

Unit U2.7: Why do Hindus try to be good? [*Karma/ dharma/ samsara/ moksha*]

This unit supports the principal aim of RE in Gloucestershire: The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

<p>Step 1: Key question</p> <ul style="list-style-type: none"> Select a key question from p.38 Make sure that you can explain where this unit/question fits into key stage planning 	<p>Unit U2.7: Why do Hindus try to be good? [<i>Karma/ dharma/ samsara/ moksha</i>]</p> <p>This unit focuses on Hinduism and builds on work that pupils will have done in unit L2.7 where they focused on the concept of Brahman/God in Hinduism. This unit is suitable for Y5 and Y6 and begins with a recap of work from unit L2.7. If pupils have not studied the earlier unit, it will be worth taking time to ensure they fully understand the concept of Brahman.</p> <p>This unit covers key Hindu concepts about life, death and rebirth. Pupils have the opportunity focus on different views about life after death in other units. Unit U2.12 'How does faith help people when life gets hard?' is an especially good link to the work in unit U2.7.</p>
<p>Step 2: Use learning outcomes</p> <ul style="list-style-type: none"> Use the learning outcomes from unit outlines, as appropriate for the age and ability of your pupils. Being clear about these outcomes will help you to decide what and how to teach. 	<ul style="list-style-type: none"> Identify and explain Hindu beliefs, e.g. <i>dharma, karma, samsara, moksha</i>, using technical terms accurately Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about <i>samsara, moksha</i>, etc. Make clear connections between Hindu beliefs about <i>dharma, karma, samsara</i> and <i>moksha</i> and ways in which Hindus live Connect the four Hindu aims of life and the four stages of life with beliefs about <i>dharma, karma, moksha</i>, etc. Give evidence and examples to show how Hindus put their beliefs into practice in different ways Make connections between Hindu beliefs studied (e.g. <i>karma</i> and <i>dharma</i>), and explain how and why they are important to Hindus Reflect on and articulate what impact belief in <i>karma</i> and <i>dharma</i> might have on individuals and the world, recognising different points of view.
<p>Step 3: Select specific content</p> <p>Look at the suggested content for your key question, from column 2 in the key question outlines/units of study.</p> <p>Select the best content (from here, or additional information from elsewhere) to help you to teach in an engaging way so that</p>	<p>Recall learning about Brahman (God, Ultimate Reality) and <i>atman</i> (eternal self) in Unit L2.7. Remember that Hinduism is very diverse, and so there is hardly anything that we can say 'all Hindus believe ...' However, the ideas of <i>dharma, karma, samsara</i> and <i>moksha</i> are commonly held, although described in a range of ways.</p> <ul style="list-style-type: none"> Explore the Hindu story from the Mahabharata, the 'man in the well' in a creative way; this presents one picture of the way the world is for a Hindu worldview: the <i>atman</i> is trapped in the physical body and wants to escape the terrible dangers, but the man is distracted by the trivial pleasures instead of trying to get out. This is a warning to Hindus that they should pay attention to finding the way to escape the cycle of life, death and rebirth. Use this to set the scene for learning about <i>karma, samsara</i>, etc. below.

<p>pupils achieve the learning outcomes</p>	<ul style="list-style-type: none"> • Explore Hindu ideas of <i>karma</i> – the law of cause and effect, and how actions bring good or bad <i>karma</i>. Connect this with Hindu beliefs about <i>samsara</i> – the cycle of life death and rebirth travelled by the <i>atman</i> through various reincarnations, to achieve <i>moksha</i> (release from the cycle of <i>samsara</i>, and union with Brahman). Find out how and why the game of ‘snakes and ladders’ links with Hindu ideas of <i>karma</i> and <i>moksha</i>. Reflect on how these beliefs offer reasons why a Hindu might try to be good – to gain good <i>karma</i> and a better reincarnation, and ultimately release from <i>samsara</i>. • Hindus might describe life as a journey towards <i>moksha</i>; Hindu life is also part of a journey through different stages (<i>ashramas</i>), each with different duties. Look at the different <i>dharma</i>/duties Hindus have at the four ashramas: student, householder, retired person, renouncer. How does the <i>dharma</i> for these stages help Hindus to be good? Compare with the duties pupils have now, and ones they think they will have at later stages of life. • Consider some Hindu values and how they make a difference to Hindu life, individually and in community, e.g. <i>ahimsa</i> (non-violence). Connect these with ideas of <i>atman/karma</i> (all living beings have an eternal self/atman and so deserve to be treated well). • Find out about some ways in which Hindus make a difference in the world-wide community. How does a Hindu way of life guide them in how they live? E.g. Mahatma Gandhi. • Consider the value of the idea of <i>karma</i> and reincarnation: what difference would it make to the way people live if everything they did carries good or bad <i>karma</i>, affecting future rebirths?
<p>Step 4: Assessment: write specific pupil outcomes</p> <ul style="list-style-type: none"> • Turn the learning outcomes into pupil-friendly ‘I can’ or ‘You can’ statements • Make the learning outcomes specific to the content you are teaching, to help you know just what it is that you want pupils to be able to understand and do as a result of their learning. • These ‘I can/You can’ statements will help you to integrate assessment for learning within your teaching, so that there is no need to do a separate end of unit assessment. 	<p>I can... (Self-assessment) You can... (Teacher assessment) Can you...? (Next steps/challenge)</p> <p>...use correct vocabulary to express views about Hindu belief in Brahman.</p> <p>...give an accurate written definition of <i>atman</i>.</p> <p>...make clear connections between a Hindu story and what it teaches about life.</p> <p>...suggest ways in which the Moksha Chitram game teaches people about Hindu beliefs, using the words <i>dharma</i>, <i>karma</i>, <i>samsara</i> and <i>moksha</i> in my explanation.</p> <p>...give accurate written definitions of <i>karma</i>, <i>samsara</i> and <i>moksha</i>.</p> <p>...explain to the man in the well how and why his actions need to change if he is to reach <i>moksha</i>.</p> <p>...give an accurate, written definition of <i>dharma</i>.</p> <p>...say what actions a Hindu person might do because of their <i>dharma</i>.</p> <p>...explain how a Hindu person might act during different parts of their life because of their <i>dharma</i>.</p> <p>...say how belief in <i>dharma</i> might impact the way that a Hindu person lives their life.</p> <p>...use my understanding of Hindu beliefs to explain why a Hindu might think that <i>ahimsa</i> is important.</p> <p>...use my understanding of Hindu beliefs to explain why a Hindu might think that <i>ahimsa</i> is important.</p>

