various places of worship important?</li> </ol>
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• <b>Citizenship</b>- Learners develop active community life as they visit the places of worship to observe the main features.</li> <li>• <b>Critical thinking and Problem solving</b> - Learner will enhance research skills as they visit the places of worship to see the main features and take notes of the observed features.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• <b>Respect</b>- Learners demonstrate acceptance as they visit the places of worship to see the main features.</li> <li>• <b>Integrity</b> - Learner portray fairness as they prepare a portfolio which matches the features observed during the visit.</li> </ul>				

**Pertinent and Contemporary Issues (PCIs):**

**Life Skills** – Learners are assisted in their developmental perspective as they prepare a portfolio which matches the features observed during the visit.

**Link to other subjects:**

**Creative Arts:** Learners enhance creative skills as they take notes/videos/photos of the observed features.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
<b>4. Worship</b>	<b>4.3 Religious Festivals</b>  <i>-Dushera</i> <i>-Diwali</i> <i>-Bandi Chhor Diwas</i> <i>-Ganesh Chaturthi</i>	By the end of sub strand the learner should be able to: <ol style="list-style-type: none"> <li>name religious festivals from the four faiths for recognition,</li> <li>display appropriate greetings for the different festivals of the four faiths,</li> <li>appreciate the role of religious festivals for social cohesion.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>refer to appropriate resource material (learners' book, digital device) to read about the following religious festivals,</li> <li>use digital devices to gather information on religious festivals from the four faiths,</li> <li>visit places of worship and interact with a resource person to get additional information about celebration of the religious festivals,</li> <li>roleplay the appropriate greetings/events from the history of the festivals,</li> <li>watch a video clip showing the rituals performed during festivals in the four faiths,</li> <li>observe safety measures during celebration of festivals, for e.g on Diwali while dealing with fire crackers and lighting oil lamps,</li> <li>sensitize their peers with special needs about the safety measures to be observed during celebration of festivals.</li> </ul>	How does celebrating religious festivals contribute to your wellbeing?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li><b>Communication and Collaboration</b> - Learners will enhance teamwork skills as they roleplay the appropriate greetings/events from the history of the festivals.</li> <li><b>Learning to learn</b> - Learners carry out research/investigations as they visit places of worship and interact with a resource person to tell</li> </ul>				

them about the religious festivals.

**Values:**

- **Social Justice**- Learners advocate freedom as they visit places of worship and interact with a resource person to get additional information about celebration of the religious festivals.
- **Responsibility** - Learner portray diligence as they refer to appropriate resource material (learners' book, digital device) to read about the religious festivals.

**Pertinent and Contemporary Issues (PCIs):**

**Socio-economic issues** – Learners exhibit safety measures during celebration of festivals, for e.g on Diwali while dealing with fire crackers and lighting oil lamps.

**Link to other subjects:**

**Creative Arts:** Learners enhance creative skills as they roleplay the appropriate greetings/events from the history of the festivals.

### Assessment Rubric

<b>Level Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to Name religious festivals from the four faiths for recognition.	Names religious festivals from the four faiths correctly and confidently.	Names religious festivals from the four faiths.	Names some of the religious festivals from the four faiths.	Names some of the religious festivals from the four faiths with prompts.
Ability to Identify the basic mantras from each of the four faiths for understanding.	Identifies the basic mantras from each of the four faiths with ease.	Identifies the basic mantras from each of the four faiths.	Identifies some of the basic mantras from two out of the four faiths.	Identifies some of the basic mantras from one out of the four faiths with guidance.
Ability to Recite the basic mantras from the four faiths enhancing devotional practice.	Recites the basic mantras from the four faiths with correct annotations.	Recite the basic mantras from the four faiths.	Recites some of the basic mantras from the four faiths with correct annotations.	Recites some of the basic mantras from the four faiths with correct annotations when assisted.
Ability to illustrate the features of the places of worship from the four faiths.	Illustrates the features of the places of worship with precision.	Illustrates the features of the places of worship.	Illustrates some of the features of the places of worship.	Illustrates some of the features of the places of worship with guidance.



