



**MINISTRY OF EDUCATION**

**UPPER PRIMARY LEVEL DESIGNS**

**LEARNING AREA: HINDU RELIGIOUS EDUCATION**

**GRADE 5**

**NOVEMBER 2019**



**KENYA INSTITUTE OF CURRICULUM DEVELOPEMENT**

**Essence statement**

The teaching of HRE in middle years aims at nurturing faith in Paramatma, the teachings and commonalities in the four faiths Sanatan/Vaidic, , Jainism, Buddhism and Sikhism.

It motivates the learner to embrace values taught by Enlightened Beings through the Scriptures and live by them. Yoga contributes towards the holistic development of the learner therefore fostering a well-balanced individual who can live harmoniously in the diverse global village.

Integration of theoretical approaches in HRE promotes the acquisition of basic core competencies. Thus, it provides an opportunity to the learner to become an ethical, engaged and empowered citizen.

**General Learning Outcomes**

By the end of **Grade Five** the learner should be able to:

- a) appreciate concepts of creation as taught in the four faiths
- b) acknowledge the medicinal importance of plants for good health
- c) implement the teachings of Enlightened Beings for righteous living
- d) recognize the key features in places of worship and understand their importance
- e) appreciate the teachings of Scriptures for spiritual growth
- f) exhibit responsible participation in the celebration of Utsav(festivals)
- g) practise Yoga for fitness and good character building
- h) apply digital technology in an appropriate way for spiritual nourishment.



			<ul style="list-style-type: none"> <li>• participate in a tree planting activity carried out in the school compound/community</li> <li>• Collect different leaves of medicinal plants available in their locality and make a scrap book.</li> </ul>	
<p><b>Core Competences to be developed:</b> Communication and collaboration - when they have group discussion on internalizing the different creation concepts.</p> <p>Learning to learn –Concept of creation in different faiths, as they also highlight the uses of medicinal plants,</p> <p>Citizenship – in tree planting activities</p> <p>Self-efficacy - in using the digital devices to learn about creation concepts and about medicinal plants</p> <p>DL-Creating with technology-Video of stages of medicinal plants to maturity.</p>				
<p><b>Pertinent and Contemporary Issues:</b> If a child gets unwell should be reported to the teacher/parent for immediate necessary action to avoid health hazards.</p> <p>Reforestation to avoid soil erosion and conservation through environmental education</p> <p>Safety and security by being able to identify dangerous and poisonous plants in the environment.</p>			<p><b>Values:</b> Responsibility- to nurture and preserve medicinal plants.</p> <p>Respect- accepting positively different views on creation concepts, preservation and right use of medicinal plants</p> <p>Love – nature/universe</p>	
<p><b>Links to other subjects: Science and Technology:</b> Stages of growth in a medicinal plant</p> <p><b>Agriculture:</b> Tree Planting</p> <p><b>Languages:</b> New vocabulary</p> <p><b>Mathematics:</b> counting the number of medicinal plants</p>			<p><b>Suggested Community Service-Learning activities:</b> Tree planting in community places</p>	

### Assessment Rubrics

<b>Indicator</b>	<b>Exceeds expectation</b>	<b>Meets expectation</b>	<b>Approaches expectation</b>	<b>Below expectation</b>
<b>Concepts of creation as per Hinduism and Jainism</b>	Learner can confidently describe and appreciate the concepts of creation as per Hinduism and Jainism.	Learner can describe the concepts of creation as per Hinduism and Jainism.	Learner can mention some aspects of concepts of creation as per Hinduism and Jainism.	Learner can hardly mention the concepts of creation as per Hinduism and Jainism.
<b>Medicinal plants and their uses</b>	Learner is able to name and identify more than five medicinal plants and their appropriate uses	Learner is able to name and identify five medicinal plants and their appropriate uses.	Learner is able to name and identify three medicinal plants and their appropriate uses.	Learner is barely able to name and identify two medicinal plants

