



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

UPPER PRIMARY LEVEL DESIGNS

SUBJECT

HINDU RELIGIOUS EDUCATION

GRADE 6



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

JANUARY 2021

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FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for education, training and research meet the aspirations of the Kenya Constitution 2010, the Kenya Vision 2030, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. In relation to this, the Ministry of Education (MoE) embarked on curriculum reforms that culminated in the full implementation of the Competency Based Curriculum (CBC) in January, 2019 from the level of Early Years Education (Pre-Primary 1 and 2, and Lower Primary Grade 1, 2 and 3). This was followed by the roll out of the curriculum in Grade 4 in 2020. In readiness for the progression of the Grade 4 cohort, the curriculum designs for Grade 5 were developed.

Grade 6 designs have now been developed. These curriculum designs are intended to ensure that the core competencies attained by learners at Grade 5 are enhanced even as further opportunities are provided for identification and nurturing of every learner's potential as learners prepare to transit to Junior Secondary school.

The curriculum designs include the general and specific learning outcomes for the learning areas (subjects) as well as strands and sub - strands. The designs also outline suggested learning experiences, key inquiry questions, assessment rubric, pertinent and contemporary issues, values and Community Service Learning (CSL) activities.

It is my hope that all Government agencies and other stakeholders in Education will use the designs to plan for effective and efficient implementation of the Competency Based Curriculum.

PROF. GEORGE A. O. MAGOHA, MBS, EBS, CBS
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PREFACE

The Ministry of Education (MoE) is currently implementing the second phase of the curriculum reforms with the roll out of the Competency Based Curriculum (CBC) at Grade 4 in 2020. This is the first cohort of the Upper Primary level in the new education structure. Grade 5 and 6 designs have also been developed.

Grade 6 being the final stage of the upper primary level is very critical in the realization of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a Content - Focused Curriculum to a focus on **Nurturing every Learner’s potential**.

Therefore, the Grade 6 curriculum designs are intended to enhance the learners’ development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn and Self-efficacy.

The curriculum designs also continue to link the activities in the main learning areas to the other aspects of the CBC including links to Pertinent and Contemporary Issues (PCIs), Values and Community Service Learning (CSL). The designs also offer several suggested interactive learning activities and variety of assessment techniques. It is expected that the curriculum designs will guide the teachers to enable learners attain the expected learning outcomes for Grade 6 and prepare them effectively for the next Grade.

It is my expectation that the teacher will use the designs to make learning interesting, exciting and enjoyable.

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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2018) mandates the Institute to develop curricula and curriculum support materials for basic and tertiary education and training, below the university. The curriculum development process for any level involves thorough research, international benchmarking and robust stakeholder engagement. Through this systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF), that responds to the demands of the 21st Century and the aspirations captured in the Kenya Constitution 2010, Kenya and the Kenya Vision 2030, East African Commission Protocol and the United Nations Sustainable Development Goals.

KICD obtains its funding from the Government of Kenya to enable the successful achievement of the stipulated mandate and implantation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The Grade 6 curriculum designs have been developed with the support of the World Bank through the Kenya Secondary Education Quality Improvement Program (SEQIP) commissioned by the MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for the policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary – MoE and the Principal Secretary – State Department of Early Learning and Basic Education,

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their various roles in the development of the Grade 6 curriculum designs. In relation to this, we acknowledge the support of the Secretary - Teachers Service Commission (TSC) and the Chief Executive Officer of the Kenya National Examinations Council (KNEC) for their support in the process of developing these designs.

Finally, we are very grateful to the KICD Council Chairperson Dr. Sara Ruto and other members of the Council for very consistent guidance in the process. We assure all teachers, parents and other stakeholders that these curriculum designs will effectively guide the implementation of the CBC at Grade 6 and preparation of learners for Grade 7.

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TABLE OF CONTENTS

FOREWORD	iii
PREFACE	iv
ACKNOWLEDGEMENT	v
TABLE OF CONTENTS	vii
NATIONAL GOALS OF EDUCATION	viii
SUGGESTED TIME ALLOCATION	x
GENERAL LEARNING OUTCOMES FOR MIDDLE SCHOOL	xi
HINDU RELIGIOUS EDUCATION	1

NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

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

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

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

a) Social Needs

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

b) Economic Needs

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

c) Technological and Industrial Needs

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

3. Promote individual development and self-fulfilment

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

4. Promote sound moral and religious values

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



5. Promote social equity and responsibility

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

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

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

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

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

8. Good health and environmental protection

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

SUGGESTED TIME ALLOCATION

#	Subject	Lessons Per Week
	Mathematics	5
	Physical and Health Education	5
	English language	4
	Kiswahili Language KSL for learners who are deaf	4
	Science and Technology	4
	Agriculture	3
	Creative Arts (Art and craft, Music)	3
	Home science	3
	Religious Education (CRE/IRE/ HRE)	3
	Social Studies (Citizenship, Geography, History)	3
	Other Languages	2
	Pastoral Programme and Instructions	1
	TOTAL	40