## STRAND 5.0:SADACHAAR

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
<b>5.0 SADACHAAR</b>	<b>5.1General Etiquette</b> -at home -at school	By the end of sub strand the learner should be able to: a) identify general etiquettes observed at home/school, b) illustrate general etiquette in different situations at home/school, c) appreciate the role of general etiquette for harmonious living.	The learner is guided to: <ul style="list-style-type: none"> <li>• brainstorm on the common terms of general etiquette,</li> <li>• sing songs that are used to encourage the practice of general etiquette in their homes and school,</li> <li>• write short sentences carrying the terms of general etiquette applying to home and school environment,</li> <li>• role play the general etiquette applicable both at home and at home,</li> <li>• watch video clip/listen to KICD radio programs/on the general etiquettes as can apply at home and school,</li> <li>• discuss the benefits of observing general etiquette both at home and at school,</li> <li>• observe and practice general etiquettes with their special needs classmates,</li> <li>• assist their peers with special needs about the benefits of observing general etiquette both at home and school.</li> </ul>	How is the use of general etiquette significant both at home and at school?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Communication</b> - Learners develop writing skills as they write short sentences carrying the terms of general etiquette.</li> <li>• <b>Citizenship</b> - Learners develop social and civic skills as they role play the general etiquette applicable both at home and at home.</li> </ul>				
<p><b>Values:</b> Respect- Learners acquire humility as they role play the general etiquette applicable both at home and at home.</p>				

**Pertinent and Contemporary Issues (PCIs):**

**Life Skills** – Learners are assisted in developmental perspective as they discuss the benefits of observing general etiquette both at home and at school.

**Link to other subjects:**

- **Language Activities** – Learners develop writing skills as they write short sentences carrying the terms of general etiquette applying to home and school environment.
- **Creative Arts** - Learners enhance creative skills as they sing songs that are used to encourage the practice of general etiquette in their homes and school.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
5. SADACHAAR	<b>5.2 Stories on Etiquettes</b> <i>- The Golden Goose Jataka Tale</i> <i>-Story of Nandshankar and sadhus</i> <i>-Story goat and the wall</i>	By the end of sub strand the learner should be able to: <ol style="list-style-type: none"> <li>tell moral stories on etiquettes for character formation,</li> <li>choose selected scenes from moral stories that convey etiquettes,</li> <li>acknowledge moral stories as a good source for learning good behaviour.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>refer to appropriate resource material (learners' book, digital device) to read the selected short stories on etiquettes from the four faiths,</li> <li>use digital devices to watch clips of the selected short stories on etiquettes,</li> <li>narrate stories with morals on etiquettes to the peers,</li> <li>prepare a skit based on the selected short stories on etiquettes,</li> <li>role play scenes from identified moral stories and pick out the etiquette displayed and make a list to present in class,</li> <li>research on more moral stories and share in class,</li> <li>engage peers with special needs according to their abilities while roleplaying moral stories.</li> </ul>	What role does moral stories play in one's life?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li><b>Digital literacy-</b> Learners develop the skill of interacting with technology as they use digital devices to watch clips of the selected short stories on etiquettes.</li> <li><b>Learning to Learn-</b> Learners develop the skill of self-drive as they refer to appropriate resource material (learners book, digital device) to read the selected short stories on etiquettes.</li> </ul>				
<b>Values:</b> <b>Responsibility</b> - Learners practice self-drive as they refer to appropriate resource material (learners book, digital device) to read the selected short stories.				
<b>Pertinent and Contemporary Issues (PCIs):</b> <b>Life skill, Morals</b> – Learners address developmental perspective as they narrate stories with morals on etiquettes to the peers.				

