



AVANTI SCHOOLS
TRUST

The Philosophy, Religion & Ethics Curriculum

Lesson Plans: Year 7, Term 2

“The Self”

Unit 7.2 The Self

Unit Description

This unit initiates the systematic study of Hindu-Vaishnava concepts in response to life's 'big questions'. We start with one question posed in the previous unit, namely: "Who am I?"

Whilst grounded in personal experience, the approach is analytical and reflective. Students analyse key differences between matter and spirit, enhancing their skills in philosophical thought. Learning is made accessible through story and analogy, and supported by verses from the Bhagavad-gita.

In Week 3, the study of Hindu concepts extends seamlessly into reincarnation, *moksha* and the law of karma. Week 4 then explores the possible ethical ramifications of belief in an eternal, transmigrating and accountable self, with reference to *ahimsa*, animal-welfare and vegetarianism.

Week 5 aims to broaden students' views, as they encounter 'other' perspectives on self, especially as drawn from Western Philosophy, Christianity and Scientism.

Week 6 encourages students to assess their own evolving stances on the nature of 'self' and the practical impact of such views on their everyday lives.

Please note: a broad overview for teachers of all 6 weeks (and the corresponding 18 lessons) can be found in Resource Sheet 7.2.6a

Unit Outcomes:

By the end of this unit, students will be able to demonstrate that they:

Can **identify** and **articulate** aspects of their own identity as linked to: (a) the body (b) the mind/intelligence (c) the unchanging self (optionally)

Understand and analyse the three Hindu components of 'self'.

Know and **understand** at least three key differences between matter and spirit.

Know, understand and evaluate the Vaishnava view that the body is constantly changing, whilst the individual identity (*atman*) remains constant.

Know, understand, analyse and apply relevant stories, analogies and Bhagavad-gita passages.

Know, understand and evaluate the notions of reincarnation, *moksha* and the law of karma.

Understand and evaluate the ethical and moral implications of belief in a spiritual self, especially as related to animal welfare, a vegetarian diet (relevant to the School ethos) and the value of human life.

Know and understand the early philosophical views on self as propounded by Plato; compare these teachings, and the resultant Western 'dualism', to Hindu views.

Understand, analyse and evaluate materialistic (especially scientific) perspectives on the self.

Understand, analyse and evaluate the Christian concept of 'soul' and the attendant (Abrahamic) notion of resurrection, with comparison to corresponding Chaitanya-Vaishnava concepts i.e. of *atman* (self) and *samsara* (reincarnation).

Articulate and **justify**, with reference to previous learning, their own opinions on the nature of self.

| | | | | |
|-----------------------------|----------------------|-----------------------|--------------------------|------------------------------------|
| School Year: 2014-15 | Class: Year 7 | Term: Autumn 2 | Class Teacher(s): | Publishing Date: 24/01/2016 |
|-----------------------------|----------------------|-----------------------|--------------------------|------------------------------------|

| Session | Learning Objectives | Teaching Focus & Possible Content | Sample Lesson Plan and Learning Experiences | Resources | Consolidation and Evaluation | |
|---------|---|--|---|--|---|---|
| 1a | <p>List the three Hindu-Vaishnava components of 'self'.</p> <p>Begin to identify and articulate aspects of their own identity especially as linked to body, but with possible reference to other aspects.</p> <p>Reflect on the links between personal identity and the body.</p> | <p>This <u>first</u> lesson serves to introduce students to questions about identity and selfhood, starting with their own understanding and as largely connected to the physical body. Some students will certainly add begin to identify other aspects of self, such as thoughts and feelings</p> <p>The <u>second</u> lesson explores more subtle aspects of identity, such as the mind and intelligence.</p> <p>The <u>third</u> lesson offers opportunity for students to consider ideas of a fixed, unchanging self or 'soul'.</p> | <p>Starter: "Who Are You?"</p> <p>Ask students to answer this question posed by an alien. They can write or draw (or both), keeping in mind that (a) they don't speak Martian (b) the alien speaks poor English (drawings might help). Inform students that they should keep their answers carefully, as we will return to them in the third lesson of the week.</p> <p>Consolidation "Mind Map of the Self"</p> <p>Orally take student answers to construct a mind-map (e.g. on a whiteboard).</p> <p>Be careful to validate and add other perceived components of self, such as mind, feelings, emotions, abilities, values, etc.</p> <p>Conclude by identifying¹ three possible parts of the self, namely: 1. Physical body 2. The mind and intelligence 3. The soul, making reference to this lesson and the subsequent two².</p> <p>Discussion; "The Physical Body."</p> <p>Discuss what makes up the body (perhaps cross-referring to biology) and specific features of self, such as colour of skin, eyes and hair. ³</p> <p>Optionally, one can discuss notions of self that extend beyond the body but are closely related (e.g. style of dress).</p> <p>Pair/Group Exercise: "The Body and our Identity"</p> <p>Read the section called 'Stimulus' in 'The IF Machine', pg. 140 (in the chapter called "Yous on Another Planet".)</p> <p>Pose the questions on page 141, asking students to answer individually and then, optionally, to share in pairs or threes.</p> <p>Conclude with a short whole-class discussion.</p> <p>Consolidation/Plenary "Soft-ball Sharing"</p> <p>Ask students to share something they learned (<i>see right-hand column</i>).</p> <p>Advise students to carefully keep their worksheets, which will be used later in the week.</p> | <p>7 mins</p> <p>15 mins</p> <p>8 mins</p> <p>20 mins</p> <p>5 mins</p> | <p>PowerPoint 7.2.1</p> <p>Resource Sheet 7.2.1a "Yous on Another Planet" (from the IF Machine).</p> <p><u>Books:</u> 'The IF Machine' by Peter Worley.</p> | <p><u>Extension Tasks:</u></p> <p><u>Starter:</u></p> <p>Ask students, should they finish early, to answer the question, "What else would you load on the spaceship, and why?"</p> <p><u>Evaluation/Plenary</u></p> <p>Throw a ball to a student and ask him/her to summarise the lesson and their learning in 40 seconds. Repeat task as time allows, with students throwing the ball to their colleagues.</p> |