GENERAL LEARNING OUTCOMES FOR MIDDLE SCHOOL EDUCATION

By the end of Middle School, the learner should be able to:

- 1) Apply literacy, numeracy skills and logical thinking appropriately in self-expression.
- 2) Communicate effectively in diverse contexts.
- 3) Apply digital literacy skills appropriately for communication and learning in day-to-day life.
- 4) Practise hygiene, appropriate sanitation and nutrition to promote health.
- 5) Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
- 6) Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.
- 7) Demonstrate social skills, spiritual and moral values for peaceful co-existence.
- 8) Demonstrate appreciation of the country's rich, diverse cultural heritage for harmonious co-existence.
- 9) Manage pertinent and contemporary issues in society effectively.



HINDU RELIGIOUS EDUCATION

Essence statement

The teaching of Hindu Religious Education (HRE) at Upper Primary in **Grade six** aims at nurturing and developing the learner's knowledge and understanding of religion, religious beliefs, practices, values and traditions and their influence on individuals, communities, societies and cultures. It enables the learner deepen faith in Paramatma, the teachings of Enlightened Beings and commonalities in the four faiths Sanatan/Vaidic, Jainism, Buddhism and Sikhism to be at peace with God, self, others and the environment for harmonious living.

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.

In addition the course enables the learner to recognize and appreciate beliefs and practices of other World Religions and develop skills for living in an increasingly diverse world. HRE further enables the learner to develop attitudes of care and empathy for others and the environment for harmonious living.

Integration of theoretical approaches in HRE promotes the acquisition of basic core competencies. These competencies can be acquired through constructive contributions both by the teacher and the learner using appropriate platforms of teaching/learning. Thus, it provides an opportunity to the learner to become an ethical, engaged and empowered citizen.



General Learning Outcomes

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

1. Understand creation as taught in the four faiths and develop a sense of belonging to a common humanity
2. Develop desired knowledge, skills, attitudes and values to acknowledge and care for people , environment ,animals , birds and adopt sustainable consumption habits for harmonious living
3. Develop and apply spiritual and moral values in daily life and follow the teachings of Enlightened Beings for righteous living and appreciate the teachings of Scriptures for spiritual growth
4. Recognize and embrace key features in places of worship, their importance for understanding and exhibit responsible participation in the celebration of Utsav(festivals) for righteous living
5. Apply and practice Yoga for fitness and good character building for self fulfilment and social harmony.
6. Explore opportunities for social entrepreneurship and manage natural, man-made and financial resources appropriately for posterity of life
7. Demonstrate respect for diversity and cultivate positive relationships with people from different religions for harmonious living
8. Demonstrate netiquette and apply digital technology in appropriate ways in research for personal development, social interactions spiritual knowledge growth

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
<p>1.0 Creation (Srishti)</p>	<p>1. 1.1 Creation in Buddhism and Sikhism (Scriptural stories)</p>	<p>By the end of the Sub Strand the learner should be able to:</p> <ul style="list-style-type: none"> a. recall the concepts of creation from Buddhism and Sikhism for familiarisation b. Interpret the different concepts of creation for deeper understanding of common humanity c. Nurture different concepts of creation for social awareness and harmony 	<p>Learner could be guided to:\</p> <ul style="list-style-type: none"> • Visit places of worship accompanied by parents/ guardian/teacher to inquire more about the concepts of creation in Buddhism and Sikhism • Research and report on different creation concepts using search engines / Scriptures/library/resource person. • Discuss in groups about the different creation concepts • Watch a video on discourse by a spiritual teacher • Ask their elders/parents questions on the different concepts of creation. 	<ul style="list-style-type: none"> 1. Why is it important to know creation concepts in Buddhism and Sikhism? 2. How does understanding the concept of creation help one appreciate Paramatma?