Strand	Sub stand	Specific learning outcomes (KSA, core competence, values)	Suggested learning experiences (address the learning outcomes)	Key inquiry question(s) (Key question that guide achievement of the learning outcomes)
<b>2.0 The Enlightened Beings</b>	<b>2.1 Contribution of Enlightened Beings in reforming society</b>  <b>2.1.1 Tirthankara Abhinandan nath</b>  <b>2.1.2 Swami Narayan</b>  <b>2.1.3 Sri Guru Arjan Dev ji</b>  <b>2.1.4 Ananda</b>  <b>(No. of Lessons 8)</b>	<b>By the end of the sub-strand the learner should be able to:</b>  a. Name the Enlightened Beings for familiarization b. Identify the contributions of Enlightened Beings for spiritual wellbeing c. Recognize the reforms done by Enlightened Beings to improve life in the society d. Implement the teachings of Enlightened Beings for righteous living e. Appreciate the teachings of Enlightened Beings for peaceful living	<b>Learner could be guided to:</b> <ul style="list-style-type: none"> <li>• read the life histories of the four Enlightened Beings in the Scripture through digital devices</li> <li>• listen to the stories of Enlightened Beings from a resource person/audio-visual device</li> <li>• Research and write essays on the lives of Enlightened Beings</li> <li>• Present their research findings in class</li> <li>• Role play/Perform skits based on the reforms done by great Enlightened Beings</li> <li>• Draw sketches of Enlightened Beings using digital devices/drawing books.</li> <li>• take part in quiz competitions on reforms of Enlightened Beings.</li> <li>• watch animated films on Enlightened Beings using digital devices.</li> </ul>	<ol style="list-style-type: none"> <li>1. Who are the Enlightened Beings?</li> <li>2. What are the common teachings of Enlightened Beings?</li> <li>3. How do we emulate the Enlightened Beings in our lives?</li> </ol>
<p><b>Core Competences to be developed:</b> Critical thinking, be encouraged to perform skits based on the reforms done by Enlightened Beings. could be encouraged to match the Enlightened Beings with the reforms done by each. (by dragging and dropping on digital device)</p> <p>learning to learn, encouraged to listen stories of Enlightened Beings using a resource person</p> <p>Communication and collaboration – During group activities, in pairs could complete the sketches of Enlightened Beings.</p> <p>DL-Digital citizenship-authentic source of information Acknowledgement of other people’s work, Ethical practices- always use appropriate representations of Enlightened Beings.</p>				

<p><b>Pertinent and Contemporary Issues:</b> Social cohesion</p> <p>Parental Empowerment as they implement the teaching when telling stories on Enlightened Beings and encouraging learners to participation in religious activities</p> <p>Self-esteem as learners match the Enlightened Beings and their reforms.</p>	<p><b>Values:</b> Social justice-following the teachings of the Enlightened Beings in reforming society</p> <p>Love-in appreciating the teachings of the Enlightened Beings.</p> <p>Respect- Implementing the teachings of the Enlightened Beings.</p> <p>Peace- reading the books about the life histories of the Enlightened Beings.</p> <p>Integrity – emulating the lives of the Enlightened Beings.</p>
<p><b>Links to other subjects: Languages-</b> new vocabulary</p> <p><b>Art and craft-</b>making sketches</p> <p><b>Social studies-</b> life histories of Enlightened Beings</p> <p><b>Music-</b>singing bhajans, mantras and hymns</p>	<p><b>Suggested Community Service-Learning activities:</b> During the celebrations of birth anniversaries of Enlightened Beings learner can take active participation.</p>

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Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
<p><b>Naming the Enlightened Beings and core values represented</b></p>	<p>Confidently and correctly names all the Enlightened Beings and describe their teachings as well as list all the values they represent.</p>	<p>correctly names all the Enlightened Beings and describe their teachings as well as list all the values they represent.</p>	<p>Is able to name two out of four of the Enlightened Beings and partially describes their teachings as well as list some of the values represented</p>	<p>Hardly names the Enlightened Beings and unable to describe their teachings and list the values represented.</p>
<p><b>Brief life histories of Enlightened Beings</b></p>	<p>Is able to eloquently narrate life histories of all great Enlightened Beings taught in this level</p>	<p>Is able to narrate life histories of all Enlightened Beings taught in this level</p>	<p>Is able to narrate life histories of two out of four Enlightened Beings taught in this level</p>	<p>Is able to narrate life history of one out of four Enlightened Beings taught in this level</p>

