



**AVANTI** SCHOOLS  
TRUST

# **Philosophy, Religion & Ethics Curriculum**

## **Lesson Plans: Year 7, Term 3**

### **“The Creation”**

**Please Note: Lesson Plans and resources are being provided as essential guidance for teachers to adapt, to reflect the specific needs of the learners in each class.**

## Unit 7.3 The Creation

### Unit Description:

Building on earlier work in primary and Autumn 1 and 2, students will explore the Sankhya view of Creation and the existence of God.

Students will be introduced to the Hindu idea of the Trimurti and will consider the questions 'does God exist?' and 'who and what is God?' Alongside concepts of creation.

They will consider the key arguments around the existence of God (personal or impersonal) – focused on the interpretation of modern science as compared to the Vaishnava arguments for the existence of God.

They will go on to develop their ideas around and understanding of God in 3 places from a Vaishnava perspective (Brahman, Paramatma, Bhagavan)

They will continue by considering the wonder of the material world and the importance of living a good life – caring for all – humans and other living beings as well as looking after the Earth as stewards.

The Triguna are explored from the standpoint of the Bhagavad Gita.

The process of creation from a Bhagavatam perspective is outlined.

*The guidance offered to us in leading a God-Conscious life and the rituals and practices recommended leads us into a study of teachers (guru, avatar) and ritual.*

### Unit Outcomes:

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

**Know and understand** reasons for various beliefs around the existence of both a personal and impersonal God (Supreme Reality) and creation – seen from both Scientific and Vaishnava perspectives.

**Know and understand** the principles and basic logical reasoning of Sankhya.

**Know** about (basics only) the Triguna and Trimurti and role in creation, maintenance and destruction.

**Know and understand** the Vaishnava concept of God in three places and how the Trimurti relate to Krishna's different manifestations.

**Can analyse and evaluate** their sense of awe and wonder in creation and their sense of the purpose of its existence. The sense of wonder can also be experienced by understanding mathematically how the world works (e.g. beauty of Fibonacci sequence).

**Can evaluate** the importance that all as individuals take care of the environment – stewardship, gratitude, considering environmental problems in the world – and how for some this is closely related to respect for and worship of the divine.

**Know** some basic information about creation according to the Bhagavatam and that the Bhagavatam contains information of: size and shape of the earth, heliocentric theory, cyclical time, timescale of creation, spatial dimensions of solar system, process of universal expansion and contraction, relativity of time and atomic theory.

<b>School Year:</b> 2014-15		<b>Class:</b> Year 7		<b>Term:</b> Spring 1		<b>Class Teacher(s):</b>		<b>Publishing Date:</b> 03/01/2015	
<b>Session</b>	<b>Learning Objectives</b>	<b>Teaching Focus &amp; Possible Content</b>	<b>Sample Lesson Plan and Learning Experiences</b>				<b>Resources</b>	<b>Consolidation and Evaluation</b>	

<b>1a</b>	List and explain some differences between <i>brahman</i> (spirit) and <i>prakriti</i> (matter).	As a brisk review of previous learning	<b>Whole-Class true/false Card Exercise</b> Review previous learning, by displaying the statements. ask students to identify them true or false by holding up the correct coloured card (e.g. green=true, red=false). Alternatively, use worksheets.	<b>8 mins</b>	<b>PowerPoint 7.3.1</b> (For this entire lesson)	<u>Evaluation/Plenary</u> Students complete worksheet and share answers.  <u>Extension Activities:</u> Students might identify related terms e.g. (1) birth, beginning, creation, new (2) stay, maintain, endure, sustain (3) old, end, dead, destroyed, annihilated, finished).  Talented students might research the Bhagavad-gita to find verse on the triguna  <u>Possible Homework:</u> None specified
	Link <i>brahman/prakriti</i> to the three-fold model of: self/God/matter	God and the real self are <i>brahman</i> .	Using visuals, briefly revisit the three-fold model of <i>self, matter, God</i> , in order to introduce 'matter' and 'God' (and links between them) as the main topic for this half-term (with some focus on creation and environment).	<b>3 mins</b>	<b>Coloured cards</b> (2 colours for each student)  <b>Worksheet 7.3.1a</b> "True and False statements on spirit and matter"	
	Explain what is meant by 'Sankhya'	Sankhya as one of six darshanas and it is the source of the notion of 'triguna'	<b>Brief talk on Sankhya by teacher</b> Mention Sankhya as one of the six classical schools of philosophy, and the course of the notion of the Triguna. Refer students to panel in Student Text A, P.21 (and to possibly study further in their own time).	<b>9 mins</b>	<b>Video clips</b> showing creation, maintenance and destruction (as also in PPP 7.3.1a) <sup>i</sup>	
	Name the three gunas, and explain them in terms of their respective functions (and 3 corresponding phases of matter)	Explore how everything material is created, stays for some time, and is destroyed.	<b>Exercise Whole class discussion on the three phase</b> Ask, "What kinds of changes do material objects go through?" You may ask students to individually write down answers. Optionally using the PowerPoint, draw from students the idea of all things having a start and a finish. Then add a middle phase of 'staying' (for some time)  Explain the three gunas as they relate to matter's three 'functions' (or 'modes'), saying: "Each guna controls one function".	<b>6 mins</b>	<b>PRE Student Text</b>  <b>'Bhagavad-gita As-It-Is'</b> by A.C.Bhaktivedant a Swami Prabhupada  <u>Possible others:</u> Colour coded materials on the tri-guna Table on average lifespans of several species; poems on transience.	
			<b>Video clips</b> Show video clip (e.g. related to creation and destruction of buildings) and ask students which function each illustrates; discuss as needed. Possibly discuss further, 'creation', 'maintenance' and 'destruction' and related terms.	<b>10 mins</b>		
		<b>Consolidation; Individual Exercise</b> Ask students to read text and answer questions in worksheet (Include extension activity here).	<b>4 mins</b>			
		<b>Plenary (Quiz)</b> Ask students to share some of their answers				