	<p>1.1.1 Gifts of Nature</p> <p>Religious importance Animals and birds:</p> <ul style="list-style-type: none"> • cow • peacock • horse • elephant • hawk • Garrur • Lion <p>(No. of Lessons 10)</p>	<p>a. Recognize the significance of animals and birds in the four faiths for basic understanding</p> <p>b. Recognize importance of specific birds and animals to enhance appreciation of gifts from mother nature</p> <p>c. Nurture animals and birds for preservation of environment and sustenance of life</p> <p>d. Take part in preservation of environment for sustainable development</p>	<ul style="list-style-type: none"> • visit the temple/museum as a group to observe pictures/murals/sculptures of birds and animals of religious importance, take photos/videos. • Prepare a skit from a Scriptural story and enact as a group activity. • draw animals and birds of religious importance using digital devices • take videos and photos of birds and animals and identify the ones of religious importance. • listen to radio lessons and stories related to birds and animals of religious importance/watch videos. • participate in a charity walk to raise funds to preserve environment. • keep feeding trays and water pots to nurture birds and animals. (Nature corner) 	<ol style="list-style-type: none"> 1. How are specific birds and animals given symbolic significance in different faiths? 2. How would you treat an injured bird or animal?
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			<ul style="list-style-type: none"> engage in group discussions to highlight symbolic significance of birds and animals of religious importance as related to Enlightened Beings. 	<p>How do Scriptural stories show interdependency of nature and humans?</p>
<p>Core Competencies to be developed: Creativity and imagination through singing songs on animals and birds during role play on Scriptural stories and drawing animals and birds. Learning to learn – listening to radio lessons on creation stories and on sacred birds and animals. Communication and collaboration – through group visit to the places of worship and carrying out related activities. Citizenship – Environmental preservation as learners take part in a charity walk to raise funds in order to preserve environment. Self-efficacy- Building nature corner. Digital Literacy-Using digital devices to conduct research and preparing reports on their findings.</p>				
<p>Pertinent and Contemporary Issues: Parental Engagement as the learner visits places of worship accompanied by parents. Sensitization on birds and animals of religious importance Animal welfare as the learner feed and water birds and animals Environmental issues- Financial literacy, and sustainable consumption as they prepare nature corner and participate in charity walk. Community service learning as they nurture Sacred birds and animals</p>			<p>Values: Responsibility- as they nurture Sacred birds and animals Love- oneself as God’s creation, taking care of birds and animals Respect and in appreciating Scriptural stories from different faiths Obedience- listening to teachers, parents, Scripture, elders and selected radio and TV programmes</p>	

<p>Links to other subjects: Agriculture: Taking care of birds and animals Social studies: Location of birds and animals Languages: New vocabulary Mathematics: counting the number of sacred birds and animals Business studies: Managing finances for charity walk and nature corner.</p>	<p>Suggested Community Service-Learning activities: Organising a nature corner to feed birds and animals in the school compound Charity walk to raise funds to protect animals During religious congregations in community halls posters can be displayed on how to protect nature.</p>
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Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Concept of Creation	Confidently and accurately describes concepts of creation from Buddhism and Sikhism.	Accurately describes the concepts of creation as per Buddhism and Sikhism.	Accurately describes some aspects of concepts of creation as per Buddhism and Sikhism.	Hardly accurately describes the concepts of creation as per Buddhism and Sikhism.
Symbolism of birds and animals	Confidently and accurately explains the symbolism of all the listed birds, animals of religious importance.	Accurately explains the symbolism of four of listed birds, animals of religious importance.	Accurately explains some aspects of symbolism of three of the listed birds, animals of religious importance.	Hardly explains any aspects of the symbolism of two of listed birds, animals of religious importance.

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0 The Enlightened Beings	2.1 Enlightened Beings and social welfare 2.1.1 Raja Ram Mohan Rai 1.1.2 Atma Ram Ji 1.1.3 Sarriputa 1.1.4 Sri Guru Hargobind Sahib ji (No. of Lessons 10)	<p>By the end of the Sub Strand the learner should be able to:</p> <ol style="list-style-type: none"> Recount key events from the lives of Enlightened beings for social welfare Explore the contributions of Enlightened Beings for inspiration Implement the teachings for righteous living Practice the teachings of Enlightened Beings to enhance social harmony. 	<p>Learner could be guided to:</p> <ul style="list-style-type: none"> read the life histories of the listed Enlightened Beings using digital devices discuss with parents to gain knowledge on Enlightened Beings listen to stories of Enlightened Beings using Scriptures/a resource person/audio-visual device Research and write essays on the lives of Enlightened Beings Present their research reports in class Role play/Perform skits based on the key events from the lives of Enlightened Beings 	<ol style="list-style-type: none"> How do Enlightened Beings contribute to social welfare? What are the common teachings of the listed Enlightened Beings? How do we emulate the teachings of Enlightened Beings in our lives to protect ourselves from Covid-19?