	<p>...talk about how Hindus' beliefs shape the way that they live their lives. To do this, I will use examples of at least two Hindu people that I have found out about.</p> <p>...explain how a Hindu who believes in samsara, karma, dharma and moksha might live his/her life.</p> <p>...use examples of Hindu people I have learnt about to explain how someone who holds Hindu beliefs might live.</p> <p>...use my paragraph to explain why karma and dharma are important to Hindus who believe in samsara and moksha.</p> <p>...talk about links between sewa, dharma and ahimsa and how belief in these and their importance shapes the ways in which many Hindus act.</p>
<p>Step 5: Develop teaching and learning activities</p> <ul style="list-style-type: none"> • Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the outcomes. • Don't forget the skills you want pupils to develop, as well as the content you want them to understand. • Make sure that the activities allow pupils to practise these skills as well as show their understanding. 	<p>NOTE: This unit of work should take around 8 hours of classroom time. You can select from it or add in extra activities in order to achieve the learning outcomes set out in Step 2 above.</p>

Teaching and learning ideas and activities <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	LEARNING OUTCOMES These activities will help pupils to work towards achieving the following expected outcomes:
What is Brahman?	
<p>Brahman – initial thinking</p> <p>Print 5 pictures and words linked to Brahman that pupils will hopefully associate with their work from unit L2.7. These pictures and words should be:</p> <ol style="list-style-type: none"> 1) Aum symbol 2) The word 'Brahman' 3) An image of two hands placed together, alongside the word 'namaste' 4) A picture of various Hindu deities that pupils encountered in unit L2.7 5) An image of the trimurti (Brahma, Vishnu and Shiva) <p>Stick each into the middle of a large piece of paper. Give each group one of the pieces of paper and tell them the paper links to work that they have already done on Hinduism. Pupils should hold a silent discussion. The way to hold this is:</p> <ol style="list-style-type: none"> 1) Each pupil should stay silent and write any thoughts or questions they have about the image/word in the centre of their paper around the outside. If you want to know who wrote what, they can initial each comment. 2) After a few minutes, when the class seem to be slowing down with their questions and comments, tell them they are now allowed to think about what other people have written and silently discuss others' contributions. They do this by drawing a line from another pupil's comment/question and placing their own comment/question in response. Sometimes this can create a chain of answers and comments which all stem from one original contribution. 3) Once pupils are slowing down, allow them to silently move around the classroom and add comments/questions to contributions already made on any other piece of paper that they like. 4) Ask pupils to go back to their initial paper and 'break the silence' of the discussion by working together to identify one comment they all agree with and one comment or question they all find interesting or shocking before giving feedback on their findings to the rest of the class. Discuss where pupils have noticed links to earlier work on Hinduism, especially the idea of Brahman. <p>Using an analogy</p> <p>Remind pupils of how they learnt about Brahman and deities in Hinduism when they were younger: many Hindus believe that there is only one God (Brahman), the deities each symbolise an aspect of Brahman. In unit L2.7, pupils will have learnt about this through use of analogies, e.g. the analogy of a bunch of flowers: you might pick up or look at just one flower</p>	<p>Make sense of belief:</p> <p>Identify and explain Hindu belief about Brahman using technical terms accurately.</p> <p>Sample 'I can...' statements</p> <p>...use correct vocabulary to express views about Hindu belief in Brahman.</p>

from the bunch (equivalent to focusing on or looking at an image of one deity), but really, that flower is just part of the whole bunch (equivalent of Brahman). Ask pupils to recall other analogies explored when learning about Brahman.

Unit vocabulary

Give pupils terms atman, Brahman, dharma, karma, moksha and samsara. They should write a list. As they encounter the terms during this unit, they should write a definition so that they end up with a mini dictionary. Pupils can define Brahman in their dictionary now.

