

# HINDUISM Part 1 Unit 1: Diwali



<p><b>What this unit contains</b></p>	<p>Hindu beliefs about one God, who is seen in different ways and represented through different forms (deities) such as Rama, Ganesh and Lakshmi. The Ramayana is the source of stories about Rama. The story of Rama and Sita is recalled at Diwali. Worship in the Temple (Mandir): Festival of Diwali. Festival foods. Worship of Lakshmi and Ganesh. Respect is shown during worship by removing shoes and sitting on the floor.</p>																														
<p><b>Where the unit fits and how it builds upon previous learning</b></p>	<p>This is the first Unit of Hinduism in the Primary phase. It introduces pupils to Hindu beliefs about God through the story of Rama and Sita and to the worship of God as Rama in the home and temple, especially at Diwali. The unit will end, in Session 6, with an opportunity for pupils to present knowledge and host guests.</p>																														
<p><b>Extension activities and further thinking</b></p>	<ul style="list-style-type: none"> <li>➤ Consider times when teamwork can contribute to the common good.</li> <li>➤ Reflect on what 'going home' means to different people.</li> <li>➤ Consider links between New Year celebrations in different faiths and cultures.</li> <li>➤ In relation to themes from the story, consider how it might be hard sometimes to be obedient and to do what is right.</li> </ul>																														
<p><b>Vocabulary</b></p> <table border="0" data-bbox="114 1098 1032 1337"> <tr> <td>Hinduism</td> <td>Ravana</td> <td>good</td> <td>greet</td> </tr> <tr> <td>Hindu</td> <td>Lakshman</td> <td>evil</td> <td>greetings</td> </tr> <tr> <td>God</td> <td>Ramayana</td> <td>diva</td> <td>Toran</td> </tr> <tr> <td>Diwali</td> <td>Temple</td> <td>forest</td> <td>Rangoli</td> </tr> <tr> <td>Rama</td> <td>Mandir</td> <td>celebrate</td> <td>Lakshmi</td> </tr> <tr> <td>Sita</td> <td>festival</td> <td>celebration</td> <td>Ganesh</td> </tr> <tr> <td>Hanuman</td> <td></td> <td></td> <td></td> </tr> </table>	Hinduism	Ravana	good	greet	Hindu	Lakshman	evil	greetings	God	Ramayana	diva	Toran	Diwali	Temple	forest	Rangoli	Rama	Mandir	celebrate	Lakshmi	Sita	festival	celebration	Ganesh	Hanuman				<p><b>SMSC/Citizenship</b></p> <ul style="list-style-type: none"> <li>➤ Concept of community of Hindus.</li> <li>➤ Celebrating with each other.</li> <li>➤ How some people ask God for help.</li> <li>➤ Greetings and their meanings.</li> <li>➤ Keeping your word.</li> <li>➤ Positive results of working as a team.</li> </ul>		
Hinduism	Ravana	good	greet																												
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God	Ramayana	diva	Toran																												
Diwali	Temple	forest	Rangoli																												
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## Unit 1 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"> <li>➤ recall festivals and celebrations that pupils have enjoyed;</li> <li>➤ understand that some festivals are special to particular religions;</li> <li>➤ know ways that people celebrate, e.g. sharing food, sending cards and telling stories;</li> <li>➤ know some of the ways that Hindus celebrate at the festival of Diwali.</li> </ul>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p>	<p>Before the lesson ask pupils to bring to class evidence of celebrations that they have experienced (cards, photographs etc.)</p> <p>Through a whole - class discussion about festivals collate information for a class display. Pupils should recall times when they have shared celebrations with others. What can they remember? Collect information under the following headings:</p> <ul style="list-style-type: none"> <li>▪ Name of festival / celebration;</li> <li>▪ How is it celebrated / what did you do? What stories are told?</li> <li>▪ Is it a festival belonging to a religion? (If so, which one?)</li> <li>▪ Did you, or anyone else you know, celebrate at a place of worship?</li> </ul> <p>Introduce pupils to the Hindu festival of Diwali. Explain that Hinduism is a religion that began in India. Show and explain the Hindu symbol, Aum, linking it to the religion. Show pupils the artefacts and explain that the festival involves people sending cards, sharing special food and lighting divas. Draw parallels with the other festivals discussed in the lesson. Add information about Diwali under each of the four headings and display.</p> <p>Showing images of the appropriate deities explain that there is a very exciting story about Rama and Sita that is retold at this festival, which the next lesson will explore.</p> <p>Make plasticine / clay/ dough divas and share sweets or Bombay mix together.</p>	<p><b>Resources</b></p> <p>Hindu Aum symbol</p> <p>Diwali card</p> <p>Diva</p> <p>Images including specially coloured pictures or murtis of Rama, Sita and Hanuman</p> <p>Indian sweets, Bombay mix etc</p> <p>plasticine / clay/ dough for divas</p> <p>Materials for class display</p>