**Link to other subjects:**

**Language Activities** –Learners acquire reading and writing skills as they learn new names and other vocabulary when referring and using appropriate resource material (learners’ book, digital device) to read the selected short stories on etiquettes from the four faiths.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
5. SADACHAAR	5.3 Sharing	<p>By the end of sub strand the learner should be able to:</p> <p>a) identify situations where they can practise Sadachaar by sharing,</p> <p>b) implement sharing in events in their environment for social cohesion,</p> <p>c) appreciate the significance of sharing for spiritual growth.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• brainstorm in groups and present situations/occasions where Sadachaar involves sharing,</li> <li>• watch a video clip on a festival that shows participants sharing meals, gifts and company of each other,</li> <li>• role play sharing of selected age-appropriate items in class,</li> <li>• list the benefits of sharing appropriate items at home, in school and community,</li> <li>• in the company of a parent/guardian/teacher participate in community events involving sharing,</li> <li>• visit an orphanage/ home of the elderly and share their time, resources and service with the vulnerable groups, accompanied by parents/guardians,</li> <li>• assist their peers with special needs to participate in activities that are suitable to their abilities during their visit to orphanage.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we share with others?</li> <li>2. In how many ways can we practice sharing?</li> </ol>
<p><b>Core Competencies to be developed:</b>  <b>Citizenship</b> - Learners will enhance active community life as they brainstorm in groups and present situations/occasions where Sadachaar involves sharing.</p>				
<p><b>Values:</b>  <b>Love</b> – Learners practice selflessness as they visit an orphanage/ home of the elderly and share their time, resources and service with the vulnerable groups, accompanied by parents/ guardians.</p>				

**Pertinent and Contemporary Issues (PCIs):**

**Socio-economic Issues:** Learners develop financial literacy as they visit an orphanage/ home of the elderly and share their time, resources and service with the vulnerable groups, accompanied by parents/ guardians.

**Link to other subjects:**

**Creative Arts:** Learners enhance creative skills as they role play sharing of selected age-appropriate items in class.

**Assessment Rubric**

<b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to Identify situations where they can practise Sadachaar by sharing.	Identifies situations where they can practise Sadachaar with ease.	Identifies situations where they can practise Sadachaar.	Identifies some of the situations where they can practise Sadachaar.	Identifies some of the situations where they can practise Sadachaar with guidance.
Ability to implement sharing in events in their environment for social cohesion.	Implements sharing in events in their environment without any bias.	Implements sharing in events in their environment.	Implements sharing in some of the events in their environment.	Implements sharing in some of the events in their environment with motivation.
Ability to choose selected scenes from moral stories that convey etiquettes.	Chooses selected scenes from moral stories with precision.	Chooses selected scenes from moral stories.	Chooses selected scenes from moral stories with less precision.	Chooses selected scenes from moral stories with less precision, needs guidance.
Ability to Tell moral stories on etiquettes for character formation.	Tells moral stories on etiquettes promptly.	Tells moral stories on etiquettes.	Tells some of the moral stories on etiquettes.	Tells some of the moral stories on etiquettes with prompts.

## STRAND 6.0: YOGA

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
<b>6.0 YOGA</b>	<b>6.1 Basic Concepts of Yoga</b> -Physical (Asanas, Pranayama) -Mental (Meditation, Pranayama) - Spiritual (Ethics, Lifestyle, Meditation, Self-realisation (Moksha)	By the end of sub strand the learner should be able to: a) define Yoga and its basic concepts for confidence, b) categorise basic concepts of Yoga for peace and harmony, c) appreciate basic concepts in Yoga for enhancing well-being and happiness.	The learner is guided to: <ul style="list-style-type: none"> <li>• watch a video clip on the each of the basic concepts of Yoga, Brainstorm the differences in the basic concepts of Yoga,</li> <li>• listen to a Yoga expert explaining the basic concepts of Yoga,</li> <li>• colour selected postures of types of Yoga,</li> <li>• categorise the basic concepts of Yoga that can help them to inculcate values like unity, respect and responsibility,</li> <li>• research with the assistance of a parent or guardian the value of Yoga in life,</li> <li>• assist learners with special needs as per their abilities through peer teaching to make them understand the basic concepts in Yoga.</li> </ul>	How does Yoga impact our physical, mental and spiritual aspects of life?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• <b>Digital literacy-</b> Learners develop the skill of interacting with technology they watch a video clip on the each of the basic concepts of Yoga - Physical (Asanas, Pranayam) - Mental (Meditation, Pranayam) - Spiritual (Ethics, Lifestyle, Meditation, Self-realisation (Moksha)).</li> </ul>				
<b>Values:</b> <b>Responsibility</b> Learners acquire resilience as they categorise the basic concepts of Yoga.				
<b>Pertinent and Contemporary Issues (PCIs):</b> <b>Health Issues:</b> Learners get solutions on mental health issues as they watch a video clip on the each of the basic concepts of Yoga. - Physical (Asanas, Pranayam)- Mental (Meditation, Pranayam)- Spiritual (Ethics, Lifestyle, Meditation, Self-realisation (Moksha)).				

