

RATIONALISED CBE LESSON PLANS

GRADE :5

TERM : THREE

YEAR :2025

LEARNING AREA: HRE

TEACHERS NAME:

SCHOOL:.....

WEEK 1

LESSON 1, 2 & 3

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	H.R.E.	5		

STRAND/THEME: PREPARATIONS **SUB-STRAND:** Term 3 Introduction

Note: This week is designated for preparations, including setting up the classroom, reviewing the previous term's work, and introducing the topics for Term 3. No formal lesson plan is required as per the scheme of work.

REFLECTION ON THE WEEK:

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WEEK 2

LESSON 1, 2 & 3

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	H.R.E.	5		

STRAND: UTSAV (Festivals) **SUB-STRAND:** Significance, rites, rituals, prayers/songs (Vaisakhi, Vesak and Uposatha)

SPECIFIC LEARNING OUTCOMES: By the end of the lesson, the learner should be able to:

- State the significance of celebrating the festivals for the preservation of traditions.
- Describe the significance behind the ceremonies performed during the festivals.
- Appreciate the value of celebrating festivals for spiritual growth.

KEY INQUIRY QUESTION(S):

- Why do Buddhists celebrate Vesak and Uposatha?
- Why do Sikhs celebrate Vaisakhi?
- How do Vaisakhi, Vesak, and Uposatha festivals strengthen one's faith?

LEARNING RESOURCES:

- Scriptures, Magazines, Digital devices, Newspapers, animated movies, Realia

ORGANISATION OF LEARNING: Learners will work in groups for research and discussion.

INTRODUCTION: The teacher will start a discussion about festivals the learners celebrate with their families and ask why these celebrations are important. This introduces the topic of religious festivals and their significance.

LESSON DEVELOPMENT: The learner is guided to:

- **STEP 1:** In groups, use digital devices or books to research three festivals: **Vaisakhi** (Sikh), **Vesak** (Buddhist), and **Uposatha** (Buddhist).
- **STEP 2:** Watch videos or look at pictures showing how Vaisakhi, Vesak, and Uposatha are celebrated.
- **STEP 3:** Discuss the significance of each festival:
 - **Vaisakhi:** Commemorates the formation of the Khalsa Panth.
 - **Vesak:** Celebrates the birth, enlightenment, and death of Gautama Buddha.
 - **Uposatha:** Days of renewed commitment to the Dharma, often observed on full and new moon days.

- **STEP 4:** Listen to stories or narrate stories about the significance of celebrating these festivals.
- **STEP 5:** Learn about the specific rites, rituals, and prayers/songs associated with each festival.

CONCLUSION: The teacher will lead a discussion summarizing how each festival helps to preserve traditions, strengthen faith, and bring the community together.

EXTENDED ACTIVITIES: Learners to choose one of the three festivals and draw a picture of one of its celebration activities.

ASSESSMENT METHODS:

- Observation
- Question and Answer
- Essay writing
- Role modelling
- Projects

REFLECTION ON THE LESSON:

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WEEK 3

LESSON 1, 2 & 3

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	H.R.E.	5		

STRAND: UTSAV (Festivals) **SUB-STRAND:** Significance, rites, rituals, prayers/songs (Vaisakhi, Vesak and Uposatha)

SPECIFIC LEARNING OUTCOMES: By the end of the lesson, the learner should be able to:

- Describe the significance behind the ceremonies performed during the festivals.
- Draw different aspects of the celebration of festivals.
- Take part in festivals for social cohesion.
- Appreciate the value of celebrating festivals for spiritual growth.

KEY INQUIRY QUESTION(S):

- Why do Buddhists celebrate Vesak and Uposatha?
- Why do Sikhs celebrate Vaisakhi?
- How do Vaisakhi, Vesak, and Uposatha festivals strengthen one's faith?

LEARNING RESOURCES:

- Scriptures, Magazines, Digital devices, Newspapers, animated movies, Realia

ORGANISATION OF LEARNING: Learners will work in groups for creative and practical activities.

INTRODUCTION: The teacher will review the significance of Vaisakhi, Vesak, and Uposatha from the previous week's lesson.

LESSON DEVELOPMENT: The learner is guided to:

- **STEP 1:** Participate in a mock celebration of one of the festivals to understand the rites and rituals involved (e.g., a procession for Vaisakhi, offering flowers for Vesak).
- **STEP 2:** Listen to stories or narrate stories about the significance of celebrating the festivals.
- **STEP 3:** Draw different aspects of the celebration of the festivals (e.g., the Nishan Sahib flag for Vaisakhi, lanterns for Vesak).
- **STEP 4:** Learn and recite simple mantras or prayers related to the festivals.
- **STEP 5:** Discuss how participating in these festivals helps to build a sense of community and social cohesion.

CONCLUSION: Learners will display their drawings. The teacher will lead a final discussion on how celebrating festivals is a joyful way to express and strengthen one's faith.

EXTENDED ACTIVITIES: Learners to create a greeting card for one of the festivals discussed.

ASSESSMENT METHODS:

- Observation
- Question and Answer
- Essay writing
- Role modelling
- Projects

REFLECTION ON THE LESSON:

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WEEK 4

LESSON 1, 2 & 3

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	H.R.E.	5		

STRAND: YOGA (Wholistic aspect of wellness) **SUB-STRAND:** Physical (Pranaayam & Asanas) and Communal aspects of Yoga

SPECIFIC LEARNING OUTCOMES: By the end of the lesson, the learner should be able to:

- Describe the types of Pranaayam and Asanas for familiarization.
- Practice Pranaayam and Asanas for physical well-being.
- Participate in collaborative activities for the benefit of society.
- Appreciate the importance of Pranaayam and Asanas for healthy living.

