PP1 Hindu Religious Education

Term 2 - 12 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 30-minute lessons | PDF and editable Word

ABOUT THIS PACK

12 complete, ready-to-teach PP1 Hindu Religious Education lesson plans for Term 2, covering basic postures for worship, the enlightened beings and names of scriptures.

TOPICS IN THIS PACK

Topic	Name	Lessons
2.2	Basic Postures for Worship	3
3.1	The Enlightened Beings	5
4.1	Names of Scriptures	4

INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

A TASTE OF LESSON 1

Standing and joining palms

By the end of the lesson, the learner should be able to show standing with joined palms

> **Standing posture**
> Stand straight and still, feet together, palms joined in front of the chest, head gently bowed, eyes softly closed. This is how many people greet and pray (Namaste or pranam).

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

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ELIMU254

Standing and joining palms

Strand 2.0 Worship > Sub-strand 2.2 Basic Postures for Worship | Lesson 1 of 3 | 30 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to show standing with joined palms

KEY INQUIRY QUESTION(S)

- What is the appropriate posture for worship in the temple?
- How do we sit when we pray?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
VALUE	**Love**	Learners help a classmate who is stuck.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Self-esteem**	Developed through the activities in this lesson.
PCI	**Listening attentively**	Developed through the activities in this lesson.

LEARNING RESOURCES

Mats | A mala (prayer beads) for counting jaap | Pictures of people in worship postures

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

posture | join palms | Namaste | sit cross-legged | bow | mala | jaap

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
4 min	7 min	8 min	7 min	4 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "Key question: what is the appropriate posture for worship in the temple?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	7	Take learners through "Standing posture" (learning activity on the next page), explaining as you go. Use mats, a mala (prayer beads) for counting jaap, pictures of people in worship postures. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	8	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	7	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	4	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "What do we call this greeting?"	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Standing posture
Stand straight and still, feet together, palms joined in front of the chest, head gently bowed, eyes softly closed. This is how many people greet and pray (Namaste or pranam).

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Show joined palms.	**Child joins palms**
2	Stand still and straight.	**Child stands**
3	Bow your head gently.	**Child bows**
4	What do we call this greeting?	**Namaste**

WATCH OUT FOR

Fidgeting; keep it short.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can show standing with joined palms confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can show standing with joined palms accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly show standing with joined palms, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet show standing with joined palms without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Copy the teacher.
Learners ready for more	Hold the posture for a count of ten. (Answer: Child holds)
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "standing and joining palms" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.

ELIMU254

Sitting for prayer and counting jaap

Strand 2.0 Worship > Sub-strand 2.2 Basic Postures for Worship | Lesson 2 of 3 | 30 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to show sitting cross-legged for prayer

KEY INQUIRY QUESTION(S)

- What is the appropriate posture for worship in the temple?
- How do we sit when we pray?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
VALUE	**Love**	Learners help a classmate who is stuck.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
VALUE	**Peace**	Learners settle differences calmly during group work.
PCI	**Self-esteem**	Developed through the activities in this lesson.
PCI	**Listening attentively**	Developed through the activities in this lesson.

LEARNING RESOURCES

Mats | A mala (prayer beads) for counting jaap | Pictures of people in worship postures

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

posture | join palms | Namaste | sit cross-legged | bow | mala | jaap

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
4 min	7 min	8 min	7 min	4 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "Key question: how do we sit when we pray?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	7	Take learners through "Sitting posture" (learning activity on the next page), explaining as you go. Use mats, a mala (prayer beads) for counting jaap, pictures of people in worship postures. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	8	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	7	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	4	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "How does good posture help us?"	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Sitting posture

Sit cross-legged on a mat with a straight back, hands resting on the knees or palms joined.

Some families count prayers (jaap) on a mala of beads; children count ten beads with the teacher while saying a short chant their family uses.

Good posture also helps us breathe well and stay healthy.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Sit cross-legged.	**Child sits**
2	Is your back straight?	**Child checks**
3	Count ten beads on the mala.	**Child counts**
4	How does good posture help us?	**We breathe well (answers vary)**

WATCH OUT FOR

Chants differ by faith; use the family's own or a simple "Om" only if the class is Hindu.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can show sitting cross-legged for prayer confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can show sitting cross-legged for prayer accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly show sitting cross-legged for prayer, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet show sitting cross-legged for prayer without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Count five beads.
Learners ready for more	Sit still for one minute. (Answer: Child sits)
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "sitting for prayer and counting jaap" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
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