**SCHEMES OF WORK**

**SCHOOL: ………………………………………………………………………………………………………………**

**GRADE: GRADE EIGHT**

**LEARNING AREA: HINDU RELIGIOUS EDUCATION**

**TERM 1 YEAR: 2025**

**TEACHER’S NAME: ……………………………………………….… TSC NO……………………………………**

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| Week | Lesson | Strand | Sub-strand | Specific-Learning outcomes | Learning Experience | Key Inquiry Question(S) | Learning  Resources | Assessment Methods | Reflection |
| 1 | **OPENING AND RECEIVING LEARNERS** | | | | | | | | |
| 2 | **1-3** | **Manifestation of Parramatta(Supreme Being)** | **Enlightened beings** | By the end of the lesson, the learner should be able to:  a)explain key attributes of the listed Enlightened Beings for familiarization  b)outline the contributions of the Enlightened Beings for inspiration in daily life  c)participate in activities that reflect the teachings of the Enlightened Beings for individual transformation  d)recognize the contributions of Enlightened Beings for guidance in life | The learner is guided to:   * Research and discuss in groups the attributes of the specified Enlightened Beings based on their life history using varied digital/digital media with assistive technology /print media/ resource persons * Tabulate or write the attributes and commonalities of the following Enlightened Beings:-Chaitanya Mahaprabhu-Tirthankar Mallinath-Lord Buddha-Sri Guru Tegh bahadurji (Hind Kee Chaadhar) * Watch or listen to audio-visual clips on the life history of the Enlightened Beings * Role-playthe story oftirthankar Mallinath: Malli kumari and kings * Explain the events that led to Sri Guru Tegh Bahadur Ji’s entitlement * Write an essay on the implementation of the teachings they have learnt from the Enlightened Beings * Draw, paint or make a tactual illustration on a life event of an Enlightened Being * Design a catalogue of each Enlightened Being by sticking at least two pieces of poetry/phrases from religious magazines/recorded discourses/personal composition against a relevant portrait of each Enlightened Being * Develop a practical activity in groups to solve a problem in their community by applying a specific teaching from the Enlightened Beings. | Why is it important to learn the attributes of Enlightened Beings?  How can we implement the teachings of Enlightened Beings in our lives?  How do the teachings of the Enlightened Beings influence our lives? | Digital resources (Authenticated Online)  Library  Magazines  Artwork  Resource persons  Art and Craft Materials  Tactual Illustrations  OUP, HRE, Grade 8 Learners Book Pg.1-2 | Self & Peer Review  Oral questioning  Practical Activity Projects  PortfolioObservations  Written work  Presentations of artwork |  |
| 3 | **1-3** | **Manifestation of Parramatta(Supreme Being)** | **Enlightened beings** | By the end of the lesson, the learner should be able to:  a)explain key attributes of the listed Enlightened Beings for familiarization  b)outline the contributions of the Enlightened Beings for inspiration in daily life  c)participate in activities that reflect the teachings of the Enlightened Beings for individual transformation  d)recognize the contributions of Enlightened Beings for guidance in life | The learner is guided to:   * Research and discuss in groups the attributes of the specified Enlightened Beings based on their life history using varied digital/digital media with assistive technology /print media/ resource persons * Tabulate or write the attributes and commonalities of the following Enlightened Beings:-Chaitanya Mahaprabhu-Tirthankar Mallinath-Lord Buddha-Sri Guru Tegh bahadurji (Hind Kee Chaadhar) * Watch or listen to audio-visual clips on the life history of the Enlightened Beings * Role-play the story oftirthankar Mallinath: Malli kumari and kings * Explain the events that led to Sri Guru Tegh Bahadur Ji’s entitlement * Write an essay on the implementation of the teachings they have learnt from the Enlightened Beings * Draw, paint or make a tactual illustration on a life event of an Enlightened Being * Design a catalogue of each Enlightened Being by sticking at least two pieces of poetry/phrases from religious magazines/recorded discourses/personal composition against a relevant portrait of each Enlightened Being * Develop a practical activity in groups to solve a problem in their community by applying a specific teaching from the Enlightened Beings. | Why is it important to learn the attributes of Enlightened Beings?  