Strand	Sub stand	Specific learning outcomes (KSA, core competence, values)	Suggested learning experiences (address the learning outcomes)	Key inquiry question(s) (Key question that guide achievement of the learning outcomes)
<b>3.0 Scriptures</b> (Naitik Niyams)	<b>3.1 Role of Scriptures in instilling moral values</b>  (Through scriptural stories)  (No. of Lessons 6)	By the end of the Sub strand the learner should be able to: <ol style="list-style-type: none"> <li>a. identify the teachings of Scriptures at family level for developing moral values</li> <li>b. explain the teachings that promote moral values in families as per Scriptures of the four faiths</li> <li>c. appreciate the role of Scriptures for character development in the family</li> </ol>	<b>Learner could be guided to:</b> <ul style="list-style-type: none"> <li>• use search engines to identify the role of Ramayan, Uttradhayan (Ch. 7-12), Panca Sila, Sri Guru Granth Sahib ji.</li> <li>• listen to stories from a resource person/audio-visual device to know about the role of the Scriptures</li> <li>• tell stories from Scriptures that promote the moral values</li> <li>• recite mantras/shabads/stavans/hymns from Scriptures based upon their roles to instil moral values</li> <li>• hold group discussions on the role of Scriptures.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do Scriptures contribute to the instilling of moral values?</li> <li>2. How do we apply moral values in different situations?</li> </ol>
<p><b>Core Competences to be developed:</b> Learning to learn- knowing roles of Scriptures, visiting places of worship.</p> <p>Creativity and imagination – collection of verses from different Scriptures</p> <p>Self-efficacy – through participation in discussion on role of Scriptures in instilling moral values.</p> <p>Critical thinking and problem solving – handling life problems with guidance from Scriptures</p> <p>Digital Literacy-downloading Scriptures to digital device. Navigate through platforms for learning Scriptures. authenticity of information, Data protection-viruses, malicious damage and proper storage of data.</p>				
<b>Pertinent and Contemporary Issues:</b> Social cohesion as they follow the moral values			<b>Values:</b> Respect for the Scripture Obedience to the teachings	



Self-esteem as they get uplifted by following the moral values from Scriptures.	Responsibility in taking care of the Scriptures. Unity, community and solidarity as they share values from Scriptures.
<b>Links to other subjects:</b> <b>Languages:</b> New vocabulary <b>Music:</b> In reciting and singing Hymns and Verses from the Scriptures	<b>Suggested Community Service-Learning activities:</b> Recitation of couplets from Scriptures, participating in the processional religious activities to honour the Scriptures

### Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
<b>Moral Values</b>	Confidently and correctly describe the moral values from all the four Scriptures. He is an inspiration to his peers in applying moral values.	Confidently and correctly describe the moral values from all the four Scriptures.	The learner can mention the moral values in two Scriptures out of four.	Learner can barely mention the moral values from the Scriptures.

Strand	Sub strand	Specific learning outcomes (KSA, core competence, value s)	Suggested learning experiences (address the learning outcomes)	Key inquiry question(s) (Key question that guide achievement of the learning outcomes)
<b>4.0 Worship</b>  <b>(Ishwar bhakti)</b>	<b>4.1 Features and Importance of Jain Derasar and Sikh Gurdwara</b>  <b>4.1.1 Places of worship:</b> <b>Location of Jain Derasar and Sikh Gurdwaras in Kenya</b>  (No. of Lessons 10)	By the end of the Sub-strand the learner should be able to: <ol style="list-style-type: none"> <li>a. Describe the features of places of worship for familiarisation</li> <li>b. analyse the differences found in the features at the places of worship in Jains and Sikhs for clear understanding</li> <li>c. appreciate the relevance of different features at a place of worship</li> <li>d. classify the practices and ceremonies held in Jain Derasar and Sikh Gurdwara.</li> </ol>	<b>Learner could be guided to:</b> <ul style="list-style-type: none"> <li>• Collect pictures for Jain Derasar and Sikh Gurdwara from magazines/newspapers/digital devices.</li> <li>• Take photos at the places of worship</li> <li>• Create a montage using photos from the places of worship</li> <li>• Hold group discussions on the different features of Jain Derasar and Sikh Gurdwara</li> <li>• visit places of worship to witness activities carried out at different times.</li> <li>• make a collage of a place of worship in his/her locality</li> <li>• use digital devices to locate the Jain Derasar and Sikh Gurdwaras in Kenya</li> <li>• draw and colour the Jain Derasar and Sikh Gurdwara</li> <li>• visit a Jain Derasar and Sikh Gurdwara to witness ceremonies, architecture and other important features.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to visit a place of worship?</li> <li>2. What features are found in a Jain Derasar?</li> <li>3. What features are found in a Sikh Gurdwara?</li> </ol>
<b>Core Competences to be developed: Communication and Collaboration-</b> As learners recite, sing and perform prayers in groups <b>Learning to learn</b> – they map different locations of places of worship				