Background information: God, gods or no God?

When Hindus use the word 'God', they do not usually mean the same as the Creator God of Judaism, Christianity, Islam etc. So, some Hindus would be happier to say they are atheists than saying they believe in God (because of this word's associations with God in Christianity etc). However, many Hindus do talk about Brahman as God. They don't think he is a being who is separate from Creation – Brahman is in every single living thing. The universe was not *created* by Brahman, it actually *is* Brahman. You might describe Brahman as the energy of the universe, as a simplified way to understand is a complex idea!

Note the idea that although belief in one God (monotheism) is currently popular in Hinduism, there are some Hindus who would say that they are atheists and some others who would say that they believe in many gods (polytheists). This is just one indication of diversity within Hinduism.

Teaching and learning ideas and activities <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	LEARNING OUTCOMES These activities will help pupils to work towards achieving the following expected outcomes:
<i>What is atman? What can be learned about atman through a Hindu story?</i>	
<p>Brahman and Atman Ask pupils to recap what they know about Brahman. Explain that in Hindu belief, all animals and humans have a spark of Brahman inside of them. This spark of Brahman inside each living creature is called ‘atman’. The ‘atman’ is pure, eternal, unchanging. This is someone’s true self, but it is tangled up with a creature’s physical body.</p> <p>The man in the well Explain to pupils that they will be thinking about a story from a Hindu sacred text called the Mahabharata. It teaches many Hindus lots about being human. Give pupils an A4 sheet of paper. Tell them that they will be drawing the story from p.16 of this plan quickly as you read it aloud to them. Warn them there are eight scenes – they should divide their paper into eight panels. Read it slowly enough for them to make quick sketches, don’t linger for long. Get pupils to re-tell the story to each other, using their pictures.</p> <p>Give out the story on p 16. Get the pupils to use their senses to explore the story from the man’s point of view. What does he see, hear, touch and smell? How good must the honey taste if it stops him thinking about his calamitous situation? In the outlines provided, ask students to draw the expressions of the man as more and more calamities befall him. What should the man do? In pairs students should come up with three solutions to his situation.</p> <p>Interpreting the story Working in pairs, students should use the chart on p.17 to try and interpret the story. If this story is about being human – ‘thrown into the ocean of existence’ as it says, what do they think all the elements of the story represent? (e.g. well = unexpected events; honey = smartphones; elephant = bullies). Compare their answers with another pair. In groups of four summarise what they think is the message of the story. Feed back their ideas to see what the class thinks of the various interpretations.</p> <p>Give out the interpretation from the next chapter of the Mahabharata:</p> <ul style="list-style-type: none"> • Dense forest: everybody’s life is limited • Carnivorous beasts: diseases • Monstrous woman: old age which destroys colour and beauty • Concealed well: the physical body 	<p>Make sense of belief: Identify and explain Hindu belief about atman using technical terms accurately.</p> <p>Sample ‘I can...’ statements ...give an accurate written definition of atman. ...make clear connections between a Hindu story and what it teaches about life.</p>

- Tangle of creepers: desire for life
- Powerful snake: death
- Great elephant: the year – 6 seasons and 12 months
- Fearsome bees: desires
- Sweet honey: unimportant pleasures which do not last, but people enjoy these and do not want to give them up
- Black and white mice: nights and days

Ask students to talk about what they think the message of the story is, given Vidura's explanation. Ask pupils to raise questions that they would ask a Hindu about this passage and the beliefs that lie behind it. Analyse the questions, e.g. in terms of open and closed questions, to see which are the most perceptive and revealing.

Focus on atman

Discuss with pupils what the 'honey' might be in Western society? In their lives? Explain that Hinduism teaches it is very easy to focus on the physical world, our physical bodies and unimportant pleasures, but for Hindus, the important thing to do is to focus on the true nature of ourselves and the universe.

Hindus might say that this story shows that we think this world is great, and want to cling on to it, but really it is not satisfying. Really, Hindus say we need to wake up and see that we are in a bad situation. Our atman is tangled in this physical world and needs to get out – back to Brahman. But we get easily distracted by the world, so we need to think about the truth of the world and find a path back to Brahman.

Ask pupils to add a definition of atman to their mini dictionaries.

Teaching and learning ideas and activities

Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.

LEARNING OUTCOMES

These activities will help pupils to work towards achieving the following expected outcomes:

Samsara: why is atman important? What else is important?

Samsara

Recap the story of the man in the well. Remind pupils that the atman was inside the man's physical body and wanted to escape the terrible dangers, but the man got distracted by trivial pleasures instead of focusing on how to get out.

If pupils are willing, ask them to suggest ideas that they have heard about what happens to people after death. The class may have heard of a range of ideas and all should be treated sensitively. Explain that we often hear ideas about what happens after death from other people, sometimes religious people and sometimes not. Explain that many Hindus believe that death means the physical body dies. The atman remains and is reborn into another physical body. Actions that have been carried out in past lives (and the intention of these) determine the new physical body that the atman is born into. [NB It is not the case that someone who is wicked in this life will become a worm or slug in the next; the changes are generally thought to be far more subtle and longer-term than this.] This cycle of birth, death and rebirth is called samsara. The idea that actions have long-term consequences, even into the next life, is called karma.