			<ul style="list-style-type: none"> • Draw sketches of Enlightened Beings using digital devices/ drawing book. • take part in quiz competitions on reforms of Enlightened Beings. • watch animated films on Enlightened Beings using digital devices. 	
<p>Core Competencies to be developed:</p> <p>Critical thinking and problem solving: 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 by a resource person.</p> <p>Citizenship as learners practice the teachings of Enlightened Beings to enhance social harmony</p> <p>Communication and collaboration - in pairs could complete the sketches of great souls by joining dots either on paper or digital device</p> <p>Digital Literacy-Digital citizenship-authentic source of information, acknowledgement of other people's work.</p>				

<p>Pertinent and Contemporary Issues:</p> <p>Social Cohesion – Discussion in groups on lives of Enlightened Beings</p> <p>Parental Engagement parents engaged to enhance knowledge on Enlightened Beings</p> <p>Life-skills-Self-esteem as learner matches the Enlightened Beings and their reforms and ways of protecting from Covid-19 observing hygiene.</p>	<p>Values:</p> <p>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>Links to other subjects:</p> <p>Languages- new terminology in vocabulary</p> <p>Art, craft and music-making sketches and singing their compositions.</p> <p>Social studies- life histories of Enlightened Beings</p>	<p>Suggested Community Service-Learning activities:</p> <p>During the celebrations of birth anniversaries of Enlightened Beings learner can take active participation in decoration and cleaning activities.</p> <p>Organise charity events for vulnerable members of society.</p>

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Key events from the lives of Enlightened Beings	Correctly and consistently recounts the key events from the lives of all the listed Enlightened Beings and list more than five values learnt from the stories.	Correctly recounts the key events from the lives of all the listed Enlightened Beings and list four values learnt from the stories.	Sometimes recounts the key events from the lives of three of the listed Enlightened Beings and list three values learnt from the stories.	Rarely recounts the key events from the lives of one the listed Enlightened Beings and list two values learnt from the stories.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Scriptures (Holy Books)	3.1 Scriptures and moral values at the community level (Scriptural stories) 3.1.1 Baga- vad Gita, 3.1.2 Ut- tradhayaan (Ch. 13-18), 3.1.3 Sutta Pita- ka, 3.1.4 Sri Guru Granth Sa- hib ji. (No. of Lessons 8)	<p>By the end of the Sub Strand the learner should be able to:</p> <p>a. identify the teachings of Scriptures that enhance moral values at community level</p> <p>b. uphold Scriptural teachings for fostering social harmony</p> <p>c. Apply Scriptural teachings that inspire community service</p>	<p>Learners are guided to</p> <ul style="list-style-type: none"> • use search engines to identify the Scriptural stories that enhance moral values in the community. • listen to stories/ resource person/audio-visual device to know about the role of the Scriptures. • Share stories from Scriptures that explain their roles as carriers of moral values • recite mantras from Scriptures based upon their roles to instil moral values • hold group discussions on the role of Scriptures. • Listen to a resource person to give talk on Scriptural stories. 	<ol style="list-style-type: none"> 1. How do Scriptural stories contribute to instil moral values? Give examples. 2. How can we apply moral values in handling different emerging issues in the community e.g. Covid-19?

Core Competencies to be developed:

Learning to learn- reading Scriptural stories, visiting places of worship, following instructions on how to protect oneself from pandemic like **Covid-19**.

Citizenship as learners uphold Scriptural teachings for fostering social harmony and apply scriptural teachings that inspire community service

Self-efficacy – conducting research on Scriptures, through participation in religious ceremonies

Digital Literacy-Interacting with technology-downloading Scriptures to digital device. Navigate through platforms for learning Scriptures. Digital citizenship-authenticity of information, DL-Digital citizenship- Data protection- viruses, malicious damage, and proper storage of data.

Pertinent and Contemporary Issues:

Citizenship - Social cohesion and leadership qualities.

Parental engagement and community involvement in Satsang/Sangha (religious congregation)

Learner support programmes- Mentorship and peer education through Scriptural stories.

Health issues in Education-Nutrition, common communicable diseases through Scriptural stories

Values:

Respect for the Scriptural stories from the four faiths

Obedience following the teachings of Scriptures

Love – in applying the teachings in Scriptures

Unity – finding commonalities from the values in the four faiths

<p>Links to other subjects:</p> <p>Social studies: Moral values</p> <p>Languages: New vocabulary</p> <p>CRE and IRE: Common Ethics and morals to be observed.</p>	<p>Suggested Community Service-Learning activities:</p> <p>Participating in the processional religious activities to honour the Scriptures</p> <p>Implementing moral values for social welfare to uplift the community.</p>
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Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Moral Values	Confidently and correctly describes the moral values from all the four Scriptures. He is an inspiration for his peers in applying moral values.	Correctly describes the moral values in from all the four Scriptures.	Correctly describes some moral values in two Scriptures out of four.	Correctly describes some moral values from one of the Scriptures with assistance.

