



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.

HRE 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. It will provide ways for physical, mental, emotional and spiritual growth for learners, and enables them 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 Sadachar 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

Strand	Sub-Strand	No. of Lesson
1.0 Creation	1.1 Our family	4
	1.2 Our Environment	4
	1.3 Panchmahabhoot	6
2.0 Manifestations of Paramatma	2.1 Enlightened Beings	5
	2.2 Attributes of Paramatma	6
	2.3 Paramatma's Names from other religions	4
3.0 Scriptures	3.1 Names of other Scriptures	4
	3.2 Role of Scriptures	4
4.0 Worship	4.1 Protocols of Worship	8
	4.2 Basic Chants/Dhuns	6
	4.3 Musical Instruments in Worship	6
5.0 Sadachaar	5.1 General Etiquettes	6
	5.2 Practice Gratitude	5
	5.3 Obedience	4
	5.4 <i>Sewa</i> (Selfless service)	6
6.0 Yoga	6.1 Basic concepts of Yoga	6
	6.2 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 Our family (4 lessons) <ul style="list-style-type: none"> <i>paternal and maternal family</i> 	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	The learner is guided to: <ul style="list-style-type: none"> mention the names of birds and 	How do we care for our



	<p>(4 lessons)</p> <ul style="list-style-type: none"> • <i>Birds and domestic animals</i> • <i>Road environment (footpaths, vehicles, pedestrians)</i> 	<p>be able to:</p> <ol style="list-style-type: none"> identify common birds and domestic animals found in their immediate environment, classify the common birds and domestic animals found in their environment using colours as Paramatma's creation, outline three features in a road environment within their area, appreciate the importance of birds and domestic animals as a gift from Paramatma. 	<p>domestic animals found 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 for birds and domestic animals in their environment, • observe and talk about the road environment within their area. 	<p>environment?</p>
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	<p>1.3 Panch mahabhoot</p> <p>(6 lessons)</p> <ul style="list-style-type: none"> • <i>Vayu</i> (Air) • <i>Jal</i> (water) 	<p>By the end of sub-strand the learner should be able to:</p> <ol style="list-style-type: none"> a) state the importance of Panchmahabhoot as a gift from Paramatma, b) differentiate plants and animals that live in water and fly in the air within their environment, c) appreciate Paramatma's creation through watering of plants for sustainability. 	<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>, • 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 creations in the school environment and appreciate them. 	<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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**Core competencies to be developed:**

- Communication and Collaboration: Learner develops teamwork when drawing and colouring model of birds and domestic animals in their environment with peers.
- Digital literacy: Learner adopts the new digital technology when using a digital device to sort out pictures of boys and girls in their paternal and maternal family.

Values:

- Unity: Learner develops cooperation while drawing and colouring models of birds and domestic animals in their environment in groups.
- Responsibility: Learner develops hard work while colouring sketches of boys and girls in their paternal and maternal families.

Pertinent and Contemporary issues (PCIs):

- Road Safety: Learner promotes road safety rules when observing and talking about the road environment within their area.
- Citizenship: Learner enhances social cohesion while singing songs that appreciate the importance of family members as a gift from Paramatma.

Links to other activity areas:

- The learner is able to relate colouring of sketches, singing songs, drawing and coloring models in creative arts to the learning experience of colour sketches, singing songs, drawing and colour models.
- The learner is able to relate identification of animals, plants and flowers in the school environment to the learning experiences of identifying different animals, plants and flowers from the school environment.



