



HINDU RELIGIOUS EDUCATION



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 Pre-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.

Learning Outcomes of Hindu Religious Education

By the end of Pre-Primary One level the learner should be able to:

- a) Develop self-awareness and a sense of identity as an individual and a member of a family, community, the nation, and globally.
- b) Exhibit reverence and adoration for enlightened beings as guides for living a healthy and harmonious life.
- c) Acknowledge the divinity of the scriptures for respect and appropriate handling.
- d) Demonstrate basic rituals as taught, for grounding them in faith to enhance self-efficacy and self-esteem.
- e) Practice sadachaar ethically and morally to care for self and others for sustainable living.
- f) Perform simple age-appropriate yoga exercises for holistic wellbeing and enjoyment.
- g) Appreciate Paramatma's creation by showing care for themselves, others and the environment.



Summary of Strands and Sub-Strands

Strand	Sub-Strand	No. of Lesson
1.0 Creation	1.1 Myself	4
	1.2 My family	4
	1.3 My surrounding Environment	6
2.0 Manifestations of Paramatma	2.1 Enlightened Beings	5
	2.2 Paramatma as <i>Trimurti</i>	6
3.0 Scriptures	3.1 Names of Scriptures	6
	3.2 Role of Scriptures	5
	3.3 Placement of Scriptures	6
4.0 Worship	4.1 Basic Chants	8
	4.2 Protocols in Worship	6
5.0 Sadachaar	5.1 General Étiquettes	6
	5.2 Practice Gratitude	5
	5.3 <i>Sewa</i> (Selfless service)	6
6.0 Yoga	6.1 Basic concepts of Yoga	5
	6.2 Body parts and postures	6
	6.3 Simple Postures	6
	Total number of lessons	90



STRAND 1.0 CREATION

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.0 Creation	1.1 Myself (4 lessons) <ul style="list-style-type: none"> • <i>My name,</i> • <i>My gender.</i> 	By the end of sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) recognize self, name and gender for self-awareness, b) say the first religious greetings they wake up to in the morning for connecting with Paramatma, c) appreciate the self as a girl or a boy for self-esteem. 	The learner is guided to: <ul style="list-style-type: none"> • do self-introduction by mentioning their name and gender, • colour/paint sketches of boys and girls, • practice religious greetings, • listen/sing songs/play games/recite poems about good health in boys and girls with peers, • practice personal hygiene such as washing of hands and toilet use practices that will protect the learner and others from ill-health, • sing songs that appreciate the importance of being a boy/girl as a gift from Paramatma, • use a digital device/photo to sort out pictures of boys and girls. 	What do you like about yourself?
	1.2 My family (Nuclear) (4 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) mention the names of their family 	The learner is guided to: <ul style="list-style-type: none"> • mention the names of the members of their family, • colour a family tree having sketches of mother, father, and siblings, 	1. How important are mother and father in one's life?



	<ul style="list-style-type: none"> • <i>Mother,</i> • <i>Father,</i> • <i>Siblings.</i> 	<p>members for self-identity,</p> <p>b) relate with the members of their family to foster sense of belonging,</p> <p>c) appreciate their family as a gift from Paramatma.</p>	<ul style="list-style-type: none"> • ask their parents for pictures of their family members and mount them on the family tree, • count members of their own family. 	2. Why do you want siblings in your family?
	<p>1.3 My surrounding Environment</p> <p>(6 lessons)</p> <ul style="list-style-type: none"> • <i>Plants & animals</i> 	<p>By the end of the sub-strand the learner should be able to:</p> <p>a) name the location of their home for familiarization,</p> <p>b) identify plants and animals in their immediate surroundings as Paramatma's creation,</p> <p>c) appreciate Paramatma's creation by watering plants and animals for</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • ask their parents to write their home location for them to present in class, • repeat reading the different locations after the teacher in class, • identify various plants and animals in the school environment to relate them to what they are familiar with around their home, • water the plants in the school/home and keep feeding trays for domestic animals, • visit a botanical garden in the company of their parents to see flowers, • sing/recite poems that appreciate the flowers as a gift from Paramatma. 	How do you take care of your plants and animals at home?



