



Nurturing Every Learner's Potential

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

PRESCHOOL CURRICULUM DESIGNS

HINDU RELIGIOUS EDUCATION

PRE PRIMARY II

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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

| S/No | Activity Learning Area | Number of Lessons per Week |
|--------------|--------------------------------|-----------------------------------|
| 1. | Language Activities | 5 |
| 2. | Mathematical Activities | 5 |
| 3. | Creative Activities | 6 |
| 4. | Environmental Activities | 5 |
| 5. | Religious Activities | 3 |
| | Pastoral Instruction Programme | 1 |
| Total | | 25 |

GENERAL LEARNING OUTCOMES FOR PRE PRIMARY EDUCATION

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

- a) Demonstrate basic literacy and numeracy skills for learning
- b) Apply creative and critical thinking skills in problem solving
- c) Practice appropriate etiquette for interpersonal relationships
- d) Explore the immediate environment for learning and enjoyment
- e) Demonstrate acquisition of physical, emotional, spiritual, aesthetic and moral development
- f) Demonstrate appreciation of the country and its rich, diverse cultural heritage for harmonious living
- g) Develop interests, talents and character for positive contribution to the society.

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 instill 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

By the end of Pre-Primary Two, 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. Practice 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.

| Strand | Sub Strand | Specific Learning Outcome | Suggested Learning Experiences | Key Inquiry Question (S) |
|-------------------------|--|---|---|---|
| 1.0 CREATION | 1.1 Our family <i>-paternal and maternal family</i> (4 lessons) | By the end of the sub strand the learner should be able to: a) name all members of their family for self-awareness, b) associate themselves with the extended families for understanding, c) appreciate the importance of family members as a gift from Paramatma. | The learner is guided to: <ul style="list-style-type: none"> • Share a moment of self-introduction by mentioning their family members' names and gender, • Use a digital device to sort out pictures of boys and girls in their extended family, • Colour sketches of boys and girls in their paternal and maternal families, • Recite poems on the occasion that are attended by their extended family members, • Sing songs that appreciate the importance of family members as a gift from Paramatma. | How special are your paternal and maternal family members to you? |
| | 1.2 Our Environment | By the end of the sub strand the learner should be able to: a) identify common birds and domestic animals found in | The learner is guided to: <ul style="list-style-type: none"> • Mention the names of birds and domestic animals found | How do we care for our environment? |

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|--|---|--|---|--|
| | <p>Birds and domestic animals</p> <p>(4 Lessons)</p> | <p>their immediate environment,</p> <p>b) classify the common birds and domestic animals found in their environment using colours as Paramatma’s creation,</p> <p>c) appreciate the importance of birds and domestic animals as a gift from Paramatma.</p> | <p>in their immediate environment,</p> <ul style="list-style-type: none"> • Draw and colour models of birds and domestic animals in their environment in groups, • Colour sketches of birds and domestic animals in their environment, • Compose/sing a short poem that appreciate birds and domestic animals in their environment as Paramatma’s creation, • Keep clean water and food grains for birds and domestic animals in their environment. | |
| | <p>1.3Panch mahabhoot</p> <p><i>Vayu</i> (Air)</p> <p><i>Jal</i> (water)</p> | <p>By the end of sub strand the learner should be able to:</p> <p>a) state the importance of Panchmahabhoot as a gift from Paramatma,</p> <p>b) differentiate plants and animals that live in water and fly in the air within their environment,</p> | <p>The learner is guided to:</p> <ul style="list-style-type: none"> • Watch videos/ask parents the importance of Panchmahabhoot <i>Vayu</i> (Air) and <i>Jal</i> (water), • Collect/draw pictures of objects having air in them such as ball, balloon, bouncing castle, car tire that represent <i>Vayu</i>, | <ol style="list-style-type: none"> 1. How do you take care of plants? 2. How can we prevent air pollution? |

