

Unit title	Year	Background notes
How and why do Hindus worship at home and in the mandir?	3	<p>In this unit, pupils should be introduced to Hinduism by exploring ways in which Hindus understand God and why worship is important to Hindus.</p> <p>Please note</p> <p>The activities below are meant only as a guide; teachers should feel free to adapt & develop activities to meet the needs of their individual classes. The key questions & associated activities may need to be spread over a number of sessions to ensure adequate coverage of the learning outcomes.</p>

Key Questions	Key concepts/ vocabulary	Learning Outcomes	Suggested activities	Resources
What different ideas does our class have about God?	God	<p>I can use religious words to describe some of the different ways in which people show their beliefs. (Level 3)</p> <p>I can compare my ideas with those of other people. (Level 3)</p>	<ul style="list-style-type: none"> • What is God like? Using words and pictures, children share their ideas. • Record children's ideas in speech bubbles for a display, or their responses could be filmed 	Speech bubbles, video camera

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How do Hindus express their beliefs about God?	Symbol <i>Murti</i> Krishna Lakshmi	I can say what some Hindu symbols stand for (Level 2) I can use religious words and pictures to describe some of the different ways Hindus show their beliefs about God. (Level 3)	<ul style="list-style-type: none"> Discuss with children that each of us has many aspects to our identity. Carry out activity entitled: <i>Myself – one person, many sides</i>. Draw a picture showing ‘different sides of me’. It could show being a son/ daughter, a friend, a footballer, a helper etc. Emphasise they still are one person, but they also have different sides Explain that Hindus believe in one God but there are many different aspects, or sides to God. Look at different pictures of Hindu deities. Ask children to identify common or distinctive features in the pictures. Eg – gods with many arms (showing power), coloured blue (like the heavens), Lakshmi with her coins (showing her as a goddess of wealth). Discuss how for many Hindus, these are all aspects of the one God. Compare all these different pictures depicting aspects of God with those that the children drew at the start showing their many sides. Ask ‘What have we learnt about Hindu beliefs about God?’ Record children’s responses in thought bubbles for display. 	BBC Pathways of Belief video programmes on Hinduism Pictures of Hindu deities Thought bubbles
What do Hindus believe about Ganesh?	God <i>Ganesha</i> New beginnings	I can describe what a Hindu might learn about Ganesh from stories or pictures. (Level 2) I can ask important questions about my life and think about times when I need help. (Level 3)	<ul style="list-style-type: none"> Look at images of <i>Ganesha</i> and talk about how you can recognise him from other deities Share the story of how <i>Ganesha</i> got his elephant head Discuss how <i>Ganesha</i> is the remover of obstacles and a deity of new beginnings and that Hindus pray to him before beginning worship and at <i>Diwali</i>. Talk about new beginnings in children’s lives. When do we face new beginnings when we might need help eg starting school, having a new baby, moving house, a new term, a new teacher In circle time, give the children time to reflect upon new beginnings and record their responses using words, pictures or actions to be placed in a ‘golden box’. Some children may wish to share their responses, but others might wish to place them in secretly. 	Image or picture of <i>Ganesha</i> , the elephant-headed deity Story of how Ganesha got his elephant head

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<p>What is a shrine and why is it important in a Hindu home?</p>	<p><i>Murti</i> Shrine Special place</p>	<p>I can describe some of the things that Hindus do to worship God and why they do them (Level 3)</p>	<ul style="list-style-type: none"> Imagine you have a special guest coming to your house. How would you make them feel welcome? How would you prepare your house to welcome them? Brainstorm ideas Explain how Hindus treat the figures of the gods and goddesses as extra special guests, respecting them, caring for them, talking to them, offering food and keeping them clean. Explore this idea and introduce the idea of a shrine, a special place in the Hindu home for honouring and worshipping the deities. Create a small model of a Hindu shrine in the classroom using a picture or murti of the deity and placing a diva, incense sticks, some flowers etc before it. Watch a video that shows Hindu worship at home, or invite in a Hindu parent/ member of staff to demonstrate in the classroom. See if you can spot ways in which Hindu people are worshipping eg ringing the bell, making offerings, touching/bowing to the murti, using incense, receiving prasada, caring for the murti. Which senses are being used in worship? Invite a Hindu to speak to the class about their home shrine and how they honour and worship the deities. Research some pictures and information about shrines from resource books, posters and ICT 	<p>See Scholastic Ready Resources, Religious Education Book 2</p> <p><i>Murti</i> or picture of deity, incense sticks, <i>diva</i>, flowers etc</p> <p>BBC Pathways of Belief video programmes on Hinduism</p>