**Link to other subjects:**

**Creative Arts** – Learners enhance creative skills as they colour selected postures of types of Yoga.

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## STRAND 6.0 YOGA

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
<b>6.0 YOGA</b>	<b>6.2 Prerequisites of Yoga</b> <i>-Place of practice</i> <i>- Diet</i> <i>- Time</i> <i>- Appropriate attire</i> <i>- Attitude towards the practice</i>	By the end of sub strand the learner should be able to: <ol style="list-style-type: none"> <li>enumerate the prerequisites for Yoga practice for self-efficacy</li> <li>demonstrate performance of age-appropriate Yoga observing the prerequisites</li> <li>acknowledge the benefits of practising Yoga for holistic wellness.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>ask parents/ guardians/ resource persons to list the requirements of performing Yoga,</li> <li>watch a video clip on the performance of age-appropriate Yoga observing all prerequisites,</li> <li>practice age-appropriate Yoga while observing the pre-requisites under the supervision of a resource person,</li> <li>work with the parent/ guardian to create a diary / schedule for performing age-appropriate Yoga practices,</li> <li>discuss with peers with special needs in class on how they can enjoy Yoga practice</li> </ul>	Why are the pre-requisites of Yoga necessary?
<b>Core Competencies to be developed:</b> <b>Creativity and Imagination</b> - Learners develop decision making skills as they work with the parent/ guardian to create a diary / schedule for performing age-appropriate Yoga practices.				
<b>Values:</b> <b>Responsibility</b> – Learners practice resilience as they perform age-appropriate Yoga while observing the pre-requisites under the supervision of a resource person.				
<b>Pertinent and Contemporary Issues (PCIs):</b> <b>Health Issues:</b> Learners adopt preventive health measures as they perform age-appropriate Yoga while observing the pre-requisites under the supervision of a resource person.				
<b>Link to other subjects:</b> <b>Creative Arts</b> –Learners utilize creativity as they work with the parent/ guardian to create a diary / schedule for performing age-appropriate				

Yoga practices.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
<b>6.0 YOGA</b>	<b>6.3 Pranayamas and Asanas</b> - <i>Anulom Vilom</i> - <i>Kapalbhati</i> - <i>Pranaam Asana</i> (Prayer pose) - <i>Hasta Uthaan Asana</i> (Raised arms pose)	By the end of sub strand the learner should be able to: a) name basic Pranayamas and Asanas for enhancing knowledge b) perform basic Pranayamas and Asanas for wellbeing c) desire to practise Pranayama regularly for self-efficacy.	The learner is guided to: <ul style="list-style-type: none"> <li>• research using a digital device the Pranayamas and Asanas to present in class,</li> <li>• watch the performance of the Pranayamas and Asanas on a video clip and follow the steps with the guidance of an expert,</li> <li>• practice performing selected Pranayamas and Asanas under the supervision of a resource person/ instructor,</li> <li>• prepare a schedule with the guidance of a parent/guardian/ resource person to practise the selected Pranayama and Asanas,</li> <li>• encourage peers with special needs and assist them in performing simple pranayams and asanas.</li> </ul>	Why is it important to perform Pranayamas and Asanas?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• <b>Digital literacy-</b> Learners develop the skills of interacting with technology and creating with technology as they research using a digital device the Pranayamas and Asanas to present in class.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• <b>Integrity</b> – Learners observe discipline as they practice performing selected Pranayamas and Asanas under the supervision of a resource person/ instructor.</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b> <ul style="list-style-type: none"> <li>• <b>Life skills:</b> Learners enhance developmental perspective as they practice performing selected Pranayamas and Asanas under the supervision of a resource person/ instructor.</li> </ul>				

**Link to other subjects:**

- **Creative Arts** –Learners enhance creative skills as they practice performing selected Pranayamas and Asanas under the supervision of a resource person/instructor.