| Session | Learning Objectives | Teaching Focus & Possible Content | Sample Lesson Plan and Learning Experiences | Resources | Consolidation and Evaluation |
|---------|--|--|--|--|--|
| 1b | <p>Explain basic features of the mind and intelligence</p> <p>Identify and articulate some corresponding aspects of their own identity.</p> <p>Evaluate arguments that the mind is either the same as, or different from, the brain.</p> | <p>This lesson is highly experiential, aiming to give students an understanding of the mind, intelligence, and their respective functions.</p> | <p>Starter "Meditation Exercise"⁴ 7 mins Conduct a meditation exercise, asking students to focus on various internal processes, which will include: (a) relaxing the body (b) the breathing (3) the thoughts (4) feelings/emotions (including desires). Optionally, and if you have time, include further exercises linked to the five senses (and memories).⁵</p> <p>Presentation/Discussion: "What is the Mind?" 10 mins Debrief the starter based on last two items. You might note human ability to see thoughts and feelings (with some distance from them). Discuss some of the functions of the mind, such as thinking, feeling and willing (wanting). You might add 'memorisation'. Drop items into a pre-prepared diagram of the mind.⁶</p> <p>Group Exercise / Discussion: "What is intelligence?" 13 mins Break class into groups of three Hand out Exercise Sheet 7.2.1b (1), one to each group. Ask students to complete exercise (8 mins) Take feedback and discuss; define the intelligence with a few select words, such as the ability to 'choose', 'organise' and 'make sense' (i.e. of our thoughts, feelings, ideas,).</p> <p>Group Exercise: "Are mind and brain the same?" 10 mins Break class into 6 groups, handing out Exercise Sheet 7.2.1b. Ask students to read and discuss. Take feedback and conclude.</p> <p>Individual Consolidation 10 mins Ask students to complete a drawing of the mind and intelligence, to show their own understanding. This can be personalised (e.g. with some of their own thoughts, feelings, etc.). Provide extension tasks.</p> <p>Plenary/Conclusion 5 mins Ask students to share in pairs (<i>see right-hand column</i>).</p> | <p>PowerPoint 7.2.1</p> <p>Exercise Sheet 7.2.1b (1) Card Sort Game "What is intelligence?"</p> <p>Exercise Sheet 7.2.1b (2) Group Tasks "The mind and brain"</p> <p><u>Possibly Useful Films:</u> Matrix, The Island, Oblivion.</p> | <p><u>Extension Work:</u></p> <p><u>Individual Consolidation</u> Student might ascribe a colour to describe their mind and/or intelligence, and explain why</p> <p><u>Evaluation/Plenary</u> Ask students to share their drawings in pairs – and one with the whole class. Possibly share your own to reinforce main points, whilst validating good points made by students.</p> |

| Session | Learning Objectives | Teaching Focus & Possible Content | Sample Lesson Plan and Learning Experiences | Resources | Consolidation and Evaluation |
|---------|--|-----------------------------------|--|--|---|
| 1c | <p>Further analyse the self, as possible different from the body and mind.</p> <p>Begin to express and justify their own opinions as the nature of self.</p> | | <p>Starter: "The Pointing Game" 5 mins</p> <p>Play the pointing games with students (asking them to point to various parts of their body, and concluding by asked, "now point to yourself."). For more details, see Resource Sheet 7.2.1c.</p> <p>Debrief, making reference to the idea of an unchanging self which is different from both the physical self and the mind/intelligence.</p> <p>Thought Experiment, with Discussion "Backtracking" 20 mins</p> <p>Referring to page 102 of "The IF Machine" or EXS 7.2.1c(1):</p> <ol style="list-style-type: none"> 1. Ask students to close eyes and travel back in time, asking first set of questions (5 mins) 2. Request students to answer questions (8 mins) 3. Lead discussion on one question, as linked to real self (soul). <p>Recap of Learning 5 mins</p> <p>Review learning over the last (almost) three lessons.</p> <p>Students Complete Drawing 15 mins</p> <p>Ask students to go back to their carefully stored drawings from Lesson 7.1.1a) and complete them, adding something they have learned. (10 mins)</p> <p>Give students opportunity to share in pairs (and, later, to post on the wall).</p> <p>Plenary/Evaluation 10 mins</p> <p>Ask students to express their own opinions as to which is the real self (or which is most important) of the (1) body (2) mind and intelligence (3) soul. (<i>See right hand column</i>).</p> <p>Request students to share their reasons for their respective choices (<i>See right hand column</i>).</p> | <p>PowerPoint 7.2.1c</p> <p>Resource Sheet 7.2.1c "The Pointing Game"</p> <p>Exercise Sheet 7.2.1c Thought Experiment: "Traveling Back in Time"</p> | <p><u>Extension Questions:</u> None specified.</p> <p><u>Evaluation/Plenary</u> Ask students to stand and congregate in one of three corresponding places in the classroom. Debrief as useful. Throw a soft ball to one student and ask him to explain why he/she stood in that particular group. Repeat as time allows.</p> <p><u>Weekly Homework:</u> Ask students to do research into some of the worlds' oldest: (a) buildings (b) animals (c) people</p> |

| Session | Learning Objectives | Teaching Focus & Possible Content | Sample Lesson Plan and Learning Experiences | Resources | Consolidation and Evaluation |
|---------|---|--|--|---|--|
| 2a | <p>Analyse and evaluate the question, "Is it possible to step in the same river twice?"</p> <p>List and explain at least 3 key differences between matter and spirit, using some key words.</p> | <p>There should be some focus here on student recognising that everything material changes (and, for more able students, its constantly changing).</p> | <p>Starter 3 mins Display the Outcomes for the Lesson Displaying visuals, ask students to write down the main things that a river is made of. Set an extension question (<i>see right-hand column</i>).</p> <p>Story-telling, "Can You Step in the Same River Twice?" 15 mins Read the story from the IF Machine, stopping to discuss as needed/indicated. Consolidate learning, stressing that, "Some philosophers have taught that everything changes (all the time).</p> <p>Question Time: "What Doesn't Change?" 15 mins Show pictures/videos of how rivers change (e.g. to form ox-bow lakes), with reference to the main components of a river, namely: (1) Water (2) Bed (3) Banks (the last two form a 'channel'). Referring to students homework, ask them to name something in the world that does <u>not</u> change (and therefore lasts forever); list them down and respond/discuss as needed⁷</p> <p>Word Exercise: "Words Connected to Change" 13 mins Ask students to individually complete the first part of Worksheet 7.2.2a (5 mins) Present Hindu ideas related to <i>brahman</i> (eternal spirit) and <i>prakriti</i> (temporary matter), linking these to (a) God, (b) the self and (c) this world; request students to add further terms to their developing worksheets - as helps them differentiate spirit from matter; please see Resource Sheet 7.2.2a (2). Set extension tasks, as needed (<i>see right-hand column</i>). Ask students to cut and paste their worksheets into their Exercise Books (and ensure they last as long as possible for revision purposes!)</p> <p>Plenary/Evaluation 7 mins Ask students to express how the lesson has changed their ideas (<i>see right-hand column</i>).</p> | <p>PowerPoint 7.2.2</p> <p>Worksheet 7.2.2a 'Words connected to change.'</p> <p>Resource Sheet 7.2.2a(1) "Can You Step in the Same River Twice?" (From 'The IF Machine').</p> <p>Resource Sheet 7.2.2a(2) "Differences between spirit and matter".</p> <p>Books: 'The IF Machine' by Peter Worley.</p> | <p><u>Extension Tasks:</u> Starter: Ask students to write down the names of 1-3 sacred rivers in India.</p> <p><u>Evaluation/Plenary</u> Ask students to orally express how the lesson has changed their ideas, thoughts, feelings, etc.</p> |