# HINDUISM Part 1 Unit 1: Diwali



## Unit 1 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"> <li>➤ know that the story recalled at Diwali is set in India, a hot country where the forest contains plants and creatures very different from those in the UK;</li> <li>➤ know the story of Rama and Sita as told at Diwali and written in a special book called the Ramayana;</li> <li>➤ know that Hindus worship Rama;</li> <li>➤ identify the feelings of characters in the story and the qualities they demonstrate, e.g. Rama was an obedient son.</li> </ul>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p>	<p>To remind pupils of the festival of Diwali, show them the short piece of film 'Diwali part1' from the 'Faiths' CD-Rom. This explores a range of exciting ways that the festival is celebrated in London and introduces pupils to the belief that Hindus worship Rama, who they believe is a form of God.</p> <p>Set the scene for the story of Rama and Sita. Explain that India is a hot country and talk about the foods that might be eaten, clothes that might be worn and creatures that might be found in a forest. You might decorate the classroom as an Indian forest or palace.</p> <p>Tell the story or watch a video of the story of Rama and Sita. Explain that the story has been written down in a special book called the Ramayana.</p> <p>Ask questions about characters' feelings at different points in the story, e.g. Rama when leaving home, Sita on arrival in the forest, Hanuman finding Sita, Sita being rescued, Rama and Sita going home. Emphasise that Rama was a good, loyal son, Sita was confident Rama could protect her.</p> <p>Write either:</p> <ol style="list-style-type: none"> <li>a. a postcard that Rama or Sita might have sent to a friend or member of their family while they were living in the forest explaining how they feel and what it is like or;</li> <li>b. a diary entry by one character of a day in his/ her life.</li> </ol> <p><i>After the lesson, add new information and postcards to the class festivals display.</i></p>	<p><b>Resources</b> Indian music</p> <p>Faiths CD Rom (LgFL/ Espresso)- Diwali Part 1</p> <p>Story of Diwali on Tape / Video or book, e.g. 'A row of lights - the story of Rama &amp; Sita' Lynne Broadbent &amp; John Logan, RMEP</p> <p>Visual Aids of characters from the story</p> <p>Images of Indian scenery and wildlife</p> <p>'Postcard' paper</p> <p>Copy of the Ramayana Heart of Hinduism Primary pack: Teacher Guides - Animals 4.1 Plants &amp; trees 4.2 Teaching ideas - Visualisation of India 1.1.</p>