Suggested Assessment Rubric

Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to name all members of their extended family.	The learner names all members of their extended family systematically.	The learner names all members of their extended family.	The learner names some members of their extended family.	The learner names some members of their extended family with prompts.
Ability to classify common birds and domestic animals in their environment.	The learner classifies common birds and domestic animals with illustrations.	The learner classifies common birds and domestic animals correctly.	The learner classifies some of the common birds and domestic animals.	The learner classifies some of the common birds and domestic animals with help.
Ability to differentiate plants and animals that live in water and fly in the air within their environment.	The learner differentiates plants and animals that live in water and fly in the air with ease.	The learner differentiates plants and animals that live in water and fly in the air.	The learner differentiates plants and animals that live in water and fly in the air with omissions.	The learner differentiates plants and animals that live in water and fly in the air with a lot of mix-ups.
Ability to outline three features in road environment within their area.	The learner outlines three features in road environment with ease.	The learner outlines 2 to 3 features in the road environment.	The learner outlines 1 to 2 features in the road environment.	The learner is able to tell only one feature in the road environments.



STRAND 2.0: MANIFESTATION OF PARAMATMA

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.0 Manifestation 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 Nanak Dev ji</i> 	By the end of the sub-strand the learner should be able to: a) identify the five selected Enlightened Beings according to the four faiths, b) demonstrate values learnt from the teachings of the five selected Enlightened Beings in daily life, c) acknowledge teachings of the five selected Enlightened Beings to enhance faith in Paramatma.	The learner is guided to: - use digital devices to learn about the five selected Enlightened Beings according to the four faiths, <ul style="list-style-type: none"> ● discuss short stories about the five selected Enlightened Beings and share knowledge learnt, ● role-play values learnt from the teachings of the five selected Enlightened Beings, ● visit places of worship to learn more about the 	Why is it important to learn about the Enlightened beings?



			<p>Enlightened Beings accompanied by parents/guardians,</p> <ul style="list-style-type: none"> ● recognise values from the teachings of Enlightened Beings. 	
	<p>2.2 Attributes of Paramatma</p> <p>(6 lessons)</p> <ul style="list-style-type: none"> ● <i>Creating</i> ● <i>Loving</i> ● <i>Caring</i> 	<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) demonstrate 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 with peers on the attributes of Paramatma, ● discuss the attributes of Paramatma with the guidance of the teacher, ● sing songs/<i>bhajan/stavan/sh</i> 	<p>How can we express our gratitude to Paramatma?</p>



			<i>abad</i> about attributes of Paramatma as creator, loving and caring.	
	2.3 Paramatma's Names from other religions (4 lessons) <ul style="list-style-type: none"> • <i>Allah</i> • <i>Yahweh</i> (God), 	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> Mention the names of Paramatma from other religions for understanding, match the names of Paramatma with their respective religions, appreciate the attributes of Paramatma in other religions for harmonious living. 	The learner is guided to: <ul style="list-style-type: none"> • mention names of Paramatma from other religions, • match the names of Paramatma in relation to their respective religions, • sing/recite songs/carols/surahs that appreciate attributes of Paramatma. 	Why is it important to respect other religions?
Core competencies to be developed: <ul style="list-style-type: none"> • Communication: Learner enhances teamwork while singing songs/<i>bhajan/stavan/shabad</i> about attributes of Paramatma as creator, loving and caring in groups. • Learning to learn: Learner develops independent learning collaboratively while matching the name of Paramatma with their respective religion. 				
Values: <ul style="list-style-type: none"> • Respect: Learner develops acceptance of other faiths when identifying the Enlightened Beings according to the four faiths. 				

**Pertinent and contemporary issues (PCIs):**

- Citizenship: Learner develops social cohesion while singing songs/*bhajan/stavan/shabad* about Attributes of Paramatma as Creator, loving and caring.

Links to other activity areas:

- The learner is able to relate singing songs about the attributes of Paramatma as creator, loving and caring in Creative Arts to the learning experience of singing songs about the attributes of Paramatma as creator, loving and caring.
- The learner is able to relate matching names of Paramatma to their religion in Mathematical Activities to the learning experience of match name of Paramatma in relation to their religion.