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1b	List some key features of the three gunas in terms of: (a) Conduct (b) Values/virtue (c) Knowledge/ignorance	The focus here is to promote and enhance students' grasp of each the three gunas and some 'guna-literacy (going beyond simply the three 'functions' of creation, maintenance and destruction).	<b>Starter:</b> Display about 6 pictures/photos linked to the three 'modes', asking student to identify which each illustrates. Include some with a moral dimension (e.g. unethical destruction, such as in war). Mention that all are important and yet introduce the complementarity idea that (for morality and lifestyle choices) <i>sattva</i> is desirable, <i>rajas</i> is acceptable/usable and <i>tamas</i> is best avoided.	5 mins	<u>Consolidation</u> Ask students, as you point to them, to give a prompt one word answer relating to the guna you specify (without repeating an answer given by another student).  <u>Extension Work</u> Ask students who have finished early to answer the following: "In one sense all the gunas are important; at the same time, <i>rajas</i> is thought better than <i>tamas</i> ; and <i>sattva</i> is better than <i>rajas</i> . Please explain, writing down your answers.
	Analyse human characteristics in terms of the three gunas	The teacher may need to mention that some human characteristics represent a mixture of the <i>gunas</i> (e.g. bodily desire is influenced by <i>rajas</i> , but anger also indicates <i>tamas</i> (especially if accompanied by violence, which is destructive),	<b>Reading from Text</b> Run through student text (describing the triguna and their features, with reference to some sastric passages) to help students grasp some of the features of each, such as various human virtues/vices. Starting adding details of 3 gunas to large display with 3 columns Also, link each of the triguna to respective colours, animals etc. (as promotes understanding and literacy in the triguna).	12 mins	
	Accurately name the three gunas, and associate them with corresponding colours, animals, and alternative names in English		<b>Group Work: Card Exercise</b> Break class into groups of three Hand each group one set of 3 cards. Ask students to discuss and stick each on the correct column of the display (listing the features of each <i>guna</i> in three columns; some features should already be displayed, as discussed in previous section of this lesson). Provide extension work (a 'challenge') for students finishing early.	18 mins	
			<b>Plenary</b> Ask students, as you point to them, to give a prompt one word answer relating to the guna you specify (without repeating an answer given by another student).  As needed, allocate students their homework and corresponding resources as needs (Story 7.3.1b plus Worksheet 7.3.1b)	5 mins	

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1c	Evaluate their own lives and the actions of others according to the <i>triguna</i> , with specific reference to destruction, creation and sustenance.	<p>Make some reference to creation and contemporary environmental issues (as will be relevant later in this unit).</p> <p>These is some focus here on self-discovery, and using the triguna as a practical way to look at and understand ourselves. (This learning will be helpful in future discussion of ethics, which may be evaluated in terms of the triguna).</p>	<p><b>Starter:</b></p> <p>Ask students to read story and complete corresponding worksheet on the homework story, "Three Men Enter the Forest") Take questions and discuss as needed. .</p> <p>Mention how we are going to evaluate ourselves, to identify our personal strengths and challenges</p>	<p><b>PowerPoint 7.3.1 (Slides for 1c)</b> (for week)</p>	<p><u>Evaluation/Plenary</u></p> <p>Students to share their perception of their own strengths as linked to the three gunas, and particularly sattva.</p> <p><u>Extension Exercise:</u></p> <p>Ask student to briefly analysis environmental issues in terms of the three gunas (e.g. greed as related to <i>rajas</i>, destruction as linked to <i>tamas</i>, and sustainability as corresponding to <b>sattva</b>).</p> <p><u>Weekly Homework:</u></p> <p>Complete Worksheet 7.3.1c(1)</p> <p>Read story and answer questions</p>
			<p><b>Individual Exercise (Self-Inventory Questionnaire)</b></p> <p>Ask student to complete the questionnaire and assist as needed.</p> <p>Also, if finishing early, to complete the extension exercise, related to how humans treat the environment (in terms of sustainability, greed/ambition and destructive exploitation).</p>	<p><b>Worksheet 7.3.1c(1) with Story</b> "Three Men Enter the Forest" (Homework)</p>	
			<p><b>Whole-class Questions &amp; Answers / Discussion</b></p> <p>Take questions related to the self-inventory</p> <p>Discuss responses to the extension exercise, and link the modern concept of sustainability to sattva-guna, perhaps mentioning other features of sattva (e.g. 'looking after', 'serenity', 'wisdom', 'seeing the consequences').</p>	<p><b>Worksheet 7.3.1c(2)</b> "Self-inventory Questionnaire on Triguna"</p>	
			<p><b>Plenary</b></p> <p>Ask students to share their own <u>strengths</u> as linked to the <i>triguna</i> self-inventory (i.e. tell the class in which areas of life they demonstrate sattva).</p> <p>Allocate students their weekly homework.</p>	<p><b>Table on the Gunas</b></p>	

