PP2 Hindu Religious Education

Term 2 - 34 complete lesson plans

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

ABOUT THIS PACK

34 complete, ready-to-teach PP2 Hindu Religious Education lesson plans for Term 2, covering names of other scriptures, role of scriptures, protocols of worship, basic chants/Dhuns, musical instruments in worship and general etiquettes: common greetings.

TOPICS IN THIS PACK

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4.2	Basic Chants/Dhuns	6
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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

Holy books

By the end of the lesson, the learner should be able to name scriptures of different faiths

> **Scriptures**
> A scripture is a holy book. Our faiths have the Ramayan and Bhagavad Gita (Sanatan), the Kalpasutra (Jain), the Dhammapada (Buddhist) and Sri Guru Granth Sahib ji (Sikh).

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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Holy books

Strand 3.0 Scriptures > Sub-strand 3.1 Names of Other Scriptures | 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 scriptures of different faiths

KEY INQUIRY QUESTION(S)

- Why is it important to learn about scriptures from other faiths?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
VALUE	**Unity**	Learners share materials fairly and work as one team.
PCI	**Citizenship**	Learners connect the work to their rights and duties in the community.

LEARNING RESOURCES

Pictures of holy books | Name cards | A tablet or phone (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

scripture | holy book | Bible | Qur'an | Ramayan | Guru Granth Sahib ji

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: "Which holy book is read in your home?" 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 "Scriptures" (learning activity on the next page), explaining as you go. Use pictures of holy books, name cards, a tablet or phone (if available). 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 a holy book of your faith."	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Scriptures

A scripture is a holy book. Our faiths have the Ramayan and Bhagavad Gita (Sanatan), the Kalpasutra (Jain), the Dhammapada (Buddhist) and Sri Guru Granth Sahib ji (Sikh).

Other faiths: Christians read the Bible; Muslims read the Qur'an.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is a scripture?	**A holy book**
2	Which holy book do Christians read?	**The Bible**
3	Which holy book do Muslims read?	**The Qur'an**
4	Name a holy book of your faith.	**Answers will vary**

WATCH OUT FOR

Show pictures; real holy books are handled only by the teacher, with respect.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Pictures and name cards.
Learners ready for more	Name two holy books. (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 "holy books" 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.

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Matching scriptures and religions

Strand 3.0 Scriptures > Sub-strand 3.1 Names of Other Scriptures | 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 match scriptures with their religions

KEY INQUIRY QUESTION(S)

- Why is it important to learn about scriptures from other faiths?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
VALUE	**Unity**	Learners share materials fairly and work as one team.
PCI	**Citizenship**	Learners connect the work to their rights and duties in the community.

LEARNING RESOURCES

Pictures of holy books | Name cards | A tablet or phone (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

scripture | holy book | Bible | Qur'an | Ramayan | Guru Granth Sahib ji

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 reads the Qur'an?" 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 "Matching game" (learning activity on the next page), explaining as you go. Use pictures of holy books, name cards, a tablet or phone (if available). 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: "Match the Dhammapada."	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Matching game

Match pictures and names: Bible - Christianity; Qur'an - Islam; Ramayan - Sanatan; Kalpasutra - Jain; Dhammapada - Buddhist; Guru Granth Sahib ji - Sikh.

Use a digital device (if available) to look at pictures of each holy book.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Match the Bible.	**Christianity**
2	Match the Qur'an.	**Islam**
3	Match Guru Granth Sahib ji.	**Sikh faith**
4	Match the Dhammapada.	**Buddhist faith**

WATCH OUT FOR

Accept the child's own faith's scripture name in any form.