<p>Self-efficacy - Learners be encouraged to take photos of places of worship to build self-esteem.  Creativity and imagination - Learners are guided to make a collage of places of worship in his/her locality  <b>Digital Literacy</b> -drawing, colouring and mapping places of worship in Kenya using digital devices.</p>	
<p><b>Pertinent and Contemporary Issues:</b> Parental Engagement- As learners are encouraged to recite prayers and be taken to places of worship for observing rituals and strengthening faith. Parents are encouraged to accompany their children to places of worship and guide them in activities before, during and after worship.</p> <p>Life skills- in observing Safety and security before, during and after worship.Health education – learners are advised to promote hygiene as they visit the places of worship.</p>	<p><b>Values:</b> Peace-while Reciting the daily prayers with devotion  Respect-at places of worship elders and observing temple norms,  Responsibility- observing temple norms, mapping and drawing places of worship,  Love- for Paramatma and for the places of worship through singing daily prayers</p>
<p><b>Links to other subjects: Social studies</b>-mapping the location  <b>Art and craft</b>- drawing and colour,  <b>Music</b>-reciting and singing  <b>English/Indigenous Language</b>-new vocabulary  <b>Hygiene</b>-washing hands, feet, putting on clean clothes, taking daily bath</p>	<p><b>Suggested Community Service Learning activities:</b>  Learners be taken to places of worship for age appropriate voluntary services e.g. cleaning the floor, distributing and picking utensils after meals, organising shoe racks, help in the distribution of holy Prasaad, creating and distributing religious handouts to visitors in the places of worship.</p>

**Assessment Rubrics**

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
<b>Identification of Sikh Gurdwara and Jain Derasar</b>	Learner can perfectly identify and describe the features found in Sikh Gurdwaras and Jain Derasars and is able to tell their similarities and differences,	Learner can perfectly identify and describe the features found in Sikh Gurdwaras and Jain Derasars .	Learner can identify and describe some of the features found in Sikh Gurdwara and Jain Derasars	Learner can hardly identify and describe the features found in a Sikh Gurdwara and Jain Derasars.

Strand	Sub stand	Specific learning outcomes (KSA, core competence, values)	Suggested learning experiences (address the learning outcomes)	Key inquiry question(s) (Key question that guide achievement of the learning outcomes)
<b>5.0 Principles of Dharma</b>	<b>Virtues for righteousness according to Jainism and Sikhism based on moral stories</b>  (No. of Lessons)	<b>By the end of the Sub strand the learner should be able to:</b> <ol style="list-style-type: none"> <li>a. Describe the stories from Jain and Sikh Scriptures for deeper understanding of righteousness</li> <li>b. Expound on virtues for righteousness leading to social harmony</li> <li>c. Appreciate the virtues for righteousness in daily life</li> </ol>	<b>Learner could be guided to:</b> <ul style="list-style-type: none"> <li>• download information on virtues of righteousness using digital devices and discuss in groups</li> <li>• tell stories based on virtues of righteousness as <b>per Jainism and Sikhism</b></li> <li>• perform skits based on the identified stories</li> <li>• visit places of worship accompanied by parents/guardians to learn more on virtues of righteousness</li> <li>• listen and watch a resource person on Youtube talking about virtues of righteousness</li> </ul>	<ol style="list-style-type: none"> <li>1. Why are virtues of righteousness considered important according to Jainism and Sikhism?</li> <li>2. How are virtues of righteousness applied in daily life?</li> </ol>
<p><b>Core Competences to be developed:</b> Promotion of Learning to learn by story telling on Principles of Dharma in groups and pairs.</p> <p>Enhancing creativity and imagination through performing skits.</p> <p>Citizenship - role model to demonstrate implementation of Principles of Dharma.</p> <p>Digital Literacy-Interacting with technology to retrieve and manipulation of information on Principles of Dharma.</p> <p>Self -efficacy- as they discuss and demonstrate Principles of Dharma in interactions.</p>				
<p><b>Pertinent and Contemporary Issues:</b> Self-esteem as they apply Principles of Dharma</p> <p>- social cohesion as they implement Principles of Dharma for harmonious living.</p> <p>- Parental engagement as they take their children to visit the place of worship to</p>			<p><b>Values:</b> Peace – non-violence as they observe the principles</p> <p>Sharing and caring – as they observe and practice the principles</p> <p>Honesty and trust– as they implement the principles</p> <p>Responsibility – through dedication and commitment to the Principles of</p>	

learn more about Principles of Dharma.	Dharma. Respect for the Principles of Dharma as they practise them.
<b>Links to other subjects: Languages:</b> New vocabulary <b>Mathematics:</b> counting the number of Principles of Dharma	<b>Suggested Community Service-Learning activities:</b> By taking active participation in the celebration of festivals and community programs while observing the Principles of Dharma

### Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
<b>Virtues of righteousness</b>	Confidently and correctly states the virtues of righteousness as per Jainism and Sikhism. Inspires others to follow them by being a role model in school and in community	Correctly states the virtues of righteousness as per Jainism and Sikhism.	States some of the virtues of righteousness as per Jainism and Sikhism.	Barely states the virtues of righteousness as per Jainism and Sikhism.

Strand	Sub stand	Specific learning outcomes (KSA, core competence, values)	Suggested learning experiences (address the learning outcomes)	Key inquiry question(s) (Key question that guide achievement of the learning outcomes)
<b>6.0 Sadachaar (Social Ethics)</b>	<b>6.1 Friendship and good company</b>  (No. of Lessons 7)	<b>By the end of the Sub strand the learner should be able to:</b>  a) identify the qualities of good friendship for healthy social development  b) distinguish between good and bad company for self awareness  c) apply integrity in maintaining friendship  d) Establish friendly relationships with family members for sense of belonging	<b>Learner could be guided to:</b>  <ul style="list-style-type: none"> <li>• Research from Scriptures on the qualities of good relations in friendship and discuss their findings in pairs</li> <li>• Role play/dramatize stories from the life histories of Enlightened Beings that depict true friendship</li> <li>• sing songs and recite poems on friendship</li> <li>• watch films and videos based on good friendship</li> <li>• choose good companions with whom to share values in life</li> <li>• demonstrate friendly relationships with parents and elders at home.</li> <li>• write/type essays on good friendship.</li> <li>• spend quality time with their parents and vice versa.</li> <li>• create a communication group of friends using digital devices.</li> </ul>	<ol style="list-style-type: none"> <li>1. What are the qualities of a good friend?</li> <li>2. Why is it important to have good company?</li> <li>3. How do you stay away from bad influence?</li> <li>4. Why is it important to consider safety measures while chatting on-line with friends?</li> <li>5. What are the ways of developing friendship with Paramatma?</li> <li>6. Why is it important to have good relationships with family and elders?</li> </ol>
<p><b>Core Competences to be developed:</b> Self-efficacy - Demonstrate friendly relationships with parents and elders at home.  Creativity and imagination - Dramatize stories from the Scriptures and the life histories of Great Spiritual souls to depict true friendship  Communication and collaboration – Create a communication group using digital devices.  Learning to learn – as they watch best practice on online etiquette for good friendship  Citizenship - Establish friendly relationships with parents and elders.  Digital Literacy -Forms and skills of communication and collaboration in technology.</p>				
<p><b>Pertinent and Contemporary Issues:</b> Guidance in the choice of one’s friends  Clubs and societies enable one to identify valuable friends</p>			<p><b>Values:</b> Responsibility – as they choose friends, Respect their friends and Love their friends  Integrity in relations through ethics, fair play and honesty</p>	

<p>Social cohesion is enhanced through the bond of friendship  Self-awareness contributes to truthful relations among friends  Taking precautions to interact with anonymous or unsecured persons, avoid open Wi-Fi, observe net-etiquettes,  Personal and social management in maintaining friendship  Effective communication with friends  Citizenship - Forgiveness and reconciliation in relationships</p>	<p>Unity as they work together as friends  Caring and Sharing with friends  Patience with their friends</p>
<p><b>Links to other subjects: English/indigenous language:</b> New vocabulary  <b>Social Studies:</b> Values  <b>Mathematics:</b> Counting the values  <b>Physical Education:</b> Values in sport and games</p>	<p><b>Suggested Community Service-Learning activities:</b> Perform drama on stories about good friendship from the Scriptures and life histories of great spiritual souls  Gender Balance activities – duty roaster for activities in class, at home and places of worship.</p>