Session	Learning Objectives	Teaching Focus & Possible Content	Suggested Learning Tasks and Learning Experiences	Resources	Consolidation and Evaluation
2a	<p>Identify jobs linked to the three gunas.</p> <p>List the names of the Trimurti (and their respective wives) and explain their respective functions and features with reference to the Triguna (and the material creation)</p>	<p>We may also introduce students (somewhat implicitly) to the notion of cyclical time, which later on may be relevant to nature and the revolving seasons.</p>	<p><b>Starter</b> <span style="float: right;"><b>5 mins</b></span></p> <p>Display pictures of six jobs and ask students to identify which guna ('mode') is primarily linked to each i.e. in terms of (1) creation/creativity (b) looking after or maintenance (c) destruction or getting rid of.</p> <p>If useful or needed, refer to (or use) the almost identical exercise in the Student Text.</p> <p><b>Power Point Slides</b> <span style="float: right;"><b>20 mins</b></span></p> <p>Explain the Hindu Story of creation, with discussion as needed</p> <p><b>Brief Reading of Student Text (Optional)</b> <span style="float: right;"><b>5 mins</b></span></p> <p>Read through part of the text (not all of it, as some relates to the starter) Consolidate students basic knowledge of the Trimurti and their wives, sometimes asking questions based on their homework.</p> <p><b>Pair/Group Work (Sharing Exercise)</b> <span style="float: right;"><b>20 mins</b></span></p> <p>Hand out one deity photo-card (only one of the 'six main deities') to each group (it has key information on the back)</p> <p>Ask students to answer the questions on Exercise Sheet 7.3.2a (otherwise display the same questions on a whiteboard).</p> <p>Inform students that they should refer to both: (a) their homework notes (a) the deity photo-card. As they work together, they can share answers and write down new information in their exercise books (i.e. in effect extending their homework answers)</p> <p>Circulate to help, as needed</p> <p><b>Plenary</b> <span style="float: right;"><b>10 mins</b></span></p> <p>Ask some students to share their answers for the last three questions (see right hand column)</p>	<p><b>PowerPoint PPP 7.3.2</b> (for week)</p> <p><b>Exercise Sheet 7.3.2a</b> "Questions on the Trimurti and their Wives"</p> <p><b>12 Deity Pictures Pack (credited to Iskcon Educational Services).</b> (only use 6 pictures for this lesson, of Trimurti and wives)</p> <p>"Creation; A Story from Ancient India" by Rasamandala Das (Optional)</p>	<p><u>Evaluation/Plenary</u></p> <p>Ask some students to share their answers for the last three questions</p> <ol style="list-style-type: none"> <li>How does Lord Brahma create?</li> <li>For what three reasons does Lord Vishnu appear on earth?</li> <li>How does Lord Shiva destroy the universe, and what happens afterwards.</li> </ol> <p><u>Extension Exercise:</u></p> <p>Ask students to read the student text and write down the names of the three main groups in Hinduism</p>

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2b	List principle Hindu deities, and their respective features, showing how they are related to other deities, especially to the Trimurti	<p>One focus here is to provide a concise but sound foundation for understanding the many deities.</p> <p>Ensure that discussion on 'deities' is linked to nature, as far as possible (e.g. Surya as in charge of the Sun.)</p> <p>Ensure their understanding of the Government analogy in relation to God, (Krishna) and the demigods.</p> <p>There is some focus here on developing research skills, using computers and/or hard materials.</p>	<p><b>Starter</b> <span style="float: right;"><b>5 mins</b></span>  Ask student to refer to their homework notes from last week  Ask them to respectfully call out the name of one deity  As they do so, add names to a list (or reveal them from a pre-written list, as leads into the next section)</p> <p><b>Student Text</b> <span style="float: right;"><b>15mins</b></span>  Read through the student text with the class, discussing any pertinent points and noting them on the IWB.</p> <p><b>Computer Research Project</b> <span style="float: right;"><b>35 mins</b></span>  Allocate students to pairs/groups of three.  Give them the name of one Hindu deity (not including the Trimurti and their wives; see suggested list). These might be pre-written e.g. on cards. All deities should be covered, though student best be offered some degree of choice.  Ask students to conduct research according Worksheet 7.3.2b and to record results. Mention the 'end-result', a 'deity card' on their specific deity (with a coloured picture on one side and bullet-pointed information in the other, as we have used in the previous lesson).  Take questions and circulate as needed</p> <p><b>Plenary</b> <span style="float: right;"><b>5 mins</b></span>  Ask students how far and well they have progressed (see right-hand column)</p>	<p>Computers or similar (for online research); hard-copy materials, including;  Photos cards or similar of Hindu deities; Deity pictures for colouring  Books relating to Hindu deities, and their role in creation:  <b>Deity Pictures Pack (Skanda, Ganesh, Hanuman &amp; Surya)</b>  <b>Exercise Sheet 7.3.2b (1)</b>  Tasks/Questions for Research Project  <b>Exercise Sheet 7.3.2b (2)</b>  Cards with name of deities on  <b>'Hinduism Faith and Practice'</b></p>	<p><u>Extension Exercise:</u>  These to be written in the Worksheet</p> <p><u>Evaluation/Plenary</u>  Ask students how far and well they have progressed, and if they are having any difficulties (so that you can address them, as needed)</p>