| Session | Learning Objectives | Teaching Focus & Possible Content | Sample Lesson Plan and Learning Experiences | Resources | Consolidation and Evaluation |
|--|---|--|--|--|---|
| 2b | <p>Recognise that the body is always changing as we grow up and grow older.</p> <p>Cite one verse from the Gita about the atman (unchanging self), residing within a continuously</p> | <p>The previous lesson, and the first part of this one, lay the foundation for introducing Hindu ideas (grounded in personal experience rather than just as disembodied theory or dogma).</p> <p>The Hindu notion of self derives from two premises: (1) There exists an unchanging observer (2) matter is invariably in continuous flux.</p> <p>Although verse 2.13 introduces the concept of reincarnation, keep in mind that this will be discussed in depth in Week 3.</p> | <p>Starter: "Celebrities as babies/children" 3 mins Shown photos of celebrities when young and ask students to identify them. Optionally, ask how we are able to do this.</p> | <p>PowerPoint 7.2.2</p> <p>Resource Sheet 7.2.2b: "Changing Bodies Diorama"</p> <p>Teacher Resources: Books: "Bhagavad-Gita As It Is" by A.C.Bhaktivedanta Swami Prabhupada Videos: https://www.youtube.com/watch?v=XHb7Ig3yPgI https://www.youtube.com/watch?v=cScG253Ib-M</p> | <p><u>Extension Activities:</u> 1. <u>Timeline exercise:</u> Students who finish early may answer the question, "What things, do you think, determine our future? Write them down"</p> |
| | | | <p>Video Presentation: "Growing Up" 7 mins Show video clips that show people getting older. Possibly include some visuals of animals and other life forms getting older (or young and old stills of various species).</p> | | <p><u>2. Writing exercise:</u> What do you think, in this verse, is Krishna's argument for the existence of the eternal self? Try to explain it in your own words. Also, might there be a different conclusion?</p> |
| | | | <p>Exercise: "My Life Timeline" 12 mins Displaying an example, ask students to draw a timeline on their own lives so far, noting down a few important events and dates. Now ask them to extend the timeline into the future, as they <i>would like their lives to be</i>. Set an extension task (see right). Take questions and discuss.</p> | | <p><u>Evaluation/Plenary</u> Ask students to write a poem (or similar) on the real self. It will consist of five lines, each starting with the letters A T M A N. One or two students may then share with the whole class.</p> |
| | | | <p>Visual Presentation: "The Self in the Bhagavad-gita" 18 mins Introduce the Gita with visuals, <u>briefly</u> explaining Arjuna's dilemma <i>as relevant to today's subject</i>. Display verse 2.13 and explain what it means, preferably using visuals (e.g. the changing bodies diorama). Briefly explore arguments for (or against) the existence of an eternal self (see second paragraph in column to the left).</p> | | |
| | | | <p>Writing Exercise: 8 mins Ask students to draw or otherwise depict verse 2.13 of the Gita, as if an illustration artist for a forthcoming book (i.e. in which each verse has a corresponding illustration).</p> | | |
| <p>Plenary/Consolidation "Poem" 7 mins Ask students to write and share poems on the 'real self' (see <i>right-hand column</i>).</p> | | | | | |

| Session | Learning Objectives | Teaching Focus & Possible Content | Sample Lesson Plan and Learning Experiences | Resources | Consolidation and Evaluation |
|---------|---|---|---|--|---|
| 2c | Express, explain and evaluate analogies that point to an unchanging self within a temporary body. | <p>Student understating is enhanced through use of analogy.</p> <p>Some analogies introduce the idea of reincarnation (discuss this only in as much as it highlights the idea of an unchanging self).</p> | <p>Starter: "Similes" 3 mins Using visuals, ask students to complete various commonly-used similes. Set an extension task.</p> <p>Presentation: "What is an analogy?" 7 mins Exploring the idea of 'comparison,' define 'analogy'; possibly mention similar terms (simile, metaphor and allegory - depending on individual student ability and knowledge i.e. from English lessons).</p> <p>Presentation with Visuals: "Analogies Explaining the Soul" 10 mins Brief students as to the forthcoming exercise. Run through 2-3 analogies, explaining them; this might include (1) The diamond cover by mud. (2) The sun in the sky. (3) The driver in the car. (see Resource Sheet 7.2.2c for corresponding explanations).</p> <p>Story Telling: "The Bird in the Cage" 5 mins Narrate the story or read a poem (possibly using video or Power-Point presentations). Ask students to discuss the moral or meaning of the story, in pairs groups or whole-class, as most suitable. Consolidate learning.</p> <p>Student Project: 'My Favourite Analogy' 25 mins Ask students to choose their favourite analogy and to complete the corresponding exercise - see Exercise Sheet 7.2.2c(1).</p> <p>Plenary 8 mins Ask students share their work, either now or later (<i>please see right-hand column</i>).</p> | <p>PowerPoint 7.2.2</p> <p>Exercise Sheet 7.2.2c (1) "My Favourite Analogy"</p> <p>Exercise Sheet 7.2.2c (2) Homework: "Definitions of Sanskrit words"</p> <p>Resource Sheet 7.2.2c. "Analogies to Explain the Real Self."</p> | <p><u>Extension Questions:</u> <u>Starter:</u> Ask students to define 'analogy' and related words.</p> <p><u>Evaluation/Plenary</u> Ask the team working on the 'Bird in the Cage' drama to present it before class. Ask others to leave their pictures for display (ensure they are aptly displayed before the next lesson!).</p> <p><u>Weekly Homework:</u> Using Exercise Sheet 7.2.2 C, as students to define key Sanskrit terms connected to reincarnation</p> |

| Session | Learning Objectives | Teaching Focus & Possible Content | Sample Lesson Plan and Learning Experiences | Resources | Consolidation and Evaluation |
|---------|--|--|---|--|--|
| 3a | List and explain several ideas on the afterlife | There is some extension of students' critical thinking skills, and the idea of "presenting evidence". | Starter: "Do not stand by my grave and weep" 5 mins Display poem by Mary Elizabeth Fry; ask students to write down what they think it means; set an extension question (<i>see right</i>). | PowerPoint 7.2.3 | <u>Extension Task/Question:</u> <u>Starter:</u> |
| | Explain the notion of reincarnation according to the Bhagavad-gita, and with reference to the 'atman'. | Such evidence includes scriptural (hence some key verses are covered). | Interactive Presentation, "Hindu Notions of Reincarnation" 18 mins Revisit verse 2.13 of the B. Gita, linking belief in the eternal, unchanging atman with reincarnation (as does this verse). Using visuals, briefly explain reincarnation, with <u>mention</u> of: (a) different species of life (further discussed in Lesson 2) (b) higher and lower planets, and notions of a spiritual world (further discussed in Lesson 3) Run through some key verses in the B.Gita, preferably using interactive exercises (for examples, use/consult Exercise Sheet 7.2.3a). | Exercise Sheet 7.2.3a "Key Bhagavad-gita Verses on Reincarnation" | Write down some beliefs (religious and/or secular) on what happens after death. <u>Plenary:</u> |
| | Begin to evaluate and justify (with evidence) arguments for and against ideas of reincarnation. | Students should be given ample opportunity to express their own opinions, beliefs and interpretations. | Student Task: "Arguments for or against reincarnation" 12 mins Display a two-column table showing reasons/arguments for and against reincarnation Ask students to present possible reasons ⁸ Add your own (as may be pre-written and till now temporarily obscured). Discuss (setting an extension question for some students). | Resource Sheet 7.2.3a (1) "Cartoons on Reincarnation" | What alternative explanation might we give to explain the video (e.g. the case of James Linegar). |
| | | | Video Presentation: "Airplane Boy" 10 mins Brief students for the video, as useful (e.g. ask students, as they watch, to look out for (a) emotions (b) evidence Show the video clip. Debrief (e.g. by taking comments and questions). | Resource Sheet 7.2.3a (2) "Arguments for or against reincarnation" | <u>Evaluation/Plenary</u> |
| | | Evaluation/Plenary 5 mins Set evaluative question (plus extension question) for students to complete individually (see right-hand column) | <u>Teacher Resources:</u> <u>Videos:</u> https://www.youtube.com/watch?v=VnXxC-nVsJY https://www.youtube.com/watch?v=Uk | Ask students to write down whether they <u>personally</u> do or do not agree with reincarnation and support their case with reasons. | |