		preservation of life.		
Core competencies to be developed: <ul style="list-style-type: none"> ● Communication: Learner participates in teamwork while listening/singing songs/playing games/reciting poems about boys and girls in groups. ● Digital literacy: Learner connects using technology by using digital technology to sort out pictures of boys and girls. 				
Values: <ul style="list-style-type: none"> ● Responsibility: Learner portrays self-drive by watering the plants in the school/home. ● Unity: Learner cooperates by listening/singing songs/playing games/reciting poems about boys and girls in groups. 				
Pertinent and contemporary issues (PCIs): <ul style="list-style-type: none"> ● Health issues: Learner practices personal hygiene while washing hands after toilet use to protect themselves and others from ill-health. ● Socio-economic issues: Learner puts into practice environmental education by being encouraged to water the plants and care for animals in the school/home. 				
Link to other activity areas: The learner can relate the skills of caring for the environment, to experiences and skills of caring for plants and animals in Environmental Activities.				



Suggested Assessment Rubric

Indicator \ Levels	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to say first religious greetings as they wake up in the morning.	The learner says the first religious greeting as they wake up in the morning accompanied by the correct gestures.	The learner says the first religious greetings as they wake up in the morning.	The learner says the first religious greeting as they wake up in the morning with inconsistencies.	The learner says the first religious greeting as they wake up in the morning only when prompted.
Ability to mention the names of all their family members.	The learner mentions the names of all their family members systematically.	The learner mentions the names of all their family members correctly.	The learner mentions the names of family members omitting others.	The learner mentions the names of family members with major omissions.
Ability to identify plants and animals in their immediate surroundings.	The learner identifies plants and animals in their immediate surroundings distinctly.	The learner identifies plants and animals in their immediate surroundings.	The learner identifies some of the plants and animals in their immediate surroundings.	The learner identifies some of the plants and animals in their immediate surroundings with mix ups.



STRAND 2.0: MANIFESTATIONS OF PARAMATMA

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.0 Manifestations of Paramatma	2.1 Enlightened Beings (5 lessons) <ul style="list-style-type: none"> • <i>Shri Ram,</i> • <i>Shri Krishna,</i> • <i>Lord Mahavir,</i> • <i>Lord Buddha,</i> • <i>Sri Guru.</i> <i>Nanak Dev Ji.</i> 	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) mention five selected Enlightened Beings as per the four faiths, b) recognize pictures and images of Enlightened Beings for personal association, c) appreciate the Enlightened Beings for enhancing moral values. 	The learner is guided to: <ul style="list-style-type: none"> • sort out pictures/images of Enlightened Beings from a collection of pictures as a group activity, • listen to stories about Enlightened Beings from their parents/guardians on how they contributed to the welfare of society, • visit places of worship accompanied by parents/guardians/teachers, to learn more about Enlightened Beings and take part in age-appropriate activities, • color the pictures of enlightened beings appropriately, • participate in a role play during annual function day in school 	Why is it important to learn about Enlightened Beings?