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2c	Explain (a) one form of Vishnu, as linked to creation (b) the relationships between Krishna and Vishnu, with mention of the ten avatars.	<p>Students hear the definition of an avatar and understand some of the Stories of the Dasavatar.</p> <p>Ensure students understand that Chaitanya Vaishnavism is polymorphic monotheism.</p>	<p><b>Starter</b> <span style="float: right;"><b>10 mins</b></span>            Discuss the definition of Dasavatara and read through the student text as a class, discussing any pertinent points and noting them on the IWB. Focus on their understanding of Chaitanya Vaishnavism being polymorphic monotheism</p> <p><b>Power point slides</b> <span style="float: right;"><b>5 mins</b></span></p> <p><b>Dasavatara Stories</b> <span style="float: right;"><b>20 mins</b></span>            Give one of the 10 stories to each group of 2/3 students. Ask them to read through it.            They can then think of a creative way to summarise and present it to the class.            This may be as a story/poem/ rap/ mime.</p> <p><b>Presentations</b> <span style="float: right;"><b>15 mins</b></span>            Ask students to make their creative presentations to the class.</p> <p><b>Plenary</b> <span style="float: right;"><b>10 mins</b></span>            Brief discussion</p>	<p><b>Power point, PRE PPP 7.3.2</b></p> <p><b>Stories on the Dasavatara</b></p>	<p><u>Evaluation/Plenary</u></p> <p>Reflection on what they have learnt today that they didn't know before. Followed by brief class discussion</p> <p><u>Weekly Homework:</u></p>
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<b>3a</b>	List the three main places God is present according to Vaishnava thought, and explain one related analogy	<p>This is one of our 'core concepts' Some students may have encountered it briefly at primary level.</p> <p>It provides a useful framework for any future discussion on the topic of God, 'the divine' or 'the absolute truth'.</p> <p>It especially helps counter poor representations of Hinduism, in which authors claim, "Hindus believe in an all-pervading God which they call brahman." In actual fact, the term '<i>bhagavan</i>' is a closer (through not perfect) translation of 'God'.</p>	<p><b>Individual Exercise</b> <span style="float: right;"><b>5 mins</b></span></p> <p>Thank students for their project work (from Week 2), mentioning how it will be used or displayed</p> <p>Ask students to write down on 1 or 2 post-it notes where they think God may be present – or, if they don't believe in God, where others claim he or she can be found. Give concrete examples if needed.</p> <p>Ask student to carefully keep their completed post-it notes, mentioning that, "We'll need them later. Don't lose them!"</p> <p><b>Reading of Text: God in three places – the 'sun analogy'</b> <span style="float: right;"><b>15 mins</b></span></p> <p>As a whole class, read through the student text, discussing the 'three features of the absolute' and the corresponding Sanskrit terms. (10 mins)</p> <p>Display an illustration of the related analogy<sup>2</sup> and discuss. Do <u>not</u> yet explain what it means as related to the divine (5 mins)</p> <p><b>Pair Work</b> <span style="float: right;"><b>7 mins</b></span></p> <p>Ask students to analyse how the analogy links to God in three places (optionally use Worksheet 7.3.3a)</p> <p>Ask students to write notes in exercise books, as needed.</p> <p>Take feedback and positively reinforce and/or correct, as needed.</p> <p><b>Individual Exercise</b> <span style="float: right;"><b>8 mins</b></span></p> <p>Ask students to place their post-it note on poster/card under one of four columns i.e. (1) Everywhere (2) In the heart (3) Outside, as a person (4) I am not sure (as displayed on the central whiteboard).</p> <p>As needed, discuss items placed in the fourth column.</p> <p>The teacher may pass out a sheet with sample answers.</p> <p><b>Consolidation:</b> <span style="float: right;"><b>5 mins</b></span></p> <p>Ask students to write down the best thing they have learned or something else (see right-hand column)</p>	<p><b>PowerPoint PPP 7.3.3a</b></p> <p><b>Post-it Notes</b> (2 per student)</p> <p><b>Table written on White Board</b></p> <p><b>Student Text A</b></p> <p><u>Teacher Reading</u> "Illustrated History of Hinduism" (pages 76-77)</p>	<p><u>Evaluation/Plenary</u></p> <p>Students to write down the 'best thing they have learned in this lesson'.</p> <p>The teacher may also discuss those post-it comments placed in the fourth column</p> <p>Note: this lesson's pen-ultimate section is also a form of evaluation.</p> <p><u>Extension Exercise:</u></p> <p>Ask students to write down any questions they'd like to ask.</p>
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<b>3b</b>	Identify the places that beauty, majesty and opulence (as possibly coming from God) may be found within the creation, while making some reference to the Bhagavad-gita.	Make some reference to the 10 <sup>th</sup> Chapter of the Gita (Krishna's 'opulence' as perceived in or through nature).  At the same time, make this topic relevant to all, irrespective of their own faith or non-faith worldview	<p><b>Starter</b> <span style="float: right;"><b>7 mins</b></span></p> <p>Ask students to write down what they like in nature; something that gives them (personally) a powerful feeling; ask them to also describe that feeling.</p> <p><b>Awe-inspiring Visual display</b> <span style="float: right;"><b>15 mins</b></span></p> <p>Brief students to remember as many things as possible, without yet making notes!</p> <p>Show in pictorial form some of the opulences mentioned in the Bhagavad-gita (e.g. in the 7<sup>th</sup> and 10<sup>th</sup> Chapters)</p> <p>(Choose those most clearly linked to nature and the creation: e.g. Sun, moon, ocean, lion, shark, taste in water, the wind, banyan tree, time, silence, Garuda (amongst birds), the Himalayas; also Brahma, Vishnu and Shiva, to reinforce previous learning).</p> <p>Provide a brisk commentary (and ask for contributions) as appropriate; e.g. when mentioning silence, you might allude to the quiet countryside, and urban 'noise pollution'</p> <p>Conclude with God in three places - and how perceiving God everywhere may include seeing the divine in nature.</p> <p><b>Individual and Pairs Exercise</b> <span style="float: right;"><b>12 mins</b></span></p> <p>Ask students to write down (e.g. in their exercise books or in Worksheet 7.3.3b) as many items as they can remember. They can share answers (but only in their pairs). This can also be done individually.</p> <p>Ask students, as a second task, "Why might some people consider that this feature of nature (e.g. the sun) represents God?"</p> <p>Present also extension exercises (see right-hand column)</p> <p><b>Consolidation</b> <span style="float: right;"><b>6 mins</b></span></p> <p>Lead a question and Answer Session (see right-hand column)</p>	<p><b>PowerPoint PPP 7.3.3b</b> (with strong visuals of God's opulences)</p> <p><b>Student Text A</b></p> <p><b>Worksheet WRK 7.3.3b</b> "The Opulences of Nature" (optionally)</p> <p><u>Possible Teacher Reading</u> <a href="http://www.pantheism.net/paul/variety1.htm">http://www.pantheism.net/paul/variety1.htm</a></p> <p><b>Bhagavad-gita:</b> Ch. 7 (8-11) Ch. 10 (many)</p>	<p><u>Extension Exercise:</u> Ask students to identify/define words linked to the idea of 'God is everywhere' e.g. 'pantheism', 'monism'.</p> <p><u>Evaluation/Plenary</u> Ask questions of students)</p> <p>Or</p> <p>Ask students to complete the Quick Quiz in the Student Handbook</p>
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<b>3c</b>	Explore, analyse and explain the idea of 'God in the heart' and associated practices.	This is a Hindu-Vaishnava notion, but one shared my most other religious traditions (some comparison might be suitable, depending on the students' backgrounds).	<b>Starter</b> Lead a meditation session asking student to sit properly, close their eyes, relax, look inside and think about someone they love.	<b>3 mins</b>	<b>PowerPoint PPP 7.3.3b</b>	<u>Evaluation/Plenary</u> Ask students to do a quick mime. and class to guess which of God's three features it refers to i.e. (1) Everywhere (2) Within (3) Outside, as a person.  If time is short, the teacher can perform the mime
	Link the Hindu-Vaishnava understanding of God in the heart to their own experience.		<b>Teacher Presentation 1 (with visuals)</b> <u>Very quickly</u> revisit 'God in three places' Mention how 'God is everywhere' (link this to nature) Mention 'God in the heart' (show a picture of yogi) Briefly show practices linked to God as a person (e.g. puja/arati; iconography; Include a photos of Hanuman being worshipped as a murti).	<b>5 mins</b>	<b>Student Text</b>	
			<b>Exercise: God in the heart</b> Ask students to get in groups of three Read out loud the story, "Hanuman eats pearls" Ask student to answer three questions together: 1. Why did Hanuman see Sita and Rama in his heart (and not, say, Shiva, Lakshmi -or even another form such as Jesus)? 2. What tells religious people that God is inside us? How might they know? 3. What religious practices are based on the idea of 'God within' Ask students to write their answers in their exercise books.	<b>20 mins</b>	<b>Exercise Sheet 7.3.3c (1)</b> Story: "Hanuman Eats Pearls" (also in Student Text) Or IN6-Hanuman's-Heart.docx	
			<b>Teacher Presentation 2</b> Present possible answers to the three questions, preferably using visuals and taking some answers from students. Recommend that students take more notes.	<b>7 mins</b>	<b>Exercise Sheet 7.3.3c (2)</b> Story: "Bhrigu's Footprint" with homework questions. Or Avanti Stories RE4-Bhrigu-Muni-Kicks-the-Lord.docx	
			<b>Consolidation</b> Ask students to do a quick mime. If time is short, the teacher can perform the mime	<b>5 mins</b>		
<b>Session</b>	<b>Learning Objectives</b>	<b>Teaching Focus &amp; Possible Content</b>	<b>Suggested Learning Tasks and Learning Experiences</b>	<b>Resources</b>	<b>Consolidation and Evaluation</b>	