**Assessment Rubric**

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to name basic Pranayamas and Asanas for enhancing knowledge.	Names basic Pranayamas and Asanas correctly.	Names basic Pranayamas and Asanas.	Names some of the basic Pranayamas and Asanas.	Names some of the basic Pranayamas and Asanas with prompts.
Ability to define Yoga and its basic concepts for confidence	Defines Yoga and its basic concepts in detail.	Defines Yoga and its basic concepts.	Defines Yoga and its basic concepts fairly.	Defines Yoga and its basic concepts with guidance.
Ability to categorise basic concepts of Yoga for peace and harmony.	Categorises basic concepts of Yoga correctly and sequentially.	Categorises basic concepts of Yoga.	Categorises some of the basic concepts of Yoga.	Categorises some of the basic concepts of Yoga with assistance.
Ability to Enumerate the prerequisites for Yoga practice	Enumerates the prerequisites for Yoga practice systematically.	Enumerates the prerequisites for Yoga practice.	Enumerates some of the prerequisites for Yoga practice.	Enumerates some of the prerequisites for Yoga practice with prompts.

## COMMUNITY SERVICE LEARNING AT EARLY YEARS EDUCATION (PP1&2 AND GRADE 1-3)

At this level, the goal of the CSL activity is to provide linkages between concepts learnt in the various Learning Activities and the real life experiences. Learners begin to make connections between what they learn and the relevance to their daily life. CSL is hosted in the Environmental Activities learning area. The class teacher is expected to identify and guide learners to undertake age-appropriate whole-class integrated CSL activity within the school. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

### Steps in carrying out the integrated CSL activity

#### 1) Preparation

- Determine the activity for the learners
- Map out the targeted core competencies, values and specific learning areas skills for the CSL activity
- Identify resources required for the activity (locally available materials)
- Stagger the activities across the term (Set dates and time for the activities)
- Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community
- Identify and develop assessment tools

#### 2) Implementation of CSL Activity

- Assigning roles to learners.
- Ensure every learner actively participates in the activity
- Observe learners as they carry out the CSL activity and record feedback.
- Use an appropriate assessment tool to assess both the process and the product (Assess learner's work from the beginning to the end product)
- Assess the targeted core competencies, values and subject skills.

#### 3) Reflection on the CSL Activity

Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following:

- what went well and why
- what did not go well and why,
- what can be done differently next time
- what they have learnt.

There will be **one** integrated CSL activity that will be conducted **annually**. The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and concepts from the various Learning Areas. The teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a linkage between the skills from the learning areas and the themes.

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are key stakeholders in the planning and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, learners will be expected to participate actively in the whole process.

The CSL activity provides an opportunity for the development of core competencies and the nurturing of various values. The teacher is expected to vary the core competencies and values emphasised in the activity yearly.

#### **Assessment of the CSL Activity**

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, and core competencies developed and values nurtured. Assessment should focus on both the process and end product of the CSL activity. The teacher will assess learners in groups using various tools such as an observation schedule, checklist, rating scale or any other appropriate assessment tool.

## APPENDIX I

### LIST OF ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

STRAND	SUB-STRAND	SUGGESTED ASSESSMENT METHODS	SUGGESTED LEARNING RESOURCES	SUGGESTED NON-FORMAL ACTIVITIES
Creation	Myself as Parmatma's Creation	Oral questioning Projects Portfolio Observations	Digital resources (Authenticated Online) Library Magazines Artwork Resource persons Tactile illustrations	Visit to places of Worship and community centres Interact with Community service activities Role play
Manifestations of Supreme Beings (Paramatma)	Enlightened Beings	Oral questioning Projects Portfolio Observations	Digital resources (Authenticated Online) Library Magazines Artwork Resource persons Tactile illustrations	Visit to places of Worship and community centres Interact with Community service activities Role play
Scriptures	Names of Scriptures	Oral questioning Projects Portfolio Observations	Resource persons Digital media Library Scriptures Tactile illustrations	Visit to places of worship Discussing with parents Skit performances
Worship	Basic Chants/Mantras	Oral questioning Projects Portfolio Observations	Resource persons Digital media Library Scriptures Tactile illustrations	Visit to places of worship Discussing with parents Skit performances
Sadachaar	General etiquettes	Self and peer review Oral questioning	Parents as resource persons Library	Visiting to places of worship

		Projects Portfolio Observations	Scriptural stories Tactile illustrations	Visiting elderly homes Dramatization
Yoga	Basic Concepts of Yoga	Oral questioning Portfolio Observations Self and peer review Quiz	Resource persons Digital devices Library Tactile illustrations Yoga Mat	Visit to charity organisations and sites

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