| Session | Learning Objectives | Teaching Focus & Possible Content | Sample Lesson Plan and Learning Experiences | Resources | Consolidation and Evaluation | |
|---------|--|---|--|----------------|--|--|
| 3b | Explain the Hindu-Vaishnava teachings on karma, as linked to reincarnation. | The focus here is on karma, which might be explicitly linked to previous learning on cause and effect (in Lesson 7.1.3a). | Starter Ask students to write down who or what they would like to be in their next birth and why (note: it need not be human). Set alternative questions (if needed ⁹). | 5 mins | PowerPoint 7.2.3 Exercise Sheet 7.2.3b (1) Card Game: "The Results of Karma" Exercise Sheet 7.2.3b (1) Mime Exercise: "This Life and the Next" Resource Sheet 7.2.3b "Stories on Reincarnation", including: "Indra takes birth as a pig" "King Bharat takes birth as a deer" "The Sadhu's Blessings" Teacher Resources: Videos: https://www.youtube.com/watch?v=ZWYHuN1G1vk Books: "Living Faiths: Hinduism" by Neera Vyas. "Illustrated Encyclopaedia of Hinduism" by Rasamandala Das | <u>Extension Task:</u> Plenary: Please give (write down) one example that shows good karma, and one that shows bad karma. |
| | Explain some causes of the self's next life (and next body). | | Pair Exercises "What determines our next birth" Break class into pairs Ask ¹⁰ , "What do you think might determine a future life? (2 mins) Using PowerPoint, revisit the analogies of 'the driver in the car' (last week) and 'new clothes' (last lesson); using these, draw out the two reasons for next birth (1) desires and (2) deserts ¹¹ (i.e. according to karma). Mention also the state of mind after death. Optionally, tell a related story (e.g. King Bharata and the deer). Alternatively, using a card game - see Exercise Sheet 7.3.3b (1), ask students to link actions in one life to results received in the next. | 20 mins | | |
| | Link actions to possible consequences, including these experienced in a future life. | | Video: "Tracking down a murderer from a previous life" ¹² Brief students for the video, as useful. Show the video clip, showing a boy who identified his murderer from his (the boy's) previous life. | 5 mins | | |
| | | | Mime Exercise: "This life and the next" Break students into groups of twos or threes. Hand-out or display Exercise Sheet 7.2.3b, asking student to write a short (1-2 minute) mime. Ask one groups to present their mime; explore as useful. Repeat, as time allows. | 20 mins | | <u>Evaluation/Plenary</u> Ask students, in their exercise books, to complete the statement, "Karma means...". Add extension task (see above). |
| | | Plenary: "The Law of Karma" Ask students to summarise their learning on karma (see right-hand column.) | 3 mins | | | |

| Session | Learning Objectives | Teaching Focus & Possible Content | Sample Lesson Plan and Learning Experiences | Resources | Consolidation and Evaluation |
|-----------|---|---|---|---|--|
| 3c | <p>List and explain at least two Hindu notions of moksha.</p> <p>Present Hindu-Vaishnava ideas on other worlds and their diverse inhabitants.</p> <p>Articulate their understanding of reincarnation, karma and moksha, and the links between them.</p> | <p>The focus is on the atman's journey towards liberation, and understanding this accurately and authentically.</p> <p>The two main types of moksha must be included.</p> <p>Other ideas are optional, to be selected as best promote clear understanding relevant to this stage of learning.</p> | <p>Starter: "Is there Life on other planets?" 5 mins</p> <p>Ask students if they believe in life on other planets and to present reasons for their opinions.</p> <p>Interactive Presentation: "Journey to Moksha (Liberation)" 20 mins</p> <p>Present and discuss (some of) the following, as discussed in Resource Sheet 7.2.3b¹³:</p> <ul style="list-style-type: none"> (a) Optionally, the six species of life¹⁴ (b) Optionally, the analogies of (a) going on holiday (b) going to prison (to elaborate on karma and elevation/degradation). (c) Hindu pictures of life on other planets (e.g. various gods/goddesses and demons). (d) The two main ideas of Moksha within Hinduism¹⁵. (e) Optionally: a relevant story on reincarnation (e.g. "Indra becomes a pig"). (f) Optionally, a relevant Bollywood film i.e. that features reincarnation as a central theme (see reference column). <p>Individual Exercise: "Writing a Story on Reincarnation" 25 mins</p> <p>Ask students to write either a:</p> <ul style="list-style-type: none"> (a) Storyboard (b) Story (with dialogue script). <p>that uses the ideas of karma, reincarnation and, optionally, moksha.</p> <p>Set an extension task (see right-hand column).</p> <p>Plenary: "Sharing our Stories" 5 mins</p> <p>Ask students to share their stories (<i>see right-hand column.</i>)</p> <p>Set student homework (see right-hand column), which includes finishing the stories (only if students need more time).</p> | <p>PowerPoint 7.2.3</p> <p>Resource Sheet 7.2.3b "Stories about Reincarnation" (optional – as used in Lesson 7.2.3b)</p> <p>Resource Sheet 7.2.3c(1) Teacher information: "Journey towards liberation"</p> <p>Resource Sheet 7.2.3c(2) Pictures: "Gods and Demons"</p> <p>Teacher Resource: "Illustrated Encyclopaedia of Hinduism" by Rasamandala Das Pages 76-77.</p> | <p><u>Extension Activities:</u></p> <p><u>Story Writing Exercise:</u></p> <p>How does a person reach moksha? What must they be like?</p> <p><u>Evaluation/Plenary</u></p> <p>Ask one or two students (as time permits) to share their work.</p> <p><u>Weekly Homework:</u></p> <p>Students should:</p> <ol style="list-style-type: none"> 1. Complete their story (if needed). 2. Find out about the Hindu practice of ahimsa (non-violence). 3. Level 5 only: Answer the question: "How do you think <i>ahimsa</i> is connected to belief in reincarnation?" |