How can we implement the teachings of Enlightened Beings in our lives?  How do the teachings of the Enlightened Beings influence our lives? | Digital resources (Authenticated Online)  Library  Magazines  Artwork  Resource persons  Art and Craft Materials  Tactual Illustrations  OUP, HRE, Grade 8 Learners Book Pg.3 | Self & Peer Review  Oral questioning  Practical Activity Projects  PortfolioObservations  Written work  Presentations of artwork |  |
| 4 | **1-3** | **Manifestation of Parramatta(Supreme Being)** | **Enlightened beings** | By the end of the lesson, the learner should be able to:  a)explain key attributes of the listed Enlightened Beings for familiarization  b)outline the contributions of the Enlightened Beings for inspiration in daily life  c)participate in activities that reflect the teachings of the Enlightened Beings for individual transformation  d)recognize the contributions of Enlightened Beings for guidance in life | The learner is guided to:   * Research and discuss in groups the attributes of the specified Enlightened Beings based on their life history using varied digital/digital media with assistive technology /print media/ resource persons * Tabulate or write the attributes and commonalities of the following Enlightened Beings:-Chaitanya Mahaprabhu-Tirthankar Mallinath-Lord Buddha-Sri Guru Tegh bahadurji (Hind Kee Chaadhar) * Watch or listen to audio-visual clips on the life history of the Enlightened Beings * Role-playthe story oftirthankar Mallinath: Malli kumari and kings * Explain the events that led to Sri Guru Tegh Bahadur Ji’s entitlement * Write an essay on the implementation of the teachings they have learnt from the Enlightened Beings * Draw, paint or make a tactual illustration on a life event of an Enlightened Being * Design a catalogue of each Enlightened Being by sticking at least two pieces of poetry/phrases from religious magazines/recorded discourses/personal composition against a relevant portrait of each Enlightened Being * Develop a practical activity in groups to solve a problem in their community by applying a specific teaching from the Enlightened Beings. | Why is it important to learn the attributes of Enlightened Beings?  How can we implement the teachings of Enlightened Beings in our lives?  How do the teachings of the Enlightened Beings influence our lives? | Digital resources (Authenticated Online)  Library  Magazines  Artwork  Resource persons  Art and Craft Materials  Tactual Illustrations  OUP, HRE, Grade 8 Learners Book Pg.5 | Self & Peer Review  Oral questioning  Practical Activity Projects  PortfolioObservations  Written work  Presentations of artwork |  |
| 5 | **1-3** | **Scriptures** | **Scriptural Texts** | By the end of the lesson, the learner should be able to:  a) analyze the role of the Scriptures for guidance in daily life  b) prepare a code of conduct based on the Scriptures for personal development  c) utilize common teachings from the Scriptures for peace and harmony  d)appreciate Scriptural teachings for spiritual nourishment | The learner is guided to:   * Read the selected verses from the:-Yajur Ved: Sangathan mantra-Uttradhyan Sutra Chapter 19-21(Summary)-Mangala Sutta SN2.4 -Sukhmani Sahib 9-16 Ashtpadi(Summary) under parental supervision and write a report on how these Scriptures guide our daily lives * Discuss in groups the roles of the Scriptures in society * Visit Sanatan Mandir, Derasar Vihar and Gurdwara to learn about the Scriptures * Tabulate or write a code of conduct for their daily life based on the Scriptures they have learned about * Recite or sing verses/hymns/ stavans/mantras from the selected Scriptures that promote peace and harmony * Listen to stories and recorded audio-visuals on the listed verses from the Scriptures * Discuss in groups how teachings from the Scriptures promote peace and harmony and make a presentation in class | How does the reading of Scriptures help us to gain peace of mind?  Why is the code of conduct in Scripture important for moral values? | Resource persons  Digital media  Library  Magazines  Scriptures  Art and Craft Materials Tactual Illustrations  OUP, HRE, Grade 8 Learners Book Pg.6 | Self & Peer Review Oral questioning  Projects  Observations  Written work  Presentation of artwork  Audio-visual  recordings’ Presentations |  |