4a	Evaluate reasons/arguments people give for believing or not believing in God, making some reference to this world and creation	In this unit, we there is a clear progression: first reasons for believing in God; secondly, the nature of God and, finally his or her identity (or how God is portrayed).  This unit aims to progress students' skills in critical thinking and elementary debating; the unit moves towards the final debate (which, though elementary, is important groundwork).	<p><b>Starter questionnaire</b> 5 mins</p> <p>Ask students to fill in a short questionnaire about their own beliefs and why they hold them (this must be done in a non-judgmental way; however, <u>do</u> stress the importance/usefulness of <i>holding reasons for our beliefs</i> )</p> <p><b>Teacher Presentation, with Visuals</b> (on the whole Unit) 4 mins</p> <p>Introduce the three topics: 1. Believing or not believing in God 2. What is God like? (exploring 'God as a person') 3. If God is personal, who is he/she? (God's identity)</p> <p>Mention how three students can volunteer to give presentations towards the end of the third lesson - and how we will <u>all</u> prepare) (You may need to explain here the speaker selection process)</p> <p><b>Teacher-led Discussion with visuals</b> 20 mins</p> <p>Reiterate some features of good and bad arguments<sup>3</sup></p> <p>Present two well-known reasons/arguments to believe in God (e.g. 'first cause', 'the watchmaker', 'miracles in nature' ) and two reasons not to believe in God (e.g. the 'problem of evil').</p> <p>Briefly analyse them in terms of good and bad argumentation.</p> <p><b>Individual Exercise: Preparation for Debate</b> 8 mins</p> <p>Ask students to prepare for debates; each should write why he/she believes or doesn't believe in God, trying to identify and note down more good reasons (extending previous answers and possibly using Worksheet 7.3.4).</p> <p><b>Consolidation</b> 3 mins</p> <p>Ask students to evaluate arguments about God's existence or non-existence (see right-hand column)</p>	<p><b>PowerPoint PPP 7.3.4a</b></p> <p><b>Student Text</b></p> <p><b>Worksheet 7.3.4a (1)</b> "Questionnaire on beliefs"</p> <p><b>Exercise Sheet 7.3.4a</b> "Arguments for or against God"</p> <p><b>Worksheet 7.3.4a (2)</b> "Debates about God"</p> <p>Information on what constitutes good and bad arguments</p>	<p><u>Extension Exercise:</u></p> <p>Ask students to wrote down definitions of the related terms: e.g.</p> <ol style="list-style-type: none"> <li>1. theism</li> <li>2. atheism</li> <li>3. agnosticism</li> <li>4. monotheism</li> <li>5. secularism</li> </ol> <p><u>Evaluation/Plenary</u></p> <p>Project or otherwise display some arguments for and against the existence of God and ask students to identify them as sound or unsound.</p>
	<b>Session</b>	<b>Learning Objectives</b>	<b>Teaching Focus &amp; Possible Content</b>	<b>Suggested Learning Tasks and Learning Experiences</b>	<b>Resources</b>

