



HINDUISM Part 1 Unit 2: Living as a Hindu

<p>What this unit contains</p>	<p>What does it mean to be a Hindu? Respect for other people (shown through namaste) and respect for all living things because God is in everything. Understanding more about God and Hindu values through the stories of the birth of Krishna, Krishna and Sudhama and Murugan and Ganesh. Values: The importance of caring for others and respect for parents. Belief that God is seen in different ways and represented through different forms. Worship in the home: The shrine; The Arti ceremony; Prasad (food offered, blessed and served after prayer).</p>		
<p>Where the unit fits and how it builds upon previous learning</p>	<p>This is the second Unit of Hinduism in the Primary phase. It develops pupils' knowledge and understanding of Hindu beliefs about God from unit 1 by introducing them to a second avatar of Vishnu.</p>		
<p>Extension activities and further thinking</p>	<p>➤ Think of a time when you won a competition and how you behaved towards the losers.</p>		
<p>Vocabulary</p> <p>Hinduism Shiva worship prasad Hindu Murugan shrine prayer God Ganesh adoption respect belonging Krishna foster honesty namaste Sudhama Arti truthfulness</p>	<p>SMSC/Citizenship</p> <p>➤ Worship of God ➤ Sportsmanship ➤ Respect for all people. ➤ Respect for all living things. ➤ Concept of God being in all creation.</p>		



HINDUISM Part 1 Unit 2: Living as a Hindu

Unit 2 Session 1

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know that Hindus greet each other by saying ‘Namaste and that this means ‘my soul respects your soul and the spark of God inside you’; ➤ know that Hindus respect all life – humanity and all living things; ➤ consider the implications for belief that the world is a family; ➤ Consider Hindu attitudes to animals as a response to this belief. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>Explore & demonstrate greetings known by the class, celebrating the languages and cultures represented.</p> <p>Explain that greetings often have ancient meanings, e.g. shaking hands shows you have no weapon in your hand. Do pupils know special meanings of other greetings?</p> <p>Demonstrate the ‘Namaste’ greeting. Explain its meaning to pupils. Placing hands together and slightly bowing towards the other person usually accompany it. Discuss pupils’ views about the Hindu belief that we, the soul, live in the heart, and that God is there with us on our journey throughout life. Emphasise the respect paid to each other is part of Hindu beliefs about the soul, which is a part of God.</p> <p>Give out pictures of people from around the world, young and old, male and female. Explain that Hindus believe that all human beings are one family. Make group collages of the ‘world family’ and write down words describing feelings about belonging to a family of all human beings everywhere to accompany artwork.</p> <p>Consider other parts of creation, e.g. do animals have awareness and feelings? Do they have souls? Hindus believe that animals are part of our family. How might believing this influence Hindu ideas of how humans should behave towards animals?</p> <p>Produce short reflective statements about how you believe humans should behave towards all creation.</p>	<p>Resources Pictures of people from around the world of different ages / genders. Collage materials My Hindu Faith (Wayland) page 27</p> <p>N.B. Pupils may want to discuss where God is when people are being bad. Hindus believe that God is all good. He is the source of everything, but not the source of evil. For example, the sun is the source of everything in this solar system, but there is no darkness in the sun. The sun is not the source of darkness. Only when we turn our back to the sun, do we see our own shadow. Similarly, evil occurs when we turn our backs to God.</p> <p>N.B. Hinduism has developed with a respect for all of nature.</p>



HINDUISM Part 1 Unit 2: Living as a Hindu

Unit 2 Session 2

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ consider the needs of babies and compare to dangers surrounding Krishna at his birth; ➤ consider the range of people who help to bring them up and know that sometimes the carer who brings someone up is not their birth parent; ➤ know that Hindus believe that God visited earth as Krishna and that Krishna tells human beings about the soul, God and nature. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p><i>You might invite an adult and baby in to the class for this lesson. If you do, greet your visitors with 'namaste' as in Session 1.</i></p> <p>Show pupils pictures of babies. Ask how parents usually feel when they know a baby is on the way. Discuss the needs that babies have and how vulnerable they are. Generate words and phrases describing the many things that babies need / deserve for a good start in life, for example good food, drink, love, baths, fresh air... If you have a baby in the classroom talk about her/his needs, likes and dislikes.</p> <p>Explain that the class are going to hear a story about a baby who needed a foster family to make sure he was safe.</p> <p>Tell the story of Krishna's birth and explain that Hindus believe that this special baby was God who came to earth for a special purpose. At the end of the story, talk about alternatives. For example what would have happened if Vasudev had not had good friends to rely on or if he had been too afraid to travel through the storm?</p> <p>Explain that Hindus believe that Krishna came for 3 reasons:</p> <ul style="list-style-type: none"> ▪ to protect the good; ▪ to punish the wicked; ▪ to teach about religion. <p>How does the story show the context for these actions?</p> <ul style="list-style-type: none"> ▪ Who was good? ▪ Who was wicked? ▪ What does the story teach about God? ▪ What does this show about Hindu beliefs about what makes a family? <p>Collate a set of answers from pupils and keep for the next lesson.</p>	<p>Resources</p> <p>Story of the birth of Krishna e.g. from The Heart of Hinduism Primary Resource Pack – Story of the birth of Krishna (STO 314) or Re-tell stories Volume 5 'The birth of Krishna' – Lewisham Education</p> <p>Krishna murti / image Pictures of babies</p> <p>N.B. Be sensitive to the feelings of pupils who may not have been wanted.</p>