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
4.0 Worship (ISHWAR BHAKTI)	4.1 Basic chants/ mantras as per Buddhism	<p>By the end of the Sub Strand the learner should be able to:</p> <ol style="list-style-type: none"> Explain the importance of the chant of paying homage to the Buddha for spiritual nourishment Interpret the significance of Tisarana (taking refuge in triple gem) for spiritual growth Recite Pancha Sila (five precepts) for moral development Practice reciting mantras in daily life for peace of mind. 	<p>Learner could be guided to:</p> <ul style="list-style-type: none"> Recite the 3 basic chants of Buddhist practice (Paying homage, tisarana and pancha sila) with aid of digital devices use digital devices to schedule practice time. Discuss in groups how chanting these mantras helps one develop moral values and spiritual growth Consult a resource person to guide in moral education through Pancha Sila mantra. Visit a Buddhist vihaar to understand the application of these mantras in real life. Write a composition on how to apply Pancha sila in real life. perform mantras in groups 	<ol style="list-style-type: none"> Which are the mantras recited during different occasions for Buddhists? What is the significance of the main Buddhist chants?

<p>4.0 Worship</p> <p>(Ishwar bhakti)</p>	<p>4.1.1 Places of worship; Buddhist Vihaar in Africa</p> <p>(No. of Lessons 5)</p>	<p>a) Interpret the practices and ceremonies held in Buddhist Vihaar for social awareness</p> <p>b) Distinguish the significance of the features in a Buddhist Vihaar from other symbols for familiarization</p> <p>c) Take part in worship practices and ceremonies in Buddhist Vihaar for spiritual well being</p> <p>d) Value Buddhist Vihaar in Africa for moral and spiritual wellness</p>	<p>Learner could be guided to:</p> <ul style="list-style-type: none"> • Collect pictures of Buddhist Vihaar in Africa from magazines/ newspapers/digital devices. • Hold group discussions on the different features of Buddhist Vihaar • Take photos at the places of worship • Create a montage using photos from the places of worship • visit places of worship to witness activities carried out at different times. • use digital devices to locate the Buddhist Vihaar in Kenya • draw and colour the Buddhist Vihaar • visit a Buddhist Vihaar to witness ceremonies, architecture and other important features. 	<p>3. Why is it important to visit a place of worship?</p> <p>4. What features are found in a Buddhist temple?</p>
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Core Competencies to be developed:

Communication and Collaboration- As learners recite, sing and performing mantras in groups

Citizenship-as learners take part in worship practices and ceremonies in the Buddhist Vihaar for spiritual well being

value Buddhist Vihaar for moral and spiritual wellness

Learning to learn - Recite and chant in groups looking for the meanings and correct pronunciation of the mantras.

Self-efficacy - Learners be encouraged to perform mantras during assembly

Creativity and imagination - Learners are guided to make a collage of places of worship in his/her locality

Critical thinking and problem solving - Learners are guided to use digital device to map Buddhist temples in Africa

Digital Literacy is used in scheduling reciting and typing mantras, drawing, colouring and mapping Buddhist temples in Africa

Pertinent and Contemporary Issues:

Parental Engagement- As learners are encouraged to recite mantras and be taken to places of worship.

Self-esteem – As the learner memorises and recite mantras with correct pronunciation.

Learner support programmes- Peer education and mentorship and learning to live together.

Health Education-Appreciation of the chants can help in preventing communicable diseases.

Values:

Peace- Reciting the daily mantras with devotion

Respect- elders and observing temple norms, Responsibility- observing temple norms, mapping and drawing places of worship,

Humility- practising devotional services

Obedience- following the norms of the temple.

Integrity- Observing the moral precepts will build integrity

Social justice- Observing the moral precepts helps in the aspect of social justice

<p>Links to other subjects:</p> <p>Social studies-mapping the location</p> <p>Art and craft- drawing and colour,</p> <p>Music-reciting and singing</p> <p>English/Indigenous Language-new vocabulary</p> <p>Hygiene-washing hands feet, putting on clean clothes, taking daily bath.</p>	<p>Suggested Community Service-Learning activities:</p> <p>Learners be taken to the Buddhist temple for age appropriate voluntary services.</p> <p>Create montage posters which can be displayed in the community centres.</p>
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Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Significance of Mantras	Explains the significance of all the mantras accurately and eloquently.	Explains the significance of all the mantras accurately.	Explains the significance of some of the mantras.	Explains the significance of some of the mantras with some assistance
Identification of features of a Vihaar	Explains significance of all the features in a Vihaar and educate his peers.	explain significance of all the features in a Vihaar.	Explains some of the features and significance in a Vihaar.	Hardly explains significance of features in a Vihaar.