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What happens in a <i>mandir</i>?	puja <i>aarti</i> pray <i>prasad</i>	I can use religious words to describe some of the different ways in which Hindus show their beliefs through worship in the <i>mandir</i> (Level 3)	If used as an assessment task, see separate sheet. <ul style="list-style-type: none"> • Watch a video or see a website that shows Hindu worship in a <i>mandir</i>. Ask children to identify the different ways in which people are worshipping eg ringing the bell, making offerings, touching/bowing to the <i>murti</i>, using incense, receiving <i>prasad</i>, caring for the <i>murti</i>. • Use photographs of features of a <i>mandir</i> for more detailed study. Children devise questions on what they can see. • Look at some Hindu artefacts, for example a puja tray. Think about what the different elements might mean eg <i>aarti</i> and Hindus holding their hands over the flame and then passing their hands over their head. • Visit a <i>mandir</i>. Allow the children time to sketch the objects and ask the questions that they have devised. • Once back at school, allow children the time to describe the objects now that they have seen them in real life and demonstrate understanding about how the objects are used and why. This could be done in various ways, such as creating a guidebook, giving a short oral presentation, putting captions on a powerpoint presentation containing the original photographs etc. • Create a collage of pictures that show Hindu worship and the Hindu temple, or make these into a display, alongside children's posters about puja and their work on the <i>mandir</i>. 	BBC Pathways of Belief video

Useful websites

<http://atschool.eduweb.co.uk/manorlh/hinduism/puja.html>

A very clearly written school page that has pictures and a good description of *puja*

http://www.moorcrofts.ch.freeserve.co.uk/sensory_stories.htm

This shows how a special school learns about *puja* in a sensory way

www.painsley.org.uk/re/Y7/2-2Hinduism/hindu_worship.htm

A clear information sheet on *puja* with crosswords for more able pupils

<http://www.asia.si.edu/pujaonline/puja/homes.html#homes>

A very interesting video clip showing *puja* at home

<http://www.shreeswaminarayan.org.uk/photos/main.htm>

Some beautiful pictures of *puja* in a temple. The same site has very moving pictures of a *mandir* damaged in an earthquake in Bhuj, India

<http://www.swaminarayan-baps.org.uk>

The official site of the stunning Shree Swaminarayan *mandir* in Neasden

A glossary of religious, cultural and other terms used in this planning grid

Aarti	Part of <i>puja</i> when a flame is passed in front of the deity/deities and then worshipper cup their hands over the flame in order to show their devotion. Sometimes, the word <i>aarti</i> is used as a synonym for <i>puja</i>
Aum (See foot of this page)	This sound (sometimes written as 'Om') is said to represent the divine. It is often used in worship and meditation during which it might be chanted. It is usually shown in the form of Sanskrit writing. If you visit the mandir in Ilford (Vishwa Hindu Parishad), you will find a sign saying 'Aum sweet Aum' on the inner wall above the main entrance.
Ganesha (Ganesh)	The elephant-headed God who is much loved within the Hindu tradition. Most Hindus will have a representation of him on the entrance to their homes. Stories are told about how he got his elephant's head that involves his father (Shiva) and mother (Parvati). One version in brief: Shiva was away from home and Parvati became lonely. During a bath, she fashioned a son out of soap. But, upon returning home, Shiva saw the child and, in anger, cut off his head. Parvati told him that he had just slain their son. In grief, Shiva said that he would go into the jungle and find a new head by taking one from the first animal that he met. The first animal that he met was an elephant. He took the elephant's head and placed it on to the body of his son, Ganesha
Mandir	Hindu temple. It is important to remember, however, that Hindu worship typically takes place in the home
Murti	An image – in the form of a small statue, perhaps – of a Hindu deity such as Krishna (usually blue-skinned and holding or playing a flute), Hanuman (in the form of a monkey) or Ganesha (see above). The word 'idol' used to be used as a translation but is now usually avoided because of its negative overtones
Prasad	Something material – usually food, but sometimes flowers, water or ash - which has been offered to the deities and which is then received back by worshippers as a symbol of receiving divine blessing
Puja	'Worship', which might consist of a series of symbolic actions and devotional words (including singing)
Puja tray	A metal tray (usually stainless steel) which contains items – such as a small bowl in which ghee (clarified butter) and a wick can be placed to form a lamp) – used during puja

Aum Symbol