| Session | Learning Objectives | Teaching Focus & Possible Content | Sample Lesson Plan and Learning Experiences | Resources | Consolidation and Evaluation |
|--|--|--|---|--|---|
| 4a | Define 'discrimination' and similar terms | We are beginning to explore the links between specific views (or 'beliefs') and corresponding responses to ethical issues (the old question of possible correlations between 'facts' and 'values'; between 'is' and 'ought'. Note: this is a complex topic but we are taking a few baby steps towards that lofty understanding. | <p>Starter: "Discrimination and Related Words" 10 mins</p> <p>Request students to complete Worksheet 7.2.4a. Debrief and discuss as useful.</p> | <p>PowerPoint 7.2.4</p> <p>Worksheet 7.2.4a 'Words connected to discrimination.'</p> <p>Resource Sheet 7.2.4a (1) 'How are Humans Different?'"</p> <p>Resource Sheet 7.2.4a (2) Analogies: "Why Do We Discriminate?"</p> | <p><u>Extension Questions:</u> <u>Pair Discussion:</u></p> <p>More able students may also answer the question, "What are possible disadvantages of human differences?"</p> <p><u>Consolidation/Plenary</u></p> <p>Read relevant quotes to summarise lesson, as help explain spiritual equality, negative discrimination and celebration of diversity. For examples, please see Resource Sheet 7.2.4a(2). Students might copy down such a quote (or quotes).</p> |
| | List the different categories or 'labels' by which we discriminate against people | | <p>Group Competition: "How are Humans Different" 15 mins</p> <p>Break class into groups, each of 3-4 students. Pose question: "How are we human different from each other?" Give two or three examples (e.g. based on race, gender and age, preferably as build on corresponding terms discussed in the starter.) Ask students to write down <u>as many</u> as they can think of Take results, adding to a list on a whiteboard; add further examples, if needed (refer to Resource Sheet 7.2.4a, as may be helpful).</p> | | |
| | Cite some concrete examples of discrimination | | <p>Interactive Presentation "Why Do We Discriminate?" 15 mins</p> <p>Pose the question. Revisit Hindu metaphors on the real self (used in Lessons 2a and 3b). Explore these metaphors to consider what happens when the self identifies with the external body (optionally using, or otherwise drawing from, Resource Sheet 7.2.4a). Consolidate learning by discussing the need to understand 'who we really are', giving concrete examples of negative discrimination (i.e. based on the list of 'labels' we have already developed.)</p> | | |
| | Explain the causes of discrimination, according to Hindu Vaishnava teachings | | <p>Pair discussion: "What is useful about differences?" 10 mins</p> <p>Ask students to pair up and discuss/write down some benefits of us being different from each other (first give one or two examples) Draw up a list, which students might write down.</p> | | |
| Explain the positive features of diversity | <p>Consolidation/Plenary 5 mins</p> <p>Ask student to write down something about themselves that is unusual or different and how that is good. Read relevant quotes (see right-hand column).</p> | | | | |

| Session | Learning Objectives | Teaching Focus & Possible Content | Sample Lesson Plan and Learning Experiences | Resources | Consolidation and Evaluation |
|---------|--|--|---|---|--|
| 4b | Evaluate human responses to various species of animal | Do note that the homework is given today in preparation for the third and final lesson of the week | <p>Starter: "How Humans Treat Animals" 7 mins</p> <p>Present students with a short list of domestic and farm animals¹⁶ and ask students to write down how humans treat each one. Take feedback, and evaluate how much we may discriminate negatively or unfairly against certain animals. Conclude that there are differences between animals (and we see and treat them differently)</p> | <p>PowerPoint 7.2.4</p> <p>Exercise Sheet 7.2.4b (1) Card Game: "Humans and Animals: Similarities and Differences"</p> <p>Exercise Sheet 7.2.4b (2) "Animal Cards"</p> <p>Resource Sheet 7.2.4b Sample Writing "Diary of an African Elephant"</p> <p>Teacher Resources: Video Clip: http://www.sheldrickwildlifetrust.org/html/elephant_emotion.html</p> | <p><u>Extension Tasks:</u> Starter: Ask, "How might some people in China view and treat dogs?"</p> <p><u>Evaluation/Plenary</u> Ask 1/2 student volunteers to read entries. before class. Then ask entire class, "How is this relevant to Hindu teachings" (e.g. it helps us understand that the self/soul is present in all species of life, since they have feelings.</p> <p><u>Weekly Homework:</u> Ask students to: Conduct research into a news item based on negative discrimination. Then, bring something with them to school (e.g. newspaper article, a print out from their computer, short description of news reading, etc.)</p> |
| | Consider and articulate differences between animals and human beings | | <p>Card Game "Comparing Humans with Animals" 18 mins</p> <p>Hand out to groups cards from Exercise Sheet 7.2.4b (1) and, as indicated thereon, sheets of paper with three headed columns</p> <p>Ask students to go through the cards and allocate each to one of the three columns</p> <p>Debrief and discuss (optionally showing a relevant video clip). Optionally, explore the question, "Do animals have rights?" (and/or, "Are there ways in which humans <u>should</u> treat animals?")</p> | | |
| | list and evaluate a few ethical issues linked to animals and their rights (if any), | | <p>Interactive Presentation: "Moral questions about animals"¹⁷ 10 mins</p> <p>Using engaging visuals, present common moral questions about animals, asking students to list them in their exercise books. Optionally, ask students in pairs to concisely discuss one question¹⁸.</p> | | |
| | Consider how belief in <i>atman</i> and <i>samsara</i> influences Hindu attitudes towards animals. | | <p>Writing Exercise: "Animal Diary" 15 mins</p> <p>Brief students on the forthcoming task i.e. to write a very personal diary account expressing their thoughts and feelings</p> <p>Present an example e.g. from 'diary of an African elephant'¹⁹</p> <p>Hand out animal cards - Exercise Sheet 7.2.4b(2) and ask students to write their respective diary entries.</p> <p>Circulate to assist.</p> | | |
| | | | <p>Consolidation/Plenary 5 mins</p> <p>Ask students to share their diary entries and reflect on the significance of this for Hindus (<i>see right-hand column</i>)</p> | | |