			<ul style="list-style-type: none"> and other festivals, ● get help from parents to select appropriate song; Bhajans/Stavans/Kirtan glorifying the Enlightened Beings, ● watch animated videos/pictures/images of Enlightened Beings. 	
	2.2 Paramatma as Trimurti (6 lessons) <ul style="list-style-type: none"> ● <i>Brahma, Vishnu, Mahesh.</i> 	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> identify the names in <i>Trimurti</i> for awareness, relate to what <i>Trimurti</i> represents for understanding, appreciate the role of <i>Trimurti</i> for reverence. 	The learner is guided to: <ul style="list-style-type: none"> ● identify images of <i>Trimurti</i>, ● learn the role of <i>Trimurti</i> with the assistance of parents/guardians /digital devices, ● collect pictures of <i>Trimurti</i>. ● color the pictures of <i>Trimurti</i> appropriately, ● engage in an activity that can help learners to understand the role of <i>Trimurti</i> (Draw, paint, and then tear the picture). 	How can you relate the creation, growth, and withering of a plant with the role of <i>Trimurti</i> ?
Core competencies to be developed: <ul style="list-style-type: none"> ● Communication and Collaboration: Learner enhances teamwork while sorting out pictures /images of Enlightened Beings from a collection of pictures as a group activity. ● Creativity and Imagination: Learners enhances communications & self-expression while they participate in role playing during school dramas and festivals. 				

**Values:**

- Responsibility: Learner portrays diligence by participating in role playing during drama in school and other festivals.

Pertinent and contemporary issues (PCIs):

- Citizenship: Learner enhances social cohesion and nationalism while visiting places of worship accompanied by parents/guardians/teachers to learn more about Enlightened Beings and take part in age-appropriate activities.

Link to other activity areas:

- Learner is able to relate the listening skills while listening to stories about Enlightened Beings from their parents/guardians to the listening skills developed in Language Activities.
- Learner is able to relate the skill of coloring when colouring the pictures of *Trimurti*, participating in a role play during annual function day in school and other festivals to the creative skills learnt in Creative Activities.



Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to mention all the five selected Enlightened Beings as per the four faiths.	The learner mentions all the five selected Enlightened Beings as per the four faiths giving their contributions in the society.	The learner mentions all the five selected Enlightened Beings as per the four faiths.	The learner mentions 3-4 of the selected Enlightened Beings as per the four faiths.	The learner mentions less than 3 of the selected Enlightened Beings as per the four faiths.
Ability to recognize pictures and images of Enlightened Beings.	The learner recognizes pictures and images of Enlightened Beings with precision.	The learner recognizes pictures and images of Enlightened Beings.	The learner recognizes some of the pictures and images of Enlightened Beings.	The learner recognizes some of the pictures and images of Enlightened Beings with help.
Ability to identify the names in <i>Trimurti</i> .	The learner identifies the names in <i>Trimurti</i> and explains their roles.	The learner identifies the names in <i>Trimurti</i> correctly.	The learner identifies two names in <i>Trimurti</i> .	The learner identifies one name in <i>Trimurti</i> .



STRAND 3.0: SCRIPTURES

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
3.0 Scriptures	3.1 Names of Scriptures (6 lessons) <ul style="list-style-type: none"> • <i>Ramayan,</i> • <i>Kalpasutra,</i> • <i>Tipitaka,</i> • <i>Sri Guru Granth Sahib Ji.</i> 	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) name the four scriptures from the four faiths for identification, b) relate the scriptures to the respective faiths, c) appreciate the uniqueness of the scriptures. 	The learner is guided to: <ul style="list-style-type: none"> • point out the names of the scripture from a chart/flash cards from the four faiths, • match the Scripture with its respective faith, • solve a jigsaw puzzle (with the help of parents) having names of scriptures, • watch a video clip showing images of scriptures and age-appropriate programs from the internet to learn about scriptures with the help of parents/guardians. 	<ol style="list-style-type: none"> 1. Why do we respect the scriptures? 2. How are scriptures different from one another?
	3.2 Role of Scriptures <ul style="list-style-type: none"> • <i>Ramayan,</i> • <i>Bhagwad, Gita</i> • <i>Kalpasutra,</i> • <i>Dhammapa</i> 	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) identify the role of scriptures for awareness, b) retell the role of 	The learner is guided to: <ul style="list-style-type: none"> • watch video clips, listen to a resource person on the role of scriptures, • report to the teacher morals observed and practiced in the daily life at home/school, 	<ol style="list-style-type: none"> 1. What do scriptures teach us? 2. How can we show respect to the scriptures?



