

HINDUISM Part 2 Unit 3: The Mandir



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|---|---|--|--|
| <p>What this unit contains</p> | <p>The Mandir is a place where Hindus worship. Festivals are celebrated there. Prayer and worship is often led by a priest. Preparations for worship. The shrine and murtis. Worship is a daily ritual expressing devotion, gratitude and love in the form of meditation, puja, arti. The puja/arti tray.</p> | | |
| <p>Where the unit fits and how it builds upon previous learning</p> | <p>This is the third Hindu Unit. It focuses on the place in the community where Hindus worship together. It reinforces knowledge already introduced in earlier units about worship at home and in the Mandir.</p> | | |
| <p>Extension activities and further thinking</p> | <ul style="list-style-type: none"> ➤ Consider similarities and differences between worship in Hinduism and other faiths that have been studied. ➤ Consider what might be meant by a sacred space. | | |
| <p>Vocabulary</p> <p>Mandir arti incense service temple puja bhajan meditate priest shrine kirtan meditation bell deity</p> | <p>SMSC/Citizenship</p> <ul style="list-style-type: none"> ➤ Belonging to a faith community. ➤ Belief in God and worship of God are shared between members of the faith community. ➤ Times in life which are marked by shared celebrations. | | |

HINDUISM Part 2 Unit 3: The Mandir




Unit 3 Session 1 - 4

| Learning objectives | A T 1 | A T 2 | Suggested teaching activities | Sensitivities, points to note, resources |
|--|----------------------------|-------------|---|---|
| <p>By the end of these sessions pupils should:</p> <ul style="list-style-type: none"> ➤ know about one local Hindu place of worship: <ul style="list-style-type: none"> ▪ what it looks like outside, ▪ what it looks like inside, ▪ how it got its name, ▪ who goes there; ➤ know about: <ul style="list-style-type: none"> ▪ The temple as the home of God ▪ The shrine as the centre of the temple and which houses the murtis <p>Continued on the next page</p> | <p>√</p> <p>√</p> <p>√</p> | | <p>In session 1 pupils will clarify what they already know about Hindu temples. It also introduces key vocabulary prior to a visit to a temple in sessions 3 & 4.</p> <p>Show pupils the Aum symbol and images of deities that they already know about from previous work, e.g. Rama and Sita, Krishna and Radha, Hanuman, Ganesh, Lakshmi and Durga. Recall information about these deities.</p> <p>Show pupils a photograph of a number of Mandirs including the one to be visited. What are these buildings? Where? Who goes there? When? What can you see? As answers are given clarify pupils' answers, give accurate vocabulary and record.</p> <p>Explain that there will be a visit during Session 3 and focus pupils onto the place to be visited.</p> <p>Show pictures of the inside of the place of worship and some appropriate Hindu artefacts. Watch a brief video of worship taking place inside a mandir. Ask if anyone knows what he or she is seeing. Recall information about worship from previous units.</p> <p>Decide what you would like to find about during the visit and brainstorm questions about the building, people who go there, times when people go there, people who work there etc. Develop a class questionnaire which will be used to support an interview at the Mandir.</p> | <p>N.B. It is important that pupils do not think that all Hindu places of worship look the same. Before the lesson, consider where local Hindu pupils worship – this may influence your choice of venue.</p> <p>Resources Poster/pictures of local mandir and other temples in India and the UK. Hindu temple jigsaw Images of deities My Hindu faith Aum sign Places of Worship – Hindu Temple isbn: 0-431-05177-1 My Life, My Religion – Hindu Priest isbn: 0-431-05177-1 Video: Mandir Artefacts: puja tray, home shrine</p> <p>Continued on the next page</p> |

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Unit 3 Sessions 1 – 4 Continued

| Learning objectives | A T 1 | A T 2 | Suggested teaching activities | Sensitivities, points to note, resources |
|---|-------------|-------------|---|---|
| <ul style="list-style-type: none"> ▪ worship is usually led by a priest, or a team of priests ▪ worship (puja) includes the Arti ceremony ▪ worship includes giving thanks to God, devotion and love ▪ the role of food and prasad in worship ▪ bhajan and kirtan are important elements of worship in the Mandir ▪ festival events take place there ▪ symbols in the Mandir | | |  | <p>RE – Quest Website Faiths CD Rom or online (Espresso & LgFL) – Hindu Temple</p> <p>SWAMINARYAN HINDU MISSION (Neasden temple) 105-119 Brentfield Road LONDON NW10 8JP tel: 020 8838 3600</p> <p>CARRIBBEAN HINDU SOCIETY 16 Ostade Road, Brixton Hill LONDON SW2 2BB</p> <p>GANPATHY TEMPLE 125-133 Effra Road LONDON SW19 8PU</p> |

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Unit 3 Session 2

| Learning objectives | A T 1 | A T 2 | Suggested teaching activities | Sensitivities, points to note, resources |
|---|--|--|--|---|
| <p><i>This session prepares the class for the visit and has its special objectives listed below:</i></p> <ul style="list-style-type: none"> ➤ consider how the class should behave respectfully in a place of worship; ➤ know and understand special rules about dress for the Mandir; ➤ develop a mood of respectful inquiry when meeting members of the faith community; ➤ know the identity of the temple to be visited, its location and the murtis that will be seen in the shrines. | <p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p> | <p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p> | <p>Prepare for the visit</p> <p>Using the questions generated at the end of the first lesson organise pupils into groups, each to investigate a different part of the Mandir.</p> <p>Talk about how the Mandir is a special place for the Hindu community.</p> <p>Explain specific dress expectations for this visit. In small groups, draft suggestions for behaviour in the place of worship, feed back to class and generate a set of agreed class rules for good behaviour.</p> <p>Show pupils video footage showing the inside of a Mandir and talk about how people visit for private prayer throughout the day.</p> <p>Explain to the class the areas that each group will be researching on their behalf. Decide which of your questions each group will research/take responsibility for. If possible distribute floor plan of the place. Explain what pupils are likely to see during the visit - the priests that they will meet, elements of puja including arti that they might see, prasad, music (bhajan and kirtan) and symbols.</p> | <p>Resources</p> <p>Espresso 'Faiths' CD</p> <p>Video showing worship in a Mandir.</p> <p>Floor plan of place of worship</p> |