Karma

Ask pupils to explain the phrase 'what goes around comes around'. An image often used to show karma (and this) is one of a man sitting in a circle of large rectangular slabs. He pushes the slab to his left, not realising the slabs will all knock each other down in a domino fashion until the one on his right lands on top of him. Are pupils able to come up with a quick sketch of their own to show the idea of 'what goes around comes around'? Explain that karma is similar to this phrase, it is the law of cause and effect. Someone's positive actions and intentions lead to good karma and leave a positive imprint on a person, but negative actions and intentions lead to bad karma and leave the opposite. Good and bad karma can affect someone in their current life and also affect their lives to come.

Ask pupils in pairs to think of a character in a TV soap opera they watch. They should write down 10 actions that the character has done. Label them as good or bad actions and grade them out of 10: how good or how bad are they? 10 is high/good, 1 is low/bad. Think about the idea that good actions and intentions lead to good results, and bad actions to bad results. What do they think could happen to the character as a result of their actions? [This is a simplified and speeded-up version of karma.]

Make sense of belief:

- Identify and explain Hindu beliefs about karma, samsara and moksha, using technical terms accurately
- Explain how the story of the man in the well relates to Hindu beliefs about samsara, moksha, etc

Make connections:

- Make connections between Hindu beliefs studied (eg karma, dharma, samsara and moksha), and explain how and why they are important to Hindus

Sample 'I can...' statements

...suggest ways in which the Moksha Chitram game teaches people about Hindu beliefs, using the words dharma, karma, samsara and moksha in my explanation.

Give pupils an opportunity to reflect on good and bad deeds they have carried out. Remind pupils that whether or not we believe in the law of karma, actions tend to have consequences. You might ask pupils to pick the action they are most and least proud of from their reflections, and write the consequences of each on themselves and on others.

Dharma

Introduce the word 'dharma' and explain that one meaning of this in Hinduism is 'duty'.

Ask pupils to write down any duties that they have performed today. Share the list with a neighbour and look out for differences and similarities. Save these lists for later in the unit.

Explain that for many Hindus, it is important to work out what their dharma, their 'duty' is. One way of doing this is to read the holy scriptures, try to understand what they are teaching about how to live, then live by these teachings.

Give pupils a copy of p 18 (this can be cut into cards if you wish), explaining that many of the pieces of wisdom on this page come from Hindu holy texts. Ask pupils to read through the cards and choose three that they think would be most useful to a Hindu child of their age, then suggest how a child might behave if they followed the advice on the card.

Samsara, karma and dharma – how do they fit together?

To understand more about samsara, karma and dharma, help pupils to play a game based on the traditional Indian game of 'Moksha Chitram'. To set the game up, give each group of four pupils 10 red cards and 10 green ones. Ask pupils to read through p. 18 again and choose 10 pieces of wisdom that they would like to work with. For each one, they should draw a scenario that shows the advice being followed on a green card and a scenario showing the advice being ignored on a red one. These cards will then be used with the Moksha Chitram game board on p.19.

Look together at the game boards. Ask pupils to tell you what they can see and how they predict the game might link with ideas about dharma, karma or samsara. Explain that the game is an opportunity to practise what has been learnt about the effects of dharma and karma. Remind pupils that many Hindus believe that the soul passes through a series of lives with the next lives always being dependent on how the previous ones were lived. Point out that the game is called 'Moksha Chitram' and square 100 says 'moksha'. This is because many Hindus believe that eventually, if someone truly understands about the atman, does their duty and lives a good life, they will achieve moksha, which means release from samsara (the cycle of life, death and rebirth). They will not have to be born again and their atman is released to merge back into Brahman. In the game good actions are represented by the ladders and bad actions are represented by the snakes.

Either tell pupils how to play the game or give them an enlarged version of the instructions below:

...give accurate written definitions of karma, samsara and moksha.

...explain to the man in the well how and why his actions need to change if he is to reach moksha.

Equipment:

Four players; a playing board; a die, four counters and the 20 cards you created showing advice being followed and advice being ignored.

Rules:

1. Place an 'advice followed' card, face down, at the bottom of every ladder.
2. Place an 'advice ignored' card, face down, at the head of every snake.
3. In turn each player rolls the die and moves his/her counter along the squares.
4. When a player reaches the foot of the ladder s/he turns over the card and explains the scenario, and then moves the playing piece up the ladder. Can s/he say which Hindu duty or wisdom is being followed?
5. When a player reaches the head of the snake s/he turns over the card and explains the scenario before moving the playing piece down the snake. Can s/he say which Hindu duty or wisdom is being ignored?

Give pupils time to play the game. Afterwards, ask them to discuss and then write endings to these sentence starters:

I think this game is like real life because...

What I think this game can teach people about Hindu beliefs is...

Mini dictionaries

Ask pupils to add definitions of samsara, karma and moksha to their mini dictionaries. Remind pupils of the diversity of views Hindus hold about God. Tell them that Hinduism is very diverse with lots of differing views about many beliefs, so we cannot generally say 'all Hindus believe...'. However, ideas of *dharma*, *karma*, *samsara* and *moksha* are believed by most Hindus, although there is some variation in what is believed about each of these four ideas.

