PP2 Hindu Religious Education

Term 1 - 29 complete lesson plans

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

ABOUT THIS PACK

29 complete, ready-to-teach PP2 Hindu Religious Education lesson plans for Term 1, covering our family, our environment, Panchmahabhoot, enlightened beings, attributes of Paramatma and Paramatma's names from other religions.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.1	Our family	4
1.2	Our Environment	4
1.3	Panchmahabhoot	6
2.1	Enlightened Beings	5
2.2	Attributes of Paramatma	6
2.3	Paramatma's Names from Other Religions	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

My family

By the end of the lesson, the learner should be able to name the members of their family

> **Introducing my family**
> Each child introduces themselves: "My name is ... . I live with my mother, my grandmother and my brother."
> Children say whether each family member is a boy or a girl, a man or a woman.

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.

CONTENTS

No.	Lesson	Topic	Page
1	My family	1.1 Our family	3
2	Mother's side and father's side	1.1 Our family	6
3	Colouring our family	1.1 Our family	9
4	Family is a gift from Paramatma	1.1 Our family	12
5	Birds and animals near us	1.2 Our Environment	15
6	Sorting birds and animals by colour	1.2 Our Environment	18
7	Caring for birds and animals	1.2 Our Environment	21
8	Our road environment	1.2 Our Environment	24
9	Panchmahabhoot: the five elements	1.3 Panchmahabhoot	27
10	Vayu: things with air in them	1.3 Panchmahabhoot	30
11	Jal: where water comes from	1.3 Panchmahabhoot	33
12	Using water carefully	1.3 Panchmahabhoot	36
13	Living things of water and air	1.3 Panchmahabhoot	39
14	Watering plants	1.3 Panchmahabhoot	42
15	Five Enlightened Beings	2.1 Enlightened Beings	45
16	Shri Ram and Shri Krishna	2.1 Enlightened Beings	48
17	Lord Mahavir and Lord Buddha	2.1 Enlightened Beings	51
18	Sri Guru Nanak Dev ji	2.1 Enlightened Beings	54
19	Living the teachings	2.1 Enlightened Beings	57
20	Paramatma creates, loves and cares	2.2 Attributes of Paramatma	60
21	Paramatma the Creator	2.2 Attributes of Paramatma	63
22	Paramatma is loving	2.2 Attributes of Paramatma	66
23	Paramatma is caring	2.2 Attributes of Paramatma	69
24	Singing about Paramatma	2.2 Attributes of Paramatma	72
25	Thanking Paramatma	2.2 Attributes of Paramatma	75
26	Many names for the Supreme Being	2.3 Paramatma's Names from Other Religions	78
27	Matching names and religions	2.3 Paramatma's Names from Other Religions	81
28	Songs that praise the Supreme Being	2.3 Paramatma's Names from Other Religions	84
29	Living in harmony	2.3 Paramatma's Names from Other Religions	87

ELIMU254

My family

Strand 1.0 Creation > Sub-strand 1.1 Our family | Lesson 1 of 4 | 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 name the members of their family

KEY INQUIRY QUESTION(S)

- How special are your paternal and maternal family members to you?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
VALUE	**Love**	Learners help a classmate who is stuck.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Citizenship**	Learners connect the work to their rights and duties in the community.

LEARNING RESOURCES

Pictures of families | Sketches of boys and girls to colour | Crayons | A tablet or phone with family pictures (if available)

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

family | mother | father | grandparents | aunt | uncle | cousin | Paramatma

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

Inside this plan: the step-by-step lesson flow with what the teacher and learners do, the key content, practice questions with answers, a common mistake to watch for, an assessment rubric on the four CBC levels, support and extension ideas, homework and a reflection page.

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "Who lives in your home with you?" 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 "Introducing my family" (learning activity on the next page), explaining as you go. Use pictures of families, sketches of boys and girls to colour, crayons. 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: "Name all the people in your home."	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Introducing my family

Each child introduces themselves: "My name is ... . I live with my mother, my grandmother and my brother." Children say whether each family member is a boy or a girl, a man or a woman.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is your name?	**Child says their name**
2	Name one person in your family.	**Answers will vary**
3	Is your brother a boy or a girl?	**A boy**
4	Name all the people in your home.	**Answers will vary**

WATCH OUT FOR

Families differ; accept every family warmly and never ask why someone is absent.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Use pictures of family members.
Learners ready for more	Name a family member who lives far away. (Answer: Answers will vary)
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 "my family" 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

Mother's side and father's side

Strand 1.0 Creation > Sub-strand 1.1 Our family | Lesson 2 of 4 | 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 name members of their extended family

KEY INQUIRY QUESTION(S)

- How special are your paternal and maternal family members to you?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
VALUE	**Love**	Learners help a classmate who is stuck.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Citizenship**	Learners connect the work to their rights and duties in the community.

LEARNING RESOURCES

Pictures of families | Sketches of boys and girls to colour | Crayons | A tablet or phone with family pictures (if available)

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

family | mother | father | grandparents | aunt | uncle | cousin | Paramatma

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

Inside this plan: the step-by-step lesson flow with what the teacher and learners do, the key content, practice questions with answers, a common mistake to watch for, an assessment rubric on the four CBC levels, support and extension ideas, homework and a reflection page.

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "Who are your grandparents?" 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 "Extended family" (learning activity on the next page), explaining as you go. Use pictures of families, sketches of boys and girls to colour, crayons. 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: "Do aunts and uncles belong to our family?"	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Extended family

Our big family has two sides: father's side (paternal) and mother's side (maternal). Each side has grandparents, aunts, uncles and cousins.

Use pictures (or a digital device) to sort boys and girls in the extended family.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Who is your father's mother?	**My grandmother**
2	Name a cousin.	**Answers will vary**
3	Sort these pictures into boys and girls.	**Child sorts**
4	Do aunts and uncles belong to our family?	**Yes**

WATCH OUT FOR

Use family words from the child's home language too (Dada, Dadi, Nana, Nani...).

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	A simple family picture tree.
Learners ready for more	Name someone on your mother's side. (Answer: Answers will vary)
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 "mother's side and father's side" 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.