	<p>da,</p> <ul style="list-style-type: none"> • <i>SriGuru Granth Sahib ji.</i> <p>(4 lessons)</p>	<p>scriptures in their daily life,</p> <p>c) appreciate the role of scriptures in teaching moral values.</p>	<ul style="list-style-type: none"> • role-play/dramatize on selected stories from the scriptures, • assist those living with special needs by taking part in age-appropriate activities, • sing songs glorifying the role of scriptures on morals, • visit places of worship accompanied by parents/guardians/teachers to understand the role of scriptures. 	
	<p>3.3 Placement of Scriptures</p> <ul style="list-style-type: none"> • <i>Ramayan,</i> • <i>Bhagwad Gita,</i> • <i>Kalpasutra</i> • <i>Dhammapada,</i> • <i>Sri Guru Granth Sahib ji.</i> <p>(6 lessons)</p>	<p>By the end of the sub-strand the learner should be able to:</p> <p>a) identify the appropriate points where scriptures are placed,</p> <p>b) participate in age-appropriate activities while placing the scripture in its designated place,</p> <p>c) appreciate the way Scriptures are kept for reverence.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • brainstorm on location of Scriptures in home/ temples, • ask their parents about the appropriate protocol for keeping the Scriptures, • participate in age-appropriate activities to maintain cleanliness of the place where Scriptures are kept, • visit places of worship accompanied by teacher/parents/guardians to see how Scriptures are kept, • watch a video clip showing 	<ol style="list-style-type: none"> 1. Why is it necessary to observe cleanliness for keeping Scriptures? 2. How is Scripture kept in a place of worship?



			<p>protocols of keeping the Scriptures at their designated points in places of worship,</p> <ul style="list-style-type: none"> • assist children with special needs in their class on observing protocols of keeping Scriptures, • admire the way Scriptures are kept. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: Learner interacts with digital technology while watching video clips on the role of Scriptures in life. • Learning to learn: Learner enhances devotion while participating in age-appropriate activities to maintain cleanliness of the place where Scriptures are kept. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: Learner portrays diligence while participating in age-appropriate activities to maintain cleanliness of the place where Scriptures are kept. 				
<p>Pertinent and contemporary issues (PCIs):</p> <ul style="list-style-type: none"> • Health issues: Learner observes personal hygiene while participating in age-appropriate activities to maintain cleanliness of the place where Scriptures are kept. 				
<p>Links to other activity areas:</p> <p>Learner is able to relate the creative skills of roleplaying/dramatising on selected stories from Scriptures, singing songs glorifying the role of Scriptures in inculcating morals, and solving a jigsaw puzzle (with the help of parents) having the name of a Scripture to the creative skills learnt in Creative Activities.</p>				



Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to name four Scriptures from the four faiths.	The learner names all the four Scriptures from the four faiths and their authors.	The learner names all the four Scriptures from the four faiths correctly.	The learner names three of the Scriptures from the four faiths.	The learner names less than three of the Scriptures from the four faiths.
Ability to retell the role of Scriptures in daily life.	The learner retells the role of Scriptures in detail citing examples from specific chapters.	The learner retells the role of Scriptures.	The learner retells the role of the Scriptures omitting important details.	The learner retells the role of the Scriptures with mix ups.