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| | (6 lessons) | c) appreciate Paramatma's creation through watering of plants for sustainability. | <ul style="list-style-type: none"> • Discuss the different sources of water, draw and color clouds, swimming pool, river, ocean, • Demonstrate the use of water in a responsible manner at school/home, • Classify different animals, plants and flowers from the school environment to relate them to what they are familiar with, • Observe different Paramatma's creation in the school environment and appreciate them. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration- Learners develop teamwork as they draw and colour model of birds and domestic animals in their environment in groups. • Digital literacy- Learners adopt the new digital technology as they use a digital device to sort out pictures of boys and girls in their paternal and maternal family. | | | | |
| <p>Values</p> <ul style="list-style-type: none"> • Unity-Learners develop cooperation as they draw and colour models of birds and domestic animals in their environment in groups. • Responsibility-Learners develop hard work as they colour sketches of boys and girls in their paternal and maternal families. | | | | |

Pertinent and Contemporary issues (PCIs):

- **Citizenship-** Learners enhance social cohesion as they sing songs that appreciate the importance of family members as a gift from Paramatma.

Links to other subject(s):

- **Creative activities** – Learners apply Creative activities as they colour sketches, sing songs, draw and colour models.
- **Environmental activities**– Learners reinforce Environmental activities as they identify different animals, plants and flowers from the school environment to relate them to what they are familiar with.

Assessment rubric

| Levels Indicators | Exceeds expectation | Meet expectation | Approach expectation | Below expectation |
|---|---|---|---|---|
| Ability to name all members of their family for self-awareness. | Names all members of their family correctly. | Names all members of their family. | Names some members of their family. | Names some members of their family with prompts. |
| Ability to classify common birds and domestic animals in their environment. | Classifies common birds and domestic animals correctly. | Classifies common birds and domestic animals. | Classifies some of the common birds and domestic animals. | Classifies some of the common birds and domestic animals with help. |

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| Ability to differentiate plants and animals that live in water and fly in the air within their environment | Differentiates plants and animals that live in water and fly in the air with ease. | Differentiates plants and animals that live in water and fly in the air. | Differentiates a few plants and animals that live in water and fly in the air. | Differentiates a few plants and animals that live in water and fly in the air with assistance. |
|--|--|--|--|--|

DRAFT

| Strand | Sub Strand | Specific Learning Outcome | Suggested Learning Experiences | Key Inquiry Question (S) |
|--|--|---|--|---|
| <p>2.0 Manifestation of Paramatma</p> | <p>2.1 Enlightened Beings</p> <p><i>Shri Ram Shri Krishna Lord Mahavir Lord Buddha Sri Guru Nanak Dev ji</i></p> <p>(5 lessons)</p> | <p>By the end of the sub strand the learner should be able to:</p> <p>a) identify all the Enlightened Beings according to the four faiths,</p> <p>b) demonstrate values learnt from the teachings of the Enlightened Beings in daily life,</p> <p>c) acknowledge teachings of the Enlightened Beings to enhance faith in Paramatma.</p> | <p>The learner is guided to:</p> <ul style="list-style-type: none"> - use digital devices to learn about the Enlightened Beings according to the four faiths, ● Discuss short stories about Enlightened Beings and share knowledge learnt, ● Roleplay values learnt from the teachings of the Enlightened Beings, ● Visit places of worship to learn more about the Enlightened Beings accompanied by parents/guardians, ● Recognize values from the teachings of Enlightened Beings. | <p>Why is it important to learn about the Enlightened beings?</p> |

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| | <p>2.2 Attributes of Paramatma</p> <p><i>-Creating</i> <i>-Loving</i> <i>-Caring</i></p> <p>(6 Lessons)</p> | <p>By the end of the sub strand the learner should be able to:</p> <p>a) identify the three Attributes of Paramatma to enhance development of faith,</p> <p>b) illustrate the three Attributes of Paramatma to enhance their faith,</p> <p>c) appreciate Paramatma's Attributes for reverence.</p> | <p>The learner is guided to:</p> <ul style="list-style-type: none"> ● Listen to a resource person/watch animated stories representing the Attributes of Paramatma, ● Share their knowledge in groups on the Attributes of Paramatma, ● Discuss in groups the Attributes of Paramatma with the guidance of the teacher, ● In groups Sing songs/bhajan/stavan/shabad about Attributes of Paramatma as Creator, loving and caring. | <p>How can we express our gratitude to Paramatma?</p> |
| | <p>2.3 Paramatma's other Names</p> <p><i>- Allah</i> <i>- Yahweh (God),</i></p> | <p>By the end of the sub strand the learner should be able to:</p> <p>a) list the names of Paramatma in other religions for understanding,</p> | <p>The learner is guided to:</p> <ul style="list-style-type: none"> ● Mention names of Paramatma from other religion as ● Match in groups the name of Paramatma in relation to their respective religions, | <p>Why is it important to respect other religions?</p> |