HINDUISM Part 2 Unit 3: The Mandir



Unit 3 Session 3 & 4 (taken together)

| Learning objectives | A T 1 | A T 2 | Suggested teaching activities | Sensitivities, points to note, resources |
|--|-------------|--|---|--|
| <p>Objectives as before plus pupils should:</p> <ul style="list-style-type: none"> ➤ reflect on the feelings that the temple invokes in them and about the importance of 'atmosphere'; ➤ consider the special atmospheres that help in moments of stillness, prayer and reflection; ➤ reflect on how worship in a temple 'appeals to the five senses' (what we see, hear, smell, feel and taste). | | <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> | <p>The visit.</p> <p>Recall agreed class behaviour rules and remind pupils of each group's responsibility. The group interviewing the priest/ guide can use the tape recorder.</p> <p>In the place of worship, sit and appreciate the atmosphere. Ask pupils for their response to the place and either tape or ask them to record on a short response sheet "In.....I feel."</p> <p>Let groups research answers to the questions and write down any more questions the visit generates. Photograph features and give each pupil time to do an observational drawing of something they particularly like. Record locations of different areas of the Mandir on their floor plan.</p> <p>During the visit encourage pupils to identify what they see, hear, smell, feel (through their bare feet?), taste (sample of prasad) and how they feel.</p> <p>Plenary: Discuss any unanswered or new questions and sit quietly again.</p> <p>Encourage pupils to quietly share what they feel makes the place special / what they particularly like.</p> | <p>Resources</p> <p>Tape recorder</p> <p>Camera</p> <p>Short Response sheet "In.....I feel"</p> <p>Floor plan of the mandir</p> |

HINDUISM Part 2 Unit 3: The Mandir



Unit 3 Sessions 5 & 6

| Learning objectives | A T 1 | A T 2 | Suggested teaching activities | Focus for assessment | Sensitivities, points to note, resources |
|---|----------------------------|-------------------|--|---|--|
| <p>Objectives as before, plus pupils should::</p> <ul style="list-style-type: none"> ➤ express responses to the experience; ➤ record observations and feelings; | <p>√</p> <p>√</p> <p>√</p> | <p>√</p> <p>√</p> | <p>Follow -up to the visit.</p> <p>Discuss the visit, allowing pupils to share their experiences and particularly note and address any further questions the visit has stimulated.</p> <p>Using outcomes from all the research, pictures etc. make a 'big book' class guide / information text of the mandir. Include evidence of pupils' personal responses to the visit.</p> <p>Give one group the responsibility for writing a class thank you letter and inviting the guide or priest to school to see the book and talk to the children about their visit.</p> <p>Assessment Task Let each member of the class complete a sheet - 'what I now know about... 'to make their gains in learning explicit.</p> | <p>Assessment Levels</p> <p>Working at</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. They begin to show awareness of similarities in religions. Pupils suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.</p> <p><i>Level 3 Attainment target 1</i> Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.</p> | <p>Resources</p> <p>Materials for making the big book 'What I now know about...!' Summary sheet</p> |

Unit 3 Worksheet suggestions

Teachers can use this to devise a worksheet suitable for their visit.

A Visit to a Hindu Temple

Tick off whatever you see when you visit the temple. There are other tasks also on pages two and three. Please read them before you start to fill in this page

- Racks for placing shoes (sometimes staff manage these in larger temples)
- The fragrance of incense
- Main hall (temple / worship room)
- Bell to ring upon entry into main hall to announce to the deity one's arrival
- Pictures/posters of saints, deities, stories, etc.
- Hindu symbols
- Musical instruments, including drums, cymbals, harmonium
- Sacred books for reading and giving lectures
- Main shrine (at the front)
- Often many smaller shrines, usually to the sides
- Box for donations
- Murtis within the shrine areas
- Charanamrit (bowl near to altar containing holy water)
- Prasad (sacred food)
- Priest or priests
- Kitchen and dining area
- Auditorium for music, drama, dance, etc,
- Shop selling religious artefacts, books, etc.
- The temple administrative office
- Worshippers

Unit 3 Worksheet 1

For three of the items noted during the visit write something that you notice. For example, if you see some priests you might note down how they are dressed. Are they men or women? Are they from India, or another country?

Item 1:.....

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Item 2:.....

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Item 3:.....

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Unit 3 Worksheet 2

Now write down how you feel being in the temple. What do you like and why?

What don't you like, and why?

What can you say about the mood and the atmosphere?

Does anything you see tell you something about Hindu beliefs? Write down:

- what you see
- what Hindu beliefs/concepts this is related to

Write down (below) any questions you have about the temple or about Hinduism (you might get a chance to ask someone).

Write down any answers you received.

What do you think of these answers?

What did you notice about the Hindu people who spoke to you?