| Session | Learning Objectives | Teaching Focus & Possible Content | Sample Lesson Plan and Learning Experiences | Resources | Consolidation and Evaluation |
|---------|---|---|--|---|---|
| 4c | Define ahimsa and related terms. | The fourth learning objective (see left) aims to consolidate learning for the entire week | Starter - Pair Work: "Why Might Hindus be Vegetarian?" 10 mins Ask students to get in pairs and discuss: "Why do you think Hindus might be vegetarian? And the School? What beliefs are behinds these practices? Take some answers and write them down ²⁰ Consolidate learning, and the idea that "beliefs affect practices", mentioning <i>atman</i> , <i>samsara</i> (reincarnation) and <i>ahimsa</i> ²¹ . | PowerPoint 7.2.4 Exercise Sheet 7.2.4c Project: "News Article on Discrimination" Teacher Resources: Books: Bhagavad-gita (e.g. 5.18) "Illustrated Encyclopaedia of Hinduism" by Rasamandala Das Pages 166, 227 Video clips: M. Gandhi https://www.youtube.com/watch?v=TkHTbkPoEQ8&list=PLrA0Mx42IPWbGlufHXUcumRA Martin Luther King http://youtube.com/watch?v=OmEZGbUvW2M | <u>Extension Activities:</u> Writing Project: In your article, mention one of the School values (i.e. connected to the subject of discrimination). <u>Weekly Homework:</u> The recommended homework was to be completed after Lesson 2 (see previous page). However, the option remains that (some students) use the weekend to finish off their writing projects <u>Evaluation/Plenary</u> Ask one student to summarise this lesson without mistake, pause or repetition. If she fails, stop timer and ask another student to take over, trying to reach the one minute mark. |
| | Cite examples of support given to the notion of ahimsa by key historical figures | | Interactive Presentation; "Ahimsa²² in Practice" 10 mins Make a <u>brief²³</u> presentation on Gandhi and his adoption of the principle and practices of ahimsa to combat negative discrimination; use video clips as helpful. Make a similar brief presentation on King, perhaps noting how he: (a) Adopted Gandhi's principle of non-violent protest (b) Exhorted all people (e.g. black + white) to avoid being racist. Conclude by showing a relevant verse from the Bhagavad-gita, describing the eternal self in all species of life (e.g. 5.18). | | |
| | Consider and suggest links between ahimsa and vegetarianism within Hindu traditions | | Writing Project: "News Article on Discrimination" 30 mins Ask students to consider their pre-selected news story (and provide stories where needed). Request students to rewrite their story as if for the school magazine. Mention that the article should refer to what we have learned over this week (for more details, please refer to Exercise Sheets 7.2.4c). Set extension tasks/questions and circulate to assist. | | |
| | Select a news story and analyse it in terms of the week's learning. | | Plenary 5 mins Run a 'Just one minute' exercise (see right-hand column) and repeat as time allows. Allocate further homework, if needed (see right-hand column). | | |

| Session | Learning Objectives | Teaching Focus & Possible Content | Sample Lesson Plan and Learning Experiences | Resources | Consolidation and Evaluation |
|---------|---|--|--|----------------|--|
| 5a | Repeat a few facts about Plato. | This week presents three ideas on the self, in contrast to Hindu-Vaishnava ideas. | Starter: "Greek Philosophers" Display 'Greek philosophers' as blanks, and ask students to call out letters to fill in blanks (optionally using the 'hangman game'). Mention key ancient Greek philosophers, including: (1) Socrates who, unafraid of death, willingly drank poison ²⁴ . (2) Plato (as the student of Socrates). (3) Others (depending on student knowledge). ²⁵ | 7 mins | <u>Extension Questions:</u> <u>Group Exercise:</u> "Why don't the prisoners believe the free man when he returns to the cave and tells them of another, much better world?" <u>Plenary/ Consolidation</u> Using visuals, briskly present the correct answers to the 6 questions set in the group exercise. |
| | Explain what Plato said about the 'real self'. | They include <u>Plato's</u> ideas (belief in a non-material soul); and a spiritual world | Individual Work: "Plato's Chariot Analogy" ²⁶ Revisit the 'driver in the car' analogy (first encountered in Lesson 2c) Using visuals, describe the chariot analogy used by Plato. ²⁷ Ask students to complete Worksheet 7.2.5a and stick in their Exercise Books for future reference. | 10 mins | |
| | Describe or otherwise express the meaning of: (a) the analogy of the chariot (b) the analogy of the cave. | <u>Christian</u> ideas of a resurrected body (some say spirit, others say material) <u>Scientific</u> ideas, usually that life comes from matter with no need of a sustaining force (the soul or God). <u>Please Note:</u> The introduction to dualism is important but very elementary. It builds upon 'the differences between matter and spirit', as covered in Lesson 7.2.2a - please see Resource Sheet 7.2.2a(2). | Teacher-led Presentation "Plato's Cave Analogy" Brief students for the forthcoming video clip (4 mins) Show the video clip on 'the cave analogy' (4 mins) Debrief, exploring Plato's idea of 'another world'; compare with Hindu-Vaishnava ideas (e.g. matter + spirit, <i>maya</i>). Explain what is meant by 'dualism', contrasting Western ideas with Hindu notions ²⁸ , and referring to the School's 'afternoon prayer'. | 15 mins | |
| | | | Group Exercise: "Enacting the Cave Analogy" Break to class into groups of about six students each. Explain the exercise (see or hand out Exercise Sheet 7.2.5a). Ask students to complete group tasks. | 18 mins | |
| | | | Plenary/Consolidation: "Student Theatre Presentation" Choose one group to present their skit/mime. (3 mins) Consolidate learning (see right-hand column). | 5 mins | |

| Session | Learning Objectives | Teaching Focus & Possible Content | Sample Lesson Plan and Learning Experiences | Resources | Consolidation and Evaluation |
|---|--|--|--|---|---|
| 5b | <p>Define resurrection, with reference to the story of Jesus and to (various) Christian ideas of an eternal soul.</p> <p>Begin to compare Christian and Hindu ideas as linked to:</p> <ol style="list-style-type: none"> 1. The soul 2. The afterlife (and the role of choice). 3. Liberation | <p>Because of the time of the year, there will be some reference to Christmas (as also in Week 6).</p> | <p>Starter: "The Meaning of Christmas" 5 mins</p> <p>Ask students questions about: (a) What they do at Christmas (b) The meaning of the festival (for Christian people).</p> | <p>PowerPoint 7.2.5</p> <p>Worksheet 7.2.5b "Comparing Christian and Hindu Beliefs" (on the self/soul).</p> <p>Resource Sheet 7.2.5b Sample completed worksheet: "Comparing Christian and Hindu Beliefs"</p> | <p><u>Extension Questions:</u></p> <p><u>Individual Exercise:</u></p> <p>"What beliefs do Hindus and Christians share?" "What is most different?"</p> |
| | | | <p>Interactive Presentation: "The Resurrection of Jesus" 15 mins</p> <p>Discuss some key facts about the life of Jesus (starting with his birth), and his crucifixion and resurrection</p> <p>Explain some Christian beliefs linked to the soul, resurrection and the afterlife.</p> <p>Show some pertinent video clips (e.g. for the film 'Jesus of Nazareth').²⁹</p> <p>Optionally, relate one story that expresses Christian notions of equality (e.g. the story of the good Samaritan).</p> | | |
| | | | <p>Individual Exercise "Comparing Hinduism and Christianity" 20 mins</p> <p>Hand out Worksheet 7.2.5b and ask student to complete it individually (optionally in pairs).</p> <p>Circulate to assist, as needed.</p> | <p><u>Teacher Resources:</u></p> <p>Film clips, e.g. on resurrection: https://www.youtube.com/watch?v=evoOaIQwITg https://www.youtube.com/watch?v=Fmmg7_0X5Cg</p> | |
| | | | <p>Consolidation of Learning: "Christian and Hindu Ideas" 10 mins</p> <p>Run through some similarities and differences between Hindu and Christian notions of the self and related concepts (see Resource Sheet 7.2.5b); ask students to check and correct their own work.</p> <p>Answer student questions, as they identified and wrote down during the previous Worksheet exercise.</p> | | |
| <p>Evaluation/Plenary 5 mins</p> <p>Test student knowledge using a true/false exercise (for more details, please see right-hand column)</p> | <p><u>Evaluation/Plenary</u></p> <p>Display some so-called Christian beliefs about the self or soul, and ask students to (silently) raise their left-hands if it is false, and their right-hands if it is true. Reveal the correct answers, as helpful.</p> | | | | |