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| | (4 lessons) | b) match the names of Paramatma with their respective religions, c) appreciate the attributes of Paramatma in other religions for harmonious living. | <ul style="list-style-type: none"> ● Sing/recite songs/carols/surahs that appreciate Attributes of Paramatma. | |
| Core Competencies to be developed: <ul style="list-style-type: none"> ● Communication- Learners enhance teamwork as they sing songs/bhajan/stavan/shabad about Attributes of Paramatma as Creator, loving and caring in groups. ● Learning to learn- Learners develop independent learning as they collaboratively match the name of Paramatma with their respective religion. | | | | |
| Values: <ul style="list-style-type: none"> ● Respect- Learners develop acceptance of other faiths as they identify the Enlightened Beings according to the four faiths. | | | | |
| Pertinent and Contemporary issues (PCIs): <ul style="list-style-type: none"> ● Citizenship: - Learners develop social cohesion as in groups sing songs/bhajan/stavan/shabad about Attributes of Paramatma as Creator, loving and caring. | | | | |
| Links to other subject(s): <ul style="list-style-type: none"> ● Creative activities - Learners reinforce creative skills as they sing songs about attribute of Paramatma as creator, loving and caring. ● Mathematical activities- Learners apply mathematical skills as they match name of Paramatma in relation to their religion | | | | |

Assessment Rubric

| Levels Indicators | Exceeds expectation | Meet expectation | Approach expectation | Below expectation |
|---|--|--|---|---|
| Ability to identify all the Enlightened Beings according to the four faiths. | Identifies all the Enlightened Beings correctly. | Identifies all the Enlightened Beings. | Identifies some of the Enlightened Beings. | Identifies some of the Enlightened Beings with assistance. |
| Ability to illustrate the three Attributes of Paramatma to enhance their faith. | Illustrates all the three Attributes of Paramatma correctly with examples. | Illustrates all the three Attributes of Paramatma. | Illustrates two of the three Attributes of Paramatma. | Illustrates two of the three Attributes of Paramatma with guidance. |
| Ability to match the names of Paramatma with their respective religions. | Matches the names of Paramatma precisely. | Matches the names of Paramatma. | Matches some of the names of Paramatma | Matches some of the names of Paramatma with assistance. |

| Strand | Sub Strand | Specific Learning Outcome | Suggested Learning Experiences | Key Inquiry Question (S) |
|-----------------------|---|--|--|--|
| 3.0 SCRIPTURES | 3.1 Names of other Scriptures: Bible Quran (4 Lessons) | By the end of the sub strand the learner should be able to: a) mention Scriptures from other faiths for familiarization, b) match the Scripture with the respective religion for enhancing knowledge, c) acknowledge the importance of Scriptures to promote religious tolerance. | The learner is guided to: <ul style="list-style-type: none"> ● Name Scriptures from other faiths, ● Use digital devices in groups to access other Scriptures, ● Sing songs/carols/surahs that express love and unity as enshrined in Scriptures, ● Listen to stories selected from holy Scriptures, ● Match name and pictures of respective Scriptures. | Why is it important to learn about Scriptures from other faiths? |
| | 3.2 Role of Scriptures | By the end of the sub strand the learner should be able to: | The learner is guided to: <ul style="list-style-type: none"> ● Discuss benefits of Scriptures in their lives, | Why are Scriptures important in our lives? |