Help the man in the well...

Pupils can use these definitions to help them in writing a letter of advice to the man from the story of the man in the well. The letters should explain what samsara is and how the man needs to change his actions and thinking in order to achieve moksha. It would be useful to have a discussion beforehand on why focus on fleeting pleasures (the honey in the story) can make it difficult to concentrate on what is really important in life and the universe.

Teaching and learning ideas and activities

Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.

LEARNING OUTCOMES

These activities will help pupils to work towards achieving the following expected outcomes:

How does dharma affect the way that someone might live their life?

Note that this section explores a traditional division of Hindu life into four stages, or *ashramas*; few Hindus in the UK undertake stage 4 (renouncers, who leave their everyday lives to search for God). Use the *ashramas* to help pupils recognise how a person's duty will vary at different times in their lives. You don't need to focus in detail on stage 4.

Dharma

Ask pupils to recall the meaning of the word 'dharma'.

Pupils should choose an adult they know well e.g. parents, carers, grandparents or school staff. They should write down all the duties that they think their chosen person will have performed during the day. Are these duties important? How do they compare to a child's duties?

Look at the lists of duties that they made earlier in this unit and recall where they were similar or different to those of others within the class. Point out that duties differ at different stages in life, but even when we are at the same stage of life as someone else, it is highly unlikely that they all need to perform exactly the same duties every day – everyone is different and so has different duties.

This idea links to the Hindu concept of dharma. One person's dharma is not necessarily exactly the same as another's. Even if the two people are at the same stage of life.

Stages of life

Introduce the traditional Hindu idea of *ashramas* - four main stages of life: student, householder, retired and renounced. Outline each group; give pupils four coloured pieces of paper – one to represent each stage. Then read out some ideas from the selection below and get pupils to hold up the colour to show which stage they think the duty applies to, explaining why.

Student	Householder	Retired	Renounced
<ul style="list-style-type: none"> Learn from my teacher. Study the vedas (which are the oldest sacred texts in Hinduism). 	<ul style="list-style-type: none"> Worship God at my home shrine or at the mandir. 	(Note: you must wait until your children have grown up and will be able to live	<ul style="list-style-type: none"> Focus on Brahman. Stop contact with friends, family and stop any unnecessary

Make sense of belief:

- Identify and explain dharma accurately using technical terms.

Understand the impact:

- Make clear connections between Hindu beliefs about dharma and ways in which Hindus live.
- Give examples to show how Hindus put their beliefs about dharma into practice in different ways.
- Connect the four stages of life with beliefs about dharma, moksha etc

Make connections

- Reflect on and articulate what impact belief in dharma might have on individuals and the world, recognising different points of view.

Sample 'I can...' statements

...give an accurate, written definition of dharma.

...say what actions a Hindu person might do because of their dharma.

<ul style="list-style-type: none"> • Collect money and food that others donate to my teacher and serve my teacher as well as I can. • Develop the correct qualities and values (such as being clean, humble, disciplined etc). 	<ul style="list-style-type: none"> • Study the holy texts and reflect upon teachings of wise people. • Earn money. • Look after my family and also give food to other humans and animals who are in need. • Serve guests with love and respect. 	without you before entering this stage): <ul style="list-style-type: none"> • Think about spiritual ideas. • Not own many possessions or money. Possessions and money that I used to own can be given to my children. • Think about the things that I have done wrong in the past and be properly sorry for them. • Go on pilgrimage 	contact with anyone else. <ul style="list-style-type: none"> • Rely on Brahman to protect me. • Teach others about the importance of focusing on Brahman and truly understanding about Brahman and atman. • Try to achieve moksha. 	<p>...explain how a Hindu person might act during different parts of their life because of their dharma.</p> <p>...say how belief in dharma might impact the way that a Hindu person lives their life.</p>
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Impact of duties on daily living

Remind pupils that everyone's duties differ at different times of life. Reflect upon how the dharma (duty) is different at each of the four stages. Ask pupils to consider the dharma of a student and how it is similar to/different from expectations that people have of them in their own lives.

Ask pupils to select three of the duties. For each, complete these four sentence starters:

A Hindu might fulfil this duty by . . .

This would be a good action because...

I might fulfil this duty by...

This would be a good action for me because...

Mini dictionaries

Pupils should add a detailed definition of dharma to their dictionaries, including at least two examples of how doing their own dharma can have a practical impact on how Hindus live their lives (these examples should be from two or more stages of life).