Suggested Assessment Rubric

Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify all the five selected Enlightened Beings according to the four faiths.	The learner identifies all the five Enlightened Beings pointing out the correct images.	The learner identifies all the five selected Enlightened Beings.	The learner identifies three to four of the selected Enlightened Beings.	The learner identifies less than three of the selected Enlightened Beings.
Ability to illustrate the three attributes of Paramatma to enhance their faith.	The learner illustrates all the three attributes of Paramatma correctly with examples.	The learner illustrates all the three attributes of Paramatma.	The learner illustrates two of the three attributes of Paramatma.	The learner illustrates less than two of the three attributes of Paramatma.
Ability to match the names of Paramatma with their respective religions.	The learner matches the names of Paramatma precisely.	The learner matches the names of Paramatma.	The learner matches with omissions the names of Paramatma.	The learner matches the names of Paramatma with mix ups.



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 other Scriptures: (4 lessons) <ul style="list-style-type: none"> • <i>Bible</i> • <i>Quran</i> 	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> mention scriptures from other faiths for familiarisation, match the scripture with their respective religion for enhancing knowledge, 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 to access another scriptures, • sing songs/carols/surahs that express love and unity as enshrined in scriptures, • listen to stories selected from holy scriptures, • match the names and pictures of respective scriptures. 	Why is it important to learn about scriptures from other faiths?



	3.2 Role of Scriptures <ul style="list-style-type: none"> • <i>Ramayan</i> • <i>Kalpasutra</i> • <i>Dhammapadam</i> • <i>Sri Guru Granth Sahib ji</i> (4 lessons) 	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) state the importance of scriptures in their day to day lives, b) mention at least three values learnt from scriptures, c) appreciate the scriptures as a guide to promote spiritual growth. 	The learner is guided to: <ul style="list-style-type: none"> • discuss benefits of scriptures in their lives, • listen to audio-visual devices that give role of scriptures, • share with peers ways of acquiring values from another scriptures, • assist those living with special needs, • recite poems on the role of scriptures at their own time. 	Why are scriptures important in our lives?
Core competencies to be developed: <ul style="list-style-type: none"> • Learning to learn: Learner develops relationships when sharing with peers on ways of acquiring values from another scriptures. • Digital literacy: Learner interacts with technology when watching animated stories selected from Scriptures. 				

**Values:**

- Respect: Learner portrays etiquette while assisting those living with special needs.

Unity: Learner demonstrates cooperation while singing songs expressing love and unity among themselves.

Pertinent and contemporary issues (PCIs):

- Citizenship: Learner promotes social cohesion when interacting with scriptures from other religions.

Links to other activity areas:

- The learner is able to relate singing songs expressing love and unity as enshrined in scriptures in Creative Activities to the learning experience of singing songs expressing love and unity as enshrined in scriptures.
- The learner is able to relate matching names of Paramatma to their religion in Mathematical Activities to the learning experience of match name of Paramatma in relation to their religion.
- The learner is able to relate developing speaking skills by reciting poems on the role of Scriptures in language activities to the learning experience of developing speaking skills by reciting poems on the role of Scriptures.



Suggested Assessment Rubric

Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to match the scripture with their respective religions.	The learner matches the scriptures with their respective religions citing relevant examples.	The learner matches the scriptures with their respective religions correctly.	The learner matches the scriptures with their respective religions with minor omissions.	The learner matches some of the scriptures with their respective religions with major omissions.
Ability to mention three values learnt from the scriptures.	The learner mentions three values learnt from the scriptures correctly and confidently.	The learner mentions three values learnt from the scriptures.	The learner mentions two values learnt from the scriptures.	The learner mentions one value learnt from the scriptures.