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
5.0 Principles of Dharma	5.1 Virtues for righteousness in Buddhism and Sikhism (based on Scriptural stories) (No. of Lessons 6)	<p>By the end of the Sub Strand the learner should be able to:</p> <ol style="list-style-type: none"> Identify the primary virtues for righteousness from Buddhist stories Interpret the relevance of key virtues for righteousness from Buddhist stories in their life Dramatize Scriptural stories based on the Principles of Dharma to enhance social cohesion Value the Principles of Dharma in building up one's character Uphold the Principles of Dharma in building up one's character for citizenship. 	<p>Learner could be guided to:</p> <ul style="list-style-type: none"> Watch discourses on digital devices narrating relevant stories on Principles of Dharma in Buddhism perform skits based on the narrated stories Download more information on virtues for righteousness using digital devices and discuss in groups. visit Buddhist Vihaar accompanied by parents/guardians to learn Principles of Dharma implement Principles of Dharma in class during activities appropriately 	<ol style="list-style-type: none"> Why is it important to observe virtues for righteousness? How can one implement Principles of Dharma in daily life? How can Principles of Dharma be applied in the classroom situations? How can implementation of Principles of Dharma help in saving from a pandemic like Covid-19?

Core Competencies to be developed:

Promotion of **Learning to learn** by storytelling on Principles of Dharma in groups and pairs.

Enhancing **creativity and imagination** through performing skits.

Citizenship – As learner’s role model to demonstrate implementation of Principles of Dharma in day today life, Value the Principles of Dharma in building up one’s character and uphold the Principles of Dharma in building up one’s character for citizenship.

Digital Literacy-Interacting with technology to retrieve and manipulation of information on Principles of Dharma.

Self -efficacy- as they discuss and demonstrate Principles of Dharma in interactions.

Pertinent and Contemporary Issues:

Self-esteem as they apply Principles of Dharma

social cohesion as they implement Principles of Dharma for harmonious living.

Parental engagement as they take their children to visit the place of worship to learn more about Principles of Dharma.

Values:

Peace – non-violence as they observe the principles

Sharing and caring – as they observe and practice the principles

Honesty and trust– as they implement the principles

Responsibility – through dedication and commitment to the Principles of Dharma.

Respect for the Principles of Dharma as they practise them.

<p>Links to other subjects:</p> <p>Languages: New vocabulary.</p> <p>Mathematics: counting the number of Principles of Dharma.</p> <p>CRE & IRE: Commonalities found in the virtues of righteousness.</p> <p>Social Studies: Enhancing social cohesion.</p> <p>Home Science: While applying virtues of righteousness</p>	<p>Suggested Community Service-Learning activities:</p> <p>By taking active participation in the celebration of festivals and community programs while observing the Principles of Dharma.</p>
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Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
<p>Virtues of righteousness</p>	<p>Confidently and correctly explains all the virtues of righteousness in Buddhism. Change in his behaviour inspires others in class to practise Virtues.</p>	<p>Correctly explains all the virtues of righteousness in Buddhism.</p>	<p>Correctly explains some of the virtues of righteousness in Buddhism.</p>	<p>Can explain the virtues of righteousness in Buddhism with assistance.</p>

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
<p>6.0 Sadachaar (Social Ethics)</p>	<p>6.1 Managing resources:</p> <p>1.1.1 Natural</p> <p>1.1.2 Financial</p> <p>1.1.3 Man-made</p> <p>1.1.4 Time</p> <p>(No. of Lessons 8)</p>	<p>By the end of the Sub Strand the learner should be able to:</p> <p>a) Identify the different types of resources relevant in their life for harmony</p> <p>b) Distinguish between the necessary and unnecessary resources for good management</p> <p>c) Exhibit knowledge of correct use of various resources for better living</p> <p>d) Demonstrate appropriate use of resources for sustainable development</p>	<p>Learner could be guided to:</p> <ul style="list-style-type: none"> • give example of resource management from the Scriptures with the help of parents • Watch videos on managing resources in an appropriate manner (Natural, financial, man-made and time) • Compare and adopt various strategies from other countries to manage resources • Be engaged in discussions on appropriate use of resources in small groups 	<ol style="list-style-type: none"> 1. What are different kinds of resources that are important in life? 2. How can we take care of resources in school and community? 3. Why is it important for an individual to take care of resources? 4. How is technology useful in managing resources usefully?

		<p>e) Develop desire to use and manage resources prudently for sustainable development</p>	<ul style="list-style-type: none"> • Do an assignment with the help of a parent/guardian to classify different types of commonly used resources • Plan for and share resources with the less fortunate in the society • Download and use time management applications on digital devices • Motivate peers to be punctual in all school activities • Create a budget with priority items to be purchased within the available funds • Design posters indicating switching off the electric appliances/turning off the taps after use at school/home/community centers 	
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			<ul style="list-style-type: none"> visit a shelter for the less fortunate to appreciate the value of responsible use of food. 	
<p>Core Competencies to be developed: Learning to learn – Compare and adopt various strategies from other countries to manage resources. Citizenship – As learners demonstrate appropriate use of resources for sustainable development, develop desire to use and manage resources prudently for sustainable development and demonstrate patriotism through comparing strategies from other countries for the benefit of Kenya Self-efficacy – maintaining a self-monitoring chart. Critical thinking and problem solving – Comparing and adopting suitable strategies of different countries to manage resources Digital Literacy - Forms and skills of communication and collaboration using technology.</p>				
<p>Pertinent and Contemporary Issues: Finding avenues of community service leading for effective participation Social cohesion is enhanced through community service Community service builds the individual self-esteem and appropriate resource management</p>			<p>Values: Love – as they Donate old clothes and toys to the less fortunate Responsibility - as they take care of public property Patriotism is enhanced through community service.</p>	