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| | (4 Lessons) | <p>a) state the importance of Scriptures in their day to day lives,</p> <p>b) mention at least three values learnt from Scriptures,</p> <p>c) appreciate the Scriptures as a guide to promote spiritual growth.</p> | <ul style="list-style-type: none"> ● Listen to audios visual aids that give role of Scriptures, ● Share in groups ways of acquiring values from other Scriptures, ● Assist those living with special needs, ● Recite poems on the role of Scriptures at their own time. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn- Learners develop relationship as they share in groups ways of acquiring values from other Scriptures. ● Digital literacy- Learners interact with technology as they watch animated stories selected from holy Scriptures. | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> ● Respect - Learners portray etiquettes as they assist those living with special needs. ● Unity-- Learners demonstrate cooperation as they sing songs expressing love and unity among themselves. | | | | |
| <p>Pertinent and Contemporary issues (PCIs):</p> <ul style="list-style-type: none"> ● Citizenship-- Learners promote social cohesion as they interact with scriptures from other religions. | | | | |
| <p>Links to other subject(s):</p> <ul style="list-style-type: none"> ● Creative activities - Learners develop creative skills as they sing songs expressing love and unity as enshrined in Scriptures. ● Mathematical activities- Learners apply mathematical concepts as they match names and pictures of respective Scriptures. ● Language activities- Learners develop speaking skills by reciting poem on the role of scriptures. | | | | |

Assessment Rubric

| Levels | Exceeds expectation | Meet expectation | Approach expectation | Below expectation |
|--|---|---|---|---|
| Indicators | | | | |
| Ability to match the Scripture with the respective religions for enhancing knowledge. | Matches the Scriptures with the respective religions correctly. | Matches the Scriptures with the respective religions. | Matches some of the Scriptures with the respective religions. | Matches some of the Scriptures with the respective religions with assistance. |
| Ability to mention three values learnt from the Scriptures. | Mentions three values learnt from the Scriptures correctly and confidently. | Mentions three values learnt from the Scriptures. | Mentions one or two values learnt from the Scriptures. | Mentions one or two values learnt from the Scriptures with assistance. |

| Strand | Sub Strand | Specific Learning Outcome | Suggested Learning Experiences | Key Inquiry Question (S) |
|------------------------|--|--|--|--|
| 4.0 WORSHIP | 4.1 Protocols of Worship -Personal cleanliness -Wearing the right attire -Covering heads - Bowing down -Removing shoes -Washing hands -Cleaning feet with water - Joining hands -Presenting offerings -offering of light -offering of flowers -bowing / prostration (8 Lessons) | By the end of the sub strand the learner should be able to: a) identify the protocols of worship for each faith, b) display the protocols of worship for respect to Paramatma, c) appreciate protocols of worship outside /inside a place of worship. | The learner is guided to: <ul style="list-style-type: none"> ● Practice protocols of worship in their places of worship, ● Demonstrate protocols of worship in turn with the guidance of the teacher, ● Watch videos that show protocols of worship in groups, ● Assist children with special needs in their school on observing protocols, ● Visit different place of worship to observe protocols of worship. | Why is it important to observe protocols of worship? |

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|--|--|--|--|--|
| | <p>4.2 Basic Chants/Dhuns: --<i>Hare Ram Hare Ram</i> --<i>Krishna Krishna Ram</i> --<i>Shri Krishna</i> --<i>Sharnam Mamah</i> --<i>Buddham Saranam - Gacchami</i> --<i>Aagya Bhai Akaal ki</i></p> <p>(6 Lessons)</p> | <p>By the end of the sub strand the learner should be able to:</p> <p>a) recite the basic chants/Dhuns of each faith,</p> <p>b) demonstrate the appropriate order for the recitation of basic chants/Dhuns to show respect to Paramatma,</p> <p>c) appreciate recitation of Chants/Dhuns as an act of worship.</p> | <p>The learner is guided to:</p> <ul style="list-style-type: none"> ● use audio-visual aids to recite the basic Chants/Dhuns, ● Recite chants/Dhuns in groups, ● Visit places of worship accompanied by teachers/ parents to observe and participate in the chanting, ● Perform basic chants/Dhun with the guidance of their teacher and parent. | <p>Why is it important to recite Chants/Dhuns?</p> |
| | <p>4.3 Musical Instruments in Worship</p> <p>- <i>Tabla</i> - <i>Harmonium</i> - <i>Manjira</i></p> | <p>By the end of the sub strand the learner should be able to:</p> <p>a) identify different types of musical instruments used in worship in the four faiths,</p> <p>b) Play musical instruments used in their place of worship,</p> | <p>The learner is guided to:</p> <ul style="list-style-type: none"> ● Use pictures and digital resources to identify different musical instruments used in worship ● Visit places of worship accompanied by the teacher/ parents to see different musical instruments, | <ol style="list-style-type: none"> 1. How can we make our worship interesting? 2. Why is music important in worship? |