<b>4b</b>	Articulate their own thoughts about what it means to be 'a person'.	There is some continuity from last week in which we explored both brahman and paramatman (antaryami).	<p><b>Starter</b> <span style="float: right;"><b>8 mins</b></span></p> <p>Ask student to write down something about themselves (as may be a profile to use on a social networking forum) possibly using worksheet 7.3.4b (refer to this for more details).</p> <p>As far as possible drawing from students' own responses, and referring to student text, explore five main features of personhood: 1. Name 2. Form 3 Qualities 4. Activates 5. Loving relationships</p>	<p><b>PowerPoint PPP 7.3.4b</b></p> <p><b>Student Text</b></p> <p><b>Worksheet 7.3.4b</b> "How am I different?"</p> <p><b>Worksheet 7.3.4a (1)</b> "Debates about God" (continued)</p> <p><u>Teacher Reading</u> "An Illustrated History of Hinduism" pages 78-79</p> <p><a href="http://www.bbc.co.uk/religion/religions/atheism/beliefs/reasons_1.shtml">http://www.bbc.co.uk/religion/religions/atheism/beliefs/reasons_1.shtml</a></p>	<p><u>Extension Exercise:</u> Ask students to write down definitions of relevant terms: 1. theism 2. atheism 3. agnosticism 4. monotheism 5. monism</p> <p>Students to cite Sanskrit terms (nama, rupa, guna, lila and rasa)</p> <p>During the penultimate section, students may also identify questions to ask of a theist (in an attempt to catch them out)</p>
	Explain the two main beliefs about God from Vedanta philosophy	Now we delve into the third feature of God (bhagavan), as person 'replete with unlimited opulence'.	<p><b>Reading of Student Text</b> <span style="float: right;"><b>10 mins</b></span></p> <p>Explore two main beliefs (personal and non-personal), linking them briefly to brahman, paramatma and bhagavan.</p> <p>Optionally, present the 2 analogies that explain belief in <u>one God but many deities</u> (alternatively, present the analogies and ask students to identify which relates to each of the two main beliefs about God.)</p>	<p><b>Teacher Presentation with Discussion/Q&amp;As</b> <span style="float: right;"><b>8 mins</b></span></p> <p>Run through some reasons why people claim God is ultimately (1) personal (2) non-personal (see Student Text)</p>	<p><u>Evaluation/Plenary</u> Ask students name the two analogies that explain 'belief in one God but many deities'.</p>
	List and critique some arguments for and against the notion of God as a person (and as a non-personal entity)		<p><b>Individual Exercise: Preparation for Debate</b> <span style="float: right;"><b>10 mins</b></span></p> <p>As students to continue preparation for their short debate presentations (on the arguments for God being personal or non-personal.</p> <p>Those who do not believe in God, can work on alternative tasks, such as writing further questions to ask during the debate; or answering the question. "How was the world created?"</p>		
			<p><b>Consolidation</b> <span style="float: right;"><b>2 mins</b></span></p> <p>Ask students name the two analogies that explain belief in one God but many deities</p>		
<b>Session</b>	<b>Learning Objectives</b>	<b>Teaching Focus &amp; Possible Content</b>	<b>Suggested Learning Tasks and Learning Experiences</b>	<b>Resources</b>	<b>Consolidation and Evaluation</b>