<p>Links to other subjects: English/indigenous language: New vocabulary Social Studies: Social norms Business Studies: Through planning, budgeting, and management of finances in various activities.</p>	<p>Suggested Community Service-Learning activities: Taking initiative in community activities. As they Donate old clothes, toys and other necessary items to the less fortunate</p>
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Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Resource management	Consistently prioritise resources within the four categories and shows responsibility in managing them and leading others in doing the same.	Prioritises correctly resources within the four categories and shows responsibility in managing them.	Prioritizes some resources within the four categories and shows some limited responsibility in managing them.	Hardly prioritizes some resources within the four categories and shows little responsibility in managing them.

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
7.0 Utsav (Festivals)	7.1 Christmas 7.1.1 Eid-ul-fitr 7.1.2 Indian traditional calendar -Sankranti, -Amavasya (No Moon Day), -Purnima (Full Moon Day) in four faiths (No. of Lessons 10)	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> State the significance of celebrating the festivals for traditional upkeep Derive the significance behind the ceremonies performed during the festivals take part in festivals for social cohesion and harmony Nurture the value of celebrating festivals towards spiritual growth and social harmony Recognize special days of the month as per Indian traditional calendar for spirituality and social harmony 	Learner could be guided to: <ul style="list-style-type: none"> watch videos on how Christmas and Eid-ul-fitr are celebrated take active participation in the celebration of festivals and write reports on how festivals are celebrated listen to stories/narrate stories about the significance of celebrating festivals visit places of worship/ community hall/archives for celebration and collecting information Sing Christmas carols and hymns in relation to the festivals. Do charity works like distributing sweets, clothes and fruits at children's homes and spend some time at elder's home, visit school of 	<ol style="list-style-type: none"> Why do we celebrate festivals? How do festivals enhance social harmony? Why are festivals that fall on Purnima and Amavasya considered more auspicious?

			<p>children with special needs for inclusive celebrations</p> <ul style="list-style-type: none">• Sing and dance during celebration of festivals• Perform skits based on the festivals• Take a project on drawing different aspects of celebrating festivals• Listen to a resource person on the significance of special days of month as per the four faiths.• Download the Hindu calendar to depict dates of these special days.• Use search engines to understand different phases of moon.	
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Core Competencies to be developed:

Digital Literacy-Creating with technology-schedule of activities in line with the calendar, and their own calendar using digital device,

Learning to learn - Watch videos on how Christmas and Id-ul-fitur is celebrated

Self-efficacy - Take active participation in the celebration of festivals

Communication and collaboration - Singing and dancing during celebration of festivals

Citizenship – Through Active participation in the celebration of festivals, nurturing the value of celebrating festivals towards spiritual growth and social harmony and recognizing special days of the month as per Indian traditional calendar for spirituality and social harmony

Creativity and imagination – writing/typing of composition, create and decorate calendar

Pertinent and Contemporary Issues:

Social cohesion as they observe Social and religious festivals of other faiths

Self-esteem – as they able to relate days of week and the planets.

Experiencing leadership as they observe Social and religious festivals

Values:

Obedience – obey the directions given during festival

Humility – active participation in religious ceremonies

Unity – co-operating with others during religious festivals

Tolerance – appreciating other religious festivals

Links to other subjects:

Mathematics: Traditional Indian Calendar

Social Studies: Social and Religious festivals

English/indigenous language: New vocabulary

Art and craft: Singing and dancing during celebration of festivals, decorations, drawings, and paintings.

Suggested Community Service-Learning activities:

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 festivals.

Organize donations and other related activities to help less fortunate members of the community

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Significance of celebrating Festivals	Can confidently and correctly elaborate the significance of ceremonies conducted during celebration of different festivals and takes active part in the ceremonies in a responsible manner. The learner conducted research using search engines on the same.	Can correctly state the significance of ceremonies conducted during celebrations of festivals and takes active part in the ceremonies in a responsible manner.	Can state some points on the significance of ceremonies conducted during celebrations of different festivals. Takes part in some of the ceremonies in a responsible manner.	Can tell the significance of a few ceremonies conducted during celebration of festivals. Takes part in the ceremonies through motivation.