| Session | Learning Objectives | Teaching Focus & Possible Content | Sample Lesson Plan and Learning Experiences | Resources | Consolidation and Evaluation |
|---------|--|--|---|--|---|
| 5c | Describe some of the basics ideas of Darwinian evolution | The focus here is on views that reject (or don't depend on) the existence of an eternal or metaphysical self. | <p>Starter: "What do we mean by 'Life'?" 8 mins</p> <p>Display a few possible definitions of 'life' and ask students to choose which they think is the best. Set an extension question (see right).</p> | <p>PowerPoint 7.2.5</p> <p>Worksheet 7.2.5c</p> <p>Starter: "The Meaning of the Word 'Life'."</p> <p>Exercise Sheet 7.2.5c</p> <p>Pair Work: "The Origins of Life".</p> <p>Resource Sheet 7.2.45C</p> <p>"Main Points on Evolution"</p> <p><u>Teacher Resources:</u></p> <p>Film clips:</p> <p><u>On AI:</u></p> <p>'I, Robot', 'Blade Runner', 'Chappie', 'Ex Machina', '2001: A Space Odyssey'³¹</p> <p><u>On life from chemicals:</u></p> <p>https://www.youtube.com/watch?v=57merteLsBc (at around 15 mins)</p> <p><u>Natural selection:</u></p> <p>https://www.youtube.com/watch?v=0SCjhI86grU</p> | <p><u>Extension Tasks/Questions:</u></p> <p><u>Starter:</u></p> <p>Please write down reasons for your answers.</p> <p><u>Pair Discussion:</u></p> <p>"Is it possible that robots develop consciousness?"</p> <p><u>Evaluation/Plenary</u></p> <p>Summarise the three main ideas on the origins of the self, and get students to express their own opinions (in one of 3 categories).³²</p> <p><u>Weekly Homework:</u></p> <p>Ask students to revise for a test next week (on the entire unit).</p> |
| | Explain theories that suggest that life comes from matter (and there is no soul or eternal self) | However, be careful about branding all scientists as atheistic, or embracing the Western (post-Enlightenment) dichotomy between 'faith' and 'reason'. Chaitanya Vaishnavism requires the exercise of sound reason and rejects blind faith. | <p>Interactive Presentation: "Evolution and the start of life" 10 mins</p> <p>Mention that some scientists are religious; others may be atheists or agnostics.</p> <p>Show video clips and other visuals describing evolution, and going back to the emergence of the simplest form of life (i.e. from chemicals or 'cosmic soup')</p> <p>Present on overview of the view that life can arise from matter</p> <p>Pose the question as to whether humans can prove this and create life themselves, either (1) from chemicals (2) by producing conscious robots (i.e. with intelligence, feelings, free choice).</p> <p>Video Presentation and Discussion: "Artificial Intelligence" 12 mins</p> <p>Show two film clips on: (a) life coming from chemicals (b) Article Intelligence.</p> <p>Lead a discussion as to whether AI is possible (or, alternatively, robots will remain just complex machines, with a human directing them)</p> <p>Pair Discussion: 'Can Life come from Matter?'" ³⁰ 10 mins</p> <p>Break class into pairs; ask students to discuss and answer the questions (see Exercise Sheet 7.2.5c)</p> <p>Set an extension task/question (see right and on Exercise Sheet).</p> <p>Plenary/Consolidation: "Debate on the origins of Life" 15 mins</p> <p>Set some ground rules for the debate</p> <p>Ask student pairs to come forward and debate</p> <p>Repeat with a second pair of students</p> <p>Get students to express their own opinions (see right-hand column).</p> | | |
| | Identify corresponding ideas on the afterlife | | | | |

| Session | Learning Objectives | Teaching Focus & Possible Content | Sample Lesson Plan and Learning Experiences | Resources | Consolidation and Evaluation |
|-----------|---|--|--|---|---|
| 6a | Summarise and consolidate their learning in terms of knowledge, understanding and evaluation. | The first two lessons serve to consolidate learning and also to prepare students for the written test in Lesson 3. | <p>Starter Ask students to summarise what we have learned in three discrete³³ stages: (1) in <u>three sentences</u> (2) in <u>three words</u> (3) in <u>one word</u>.</p> <p>Quiet Pair Work: "Contents Page for Unit 7.2" Ask students to consult their notes to write a 'Contents page' for this Unit (i.e. showing the previous 5 weeks, with three lessons in each). For teacher information, please refer to Resource Sheet 7.2.6a. Circulate to assist, especially to ensure that no important content is excluded from students 'contents page'.</p> <p>Group Projects "What is the Real Self?" Break the class into groups of 3-6 students. Pass out the Project Specifications (i.e. copies of Exercise Sheet 7.2.6a) and briefly explain them, with reference to any extension tasks (see right-hand column) Request students to begin their projects Pass out resources, and/or refer students to where they can be found (as needed and as most appropriate) Circulate continuously to assist.</p> <p>Discussion/Plenary Ask students to stop their projects/conversations for the time being. Explain the homework (see right-hand column); ask students to discuss and agree what they might bring from home for their group and its project. To close the lesson, ask students to share results (see right-hand column).</p> | <p>PowerPoint 7.2.6</p> <p>Resource Sheet 7.2.6a "Contents Page for Unit 7.2"</p> <p>Exercise Sheet 7.2.6a Project Specifications: "What is the Real Self?"</p> <p><u>Students Resources:</u> A2 Paper, other paper (white and coloured), coloured, pens, crayons, gum, Sellotape, index cards, etc.</p> | <p><u>Extension Activities:</u> None-specified: differentiation is accommodated within Exercise Sheet 7.2.6a</p> <p><u>Evaluation/Plenary</u> Request students to share ideas as to what they might bring from home to help with the team project.</p> <p><u>Weekly Homework:</u> The recommended homework is to be completed before Lesson 2. Ask students to bring something from home that will contribute to their projects (they might also involve other family members to help).</p> |

| Session | Learning Objectives | Teaching Focus & Possible Content | Sample Lesson Plan and Learning Experiences | Resources | Consolidation and Evaluation |
|-----------|--|---|---|---|--|
| 6c | <p>Recall and write down key facts, terms, concepts and definitions from this unit.</p> <p>Evaluate how this unit's learning might be applied in everyday life, especially by Hindu people.</p> <p>Identify and articulate anything new they learned from each other</p> | <p>This lesson mainly returns to and tests foundational knowledge, though with one key question on application in life.</p> | <p>Starter: "Relaxation and Focussing Exercise" 5 mins</p> <p>Conduct a yoga and meditation exercise, helping students to relax and focus on their higher, confident and talented selves.</p> <p>Individual Exercise: "Written Test" 30 mins</p> <p>Hand out Exercise Sheets (7.2.6c), asking students to write down their answers in their respective Exercise Books.</p> <p>Remind students that they might complete the extension task/question if they are able (see right-hand column)</p> <p>At intervals, announce the remaining time.</p> <p>Evaluation/Plenary: "My Learning for This Unit?" 20 mins</p> <p>Ask students to re-convene in their groups (as for the previous two lessons)</p> <p>Explain the task: of circulating (as a group and as prompted) to look at each display for 2-3 minutes and noting down anything new they learn).</p> <p>Ask students to share (<i>see right-hand column</i>).</p> <p>Congratulate the groups (and any individuals, as appropriate) on their performance and creativity during the entire unit, especially as it promotes both equality of worth and diversity of talent.</p> | <p>PowerPoint 7.2.6</p> <p>Exercise Sheet 7.2.6s</p> <p>Written Test: "The Real Self"</p> | <p><u>Extension Question</u></p> <p><u>Written Test:</u></p> <p>For level 5 students, please refer to Question 12 in Exercise Sheet 7.2.6c</p> <p><u>Evaluation/Plenary</u></p> <p>Ask student to share anything they learned or noticed when viewing the posters/displays made by the other groups.</p> |

Lesson 1a

¹ This would best emerge naturally from the previous conversation. The teacher might be able to group aspects or sections of the mind map to demonstrate these 3 areas.