4c	<p>Evaluate various arguments for or against:</p> <p>(1) the existence of God,</p> <p>(2) his/her nature (personal or non-personal)</p> <p>(3) his or her identity</p> <p>Explain how best to behave towards those who have different beliefs than we do, preferably with some reference to the triguna</p>	<p>Consolidation of the week; we return again to the Trimurti and the triguna.</p>	<p><b>Starter: Exploration of Story</b> <span style="float: right;"><b>7 mins</b></span></p> <p>Ask student to write down the meaning of 'the story of Bhriḡu' (which discusses who amongst the triguna is supreme)</p> <p>Also, to mention one analogy that explains how (1) all deities are equal (2) all the deities may <u>not</u> be equal.</p> <p>We might also share an alternative story e.g. 'the endless pillar of light' which suggests that another deity (e.g. Shiva) is supreme</p> <p><b>Preparation for Debate</b> <span style="float: right;"><b>10 mins</b></span></p> <p>If you think God is a person, write down who he you think he or she is; give at least one reason (if you think God has no name, you can write down what you think he/she is like, also giving a reason).</p> <p>Note: Those who don't believe in God (or God as a specific deity) can write down some questions they would ask of someone who did i.e. for the forthcoming debate. (More details in Worksheet 7.3.4).</p> <p><b>Presentations/Debate</b> <span style="float: right;"><b>18 mins</b></span></p> <p>Ask one student to come forward and to present his/her idea of why God exists or why God doesn't exist (2-3 mins) and answer questions</p> <p>Ask a second student to present their own ideas to whether God is a person or God is ultimately an energy and answer questions (5 mins)</p> <p>Ask a third student to present his or her idea of who God is (if he/she believes God to be a person) and answer questions (5 mins)</p> <p><b>Consolidation</b> <span style="float: right;"><b>7 mins</b></span></p> <p>Explore with students the idea that we should not discriminate against people based on their religious beliefs (possibly mentioning trying to develop <i>sattva</i> and avoiding <i>tamas</i>).</p> <p>Summarise with a motto or 'sutra' to summarise learning on this (see right-hand column).</p>	<p><b>PowerPoint PPP 7.3.4c</b></p> <p><b>Student Text</b></p> <p><b>Worksheet 7.3.4a (1)</b> "Debates about God" (continued)</p> <p><b>Exercise Sheet 7.3.4c</b> "Creation Project Specifications, with Research Questions" (Note: for Homework, this is identical or similar to Ex Sheet 7.3.5a)</p>	<p><u>Extension Exercise:</u></p> <p>How do we behave towards people with different beliefs, if we are in:</p> <ol style="list-style-type: none"> <li>1. Sattva-guna</li> <li>2. Rajo-guna</li> <li>3. Tamo-guna</li> </ol> <p>Write down a few words for each</p> <p><u>Evaluation/Plenary</u></p> <p>Student might quickly write a motto or 'sutra', such as 'disagree respectfully! (or the teacher might present one).</p> <p><u>Weekly Homework</u></p> <p>Read passages from text on Hindu creation and complete exercise (especially as selected from "Creation: A story from Ancient India".</p> <p>Answers will be used in the next lesson.</p>
Session	Learning Objectives	Teaching Focus & Possible Content	Suggested Learning Tasks and Learning Experiences	Resources	Consolidation and Evaluation

<b>5a</b>	Explain the Hindu-Vaishnava theory of creation with further reference to the SB and key deities	This week focuses on creation and, in terms of skills, 'team work' (by working together harmoniously on the project).	<p><b>Starter:</b> Ask questions based on student homework. Explain how we will explore Hindu creation (and other stories) and in groups we will make displays for the end of the week Explore the idea that the be creative and help others is best to work together (as do all the deities in the Hindu story of creation)</p> <p><b>Teacher Presentation/Discussion:</b> Show videos and/or pictures on Hindu-Vaishnava creation, specifically the version described on the Bhagavata Purana. Refer to and explore alternative creation stories (e.g. from science, Christianity or other worldviews as they reflect student backgrounds and interests).</p> <p><b>Explanation of Project Work (making a display)</b> Break class into groups of 4 students each. Hand our Exercise Sheet 7.3.5 (showing details of the project, including the questions that might or should be answered) Allocate groups to the variety of tasks (and re-arrange as needed) Hand-out materials, as needed Remind students to co-operate peacefully (i.e. in sattva-guna) Ask them to start their research and their planning on how to make a display (it's useful they learn to first plan before starting no building the display).</p> <p><b>Consolidation</b> Ascertain progress in the project and in answering set questions (se right-hand column).</p>	<p><b>3 mins</b></p> <p><b>12 mins</b></p> <p><b>18 mins</b></p> <p><b>2 mins</b></p>	<p><b>Book: "Creation: A Story from Ancient India"</b></p> <p><b>PowerPoint PPP 7.3.5a</b></p> <p><b>Student Text</b></p> <p><b>Exercise Sheet 7.3.5a</b> "Creation Project Specifications, with Research Questions"</p> <p>Resources on secular and Christian beliefs linked to creation</p>	<p><u>Extension Exercise:</u> Students may Identify some similarities and differences between secular ideas and Hindu-Vaishnava views (e.g. realism versus idealism, linear time versus cyclical time); the same also for Christianity.</p> <p><u>Evaluation/Plenary</u> Ask student how far they have progressed and to answer one of the questions specified on the project specifications Exercise Sheet (7.3.5)</p>
	<b>Session</b>	<b>Learning Objectives</b>	<b>Teaching Focus &amp; Possible Content</b>	<b>Suggested Learning Tasks and Learning Experiences</b>	<b>Resources</b>	<b>Consolidation and Evaluation</b>