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| | (6 Lessons) | c) appreciate the use of musical instruments in worship for spiritual growth. | <ul style="list-style-type: none"> ● Learn to play musical instruments like Tabla, cymbals, dholak and Harmonium, ● Play musical instruments of their interest on special occasions during worship. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn- Learners develop independency as they learn to play musical instruments like <i>Tabla, cymbals, dholak</i> and <i>Harmonium</i>. ● Communication and collaboration- Learners enhance the skill of teamwork work as they assist children with special needs in their school on observing protocols. ● Digital literacy- Learners interacting with digital technology as they watch videos showing protocol of worship. | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> ● Respect- Learners demonstrate etiquette as they visit places of worship with the guidance of the teacher and the parent. ● Responsibility- Learners develop resilience as they play musical instruments like Tabla, cymbals, dholak and Harmonium. | | | | |
| <p>Pertinent and Contemporary issues (PCIs):</p> <ul style="list-style-type: none"> ● Citizenship-Learners demonstrate social cohesion, nationalism as they assist children with special needs in their school on observing protocols. | | | | |
| <p>Link to other subjects: Links to other subject(s):</p> <ul style="list-style-type: none"> ● Creative activities - Learners enhance creative skills as they play musical instruments of their interest on special occasions during worship. ● Language activities - Learners develop speaking skills as they recite the Chants/Dhuns in groups. | | | | |

Assessment Rubric

| Levels | Exceeds expectation | Meet expectation | Approach expectation | Below expectation |
|---|---|--|---|---|
| Indicators | | | | |
| Ability to display protocols of worship for respect to Paramatma. | Displays protocols of worship appropriately. | Displays protocols of worship. | Displays some of the protocols of worship. | Displays some of the protocols of worship with guidance. |
| Ability to recite the basic chants/Dhuns of each faith. | Recites the basic chants/Dhuns of each faith with correct annotations. | Recites the basic chants/Dhuns of each faith. | Recites some of the basic chants/Dhuns of each faith. | Recites some of the basic chants/Dhuns of each faith with assistance. |
| Ability to identify different types of musical instruments used in worship. | Identifies different types of musical instruments used in worship with precision. | Identifies different types of instruments used in worship. | Identifies some instruments used in worship. | Identifies instruments used in worship with prompts. |

| Strand | Sub Strand | Specific Learning Outcome | Suggested Learning Experiences | Key Inquiry Question (S) |
|--------------------------|---|--|---|---|
| 5.0 SADACHAAR | 5.1 General Etiquettes Common greetings <i>-Namaste</i> <i>-Namaskaar</i> <i>-Ram Ram</i> <i>-Jay Shri Krishna</i> <i>-Hari-Om</i> <i>-Jay Ambe Maa</i> <i>-Jay Swami Narayan</i> <i>-Jay Jinendra</i> <i>-Namaste Banteji</i> <i>-Sat Sri Akal</i> <i>-Waheguru ji ka Khalsa - Waheguru ji ki Fateh</i> (6 Lessons) | By the end of the sub strand the learner should be able to: a) mention words that express general etiquette for a healthy relationship, b) show forms of greeting for different age of people, c) appreciate different forms of greeting in our daily life. | The learner is guided to: <ul style="list-style-type: none"> ● Practice greeting at school and at home, ● Make charts, collect pictures that show different forms of greetings for different age groups, ● Be engaged in the demonstration of appropriate greetings, ● Recite short poem on greetings from different faiths, ● Listen to audio with different forms of greetings, ● Role play greetings for different age. | 1. How would you respond to the greetings of the elders? 2. Why are greetings important? |