Teaching and learning ideas and activities <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	LEARNING OUTCOMES These activities will help pupils to work towards achieving the following expected outcomes:
What example does Gandhi set about how to live?	
<p>Disagreements and arguments</p> <p>Divide the class into small groups and discuss the following questions:</p> <ul style="list-style-type: none"> • Who do you argue with? • What do you argue about? • When do you think you are treated unfairly? • How do you resolve your disputes? <p>Listen to people's feedback. If it does not come out in discussion, ask if anyone has ever used violence, for example with brothers, sisters or friends, to get their own way.</p> <p>Gandhi and ahimsa</p> <ul style="list-style-type: none"> • Share the story of Gandhi and discuss the concept of ahimsa. You could show a short extract from the film <i>Gandhi</i> showing his non-violent principles. Explain that he was a Hindu who believed in and was committed to the principle of ahimsa, meaning harmlessness or non-violence. Discuss the inspirational characteristics that Gandhi showed during his life. <p>Share and discuss some quotes from Gandhi:</p> <ul style="list-style-type: none"> • <i>"In a gentle way you can shake the world."</i> • <i>"If all Christians acted like Christ, the whole world would be Christian."</i> • <i>"First they ignore you, then they laugh at you, then they fight you, then you win."</i> • <i>"An eye for an eye and everyone shall be blind."</i> • <i>"Whenever you are confronted with an opponent, conquer him with love."</i> <p>What impact could Gandhi's teachings have?</p> <ul style="list-style-type: none"> • Discuss some of the situations that people find difficult, or think are wrong around the school. Are there any situations that they think are unfair in the world? How would applying the quotes or principles of Gandhi help? • Ask pupils to choose one of the situations that you have discussed and split a piece of A4 paper into 3 pieces. Draw a picture of their situation on the top third of the paper. Use speech bubbles or a short description to help describe clearly what is happening in the picture. In the middle of the paper ask them to write a quote from Gandhi that would help to improve the situation. If anyone cannot find a suitable quote they could describe how they think Gandhi would have improved the situation. At the bottom of the piece of paper ask them to draw the improved situation <p>Linking the learning</p> <ul style="list-style-type: none"> • Ask pupils to look back at their mini dictionaries to refresh their memories about 'Brahman' and 'atman'. Ask pupils to think, pair, share why ahimsa is so important in Hinduism bearing in mind their past learning about atman and Brahman. 	<p>Understand the impact:</p> <ul style="list-style-type: none"> • Make clear connections between Hindu beliefs about Brahman, atman, dharma, samsara and moksha and ways in which Hindus live. • Give evidence and examples to show how Hindus put their beliefs into practice in different ways. <p>Make connections</p> <ul style="list-style-type: none"> • Make connections between Hindu beliefs studied and explain how and why they are important to Hindus. • Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view. <p>Sample 'I can...' statements</p> <p>...use my understanding of Hindu beliefs to explain why a Hindu might think that ahimsa is important. / ...use my</p>

- Watch <https://www.bbc.com/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-meeting-two-british-hindus/zkghf4j> and discuss why Simran and Vraj are vegetarian (in order to respect all living things because Brahman is present in them).
- Task pupils with trying to make the longest list possible of actions that a Hindu person could take to ensure that they do not harm living things because of their belief that a spark of Brahman is inside each one.

Selfless Service

- Discuss with pupils the very last time that somebody did something kind for them. What was it? Why do they think the person performed the act of kindness? Do people need to have a motive to perform a kind act?
- Ask pupils to recap their learning about Gandhi and ahimsa. Explain that another incredibly important idea to Gandhi was that of 'sewa' and ask if anyone has heard of the term before (some may have heard of it in either a Sikh or Hindu context). Sewa is selfless service to humanity. Service to God (in Hindu life, the gods and goddesses) may include worship. Service to humans may include giving money to charity or looking after those in need. Acts of sewa towards fellow human beings may be long, short, big, small, loud or quiet, but must always be selfless – acts of kindness without expectation of anything in return. Teachers might like to get pupils to think of a long, short, big, small, loud and quiet act of sewa.
- Make explicit that in Hindu communities, sewa is often seen as part of dharma (duty), and can put the ideal of ahimsa into action.

A Charity committed to sewa: being harmless, being helpful

- Ask pupils to quickly list charities that they know of. Once completed, see whether any religious charities were listed. Introduce Sewa UK www.sewauk.org/ as a Hindu charity.
 - Allow pupils time to explore different parts of the website including current and past projects and charity through adventure. Perhaps provide pupils with a website-based scavenger hunt activity to check they have read all of the literature thoroughly. Ask them to consider questions such as:
 - 1) What sort of projects is Sewa UK involved in? (Choose three examples you find interesting)
 - 2) Would somebody who supported Sewa UK's projects or joined in with them be carrying out an act of sewa?
 - 3) Why might a Hindu who was committed to sewa support Sewa UK? Does Sewa put harmlessness into action?
 - 4) How do you think this charity's work might be inspired by the idea of sewa in Hinduism? (answers should be about more than just the charity's name!)
 - 5) What do you think 'Service to Humanity is Service to God' means?
 - 6) What is good about Sewa UK? How does the charity apply the idea of harmlessness or ahimsa?
 - 7) Would somebody who is not Hindu consider supporting this charity? Why?
- Pupils could create a TV, radio or internet advert to raise support for Sewa UK. They should explain the excellent work the charity does and how it can help people carry out acts of sewa, and live in a positive harmless way of life.

understanding of Hindu beliefs to explain why a Hindu might think that ahimsa is important.

...talk about how Hindus' beliefs shape the way that they live their lives. To do this, I will use examples of at least two Hindu people that I have found out about.

...talk about links between sewa, dharma and ahimsa and how belief in these and their importance shapes the ways in which many Hindus act.