² Since the three lessons are so structured as to respectively cover these three subjects.

³ These components might include the skeletal system, the internal organs, muscles, blood, etc.; also cells and DNA; the brain/mind; neurons.

Lesson 1b

⁴ it is probably useful to put some time into the starter exercise, tailoring it for this lesson rather than it being a rehash of similar meditational exercises.

⁵ The teacher might ask student to use imagination to visualize an object (i.e. see it in the mind); or hear a specific sound (e.g. of a bell), and so on, One function of the mind is to aid the five senses, so that all perception is mediated through the mind.

⁶ That is: thoughts, feelings, desires and memories. Be careful not to include anything without careful thought (e.g. as may refer more to intelligence). You might also add perceptions (since the mind also helps is see, hear, touch, taste and smell.).

Lesson 2a

⁷ It is important to respond appropriately, and to promote critical thought. For example, if a student suggested the past does not change, you might ask, where did it exist?" if it's only in our mind or memory, then you might suggest that it does indeed change!

Lesson 3a

⁸ These may be their own or those presented by others. For more details, please see Resource Sheet 7.3.3a.

Lesson 3b

⁹ For students who don't believe in reincarnation they may answer alternatively (e.g. from another faith perspective); if students don't believe in any afterlife, they may present/explain their reasons.

¹⁰ This is simply a 'buzz-group', with an open-ended question, so that students can easily warm to the topic and confidentially reveal their own thoughts and feelings.

¹¹ 'Deserts' means 'what we deserve', and refers here to our karmic bank account.

¹² Alternatively retell a traditional Hindu story on reincarnation.

Lesson 3c

¹³ The teacher will need to exercise some discretion as to what to include here, as time is limited.

¹⁴ This might alternatively be mentioned in the previous lesson.

¹⁵ There are: (1) merging into the brahman, whereby the soul loses its individuality and 'becomes one with God'
(2) entering a spiritual world full of variety, keeping one's individuality and possessing a spiritual body.

Lesson 4b

¹⁶ For example: dogs (which we love), pigs (which some people eat), and cows (which we wear). This exercise questions the inequitable treatment amongst animals, rather than inequitable treatment of animals as compared to humans (it may be less easy to justify, and hence might usefully promote critical thinking, especially about prevalent and largely uncontested paradigms.)

¹⁷ This section might be cut down in length, especially if time is short. The teacher should certainly avoid extending it and this diminishing the effectiveness of the subsequent learning experiences.

¹⁸ Otherwise, as time is tight, it might be better to include animal scenarios in the next exercise which allude to these questions, or ask students to keep in mind these questions as they write their hypothetical diary entries, .

¹⁹ The teacher may wish to set specific scenarios the story, rather than leave it completely freeform.

²⁰ The teacher might also mention that Vaishnavas eat only food offered to Krishna, and he is vegetarian!

Lesson 4c

²¹ This term has already been mentioned in Lesson 7.2.4a, so students should have some familiarity with it.

²² For Teacher's reference:

We may note that **with** holding benefit from others is also causing harm to them. Hence for a Vaishnava, taking the opportunity to inform others about their relationship with Krishna, is also *ahimsa*. And failure to use this life to advance in self-realisation is also *himsa*, or violence towards oneself.

For reference and personal edification, the teacher may personally refer to the following verse:

'Ahiṁsā, nonviolence, means that one should not do anything which will put others into misery or confusion. Material activities that are promised by so many politicians, sociologists, philanthropists, etc., do not produce very good results because the politicians and philanthropists have no transcendental vision; they do not know what is actually beneficial for human society. Ahiṁsā means that people should be trained in such a way that the full utilization of the human body can be achieved. The human body is meant for spiritual realization, so any movement or any commissions which do not further that end commit violence on the human body. That which furthers the future spiritual happiness of the people in general is called nonviolence.' B.G.10.4-5

²³ Do not get into detail here, as would be necessary to give justice to an in-depth study of both Gandhi and King. This learning or more-or-less to have students recognize that both Gandhi and King drew on Hindus ideas (especially ahimsa) to promote non-violent resistance. Both Gandhi and King are revisited in later years, as relevant to GCSE and A-Level. It is, of course, important to note how they combatted discrimination,

Lesson 5a

²⁴His fearlessness was, it is believed, due to conviction in his own immortality (i.e. the existence of an eternal, reincarnating self).

²⁵ These might include Pythagoras (of triangle fame) and Heraclitus (mentioned when exploring ‘stepping twice in the same river’, in Lesson 7.1??)

²⁶ This section might be largely omitted if the teacher wishes to spend more time on the cave analogy. However, it is important to mention (and for students to know and understand) that Plato believed in the immortal soul, in a manner similar to Hindu thought. He was a dualist,

²⁷ Do note that the analogy can be far more complex and nuanced than described here. However, the three terms used here (though somewhat simplistic) have been carefully chosen so that the concept is (a) simple (b) accurate (c) compatible with student current understanding based largely on Hindu notions (i.e. of the self being elevated or degraded by respective desires).

²⁸ It would be wise to revisit the Hindu notion of three main divisions, namely:

- (1) the atman (eternal self)
- (2) the mind and intelligence (which are material)
- (3) the physical body

These three were discussed during the three corresponding lessons of Week 1.

Lesson 5b

²⁹ This film (amongst others on the life of Jesus) is perhaps most aligned to the Hindu ethos

Lesson 5c

³⁰ The teacher will need to decide to concentrate on one of two (or both) more specific (less abstract) questions, namely:

- (1) “Can life emerge for chemicals?”
- (2) “Can life evolve from machines (robots, computers, etc.)”

Although the former is more clearly linked to (chemical) evolution, the latter may be more accessible to today’s young people. Both should be mentioned but the focus on the debate might be carefully chosen. The supplied Exercise Sheet (7.2.5c) concentrates on the second question but can be easily edited by the teacher to focus instead on the first questions.

³¹ All films must be checked to be age compliant.

³² The three categories are:

- (1) Life comes from spirit (brahman)
- (2) Life arises from matter (prakriti)
- (3) Life requires a mixture of spirit (the soul) and matter (a body).

Lesson 6a

³³ Do not let students see the second and third tasks until they have completed the first and second respectively.