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| | <p>5.2 Practice Gratitude</p> <p>-Aabhaar -Dhanyavaad -Shukriya -Asaante sana -Bahut meharbaani -Thank you -Dhanvaad</p> <p>(5 Lessons)</p> | <p>By the end of the sub strand the learner should be able to:</p> <p>a) identify different practices of gratitude in their neighborhood, b) demonstrate practice of gratitude at our place of worship, c) practice gratitude while observing measures of safety and security, d) appreciate practice of gratitude in our day-to-day life.</p> | <p>The learner is guided to:</p> <ul style="list-style-type: none"> ● Practice of gratitude by saying appropriate words <p>Practice words of gratitude in their neighborhood,</p> <ul style="list-style-type: none"> ● Watch videos on different practices of gratitude in their neighborhoods, ● Be cautious while interacting with neighbours such as; -avoid accepting gifts from neighbours in the absence of parents, -report to the parents or guardian if they observe funny behavior/ inappropriate touch, ● Embrace the practice of gratitude at a place of worship. | <ol style="list-style-type: none"> 1. How do you show gratitude to your neighbor? 2. Why should we practice gratitude at the place of worship? |
| | <p>5.3 Obedience:</p> | | <p>The learner is guided to:</p> <ul style="list-style-type: none"> ● Practice action of obedience at home, | <ol style="list-style-type: none"> 1. Why is obedience very important? |

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| | (4 Lessons) | <p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> identify acts of obedience that foster harmony, show acts of obedience to foster unity, appreciate the importance of obedience to enhance family values. | <p>school and in the neighborhoods,</p> <ul style="list-style-type: none"> Use digital devices to watch the animated story on acts of obedience in groups, Recite poem on the importance of obedience, Role play stories on obedience in groups. | <p>2. How does obedience help you at home?</p> |
| | <p>5.4 Sewa (Selfless service) Picking litter from the school compound, -Helping parents at home like setting the dining table, -carrying small items for elders, - giving glass of water to elders, -looking after pets,</p> | <p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> list examples of selfless service to be carried out at home, school and at place of worship, display sharing things at school and home to enhance good relationship, | <p>The learner is guided to:</p> <ul style="list-style-type: none"> Practice selfless Sewa at school, home and at place of worship through stories that related to selfless service, observe pictures and photos of people sharing and helping the needy members of the society, | <ol style="list-style-type: none"> Why should we help those in need? How best can we serve at the place of worship? |

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| | <p>-plant trees in school/home -watering plants at home/school- playing amicably with siblings, -keeping their own room tidy, -helping at place of worship like distributing serviettes, - water bottles.</p> <p>(6 Lessons)</p> | <p>c) appreciate sewa as a form selfless service.</p> | <ul style="list-style-type: none"> ● Recite short poem on sharing and recite in the class, ● Visits to centers for disabled children for selfless service activities. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication - Learners develops teamwork as they role play greetings for different age groups. ● Learning to learn- Learners develops self-discipline as they role play practice of gratitude through group activity. ● Digital literacy- Learners interact with technology as they watch animated stories on the acts of obedience and different forms of greetings. | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> ● Respect-Etiquette is instilled as learners are introduced to greetings at school and their home. ● Unity-Learners become non-discriminative as they visit centers for children and persons with disability for selfless service activities. | | | | |
| <p>Pertinent and Contemporary issues (PCIs):</p> <ul style="list-style-type: none"> ● Life skills -Learners enhance developmental perspective as they are cautious while interacting with neighbours such as; -void accepting gifts from neighbours in the absence of the parents, -report to the parents or guardian if they observe funny behavior/ inappropriate touch,-demonstrated practice of gratitude at a place of worship. | | | | |
| <p>Links to other subject(s):</p> | | | | |

- **Creative activities** - Learners enhance creative skills as they recite short poems on sharing and recite in the class.
- **Language activities**- Learners develop speaking and listening skills as they recite short poems on greetings.