| 6 | **1-3** | **Scriptures** | **Scriptural Texts** | By the end of the lesson, the learner should be able to:  a) analyze the role of the Scriptures for guidance in daily life  b) prepare a code of conduct based on the Scriptures for personal development  c) utilize common teachings from the Scriptures for peace and harmony  d)appreciate Scriptural teachings for spiritual nourishment | The learner is guided to:   * Read the selected verses from the:-Yajur Ved: Sangathan mantra-Uttradhyan Sutra Chapter 19-21(Summary)-Mangala Sutta SN2.4 -Sukhmani Sahib 9-16 Ashtpadi(Summary) under parental supervision and write a report on how these Scriptures guide our daily lives * Discuss in groups the roles of the Scriptures in society * Visit Sanatan Mandir, Derasar Vihar and Gurdwara to learn about the Scriptures * Tabulate or write a code of conduct for their daily life based on the Scriptures they have learned about * Recite or sing verses/hymns/ stavans/mantras from the selected Scriptures that promote peace and harmony * Listen to stories and recorded audio-visuals on the listed verses from the Scriptures * Discuss in groups how teachings from the Scriptures promote peace and harmony and make a presentation in class | How does the reading of Scriptures help us to gain peace of mind?  Why is the code of conduct in Scripture important for moral values? | Resource persons  Digital media  Library  Magazines  Scriptures  Art and Craft Materials Tactual Illustrations  OUP, HRE, Grade 8 Learners Book Pg.7-10 | Self & Peer Review Oral questioning  Projects  Observations  Written work  Presentation of artwork  Audio-visual  recordings’ Presentations |  |
| 7 | **1-3** | **Scriptures** | **Scriptural Texts** | By the end of the lesson, the learner should be able to:  a) analyze the role of the Scriptures for guidance in daily life  b) prepare a code of conduct based on the Scriptures for personal development  c) utilize common teachings from the Scriptures for peace and harmony  d)appreciate Scriptural teachings for spiritual nourishment | The learner is guided to:   * Read the selected verses from the:-Yajur Ved: Sangathan mantra-Uttradhyan Sutra Chapter 19-21(Summary)-Mangala Sutta SN2.4 -Sukhmani Sahib 9-16 Ashtpadi(Summary) under parental supervision and write a report on how these Scriptures guide our daily lives * Discuss in groups the roles of the Scriptures in society * Visit Sanatan Mandir, Derasar Vihar and Gurdwara to learn about the Scriptures * Tabulate or write a code of conduct for their daily life based on the Scriptures they have learned about * Recite or sing verses/hymns/ stavans/mantras from the selected Scriptures that promote peace and harmony * Listen to stories and recorded audio-visuals on the listed verses from the Scriptures * Discuss in groups how teachings from the Scriptures promote peace and harmony and make a presentation in class | How does the reading of Scriptures help us to gain peace of mind?  Why is the code of conduct in Scripture important for moral values? | Resource persons  Digital media  Library  Magazines  Scriptures  Art and Craft Materials Tactual Illustrations  OUP, HRE, Grade 8 Learners Book Pg.12-15 | Self & Peer Review Oral questioning  Projects  Observations  Written work  Presentation of artwork  Audio-visual  recordings’ Presentations |  |
| 8 | **1-3** | **Scriptures** | **Scriptural Texts** | By the end of the lesson, the learner should be able to:  a) analyze the role of the Scriptures for guidance in daily life  b) prepare a code of conduct based on the Scriptures for personal development  c) utilize common teachings from the Scriptures for peace and harmony  d)appreciate Scriptural teachings for spiritual nourishment | The learner is guided to:   * Read the selected verses from the:-Yajur Ved: Sangathan mantra-Uttradhyan Sutra Chapter 19-21(Summary)-Mangala Sutta SN2.4 -Sukhmani Sahib 9-16 Ashtpadi(Summary) under parental supervision and write a report on how these Scriptures guide our daily lives * Discuss in groups the roles of the Scriptures in society * Visit Sanatan Mandir, Derasar Vihar and Gurdwara to learn about the Scriptures * Tabulate or write a code of conduct for their daily life based on the Scriptures they have learned about * Recite or sing verses/hymns/ stavans/mantras from the selected Scriptures that promote peace and harmony * Listen to stories and recorded audio-visuals on the listed verses from the Scriptures * Discuss in groups how teachings from the Scriptures promote peace and harmony and make a presentation in class | How does the reading of Scriptures help us to gain peace of mind?  