STRAND 4.0: WORSHIP

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
4.0 WORSHIP	4.1 Protocols of Worship (8 lessons) <ul style="list-style-type: none"> ● <i>Personal cleanliness</i> ● <i>Wearing the right attire</i> ● <i>Covering heads</i> ● <i>Bowing down</i> ● <i>Removing shoes</i> ● <i>Washing hands</i> ● <i>Cleaning feet with water</i> ● <i>Joining hands</i> ● <i>Presenting offerings</i> ● <i>offering of light</i> ● <i>offering of flowers</i> ● <i>bowing / prostration</i> 	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> identify the protocols of worship for each faith, demonstrate the protocols of worship for respect to Paramatma, 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, ● assist children with special needs in their school on observing protocols, ● visit different places of worship to observe protocols of worship. 	Why is it important to follow the protocols observed during worship?
	4.2 Basic Chants/Dhuns:	By the end of the sub-strand the learner should	The learner is guided to: <ul style="list-style-type: none"> ● use audio-visual aids to recite 	Why is it important to



	<p>(6 lessons)</p> <ul style="list-style-type: none"> ● <i>Hare Ram Hare Ram Krishna Krishna Hare Ram</i> ● <i>Shri Krishna</i> ● <i>Sharnam Mamah</i> ● <i>Buddham Saranam Gacchami</i> ● <i>Aagya Bhai Akaal ki</i> ● <i>Satnam Waheguru</i> 	<p>be able to:</p> <p>a) recite the seven selected 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 basic Chants/Dhuns,</p> <ul style="list-style-type: none"> ● recite chants/Dhuns, ● 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>recite Chants/Dhuns?</p>
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	<p>4.3 Musical Instruments in Worship</p> <p>(6 lessons)</p> <ul style="list-style-type: none"> • <i>Tabla</i> • <i>Harmonium</i> • <i>Manjira</i> 	<p>By the end of the sub-strand the learner should be able to:</p> <ol style="list-style-type: none"> a) identify different types of musical instruments used in worship in the four faiths, b) play musical instruments used in their place of worship, c) appreciate the use of musical instruments in worship for spiritual growth. 	<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, • learn to play musical instruments like <i>Tabla</i>, <i>cymbals</i>, <i>dholak</i> and <i>Harmonium</i>, • play musical instruments of their interest on special occasions during worship. 	<ol style="list-style-type: none"> 1. How can we make our worship interesting? 2. Why is music important in worship?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: Learner develops independence when learning to play musical instruments like <i>Tabla</i>, <i>cymbals</i>, <i>dholak</i> and <i>Harmonium</i>. • Collaboration: Learner enhances the skill of teamwork while assisting children with special needs in their school on observing protocols. • Digital literacy: as the learner interacts with digital technology when watching videos showing protocols of worship. 				

**Values:**

- Respect: Learner demonstrates etiquette when visiting places of worship with the guidance of the teacher / parent.
- Responsibility: Learner promotes diligence when playing musical instruments like *Tabla, cymbals, dholak and Harmonium*.

Pertinent and contemporary issues (PCIs):

- Citizenship: Learner demonstrates social cohesion, nationalism when assisting children with special needs in their school on observing protocols.

Links to other activity areas:

- The learner is able to relate to playing musical instruments of their interest on special occasions during worship in Creative Activities to the learning experience of playing musical instruments of their interest on special occasions during worship.
- The learner is able to relate developing speaking skills by reciting the Chants/Dhuns in Language Activities to the learning experience of reciting the Chants/Dhuns.



Suggested Assessment Rubric

Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to demonstrate the protocols of worship.	The learner demonstrates protocols of worship appropriately while guiding others.	The learner demonstrates protocols of worship appropriately.	The learner demonstrates the protocols of worship with omissions.	The learner demonstrates the protocols of worship only when motivated.
Ability to recite the basic chants/Dhuns of each faith.	The learner recites the basic chants/Dhuns of each faith with correct intonations.	The learner recites the basic chants/Dhuns of each faith correctly.	The learner recites the basic chants/Dhuns of each faith with mixed intonations.	The learner recites the basic chants/Dhuns of each faith with incorrect intonations.
Ability to identify different types of musical instruments used in worship.	The learner identifies different types of musical instruments used in worship with precision.	The learner identifies different types of instruments used in worship.	The learner identifies some instruments used in worship.	The learner identifies instruments used in worship only when prompted.