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
8.0 Yoga (Holistic wellness)	8.1 Asanas (Physical postures) Pranaayam (Breathing exercises) (No. of Lessons)	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> Describe the types of Pranaayam and Asanas for familiarisation Practice Pranaayam and Asanas for physical well being Utilize the importance of Pranaayam and Asanas for healthy living 	Learner could be guided to: <ul style="list-style-type: none"> Visit and participate in the celebration of International Yoga day. Collect pictures on the Dhanur asan, Vajra asan, Chakra chaalan asan from magazines, newspapers/ digital literacy. Practising the asanas. Individually and in pairs Perform Asanas and Pranayama under the supervision of an able resource person. Research with the aid of a digital device/resource person, case studies of communities that have benefited from environmental conservation 	<ol style="list-style-type: none"> Why are asanas important in Yoga? How does Pranayam help in physical wellbeing? How different aspects of Yoga are beneficial to the society? How has Yoga and meditation influenced one's life?

	<p>8.0.1 Communal aspects of Yoga</p> <p>8.0.2 Environmental protection</p>	<p>a) Illustrate the benefits of environmental protection for communal wellness</p> <p>b) Explore improvements they observed in themselves over a specific period for self-evaluation</p> <p>c) Embrace Yoga in living in harmony with others and the environment for peaceful living.</p> <p>d) Practice Yoga for self well being and social harmony.</p>	<ul style="list-style-type: none"> • Create a Yoga guidance video using digital devices. • Demonstrate correct postures of asanas on Sports days and once a week. • Practice the breathing exercises of Pranaayam using digital device • Perform Bhramari (humming bee breath), Sheetali Pranayaam (cooling breath), Sheet kari Paranayaam (hissing breath) correctly under the supervision of able resource person. • Make a journal to record their Yoga practice and changes observed in themselves 	
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Core Competencies to be developed:

Learning to learn – through identification of breathing exercises in Yoga

Self-efficacy – in performing the exercises

Citizenship – participating in the international Yoga day to promote social harmony and embracing Yoga in living in harmony with others and the environment for peaceful living

Creativity and imagination – through collecting pictures

Communication and collaboration – performing yoga in pairs and groups

Digital Literacy-Interacting with technology-scheduling time for Yoga practices,

Creating with technology-creating a Yoga guidance video, copyright, and protection of the digital material.

Pertinent and Contemporary Issues:

Sports and game are enhanced through Yoga

Self-esteem through holistic wellness

Self-awareness through different physical postures.

Guidance while performing breathing exercises

Values:

Unity – through creating awareness in the society of body, mind and soul in performing Yoga

Responsibility to maintain good health

Self-discipline – punctuality, right attire and diet

Obedience – Following instructions correctly

Respect- for self and others through physical fitness

Patriotism through celebration of international Yoga day and environmental conservation.

<p>Links to other subjects:</p> <p>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>Suggested Community Service-Learning activities:</p> <p>Taking part in international Yoga day, offering to sensitizing and tutor others in performing Yoga,</p> <p>Maintaining gardens in the school and community centres</p>
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Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
<p>Importance of Asanas and Pranaayam</p>	<p>Confidently and consistently explains the importance of Asanas and Pranaayam. Able to demonstrate the listed postures and exercises in a right manner. The learner visits the Yoga centre regularly.</p>	<p>Confidently explains the importance of Asanas and Pranaayam. Able to demonstrate the listed postures and exercises in a right manner.</p>	<p>Can explain some of the importance of Asanas and Pranaayam. Able to demonstrate the some of the listed postures and exercises in a right manner.</p>	<p>Hardly state the importance of Asanas and Pranaayam. Able to demonstrate the postures and exercises with assistance.</p>

Environmental protection	Very keen on environmental protection. Participates in charity walks to raise funds to protect the environment. The learner is active in looking after the nature corner in school.	Is aware of environmental protection. Participates in charity walks to raise funds to protect the environment. Occasionally looks after the nature corner in school.	Sometimes participates in charity walks to raise funds to protect the environment. The learner is a frequent visitor to the nature corner in school.	Barely participates in charity walks to raise funds to protect the environment. Sometimes looks after the nature corner in school when motivated.
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List of Assessment methods.	question answer, oral quiz. written assignments, projects, digital research assignments, keeping journals/diary.
List of resources.	scriptures, magazines with religion content, newspapers, library HCK, search engines, resource person, places of worship, museum.
List of nonformal activities.	Charity walk, creativity nature corner, visit to the museum, places of worship, participating in community service activities like planting ,cleaning and decorating places of worship, visit to old people’s homes, children homes, creating awareness, in community through speeches and dramatization ,making donation during celebrations and festivities.