Teaching and learning ideas and activities

Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.

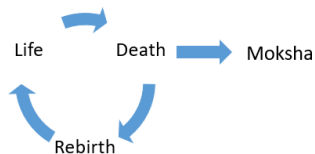
LEARNING OUTCOMES

These activities will help pupils to work towards achieving the following expected outcomes:

Why do Hindus try to be good?

How is life affected?

Show pupils a simple diagram of samsara, e.g.:



Remind them that achieving moksha will depend on many aspects including someone's karma, whether they do their dharma, whether they are focused enough on atman and Brahman.

Ask them to discuss in pairs the answer to the questions: 'Why do Hindus try to be good?'

After taking some feedback as a whole class, pairs should join up to create groups of 4. Each pair should share their initial ideas and try to come up with an answer that all 4 agree upon. The group should then write at least one paragraph to explain the answer. The paragraph(s) should use the terms samsara, dharma, karma, atman, Brahman and moksha at least once as well as talking about actions that a Hindu believer would take and why. Pupils should also attempt to refer to Hindus that they have learnt about such as Simran and Vraj or Gandhi.

Share the paragraphs with the whole class and ask for feedback on which ones pupils think answer the question well and why. If pupils now wish to revisit their paragraphs for editing, they should be allowed this opportunity.

Make sense of belief:

- Explain Hindu beliefs in context, using technical terms accurately.

Understand the impact:

- Make clear connections between Hindu beliefs about dharma, karma samsara and moksha and ways in which Hindus live.
- Give evidence and examples to show how Hindus put their beliefs into practice in different ways.

Make connections

- Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus.
- Reflect on and articulate what impact belief in karma and dharma might have, recognising different points of view.

Sample 'I can...' statements

...explain how a Hindu who believes in samsara, karma, dharma and moksha might live his/her life.

...use examples of Hindu people I have learnt about to explain how someone who holds Hindu beliefs might live.

...use my paragraph to explain why karma and dharma are important to Hindus who believe in samsara and moksha.



The wise and trusted adviser, Vidura, tells a story.

A man is on a journey and comes to a dense forest. The forest is full of carnivorous beasts: ravenous lions, tigers and elephants, more terrible even than death. The man is deeply disturbed and his hair stands on end. In terror he runs about looking for shelter, trying to escape from the beasts.

As he runs, he realises that the forest is wrapped up in a huge net, and the net is embraced in the arms of a monstrous woman. There is no escape.

Suddenly the floor of the forest gives way and he plunges through some creepers into a concealed well.

His feet become tangled up in the creepers and he is suspended upside down, like an enormous fruit.

Looking down he sees that a powerful snake is waiting at the bottom of the well. Looking upwards he sees that a great elephant is slowly circling the edge of the well – an elephant with six blackened mouths and twelve feet.

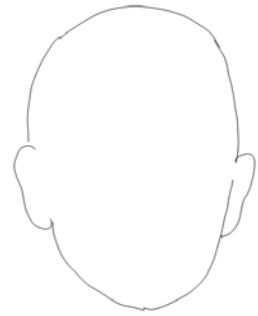
As he looks he notices some fearsome bees coming from a tree overhanging the well. In the midst of the tree he sees a stream of honey flowing down towards him. He reaches out to drink it, his thirst for its sweetness overwhelming his fears. With each mouthful he is left unsatisfied and needs more.

Out of the corner of his eye he notices some black and white mice nibbling on the creepers...

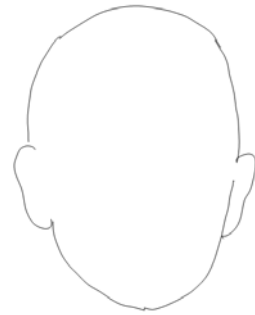
Despite the great and terrible dangers he is in, the man does not get tired of living or give up hope of life. And there he stays, thrown into the ocean of existence.

Adapted from Book 11, Chapter 5 of the *Mahabharata*,
from a translation by Dermot Killingley

the man in the well



Entering the forest



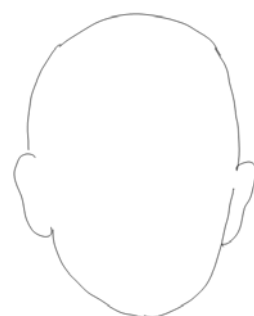
Plunging into the well













Seeing the elephant



Tasting the honey



There he stays...

Image	We think this represents...	Vidura explains...
Dense forest 		
Carnivorous beasts 		
Monstrous woman 		
Concealed well 		
Tangle of creepers 		
Powerful snake 		
Great elephant 		
Fearsome bees 		
Sweet honey 		
Black & white mice 		
Interpretation:	<p>According to this story, life is all about...</p> <p>We think this because...</p>	<p>According to Vidura's explanation, life is all about...</p> <p>We think this because...</p>

A man in this world without learning is as a beast of the field.

Hindu proverb

Hindus are encouraged to have a moderate appetite, to avoid over-eating, and to follow a simple diet avoiding rich and fancy foods.

Do not do to others that which, if done to you, would cause you pain.

*Mahabharata
Anusasana Parva
113.8*

The desire for wealth can never bring happiness.