# HINDUISM Part 1 Unit 1: Diwali



## Unit 1 Session 3

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"> <li>➤ know the story of Rama and Sita;</li> <li>➤ consider what it feels like to go home and realise that this is one theme of the story;</li> <li>➤ know why a diva is a symbol associated with Diwali.</li> </ul>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>In this lesson you reinforce the pupils' understanding of the story through role-play. Use Indian music or tapes with sounds of a forest to add atmosphere to your play.</p> <p>Recall the story of Rama and Sita told in the previous lesson. Generate a list of words to describe each of the main characters and talk about how to show these personal qualities during the drama.</p> <p>Explore themes in the story role-play - for example Sita following her husband into exile, Sita stepping out of the circle, Rama and Lakshman's desperate search for Sita, the teamwork shown by the monkey army, the battle of good and evil, Sita and Rama going home and everyone celebrating.</p> <p>After the practical session, light a diva and talk about how many divas lit the way home for Rama and Sita. Set out the children's divas and count them. Consider how many more divas there might have been for Rama and Sita.</p> <p>How might the divas make coming home more welcoming for Rama and Sita? Discuss what makes home welcoming.</p> <p>Complete a short response sheet. 'I think Rama and Sita must have felt..... When they saw the lights as they went home' or on monkey shaped paper write why working in teams helps people to do something difficult.</p> <p>Add outcomes to the display.</p>	<p><b>Resources</b>            Music - Indian            Rainforest / jungle sounds            Heart of Hinduism Primary pack:            Teacher Guides 2.5 'Characters in the Ramayana'            Audio CD 'Sounds of Vrindavan'            Divas            Nightlights            Role-play / drama clothes            Pupils' divas from previous lesson</p> <p><b>N.B.</b></p> <ol style="list-style-type: none"> <li>a. <b>Health &amp; Safety</b> - Take care of fire hazards when lighting divas; ensure appropriate fire precautions are taken.</li> <li>b. It is important that pupils appreciate that good and evil are not associated with particular people or races.</li> </ol>

# HINDUISM Part 1 Unit 1: Diwali



## Unit 1 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"> <li>➤ know that Diwali is a new year festival and that Lakshmi and Ganesh are also worshipped at Diwali;</li> <li>➤ know some ways that Hindus celebrate Diwali, including sending cards;</li> <li>➤ know about the Festival of Dussehra – when it is celebrated and why;</li> <li>➤ know some Hindu symbols associated with this festival and with deities;</li> <li>➤ consider ways that members of different cultures welcome people.</li> </ul>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>Briefly recap knowledge from previous lessons about ways that people celebrate Diwali. Watch the second Diwali film from the 'Faiths' CD Rom. And discuss the giving of gifts, celebrating with a special meal, worshipping together. Find out about Lakshmi and Ganesh and why they are particularly important at Diwali. Find out about the Festival of Dussehra, when Hindu celebrate Rama killing Ravanna</p> <p>In groups:</p> <ul style="list-style-type: none"> <li>▪ Talk about ways that members of the class welcome others into their homes. Research and try out different ways of saying 'hello' and 'welcome'.</li> <li>▪ Examine a Toran or the Toran designs across every page of 'My Hindu Faith'. A Toran may be used to decorate homes and welcome family and friends into your personal place during a Hindu celebration. Design &amp; make one for every door in the room using images of deities and Hindu symbols.</li> <li>▪ Look at Diwali cards and identify what they represent. Make card invitations using some of the ideas from these.</li> <li>▪ Research the festival of Dussehra and how it is celebrated.</li> <li>▪ Watch the brief film about Rangoli patterns in the 'Faiths' CD-Rom. Make Rangoli patterns to mark Diwali</li> <li>▪ Decorate the classroom. Send invitations to members of another class, staff or governors to see your decorations, and to find out about the festival during lesson 6. Plan to welcome 'guests' with fruit / sweets and welcome greetings from a range of cultures / faiths.</li> </ul>	<p><b>Resources</b></p> <p>'Aum' symbol Divas Diwali cards Toran (decorative garland often used over doorways to welcome guests and bring good fortune). Coloured dried rice Hindu symbols and images of deities – Hanuman, Ganesh, Rama, and Sita. 'Faiths CD Rom (LgFL/ Espresso)- 'Rangoli', 'Diwali at home'. Art materials, e.g. toran shaped bright paper, card, paints, pastels etc. 'My Hindu Life' p 22 'My Hindu Faith' pages 20-21 <a href="http://www.123greetings.com/events/diwali/wishes/">http://www.123greetings.com/events/diwali/wishes/</a></p> <p><b>N.B.</b> <i>It is auspicious to have an odd number of shapes for a Toran and it would be good to have both sides of it decorated so that members of the class can enjoy it as well as it inviting / welcoming those entering from outside. For the Toran symbols or images of characters from the story of Rama, divas, 'Aum symbol', images of Ganesh the deity of new beginnings or ventures may be used, as this is the new year festival.</i></p>