**Assessment Rubrics**

<b>Indicator</b>	<b>Exceeds expectation</b>	<b>Meets expectation</b>	<b>Approaches expectation</b>	<b>Below expectation</b>
<b>Qualities of Friendship</b>	Is able to mention and exhibit more than five qualities of friendship. Acts as an inspiration for others as a good friend	Is able to mention and exhibit at least five qualities of friendship	Is able to mention and exhibit at least three qualities of friendship	Is able to mention with assistance, two qualities of friendship

Strand	Sub stand	Specific learning outcomes (KSA, core competence, values)	Suggested learning experiences (address the learning outcomes)	Key inquiry question(s) (Key question that guide achievement of the learning outcomes)
7.0 Utsav (Festivals)	<b>7.1 Significance, rites and rituals, prayers/songs</b>  <b>7.1.1 Vaisakhi</b>  <b>7.1.2 Buddhist Vesak and Uposatha</b>   <b>(No. of Lessons 6)</b>	<b>By the end of the Sub strand the learner should be able to:</b>  a) State the significance of celebrating the festivals for the preservation of traditions. b) Describe the significance behind the ceremonies performed during the festivals c) take part in festivals for social cohesion d) Appreciate the value of celebrating festivals for spiritual growth	<b>Learner could be guided to:</b> <ul style="list-style-type: none"> <li>• watch videos on how Vaisakhi, Vesak and Uposatha are celebrated</li> <li>• participate in the celebration of festivals</li> <li>• write essays on how festivals are celebrated</li> <li>• listen to stories/narrate stories about the significance of celebrating festivals</li> <li>• visit places of worship/community hall/archives for celebration and collecting information</li> <li>• Sing Shabads and recite mantras in relation to the festivals.</li> <li>• Sing and dance during celebration of festivals</li> <li>• Hold a variety programme during celebrations</li> <li>• Do charity work.</li> </ul> Take a project on drawing different aspects of celebration of festivals	<ol style="list-style-type: none"> <li>1. Why do Buddhists celebrate Vesak and Uposatha?</li> <li>2. Why do Sikhs celebrate Vaisakhi?</li> <li>3. How do Vaisakhi, Vesak and Uposatha festivals strengthen one's faith?</li> </ol>
<p><b>Core Competences to be developed:</b> DL-Creating with technology-schedule of activities in line with the calendar, and their own calendar using digital device.            Learning to learn – while learning about festivals from two faiths. Watch videos on how Vaisakhi and Vesak are celebrated            Self-efficacy - Take active participation in the celebration</p> <p>Communication and collaboration - Singing and dancing during celebration of festivals            Citizenship - Take active participation in the celebration of festivals, Sing Shabads and recite mantras            Creativity and imagination – writing/typing of essays, make and decorate a calendar.</p>				



<p><b>Pertinent and Contemporary Issues:</b> Social cohesion as they participate and observe festivals</p> <p>Self-esteem – as they fully participate in festivals.</p> <p>Parental engagement and empowerment as parents accompany their children for celebrations.</p>	<p><b>Values:</b> Obedience – follow guidance while observing rituals during festivals</p> <p>Humility – active participation in religious ceremonies</p> <p>Unity – celebrating with others during religious festivals</p> <p>Tolerance – appreciating other religious festivals</p>
<p><b>Links to other subjects: Mathematics:</b> Hindu Calendar</p> <p><b>Art, craft and music:</b> Singing and dancing during celebration of festivals, decorations, drawings and paintings.</p> <p><b>Social Studies:</b> Social and National festivals</p> <p><b>English/indigenous language:</b> New vocabulary</p>	<p><b>Suggested Community Service-Learning activities:</b> Active participation in the celebration of festivals in a responsible manner. Decorate the temple for celebration e.g Rangoli, making toran on the door, flower arrangements, collect specific flowers for the celebration of Vaisakh/Vaisakhi/Mashuja day</p>

### Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
<b>Festivals</b>	Confidently and correctly explains the significance of celebrating festivals in a responsible manner. The learner actively participates in various activities related to the celebration	Correctly explains the significance of celebrating festivals in a responsible manner. The learner also participates in various activities related to the celebration	Sometimes explains the significance of celebrating festivals in a responsible manner. The learner is not keen in participation in activities related to the celebration	Hardly states the significance of celebrating festivals in a responsible manner. The learner participates moderately in activities related to the celebration