Why is the code of conduct in Scripture important for moral values? | Resource persons  Digital media  Library  Magazines  Scriptures  Art and Craft Materials Tactual Illustrations  OUP, HRE, Grade 8 Learners Book Pg.16 | Self & Peer Review Oral questioning  Projects  Observations  Written work  Presentation of artwork  Audio-visual  recordings’ Presentations |  |
| 9 | **1-3** | **Principles of Dharma** | **Fundamental Principles** | By the end of the lesson, the learner should be able to:  a)identify the fundamental Principles of Dharma for character formation  b)demonstrate the Principles of Dharma in a school environment  c) Nurture the Principles of Dharma for virtuous living. | The learner is guided to:   * Explore the Fundamental Principles of Dharma from the four faiths through digital media/ libraries/resource person(s)-Sanatan/Vedic-Punarjanam (Reincarnation)-Jain-Non-attachment (Aparigraha),-Celibacy (Bhramacharya)-Sikh-Satisfaction(Santokh)-Truth(Sat) * Research famous personalities to ascertain their efforts in following the Principles of Dharma * Create a list of activities to guide them on the practice of each of the Principles of Dharma * Discuss in groups the activities enlisted regarding the practice Of the Principles of Dharma * Explore and narrate stories in the classroom based on the Principles of Dharma * Visit Sanatan Mandir, Derasar, Vihar and Gurdwara,and listen to sermons on the Principles of Dharma * Prepare relevant skits based on Scriptural stories depicting the Principles of Dharma | How can learners practice the Principles of Dharma in their day-to-day life?  Why is it important to live by the Principles of Dharma? | Resource persons  Digital Media  Library  Magazines  Scriptural stories  Art and Craft Materials Tactual Illustrations  OUP, HRE, Grade 8 Learners Book Pg.17-18 | Self & Peer Review Oral questioning  Observations  Written work  Presentation of artwork  Audio-visual  recordings |  |
| 10 | **1-3** | **Principles of Dharma** | **Fundamental Principles** | By the end of the lesson, the learner should be able to:  a)identify the fundamental Principles of Dharma for character formation  b)demonstrate the Principles of Dharma in a school environment  c) Nurture the Principles of Dharma for virtuous living. | The learner is guided to:   * Explore the Fundamental Principles of Dharma from the four faiths through digital media/ libraries/resource person(s)-Sanatan/Vedic-Punarjanam (Reincarnation)-Jain-Non-attachment (Aparigraha),-Celibacy (Bhramacharya)-Sikh-Satisfaction(Santokh)-Truth(Sat) * Research famous personalities to ascertain their efforts in following the Principles of Dharma * Create a list of activities to guide them on the practice of each of the Principles of Dharma * Discuss in groups the activities enlisted regarding the practice Of the Principles of Dharma * Explore and narrate stories in the classroom based on the Principles of Dharma * Visit Sanatan Mandir, Derasar, Vihar and Gurdwara,and listen to sermons on the Principles of Dharma * Prepare relevant skits based on Scriptural stories depicting the Principles of Dharma | How can learners practice the Principles of Dharma in their day-to-day life?  Why is it important to live by the Principles of Dharma? | Resource persons  Digital Media  Library  Magazines  Scriptural stories  Art and Craft Materials Tactual Illustrations  OUP, HRE, Grade 8 Learners Book Pg.19 | Self & Peer Review Oral questioning  Observations  Written work  Presentation of artwork  Audio-visual  recordings |  |