STRAND 4.0: WORSHIP

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
4.0 Worship	4.1 Basic Chants (8 lessons) <ul style="list-style-type: none"> • <i>Jai Shri Ram,</i> • <i>Jai Shri Krishna,</i> • <i>Om Namah Shivaay,</i> • <i>Swami Narayan,</i> • <i>Namo Jinanam,</i> • <i>Namo Tassa,</i> • <i>Satnaam Waheguru.</i> 	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> identify the seven selected basic chants from the four faiths, recite the seven selected basic chants in relation to their faith, appreciate recitation of basic chants as an act of worship. 	The learner is guided to: <ul style="list-style-type: none"> • recite the basic chants from the four faiths, • recite the basic chants that represent the respective faith, • get help from parents while selecting the correct chant for the respective faith, • recite basic chants in the morning assembly/during celebration of festivals at the place of worship. • listen/recite the basic chants using audio-visual aid/to a resource person/parent/guardian. 	Why is it important to recite basic chants?
	4.2 Protocols in Worship (6 lessons) <ul style="list-style-type: none"> • <i>Personal cleanliness,</i> • <i>Wearing the</i> 	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> state simple protocols in worship for knowledge, 	The learner is guided to: <ul style="list-style-type: none"> • watch a video clip/listen to parents/resource person to learn about simple protocols. in worship. • practice performing simple 	



	<ul style="list-style-type: none"> • <i>right attire,</i> • <i>Covering heads,</i> • <i>Removing shoes,</i> • <i>Cleaning feet with water,</i> • <i>Washing hands,</i> • <i>Joining hands,</i> • <i>Bowing down.</i> 	b) demonstrate the simple protocols in worship, c) appreciate simple protocols in worship.	protocols during worship while observing safety measures, <ul style="list-style-type: none"> • visit places of worship accompanied by teacher/guardian/parents, to practice simple protocols in their correct order during worship, • role-play to perform simple protocols in worship correctly. 	
Core ompetencies to be developed: <ul style="list-style-type: none"> • Communication: Learner develops speaking skills by reciting the basic chants– (<i>Jai Shri Ram, Jai Shri Krishna, Om Namah Shivaay, Swami Narayan, Nammo Jinanam, Nammo Tassa, Satnaam Waheguru</i>) from the four faiths. • Digital literacy: Learner interacts with digital technology;-using a digital device to watch video clips and to learn about simple protocols. 				
Values: Respect: Learner develops humility while visiting places of worship accompanied by the teacher/parents to practice simple protocols in worship.				
Pertinent and contemporary issues (PCIs): Health issues: Learner observes personal hygiene while practicing simple protocols during worship while observing safety measures.				
Link to other activity areas: <ul style="list-style-type: none"> • Learner is able to relate the skills of creativity in reciting the basic chants in the morning assembly/during celebration of festivals, at the place of worship, and roleplaying simple protocols in worship correctly to creative skills learnt in Creative Activities. • Learner is able to relate the skills of listening and speaking while listening/reciting the basic chants using audio-visual aid/resource person/parent/guardian, to the listening and speaking skills learnt in Language Activities. 				



Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to recite the seven selected basic chants in relation to their faith.	The learner recites all the seven selected basic chants in relation to their faith with correct intonation.	The learner recites the seven selected basic chants in relation to their faith.	The learner recites four to six basic chants in relation to their faith.	The learner recites less than four basic chants in relation to their faith.
Ability to identify seven selected basic chants from the four faiths.	The learner identifies seven selected basic chants from the four faiths confidently.	The learner identifies seven basic chants from the four faiths correctly.	The learner identifies four to six basic chants from the four faiths.	The learner identifies less than four of the basic chants from the four faiths.
Ability to demonstrate the simple protocols in worship.	The learner demonstrates the simple protocols in worship systematically.	The learner demonstrates the simple protocols in worship.	The learner demonstrates the simple protocols in worship with minor omissions.	The learner demonstrates the simple protocols in worship with major omissions.



STRAND 5.0: SADACHAAR

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
5.0 Sadachaar	5.1 General Étiquettes: Forms of Greetings (6 lessons) <ul style="list-style-type: none"> • <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> 	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) mention different ways of greetings for different age groups for social interaction, b) use appropriate greetings for different age groups, c) appreciate the importance of appropriate words in greetings, as a sign of respect. 	The learner is guided to: <ul style="list-style-type: none"> • use digital media/ charts/ pictures on the different forms of greetings for different age groups from the four faiths, • practice and role-play greetings in pairs or groups as used for different age groups, • match the greetings with their respective faith, • sing songs incorporating different greetings, • make greeting cards and present them to their parents/guardians/teachers, • join dots for different greetings and colour them, • practice different greetings with peers. 	How do you greet your elders and age-mates?



