# PP2 Hindu Religious Education

## Term 3 - 27 complete lesson plans

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

### ABOUT THIS PACK

27 complete, ready-to-teach PP2 Hindu Religious Education lesson plans for Term 3, covering practice gratitude, obedience, Sewa (selfless service), basic concepts of Yoga and simple postures.

### TOPICS IN THIS PACK

| Topic | Name | Lessons |
|---|---|---|
| **5.2** | Practice Gratitude | 5 |
| **5.3** | Obedience | 4 |
| **5.4** | Sewa (Selfless service) | 6 |
| **6.1** | Basic Concepts of Yoga | 6 |
| **6.2** | Simple postures | 6 |

### 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

**Words of thanks**

By the end of the lesson, the learner should be able to say words of gratitude in different languages

> **Saying thank you**
> Gratitude means being thankful. Words of thanks: thank you, asante sana, dhanyavaad, shukriya, aabhaar, dhanvaad, bahut meharbaani.
> Children say thank you in each language with joined hands.

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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# Words of thanks

Strand 5.0 Sadachaar > Sub-strand 5.2 Practice Gratitude | Lesson 1 of 5 | 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 say words of gratitude in different languages

## KEY INQUIRY QUESTION(S)

- How do you show gratitude to your neighbour?
- Why should we practise gratitude at the place of worship?

## 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 | **Communication and collaboration** | Learners explain their thinking to a partner and report their findings to the group. |
| VALUE | **Respect** | Learners listen while others explain and accept correction politely. |
| VALUE | **Love** | Learners help a classmate who is stuck. |
| PCI | **Life skills** | Learners practise decision making and working with others. |
| PCI | **Safety and security** | Learners follow safety rules when using materials and moving about. |

## LEARNING RESOURCES

Pictures of people saying thank you | A short video on gratitude (if available) | Paper and crayons for thank-you cards

## 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

gratitude | thank you | Dhanyavaad | Shukriya | Asante sana | Aabhaar | neighbour

## 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: "What do you say when someone helps 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 "Saying thank you" (learning activity on the next page), explaining as you go. Use pictures of people saying thank you, a short video on gratitude (if available), paper and crayons for thank-you cards. 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: "When do we say thank you?" | Say the key idea in their own words and answer the exit question in the exercise book. |

## LEARNING ACTIVITY

**Saying thank you**
Gratitude means being thankful. Words of thanks: thank you, asante sana, dhanyavaad, shukriya, aabhaar, dhanvaad, bahut meharbaani.
Children say thank you in each language with joined hands.

## PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

| No. | Question | Answer |
|---|---|---|
| 1 | What does gratitude mean? | **Being thankful** |
| 2 | Say thank you in Kiswahili. | **Asante sana** |
| 3 | Say thank you in Hindi. | **Dhanyavaad** |
| 4 | When do we say thank you? | **When someone helps us (answers vary)** |

## WATCH OUT FOR

Accept thanks in any language.

## ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

## SUPPORT AND EXTENSION

| | |
|---|---|
| **Learners who need support** | Learn two words. |
| **Learners ready for more** | Say thank you in three languages. (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 "words of thanks" 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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# Thanking neighbours

Strand 5.0 Sadachaar > Sub-strand 5.2 Practice Gratitude | Lesson 2 of 5 | 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 gratitude and courtesy to neighbours

## KEY INQUIRY QUESTION(S)

- How do you show gratitude to your neighbour?
- Why should we practise gratitude at the place of worship?

## 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 | **Communication and collaboration** | Learners explain their thinking to a partner and report their findings to the group. |
| VALUE | **Respect** | Learners listen while others explain and accept correction politely. |
| VALUE | **Love** | Learners help a classmate who is stuck. |
| PCI | **Life skills** | Learners practise decision making and working with others. |
| PCI | **Safety and security** | Learners follow safety rules when using materials and moving about. |

## LEARNING RESOURCES

Pictures of people saying thank you | A short video on gratitude (if available) | Paper and crayons for thank-you cards

## 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

gratitude | thank you | Dhanyavaad | Shukriya | Asante sana | Aabhaar | neighbour

## 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 neighbours?" 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 "Good neighbours" (learning activity on the next page), explaining as you go. Use pictures of people saying thank you, a short video on gratitude (if available), paper and crayons for thank-you cards. 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: "Act thanking a neighbour." | Say the key idea in their own words and answer the exit question in the exercise book. |

## LEARNING ACTIVITY

**Good neighbours**

Watch a short video (if available) of neighbours helping each other. We are courteous to neighbours: we greet them, thank them when they help and help them in return.

Role-play greeting and thanking a neighbour.

## PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

| No. | Question | Answer |
|---|---|---|
| 1 | How do you greet a neighbour? | **Answers will vary** |
| 2 | What do you say when a neighbour helps? | **Thank you** |
| 3 | How can you help a neighbour? | **Answers will vary** |
| 4 | Act thanking a neighbour. | **Child acts** |

## WATCH OUT FOR

Keep the role-play friendly and simple.

## ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

| Level | What the learner can do |
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| **Exceeds expectations (EE)** | Can show gratitude and courtesy to neighbours confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems. |
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| **Below expectations (BE)** | Cannot yet show gratitude and courtesy to neighbours without direct help; needs the idea taught again with concrete objects. |

## SUPPORT AND EXTENSION

| | |
|---|---|
| **Learners who need support** | Model it. |
| **Learners ready for more** | Draw a thank-you card for a neighbour. (Answer: Child draws) |
| **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 "thanking neighbours" 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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