*Mahabharata Shanti
Parva 177*

Ahimsa is non-violence. Respect all life as sacred. Practise non-violence in thought, word and deed, not only to people but also to the world of nature.

Be kind to people, animals, plants and the earth itself. Practise forgiveness. Sympathise with those who are suffering and are in need – the poor, the elderly, the sick. Oppose cruelty and abuse.

Take nothing for yourself which has not been given or gained as a result of your own efforts.

To know that God is all, and all is God, gives one courage.

It is said that the beauty of a tapasavi, or saintly person, is forgiveness.

*Srimad
Bhagavatam 4.6.48*

There is nothing noble in being superior to some other man. The true nobility is in being superior to yourself.

Hindu proverb

Always speak the truth, even if it does not make you popular, but do so in a friendly and agreeable manner.

I know what is good but I am not inclined to do it; I know also what is bad, but I do not refrain from doing it.

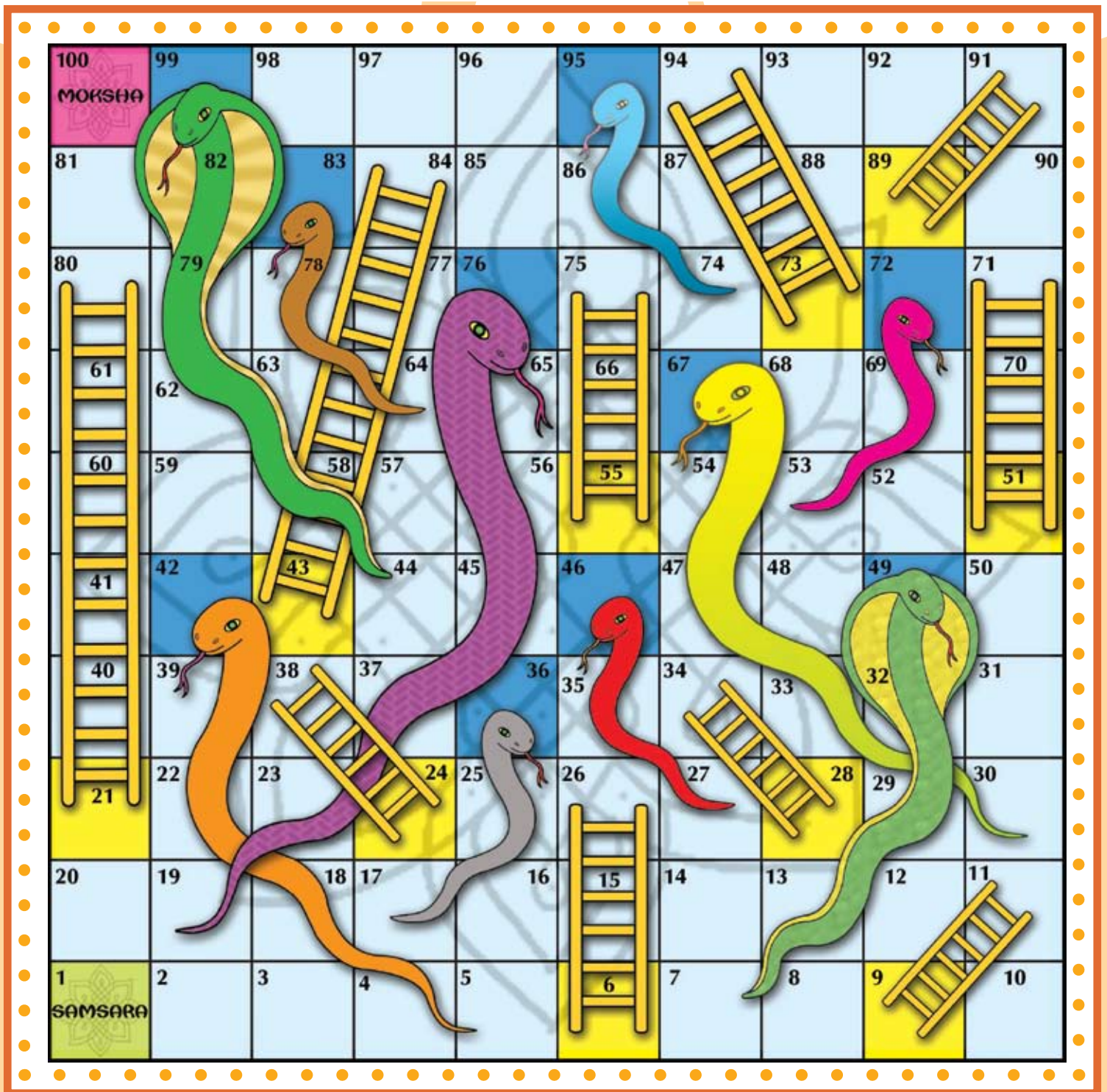
Mahabharata

Hindus are encouraged to be honest. Do what is right in difficult times. Reject deception and wrongdoing. Avoid cheating or deception. Face and accept your faults without blaming others.

By devotion to one's own particular duty, everyone can attain perfection. By performing one's own work, one worships the creator who dwells in every creature. Such worship brings that person to fulfilment.

*Bhagavad Gita 18
44-45*





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