Strand	Sub stand	Specific learning outcomes (KSA, core competencies, values)	Suggested learning experiences (address the learning outcomes)	Key inquiry question(s) (Key question that guide achievement of the learning outcomes)
<b>8.0 Yoga (Wholistic wellness)</b>	<b>8.1 Physical aspect of Yoga</b>  <b>8.1.1 Pranaayam Asanas (Breathing exercises)</b>  <b>8.1.2 Bhadra asana, (Ardha utrasana, Sasank asana)</b>  <b>(Physical postures)</b>  <b>(No. of Lessons 6)</b>  <b>8.1.3 Communal aspects of Yoga</b>  Being green(caring for environment) Being collaborative (supporting each other)  <b>8.1.4 Spiritual aspects of Yoga</b> <b>Meditation</b> Commitment (Sankalp)	<b>By the end of the Sub strand the learner should be able to:</b>  a. Describe the types of Pranaayam and Asanas for familiarisation  b. Practice Pranaayam and Asanas for physical well being  c. Appreciate the importance of Pranaayam and Asanas for healthy living  a. Participate in collaborative activities for the benefit of society  b. Demonstrate a simple meditation technique for spiritual growth  c. Recite Sankalpa mantra for global wellbeing.	<b>Learner could be guided to:</b> <ul style="list-style-type: none"> <li>• Access Yoga guides using digital devices, like Youtube and demonstrative manuals</li> <li>• correctly perform <b>Sheetali Pranayaam(cooling breath),Sheet kari Paranayaam (hissing breath) and asanas (Bhadra asana, Ardha utrasana, Sasank asana)</b> under the supervision of an able resource person</li> <li>• visit and participate in the celebration of International Yoga day.</li> <li>• practice asanas in pairs and groups to encourage and help each other</li> <li>• create a Yoga guidance video using digital devices.</li> <li>• Participate in cleanup of school and local community</li> <li>• Correctly perform Asanaas meditation under the supervision of a resource person.</li> <li>• Recite Sankalpa mantra in small groups.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why are asanas important in performing Yoga?</li> <li>2. How does Pranayam help in physical wellbeing?</li> <li>3. How are aspects of Yoga beneficial to the society?</li> <li>4. How is meditation helpful in spiritual growth?</li> </ol>

<p><b>Core Competences to be developed:</b> : Learning to learn – through performance of yogic exercises</p> <p>Self-efficacy – by performing yogic exercises it raises one self esteem</p> <p>Citizenship – participating in the international Yoga day</p> <p>Creativity and imagination –through creating commitment statements.</p> <p>Communication and collaboration – while performing yoga in pairs and groups while exchanging ideas</p> <p>Self-efficacy, Digital Literacy-Interacting with technology-scheduling time for Yoga practices, creating with technology-creating a Yoga guidance video, copyright</p>	
<p><b>Pertinent and Contemporary Issues:</b> Health education through physical exercises</p> <p>Life skills – by raising self-esteem through wholistic wellness</p> <p>Self- awareness through different physical postures and meditation.</p> <p>Peace education -guidance while performing breathing exercises and through commitment statement.</p>	<p><b>Values:</b> Unity – through participating in the Yoga international day</p> <p>Responsibility to maintain good health through performing yoga</p> <p>Self-discipline – punctuality, right attire and diet</p> <p>Obedience – Following instruction correctly</p> <p>Respect- respecting personal space</p>
<p><b>Links to other subjects:</b> Nutrition and hygiene: Balance diet and cleanliness of the body</p> <p>Physical education: Wellness of the body</p> <p>Music: music while doing exercises</p> <p>Mathematics: counting the breath during breathing exercise, counting reps and sets during exercise</p> <p>Language: New vocabulary</p>	<p><b>Suggested Community Service-Learning activities:</b> Taking part in international Yoga day, offering to sensitize and tutor others in performing Yoga</p> <p>Participating in clean-up of school, marketplace and rivers.</p>

### Assessment Rubrics

<b>Indicator</b>	<b>Exceeds expectation</b>	<b>Meets expectation</b>	<b>Approaches expectation</b>	<b>Below expectation</b>
<b>Pranaayam</b>	Confidently explains, performs and inspires others in performing Pranaayams.	Confidently performs and inspires others in performing Pranaayams.	performs Pranaayams but not consistently.	Struggles to perform, needs motivation and constant assistance.
<b>Asanas</b>	Confidently explains, performs and inspires others in performing Asanaas.	Confidently performs and inspires others in performing Asanaas.	performs Asanaas but not consistently.	Struggles to perform, needs motivation and constant assistance