STRAND 5.0: SADACHAAR

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
5.0 SADACHAAR	5.1 General Etiquettes Common 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</i> <i>Waheguru ji ki Fateh</i> 	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> mention words that express general etiquette for a healthy relationship, demonstrate forms of greetings for different age of people, appreciate different forms of greetings 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, ● demonstrate appropriate greetings, ● recite short poem on greetings from different faiths, ● listen to audio with different forms of greetings, ● role-play greetings for different ages. 	<ol style="list-style-type: none"> How would you respond to the greetings of the elders? Why are greetings important?



	<p>5.2 Practice Gratitude</p> <p>(5 lessons)</p> <ul style="list-style-type: none"> • <i>Aabhaar</i> • <i>Dhanyavaad</i> • <i>Shukriya</i> • <i>Asaante sana</i> • <i>Bahut meharbaani</i> • <i>Thank you</i> • <i>Dhanvaad</i> 	<p>By the end of the sub-strand the learner should be able to:</p> <ol style="list-style-type: none"> identify different practices of gratitude in their neighbourhood, demonstrate practice of gratitude at places of worship, practice gratitude while observing measures of safety and security, appreciate the practice of gratitude in daily life. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • demonstrate gratitude by saying appropriate words, practice using words of gratitude in their neighbourhood, • watch videos on different practices of gratitude in their neighbourhoods, • be courteous while interacting with neighbours, <ul style="list-style-type: none"> - avoid accepting gifts from neighbours in the absence of parents, - report to the parents or guardian if they observe funny behavior/ inappropriate touch, • practice expressing gratitude to peers/elders/youngsters at a place of home/school/worship. 	<ol style="list-style-type: none"> How do you show gratitude to your neighbour? Why should we practice gratitude at the place of worship?
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	<p>5.3 Obedience:</p> <ul style="list-style-type: none"> • <i>Parents</i> • <i>Guardian</i> • <i>Teacher</i> <p>(4 lessons)</p>	<p>By the end of the sub-strand the learner should be able to:</p> <ol style="list-style-type: none"> 1. identify acts of obedience that foster harmony, 2. practice obedience to foster unity, 3. appreciate the importance of obedience to enhance family values. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • practice obedience at home, school and in the neighborhoods, • use digital devices to watch the animated stories on obedience, • recite poem on the importance of obedience, • role-play stories on obedience. 	<ol style="list-style-type: none"> 1. Why is obedience very important? 2. How does obedience help you at home?
	<p>5.4 Sewa (Selfless service)</p> <p>(6 lessons)</p> <ul style="list-style-type: none"> • <i>Cleaning home</i> • <i>School compound</i> • <i>Serving Elders</i> • <i>Looking after domestic animals</i> 	<p>By the end of the sub-strand the learner should be able to:</p> <ol style="list-style-type: none"> a) give examples of selfless service to be carried out at home, school and at place of worship, b) practice sharing 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • practice selfless service at school, home and at places of worship, listen to stories that relate to selfless service, • observe pictures and photos of people sharing 	<ol style="list-style-type: none"> 1. Why should we help those in need? 2. How can we best serve at the place of worship?



	<ul style="list-style-type: none"> • <i>Looking after plants</i> • <i>Selfless service at places of worship.</i> 	<p>things at school and home to enhance good relationship,</p> <p>c) appreciate sewa as a form of selfless service.</p>	<p>and helping the needy members in the society,</p> <ul style="list-style-type: none"> • recite short poems on sharing and recite in the class, • visit the centers for disabled children accompanied by parents/teachers to carry out age-appropriate selfless service activities. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: Learner develops teamwork when role-playing greetings for different age groups. • Learning to learn: Learner promotes self-discipline when role-playing practice of gratitude with peers. • Digital literacy: Learner interacts with technology when watching animated stories on the acts of obedience and different forms of greetings. 				