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Assessment Rubric

| Levels Indicators | Exceeds expectation | Meet expectation | Approach expectation | Below expectation |
|--|---|---|--|--|
| Ability to show forms of greetings for different age of people. | Shows forms of greetings for different age of people confidently and correctly. | Shows forms of greetings for different age of people. | Shows some forms of greetings for different age of people. | Shows some forms of greetings for different age of people with motivation. |
| Ability to identify acts of obedience that foster harmony in individuals. | Identifies acts of obedience with ease. | Identifies acts of obedience. | Identifies some acts of obedience. | Identifies some acts of obedience with prompts. |
| Ability to List examples of selfless service to be carried out at home, school and at place of worship | Lists examples of selfless service precisely. | Lists examples of selfless service. | Lists some examples of selfless service. | Lists some examples of selfless service with guidance. |

| Strand | Sub Strand | Specific Learning Outcome | Suggested Learning Experiences | Key Inquiry Question (S) |
|----------|--|--|--|--|
| 6.0 YOGA | 6.1 Basic concepts of Yoga (6 Lessons) | By the end of the sub strand the learner should be able to: a) state the basic concepts of Yoga for enhancing knowledge, b) display artworks depicting concepts of Yoga taught at their level, c) acknowledge Yoga practice as a way of being friends to ourselves. | The learner is guided to: <ul style="list-style-type: none"> ● Mention basics concepts of Yoga, ● Listen to audio/video on basics concept of Yoga, ● Watch display of the concepts of Yoga through digital devices, ● Collect information on the benefits of Yoga from their parents, guardians and religious leaders, ● Draw artwork depicting the concept of Yoga as guided. ● Mention benefits of Yoga. | 1. Why is Yoga important? 2. How can we learn about Yoga at home? |
| | 6.2 Simple postures Sitting -Standing -Squatting -Bending | By the end of the sub strand the learner should be able to: a) identify simple Yoga postures for understanding, b) relate simple yoga postures for good health, | The learner is guided to: <ul style="list-style-type: none"> ● Identify simple Yoga postures such as; - color sketches of simple Yoga postures in groups, | How can we practice Yoga postures? |

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| | <p>-Lying Down -Relaxation</p> <p>(6 Lessons)</p> | <p>c) develop a positive attitude towards Yoga.</p> | <ul style="list-style-type: none"> ● Observe demonstrations of simple Yoga postures as resource persons performed, ● Demonstrate simple Yoga postures with the guidance of their teacher and parents, ● Practice simple posture like: sitting, standing, squatting, bending, lying down, relaxation using appropriate attires in groups. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration- Learners portray teamwork as they practice simple posture like sitting, standing, squatting, bending, lying down, relaxation using appropriate attire in groups. ● Digital literacy- - Learners interact with technology as they listen to audio/video on the basics concept of Yoga. | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> ● Respect - Learners demonstrate patience as they listen to audio/video on the basics concept of Yoga. ● Responsibility - Learners portray determination as they are encouraged to get information about benefits of Yoga from their parents, guardians and religious leaders. | | | | |
| <p>Pertinent and Contemporary issues (PCIs):</p> <ul style="list-style-type: none"> ● Life skills: Learners observe developmental perspective as they practice simple posture like: sitting, standing, squatting, bending, lying down, relaxation using appropriate attires in groups. | | | | |
| <p>Links to other subject(s):</p> | | | | |

Creative activities– Learners enhance creative skills as they practice simple posture like sitting, standing, squatting, bending, lying down, relaxation using appropriate attires in groups.

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Assessment Rubrics

| Levels Indicators | Exceeds expectation | Meet expectation | Approach expectation | Below expectation |
|---|---|----------------------------------|---------------------------------------|--|
| Ability to name basic concepts of Yoga. | Names basic concepts of Yoga. Confidently and correctly | Names basic concepts of Yoga. | Names some basic concepts of Yoga. | Names basic concepts of Yoga with assistance. |
| Ability to identify simple Yoga postures for understanding, | Identifies simple Yoga postures with ease. | Identifies simple Yoga postures. | Identifies some simple Yoga postures. | Identifies some simple Yoga postures with prompts. |

CSL 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: 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 |

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|------------------|-------------------------------|---|---|--|
| 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 Projects Portfolio Observations | Parents as resource persons Library Scriptural stories Tactile illustrations | Visiting to places of worship 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 | Visit to charity organisations and sites |