	<p>5.2 Practice Gratitude: (5 lessons)</p> <ul style="list-style-type: none"> • <i>Aabhaar,</i> • <i>Dhanyavaad,</i> • <i>Shukriya,</i> • <i>Shukrana,</i> • <i>Asaante sana,</i> • <i>Bahut meharbaani,</i> • <i>Thank you.</i> 	<p>By the end of the sub-strand the learner should be able to:</p> <ol style="list-style-type: none"> a) name words in vernacular that express gratitude, b) demonstrate how gratitude applies at home and school, c) appreciate the expression of gratitude to enhance social cohesion. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • ask parents the different words of gratitude used at home and school in vernacular, • watch videos/charts/animated stories on how to show gratitude, • role-play stories on gratitude as a group activity, • show gratitude to family members/teachers/classmates through different actions (<i>hugging, bowing down, touching feet, shake hands, smiling, Hi Fives</i>). 	<p>Why should one express gratitude?</p>
	<p>5.3 Sewa (Selfless service) (5 lessons)</p> <ul style="list-style-type: none"> • <i>Picking litter from the school compound,</i> • <i>Helping parents at home like setting the dining table,</i> • <i>carrying small items</i> 	<p>By the end of the sub-strand the learner should be able to:</p> <ol style="list-style-type: none"> a) identify ways of performing Sewa (Selfless Service), b) practice Sewa at 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • watch videos/images that portray different ways of performing Sewa (Selfless service) • participate actively in various acts of Sewa in school/home/place of worship, • participate in charitable 	<p>How can one help a needy person?</p>



	<p><i>for elders,</i></p> <ul style="list-style-type: none"> • <i>giving glass of water</i> • <i>looking after pets,</i> • <i>plant trees in school/home</i> • <i>watering plants at home/school</i> • <i>playing amicably with siblings,</i> • <i>keeping their own room tidy,</i> • <i>helping at place of worship like distributing serviettes,</i> • <i>water bottles etc.</i> 	<p>school,</p> <p>c) appreciate the act of <i>Sewa</i> for sharing and caring.</p>	<p>activities to generate income in ethical ways and raise funds,</p> <ul style="list-style-type: none"> • visit children/animals' orphanage accompanied by parents/guardians/teachers to distribute items of basic needs/toys/food items while celebrating festivals. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: Learner practices teamwork while participates actively in various acts of <i>Sewa</i> in school/home/places of worship. • Digital literacy: Learner interacts with digital technology by using digital media/charts/pictures on the different forms of greetings for different age groups. 				

**Values:**

- Love: Learner becomes caring while visiting children/animal orphanages accompanied by parents/guardians/teachers to distribute items of basic needs/toys/food items while celebrating festivals and participating in charitable activities to raise funds.
- Respect: Learner shows etiquette of gratitude to parents/family/teachers/classmates through different actions (hugging, bowing down, touching feet, shaking hands, smiling, and Hi-fives).

Pertinent and contemporary issues (PCIs):

Socio-economic issues: Learner practices financial literacy by participating in charitable activities to generate income in ethical ways and raise funds.

Links to other activity areas:

The learner is able to relate the development of speaking skills by getting assistance from parents on different words of gratitude used at home and school in vernacular, to speaking skills learnt in Language Activities.



Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to use appropriate greetings for different age groups.	The learner uses appropriate greetings for different age groups consistently.	The learner uses appropriate greetings for different age groups.	The learner uses some of the appropriate greetings for different age groups.	The learner uses some of the appropriate greetings for different age groups only when prompted.
Ability to name words in vernacular that express gratitude.	The learner names words in vernacular that express gratitude correctly.	The learner names words in vernacular that express gratitude.	The learner names some of the words in vernacular that express gratitude.	The learner names some of the words in vernacular that express gratitude only when prompted.
Ability to demonstrate <i>Sewa</i> at school.	The learner demonstrates <i>Sewa</i> at school consistently.	The learner demonstrates <i>Sewa</i> at school.	The learner demonstrates <i>Sewa</i> at school partially.	The learner demonstrates <i>Sewa</i> at school with motivation.



STRAND 6.0: YOGA

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
6.0 Yoga	6.1 Basic concepts of Yoga (4 lessons) <ul style="list-style-type: none"> • <i>Proper Exercises (Asanas),</i> • <i>Proper Breathing (Pranayama,)</i> • <i>Proper Relaxation,</i> • <i>Proper Diet and Nutrition,</i> • <i>Meditation and Positive thinking.</i> 	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) recall basic meaning of Yoga to foster confidence, b) relate the correct images of Yoga for familiarization, c) admire the practice of Yoga for positive aspirations. 	The learner is guided to: <ul style="list-style-type: none"> • use digital devices responsibly to watch/listen to videos/talks on age-appropriate introduction to Yoga, • mention the basic concepts of Yoga and their benefits, that is helping to be peaceful, healthy and happy, • practice Yoga under the supervision of Yoga instructor • collect pictures of some age-appropriate poses of Yoga. 	How do basic concepts of Yoga help in holistic development?
	6.2 Body parts and postures (6 lessons) <ul style="list-style-type: none"> • <i>Naming part of the body used for specific postures,</i> 	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) name different parts of the body used for specific postures in Yoga, b) demonstrate simple yoga postures for physical 	The learner is guided to: <ul style="list-style-type: none"> • observe charts/pictures/flash cards/audio-visual clips displaying parts of the body used in performing Yoga, • naming parts of the body used for specific postures, 	<ol style="list-style-type: none"> 1. Why do we perform Yoga? 2. Why is appropriate attire necessary for



	<ul style="list-style-type: none"> • <i>Pre-requisites of Yoga,</i> • <i>Observing Hygiene.</i> 	<p>well-being,</p> <p>c) appreciate the importance of yoga for better health.</p>	<ul style="list-style-type: none"> • observe cleanliness of body parts such as washing of hands and toilet use, • observe talking walls and trees such as posters of learners washing hands, • practice simple postures correctly with peers, • ask parents/guardians for pre-requisites (Yoga mat, appropriate attire) for performing Yoga, • role-play simple postures. 	<p>performing Yoga?</p>
	<p>6.3 Simple Postures</p> <p>(6 lessons)</p> <ul style="list-style-type: none"> • <i>Sitting with straight back and standing with shoulders straight,</i> • <i>Sitting,</i> • <i>Standing,</i> • <i>Bending forward and backward.</i> 	<p>By the end of the sub-strand the learner should be able to:</p> <p>a) name simple yoga asanas that are helpful for keeping correct posture,</p> <p>b) display simple yoga postures for physical wellbeing,</p> <p>c) appreciate Yoga as a way of achieving mental peace.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • observe the Yoga instructor showing the correct posture for the asanas, • perform correct ways of Yoga postures, • to sit cross-legged on the floor and close eyes and think of beautiful flowers, • to sit quietly for a few minutes cross-legged <i>sukhasan and padamasan.</i> 	<p>In which ways are Yogasanas helpful?</p>

**Core competencies to be developed:**

- Communication and Collaboration: Learner enhances teamwork by performing correct ways of sitting with straight back and standing with shoulders straight, sitting, standing, bending forward and backward, in pairs or in small groups. Observe the Yoga instructor showing the correct posture for the asanas.
- Digital literacy: Learner interacts with digital technology while watching audio-visual clips on the basic concepts of yoga.