# HINDUISM Part 1 Unit 1: Diwali



## Unit 1 Session 5 & 6

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"> <li>➤ consider ways that people are welcomed into school or home and know that hospitality is important to Hindus;</li> <li>➤ know how Hindus might worship in their homes or the Temple at Diwali;</li> <li>➤ know that Arti is a welcoming ceremony and recognise some artefacts used during Arti / puja;</li> </ul> <p><b>Continued on the next page</b></p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>Discuss how people announce their arrival at your home or at school. - Talk about doorbells and knocking on doors.</p> <p>Show video sections of worship at Diwali in a Hindu home and temple. Stop the video to encourage pupils to identify artefacts, deities and symbols that they have studied. Focus pupils' attention on the way that bells are rung to announce to the deity that people have come to worship and that light is used to welcome the deity. Point out how people remove their shoes as a sign of respect when they are worshipping.</p> <p>Ganesh is worshipped as the deity of new beginnings. Discuss why people like new 'starts', e.g. new terms, new years and why they might ask for help.</p> <p>Complete a short response sheet 'At new year I like to have a new start because...' Decorate with an image of Ganesh, recalling he is the deity of new beginnings.</p> <p>Decorate classroom with pupils' work and artefacts. Decide who will greet guests and how they will be entertained with the story of Rama and Sita during the next lesson.</p> <p><b>Continued on the next page</b></p>	<p><b>Assessment Level</b>  <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 recall religious stories.</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. They begin to show awareness of similarities in religions. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.</p>	<p><b>Resources</b>                      'Faiths CD Rom (LgFL/ Espresso)- 'Worship in the home'  <b>Videos</b>                      'Pathways of Belief' Hinduism                      'Water, candle, moon, tree &amp; sword' Water section</p> <p>Images of Ganesh and Lakshmi                      Short response sheet</p> <p>During session 6 guests should be hosted in the classroom for a presentation of the story of Diwali and an explanation of how Hindus celebrate the festival.</p> <p><b>Continued on the next page</b></p>

# HINDUISM Part 1 Unit 1: Diwali



## Unit 1 Session 5 & 6 continued

Learning objectives	A T 1	A T 2	Suggested teaching activities	Focus for assessment	Sensitivities, points to note resources
<p>➤ know that Diwali is a new year festival and that Lakshmi and Ganesh are also worshipped at Diwali.</p>			<p><b>Assessment Task</b> During lesson 6 welcome &amp; host guests to a presentation of the story. This provides an opportunity to assess pupils' knowledge and understanding of the festival and how it is celebrated. Welcome guests using a range of religious and cultural greetings and play Indian music and atmospheric music whilst the celebration and story take place. Give guests juice/fruits/ sweets, welcoming words etc to ensure they feel welcomed.</p>		<p><b>N.B.</b> Hindu hospitality includes 3 requisites; Giving a place to sit Providing refreshments Offering some words of welcoming / pleasant words.</p>



## *Unit 1 Information Sheet 1*

### A Toran







## Unit 1 Activity Sheet 1

### Celebrations

Name of festival	Is it a festival belonging to a religion? Which?	How is it celebrated?	What stories are told?	Do people celebrate at a place of worship?	Symbolism

## *Unit 1 Teachers' Information Sheet*

### **Dussehra – websites**

<http://www.namasthenri.com/fairsandfestivals/dussera.htm#dussehra>

[http://in.greetings.yahoo.com/cards/Wahindia\\_com/Dussehra/](http://in.greetings.yahoo.com/cards/Wahindia_com/Dussehra/)

[http://in.greetings.yahoo.com/cards/Dgreetings\\_com/Dussehra/](http://in.greetings.yahoo.com/cards/Dgreetings_com/Dussehra/)

[http://www.maharashtratourism.gov.in/mtdc/Default.aspx?strpage=festivals\\_diwali.html](http://www.maharashtratourism.gov.in/mtdc/Default.aspx?strpage=festivals_diwali.html)

[http://www.4to40.com/discoverindia/festivals/index.asp?article=discoverindia\\_festivals\\_dussehra](http://www.4to40.com/discoverindia/festivals/index.asp?article=discoverindia_festivals_dussehra)

# HINDUISM Part 1 Unit 1: Diwali



## *Unit 1 Information Sheet 2*

### Lakshmi





# HINDUISM Part 1 Unit 1: Diwali

## Unit 1 Information Sheet 3

### Images of Ganesh