HINDUISM Part 1 Unit 2: Living as a Hindu

Unit 2 Session 3

Learning objectives	A T 1	A T 2	Suggested teaching activities	Focus for assessment	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know that many Hindus believe that Shiva is God; ➤ understand that Hindus believe that Ganesh realised that God is the centre of the universe and that Murugan had to control his disappointment. 	<p>√</p> <p>√</p> <p>√</p>		<p>Before telling the story that is the centre of hits session, ask pupils how they show their respect for their parents. Then ask them how they feel when they do not get what they want.</p> <p>Tell the story of Ganesh and Murugan when they were boys. Explain that Hindus believe this story shows many morals:</p> <ul style="list-style-type: none"> - Respecting parents is important - God is the centre of the universe. <p>In the story Murugan gets very angry and so he went off on his own to get away from the situation and everybody. Ask pupils: Why do you think Murugan did that? Why do you think his parents went to bring him home?</p> <p>Assessment Task How did Lord Shiva show he loved both his children?</p>	<p>Assessment Level</p> <p><i>Level 1 Attainment target 1</i> Pupils use some religious words and phrases to recognise and name features of religious life and practice. They can recognise symbols, and other verbal and visual forms of religious expression.</p> <p><i>Level 2 Attainment target 1</i> Pupils use religious words and phrases to identify some features of religion and its importance for some people. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.</p>	<p>Resources Story of Ganesh and Murugan</p>

HINDUISM Part 1 Unit 2: Living as a Hindu



Unit 2 Session 4

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know that Hindus believe that Krishna shows humans what it is to be a good friend; ➤ know the story of Krishna and Sudhama; ➤ know that Krishna understood what Sudhama needed and supplied it. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>		<p>Recall knowledge from previous lesson and talk about the outcomes of the task, inviting pupils to share some of the ideas that they had with the class.</p> <p>Talk about what makes a good friend. In small groups, agree 3 qualities of a good friend and feed back to the class. Explain that through the story of Krishna and his friend Sudhama when they were grown up, Hindus believe we can learn that God is the friend of humans. In this story Krishna is an adult.</p> <p>Retell the story of Krishna and Sudhama. Discuss the message of the story. Key question – why did Krishna help Sudhama and know what he needed without being asked?</p> <p>Begin a class friendship folder to include photographs and descriptions of friends of members of the class, descriptions of times when friends have helped them or they have helped their friends or newspaper cuttings of current local / national / international examples of friendship in action (the latter demonstrating the world family concept).</p> <p>This is an opportunity to discuss how we should behave towards those who are not our friends and how we can be friendly to everyone.</p>	<p>Resources Story of the Krishna and Sudhama e.g. from The Heart of Hinduism Primary Resource Pack – Story of the birth of Krishna (STO 215) or Re-tell stories Volume 3 ‘The story of Krishna and Sudhama’ – Lewisham Education</p> <p>N.B. Teachers please note: What answers could we endorse as being those of the tradition (while valuing all pupils’ answers). e.g. through love - when we love, we learn to know the mind and heart of that person; because he is God; because, as God, Krishna is in everyone’s heart and knows all our thoughts, desires, etc; also, Krishna helped Sudhama because the latter was selfless and detached – he had no personal desire for wealth.</p>



HINDUISM Part 1 Unit 2: Living as a Hindu

Unit 2 Session 5

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
Pupils should: <ul style="list-style-type: none"> ➤ know how Hindus worship God in their temples on days that mark God's appearances and at festivals; ➤ know that food is offered to God and then shared; ➤ know that making offerings and sharing are a sign of love. 	✓ ✓ ✓ ✓	✓ ✓	<p>Explain that Hindus celebrate the appearances of God as special celebrations. Pupils might compare this with special birthday celebrations in other religions. What happens at their birthdays? Parties, cards, gifts...</p> <p>Show a video portion of the celebration of Krishna's birthday. After the video has finished note what has been seen in the Hindu temple – greetings, lights, bells, arti, offerings, a feast, rocking the baby Krishna's cradle, retelling and acting out the story.</p> <p>Talk about how in the video the worshippers show their love of God in many ways including offering flowers, fruit etc.</p> <p>Make a birthday card to send to a friend, decorating with images of peacock feathers, or Hindu symbols. Inside the card explain why you think this person is a good friend.</p> <p>Share coconut ice or barfi while the cards are being made.</p>	<p>Resources Video: 'Pathways of Belief: Hinduism'; Card Peacock feathers, pictures, faith symbol, Krishna murti My Hindu Faith (Wayland) pages 8 & 9 Barfi or coconut ice. For recipe see The Heart of Hinduism Primary pack Teaching Idea 3.4</p>