**Values:**

- Respect: Etiquette is instilled as learner is introduced to greetings at school and their home.
- Unity: Learner becomes non-discriminative when visiting centers for children and persons with disability for selfless service activities.

Pertinent and contemporary issues (PCIs):

- Life skills: Learner enhances developmental perspective while interacting with neighbours such as:
-being courteous with neighbours, avoid accepting gifts from neighbours in the absence of the parents, report to the parents or guardian if they observe funny behavior/ inappropriate touch, demonstrate practice of gratitude at a place of worship.

Links to other activity areas:

- Learner is able to relate to the skill of reciting short poems on sharing to the creative skills learnt in Creative Activities.
- Learner is able to relate to the skill of speaking and listening while reciting short poems on greetings to listening and speaking in Language Activities.



Suggested Assessment Rubric

Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to show forms of greetings for different ages of people.	The learner shows forms of greetings for different ages of people confidently using appropriate gestures.	The learner shows forms of greetings for different ages of people correctly.	The learner shows some forms of greetings for different ages of people.	The learner shows some forms of greetings for different ages of people when prompted.
Ability to identify acts of obedience.	The learner identifies acts of obedience with ease.	The learner identifies acts of obedience.	The learner identifies some acts of obedience.	The learner identifies some acts of obedience with motivation.
Ability to list examples of selfless service.	The learner lists and demonstrates examples of selfless service precisely.	The learner lists examples of selfless service.	The learner lists some examples of selfless service.	The learner lists some examples of selfless service only when prompted



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 <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> (6 lessons)	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> 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 life. 	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. 	<ol style="list-style-type: none"> 1. Why is Yoga important? 2. How can we learn about Yoga at home?



	6.2 Simple postures (6 lessons) <ul style="list-style-type: none"> ● <i>Sitting</i> ● <i>Standing</i> ● <i>Squatting</i> ● <i>Bending</i> ● <i>Lying Down</i> ● <i>Relaxation</i> 	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) identify simple Yoga postures for understanding, b) relate simple yoga postures for good health, c) develop a positive attitude towards Yoga. 	The learner is guided to: <ul style="list-style-type: none"> ● identify simple Yoga postures, ● color sketches of simple Yoga postures, ● 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. 	How can we practice Yoga postures?
Core competencies to be developed: <ul style="list-style-type: none"> ● Communication and Collaboration: Learner portrays teamwork when practicing simple posture like sitting, standing, squatting, bending, lying down, relaxation using appropriate attire in groups. ● Digital literacy: Learner interacts with technology when listening to audio/video on the basics concept of Yoga. 				

**Values:**

- Respect: Learner demonstrates patience when listening to audio/video on the basics concept of Yoga.
- Responsibility: Learner portrays determination when encouraged to get information on the benefits of Yoga from their parents, guardians and religious leaders.

Pertinent and contemporary issues (PCIs):

Life skills: Learner observes developmental perspective when practicing simple posture like sitting, standing, squatting, bending, lying down, relaxation using appropriate attire in groups.

Links to other activity areas:

Learner is able to relate the creative skills of practicing simple posture like sitting, standing, squatting, bending, lying down, relaxation using appropriate attire to the creative skills learnt in Creative Activities.



Suggested Assessment Rubric

Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to name basic concepts of Yoga.	The learner names basic concepts of Yoga giving relevant examples.	The learner names basic concepts of Yoga correctly.	The learner names basic concepts of Yoga with minor omissions.	The learner names basic concepts of Yoga with major omissions.
Ability to identify simple Yoga postures.	The learner identifies simple Yoga postures using appropriate illustrations.	The learner identifies simple Yoga postures.	The learner identifies some simple Yoga postures.	The learner identifies some simple Yoga postures with prompts.



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 • Scriptures • Tactile illustrations 	<ul style="list-style-type: none"> • Visit to places of worship. • Discussing with parents. • Skit performances.



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"> • Visiting 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.