KEY INQUIRY QUESTION(S):

- Why are asanas important in performing Yoga?
- How does Pranayam help in physical wellbeing?
- How are aspects of Yoga beneficial to the society?

LEARNING RESOURCES:

- Scriptures, Magazines, Digital devices (e.g., YouTube), Newspapers, animated movies, Realia
- Yoga mats or a clean, open space

ORGANISATION OF LEARNING: Learners will work individually and in groups for practical sessions.

INTRODUCTION: The teacher will introduce Yoga as a practice for a healthy mind and body, explaining that it involves breathing exercises (Pranaayam) and physical postures (Asanas).

LESSON DEVELOPMENT: The learner is guided to:

- **STEP 1:** Access Yoga guides using digital devices (like YouTube) or demonstrative manuals to learn about different exercises.
- **STEP 2:** Under the supervision of a teacher or resource person, learn and practice **Pranaayam** (breathing exercises) like Sheetal Pranayama (cooling breath) and Sheetkari Pranayama (hissing breath).
- **STEP 3:** Learn and practice simple **Asanas** (physical postures) such as Bhadrasana (Gracious Pose), Ardha Ustrasana (Half Camel Pose), and Sasankasana (Hare Pose).

- **STEP 4:** Practice the asanas in pairs and groups to encourage and help each other with correct posture.
- **STEP 5:** Participate in a communal Yoga activity, such as a clean-up of the school compound, to understand the service (Seva) aspect of Yoga.

CONCLUSION: The teacher will lead a short relaxation session and summarize how Pranaayam and Asanas help to improve physical health, flexibility, and concentration, while communal activities promote social well-being.

EXTENDED ACTIVITIES: Learners to practice one of the breathing exercises for a few minutes at home.

ASSESSMENT METHODS:

- Observation
- Question and Answer
- Essay writing
- Role modelling
- Projects

REFLECTION ON THE LESSON:

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WEEK 5

LESSON 1, 2 & 3

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	H.R.E.	5		

STRAND: YOGA (Wholistic aspect of wellness) **SUB-STRAND:** Communal and Spiritual aspects of Yoga (Meditation, Sankalpa)

SPECIFIC LEARNING OUTCOMES: By the end of the lesson, the learner should be able to:

- Participate in collaborative activities for the benefit of society.
- Demonstrate a simple meditation technique for spiritual growth.
- Recite the Sankalpa mantra for global wellbeing.
- Appreciate the importance of meditation for spiritual growth.

KEY INQUIRY QUESTION(S): How is meditation helpful in spiritual growth?

LEARNING RESOURCES:

- Scriptures, Magazines, Digital devices, Newspapers, animated movies, Realia
- A quiet space for meditation

ORGANISATION OF LEARNING: Learners will work individually and in groups.

INTRODUCTION: The teacher will review the physical aspects of Yoga (Asanas and Pranaayam) and explain that Yoga also has a spiritual aspect that helps to calm the mind, which is called meditation.

LESSON DEVELOPMENT: The learner is guided to:

- **STEP 1:** Participate in a collaborative activity for the benefit of society, such as tending to a school garden or organizing classroom materials.
- **STEP 2:** Under the supervision of a resource person, learn and practice a simple meditation technique (e.g., focusing on the breath).
- **STEP 3:** Learn the meaning of a **Sankalpa** (a resolve or intention made during a calm, meditative state).
- **STEP 4:** In small groups, learn to recite a simple Sankalpa mantra for global wellbeing (e.g., "Lokah Samastah Sukhino Bhavantu" - May all beings everywhere be happy and free).
- **STEP 5:** Create a short Yoga guidance video using digital devices, demonstrating one asana or a simple meditation.

CONCLUSION: The teacher will lead a final short meditation and recitation of the Sankalpa mantra. The teacher will summarize that meditation helps to calm the mind and connect with one's inner self, promoting spiritual growth.

EXTENDED ACTIVITIES: Learners to try sitting quietly and focusing on their breath for one minute before they go to sleep.

ASSESSMENT METHODS:

- Observation
- Question and Answer
- Essay writing
- Role modelling
- Projects

REFLECTION ON THE LESSON:

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WEEK 6-9

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	H.R.E.	5		

STRAND/THEME: REVISION / ASSESSMENT **SUB-STRAND:** Revision and End of Year Assessment

SPECIFIC LEARNING OUTCOMES: By the end of the week, the learner should be able to:

- Recall and apply concepts learned throughout the term.
- Answer assessment questions correctly.
- Demonstrate proficiency in the topics covered.

KEY INQUIRY QUESTION(S): What are the most important values you have learned this term?

LEARNING RESOURCES:

- Revision exercises
- Sample assessment papers
- Textbooks and notes from the term

ORGANISATION OF LEARNING: Learners will work individually.

INTRODUCTION: The teacher will provide an overview of the topics covered in Term 3 (Utsav - Festivals, Yoga) and outline the schedule for revision and the final assessment.

LESSON DEVELOPMENT: The learner is guided to:

- **STEP 1:** Review all the key concepts, significances, and practical skills from the term.
- **STEP 2:** Complete revision exercises provided by the teacher, covering all topics.
- **STEP 3:** Participate in a Q&A session to clarify any remaining doubts or difficult concepts.
- **STEP 4:** Sit for the end-of-year assessment.

CONCLUSION: The teacher will mark the assessments and provide feedback to the learners. The teacher will congratulate the learners on their hard work and wish them a happy holiday.

EXTENDED ACTIVITIES: Over the holiday, learners can be encouraged to practice one of the Yoga asanas or breathing exercises they learned.

ASSESSMENT METHODS:

- End of Year Assessment

REFLECTION ON THE LESSON:

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