| 11 | **1-3** | **Principles of Dharma** | **Fundamental Principles** | By the end of the lesson, the learner should be able to:  a)identify the fundamental Principles of Dharma for character formation  b)demonstrate the Principles of Dharma in a school environment  c) Nurture the Principles of Dharma for virtuous living. | The learner is guided to:   * Explore the Fundamental Principles of Dharma from the four faiths through digital media/ libraries/resource person(s)-Sanatan/Vedic-Punarjanam (Reincarnation)-Jain-Non-attachment (Aparigraha),-Celibacy (Bhramacharya)-Sikh-Satisfaction(Santokh)-Truth(Sat) * Research famous personalities to ascertain their efforts in following the Principles of Dharma * Create a list of activities to guide them on the practice of each of the Principles of Dharma * Discuss in groups the activities enlisted regarding the practice Of the Principles of Dharma * Explore and narrate stories in the classroom based on the Principles of Dharma * Visit Sanatan Mandir, Derasar, Vihar and Gurdwara,and listen to sermons on the Principles of Dharma * Prepare relevant skits based on Scriptural stories depicting the Principles of Dharma | How can learners practice the Principles of Dharma in their day-to-day life?  Why is it important to live by the Principles of Dharma? | Resource persons  Digital Media  Library  Magazines  Scriptural stories  Art and Craft Materials Tactual Illustrations  OUP, HRE, Grade 8 Learners Book Pg.20 | Self & Peer Review Oral questioning  Observations  Written work  Presentation of artwork  Audio-visual  recordings |  |
| 12 | **1-3** | **Principles of Dharma** | **Buddhist Principles of Dharma** | By the end of the lesson, the learner should be able to:  a)describe the Buddhist Principles of Dharma for spiritual nourishment  b)demonstrate the Buddhist Principles of Dharma for a deeper understanding  c)practice the Buddhist Principles of Dharma for character formation  d) Acknowledge the Buddhist Principles of Dharma for virtuous living. | * The learner is guided to: * read religious Buddhist magazines to identify components of the Noble Eightfold Path * listen to a discourse by resource persons explaining the noble eightfold path * create a mind map/make a summary /list that incorporates activities of the noble eightfold path and discuss in groups the components that can be exercised in daily life * watch/ listen/ select videos about the practice of the noble eightfold path in Buddhism/consult practicing Buddhists to learn how the components are applied in day-to-day life | 1. Why did Lord Buddha give the noble eightfold path?  2. How does the noble eight fold path lead us toward righteous living? | Resource persons  Digital Media  Library  Magazines  Scriptural stories  Art and Craft Materials Tactual Illustrations  OUP, HRE, Grade 8 Learners Book Pg.21 | Self & Peer Review Oral questioning  Observations  Written work  Presentation of artwork  Audio-visual  recordings |  |
| 13 | **1-3** | **Principles of Dharma** | **Buddhist Principles of Dharma** | By the end of the lesson, the learner should be able to:  a)describe the Buddhist Principles of Dharma for spiritual nourishment  b)demonstrate the Buddhist Principles of Dharma for a deeper understanding  c)practice the Buddhist Principles of Dharma for character formation  d) Acknowledge the Buddhist Principles of Dharma for virtuous living. | * The learner is guided to: * read religious Buddhist magazines to identify components of the Noble Eightfold Path * listen to a discourse by resource persons explaining the noble eightfold path * create a mind map/make a summary /list that incorporates activities of the noble eightfold path and discuss in groups the components that can be exercised in daily life * watch/ listen/ select videos about the practice of the noble eightfold path in Buddhism/consult practicing Buddhists to learn how the components are applied in day-to-day life | 1. Why did Lord Buddha give the noble eightfold path?  2. How does the noble eight fold path lead us toward righteous living? | Resource persons  Digital Media  Library  Magazines  Scriptural stories  Art and Craft Materials Tactual Illustrations  OUP, HRE, Grade 8 Learners Book Pg.22-25 | Self & Peer Review Oral questioning  Observations  Written work  Presentation of artwork  Audio-visual  recordings |  |
| 14 | **EXAMINATION AND CLOSING OF SCHOOL** | | | | | | | | |