Values:

- Responsibility: Learner portrays self-drive when sitting quietly for a few minutes cross legged in *sukhasan* and *padamasan*.
- Peace: Learner practices love while sitting cross legged on the floor and closing eyes to think of beautiful flowers.

Pertinent and contemporary issues (PCIs):

Health issues: Learner practices personal hygiene by observing cleanliness of body parts such as washing of hands and toilet use.

Link to other activity areas:

The learner is able to relate the skills of performing correct ways of sitting with straight back and standing with shoulders straight, sitting, standing, bending forward and backward in pairs or in small groups, to the creative skills learnt in Creative Activities.



Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to relate the correct images of Yoga.	The learner relates the correct images of Yoga with precision.	The learner relates the correct images of Yoga.	The learner relates some of the correct images of Yoga.	The learner relates some of the correct images of Yoga when guided.
Ability to name different parts of the body used for specific postures in Yoga.	The learner names different parts of the body used for specific postures in Yoga while demonstrating.	The learner names different parts of the body used for specific postures in Yoga correctly.	The learner names different parts of the body used for specific postures in Yoga with minor omissions.	The learner names different parts of the body used for specific postures in Yoga with major omissions.
Ability to demonstrate simple yoga postures.	The learner demonstrates simple yoga postures in the correct order.	The learner demonstrates simple yoga postures.	The learner demonstrates simple yoga postures without adhering to the correct order.	The learner demonstrates simple yoga postures with a lot of mix-ups.



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	<ul style="list-style-type: none"> • Oral questioning • Projects • Portfolio • Observations 	<ul style="list-style-type: none"> • Digital resources (Authenticated Online) • Library • Magazines • Artwork • Resource persons • Tactile illustrations 	<ul style="list-style-type: none"> • Visit to places of worship and community centres. • Interact with community service activities. • Role-play.
Manifestations of Supreme Beings (Paramatma)	Enlightened Beings	<ul style="list-style-type: none"> • Oral questioning • Projects • Portfolio • Observations 	<ul style="list-style-type: none"> • Digital resources (Authenticated Online) • Library • Magazines • Artwork • Resource persons • Tactile illustrations 	<ul style="list-style-type: none"> • Visit to places of worship and community centres. • Interact with community service activities. • Role-play.
Scriptures	Names of Scriptures	<ul style="list-style-type: none"> • Oral questioning • Projects • Portfolio • Observations 	<ul style="list-style-type: none"> • Resource persons • Digital media • Library 	<ul style="list-style-type: none"> • Visit to places of worship. • Discussing with parents. • Skit performances.



			<ul style="list-style-type: none"> ● Scriptures ● Tactile illustrations 	
Worship	Basic Chants/Mantras	<ul style="list-style-type: none"> ● Oral questioning ● Projects ● Portfolio ● Observations 	<ul style="list-style-type: none"> ● Resource persons ● Digital media ● Library ● Scriptures ● Tactile illustrations 	<ul style="list-style-type: none"> ● Visit to places of worship. ● Discussing with parents. ● Skit performances.
Sadachaar	General Etiquettes	<ul style="list-style-type: none"> ● Self and peer review ● Oral questioning ● Projects ● Portfolio ● Observations 	<ul style="list-style-type: none"> ● Parents as resource persons ● Library ● Scriptural stories ● Tactile illustrations 	<ul style="list-style-type: none"> ● Visit to places of worship. ● Visiting elderly homes. ● Dramatisation.
Yoga	Basic Concepts of Yoga	<ul style="list-style-type: none"> ● Oral questioning ● Portfolio ● Observations ● Self and peer review ● Quiz 	<ul style="list-style-type: none"> ● Resource persons ● Digital devices ● Library ● Tactile illustrations 	<ul style="list-style-type: none"> ● Visit to charity organisations and sites.