HINDUISM Part 1 Unit 2: Living as a Hindu

Unit 2 Session 6

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know about Hindu family life; ➤ know that Hindus worship at home as well as in the Temple; ➤ know that arti is a form of worship that engages all the senses; ➤ focus on the good in others and express sincere words of appreciation to their friends and colleagues. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>Show a section of video or film explaining how families worship at home and do not always need to go to the temple. Afterwards draw out the similarities and differences with worship in the Temple and ways to celebrate festivals seen in previous lessons.</p> <p>Hindus have a focused place in the home for worship. Worship takes place usually in the morning and evening. A shrine would have a deity or picture of a deity, diva/deepa, incense, flowers and holy ash or clay. Prayer can take place as a family or as an individual. Fruit and milk is usually offered in the morning. Some Hindus offer their meals for blessings before they eat them. Arti is the ceremonial offering of love to a deity during puja (worship). Arti can be performed at home or in the Temple. During worship the arti lamp is taken round the worshippers who hold their hands over the flames and then pass them over their forehead and hair. Then they symbolically receive God's blessing and power.</p> <p>Explain how the arti ceremony focuses and engages all the senses, keeping the worshipper focussed on what they are doing:</p> <ul style="list-style-type: none"> - Sight – they see the image of a deity - Smell – flowers and/or incense at the shrine - Taste – Prasad – fruit etc offered to God and consumed by the worshippers as blessed by God - Touch – the warmth of the fragrant smoke represents the heat and energy of God - Sound – the bell that is rung keeps the worshipper focussed. <p>Draw and label items used in worship in a Hindu home, explaining the importance to Hindus of each item.</p>	<p>Resources Espresso 'Faiths' CD Rom Video: Pathways of Belief: Hinduism. Puja tray Arti lamp Books My Hindu Faith by Anita Ganeri (Evans) My Hindu Faith (Wayland)</p> <p>Puja and the 5 elements – notes for teachers.</p> <p>http://hinduism.iskcon.com/practice/310.htm</p>

HINDUISM Part 1 Unit 2: Living as a Hindu



Unit 2 Session 3

The story of Ganesh and Murugan

Long, long ago two brothers, Ganesh and Murugan, were living with their father the supreme God Shiva and their mother Parvati in the Himalayas. One day, the celestial spaceman, Narada muni, came to visit them playing on his special stringed musical instrument called a Vina. Narada muni brought them a gift – the most delicious ripe mango.

Lord Shiva accepted the gift and decided to offer the mango as a prize to his two young sons. Whichever of them could race around the universe the fastest, he decreed, would win the prize.

Both boys liked competitions so they set off, each on his special creature on which he travelled. Murugan flew off, racing around the universe on his beautiful peacock, its bright blue feathers sparkling as it went. Ganesh however thought hard and then on his rat he circled his parents where they stood.

Who do you think won the competition? – Ganesh said to his parents, 'You are both the universe to me.' Hearing this Lord Shiva announced that Ganesh had won the mango.

Soon after Murugan returned, hot and tired from his flight around the universe. He was very shocked and became very cross when he heard the result of the competition. He threw down his robes and jewellery and had a tantrum. He left his home and set off to the hills called Palani in Southern India. Murugan stayed there for quite some time till his loving parents came to take him home.

This story tells Hindus it is very important to respect parents and God and that people should be good sports and learn how to lose gracefully.

HINDUISM Part 1 Unit 2: Living as a Hindu



Unit 2 Session 6: Notes for teachers

During worship items also represent the five elements from which everything is made according to the Hindu tradition.

Incense and flowers are offered to the deity to represent the earth.

Incense is burned and symbolises air.

The conch shell which is blown at the beginning of the ceremony is the symbol of space.

Water is also offered, to God, water is the fourth element.

The arti lamp is associated with the fifth element, fire. During the service, the arti lamp is moved in a circular, clockwise motion in front of the statues of the deities whilst a prayer is recited. The arti lamp is then taken round the worshippers who hold their hands over the flames and then pass them over their forehead and hair. Thus they symbolically receive God's blessing and power.

The circular motion of the lamp represents the cyclical nature of creation, perfection and endless power.

HINDUISM Part 1 Unit 2: Living as a Hindu



Unit 2 Session 6:

Puja Tray



HINDUISM Part 1 Unit 2: Living as a Hindu



Unit 2 Session 6: Arti Tray