<b>5b</b>	Explain the Hindu-Vaishnava theory of creation, according to Sankhya	Revisit the idea of the elements (as correspond to the five senses) and the notion that the gross elements come from the subtle  (This is a basic introduction to idealism rather than materialism, and favours human agency over mere behaviourism).	<p><b>Starter Card-Exercise</b> <span style="float: right;"><b>10 mins</b></span></p> <p>Based on students' homework answers, and using cards, ask them to match elements and their corresponding senses and sense objects, and to arrange them in the correct order (see Exercise Sheet 7.3.5b), from subtle to gross.</p> <p>Explore the correct answers.</p> <p>Mention how everything begins with an idea, dream or plan, based on our desires (link to the planning we did in the previous lesson)</p>	<p><b>PowerPoint PPP 7.3.5b</b></p> <p><b>Student Text</b></p> <p><b>Exercise Sheet 7.3.5b (1)</b> "Experiential Learning about the power of thinking and constructive visualisation".</p>	<p><u>Extension Exercise:</u></p> <p>Ask students to answer the question: "Which is more powerful - the mind or the body?" and to give reasons.</p>
			<p><b>Experiential Exercise</b> <span style="float: right;"><b>10 mins</b></span></p> <p>Present video that demonstrates the agency of mind over matter (e.g. how thoughts affect conduct and build destiny) - and the importance of having a positive dream/vision/ purpose.</p> <p>Run a direct experiential exercise (e.g. a visualisation) that shows the power of the mind and our capacity to change things physically through positive or constructive thought (for examples, see Exercise Sheet 7.3.5b)</p>	<p><b>Exercise Sheet 7.3.5b (2)</b> "Experiential Learning about the power of thinking and constructive visualisation".</p>	<p><u>Evaluation/Plenary</u></p> <p>Ask students to pair up and share what they have learned today</p>
			<p><b>Continuation of Project Work (making a display)</b> <span style="float: right;"><b>18 mins</b></span></p> <p>Ask students to make a note of what they have learned, especially and may be useful in the respective displays.</p> <p>Ask students to start making their displays (they should have finished planning by now)</p>		
			<p><b>Consolidation</b> <span style="float: right;"><b>2 mins</b></span></p> <p>Ask students to pair up and share what they have learned today</p>		
<b>Session</b>	<b>Learning Objectives</b>	<b>Teaching Focus &amp; Possible Content</b>	<b>Suggested Learning Tasks and Learning Experiences</b>	<b>Resources</b>	<b>Consolidation and Evaluation</b>

<b>5c</b>	<p>List some notable features of Hindu-Vaishnava cosmology in terms of modern thought</p> <p>Contrast Hindu notions of creation with others, and evaluate them.</p>	<p><b>Starter</b> <span style="float: right;"><b>5 mins</b></span></p> <p>Ask students, 'What is the purpose (if any) of creation? Why are we here? Please share your own ideas or what you have heard'.</p> <p>Ask student to write down their answers in their exercise sheets</p> <p><b>Teacher Presentation / Questions &amp; Answer Session</b> <span style="float: right;"><b>8 mins</b></span></p> <p>Explore various ideas behind 'purpose' as linked to creation (in Hindu-Vaishnavism, Christianity and Secularism, as drawn from their respective creation myths.</p> <p>Refer to the Student Text as provides relevant and/or useful information (reasons might include references to the Big Bang, 'the will for survival; 'no purpose' and so on)</p> <p><b>Project Work</b> <span style="float: right;"><b>15 mins</b></span></p> <p>Ask students to finish their displays (no matter how simple they are, though they should try to answer all the specified questions).</p> <p><b>Sharing our Work<sup>4</sup></b> <span style="float: right;"><b>10 mins</b></span></p> <p>Post the various displays</p> <p>Gather students around and explore them, noting similarities and differences.</p> <p>Additionally or alternatively, explain that the best work will be displayed in the school foyer</p> <p><b>Consolidation</b> <span style="float: right;"><b>2 mins</b></span></p> <p>Ask students to share their impressions of the week (see right-hand column)</p>	<p><b>PowerPoint PPP 7.3.5c</b></p> <p><b>Student Text</b></p> <p><u>Extension Exercise:</u></p> <p>Ask students: "How would you respond to someone who said, 'Life has no purpose'. Would you agree or disagree? And why?"</p> <p><u>Evaluation/Plenary</u></p> <p>Ask students to share their impressions of the week and/or their appreciation for the displays of other groups</p> <p><u>Weekly Homework:</u></p> <p>Conduct research into current environmental debates (classifying the main problems) and what Hindus are writing about (or practically doing for) the environment.</p>		
	<b>Session</b>	<b>Learning Objectives</b>	<b>Teaching Focus &amp; Possible Content</b>	<b>Suggested Learning Tasks and Learning Experiences</b>	<b>Resources</b>

<b>6a</b>	Identify and analyse some of the main contemporary environmental issues	<p>This unit effectively summarises the unit by exploring contemporary issues and practices linked to nature and the environment.</p> <p>The project is an opportunity to effectively evaluate students' knowledge and understandings; furthermore, their skills in analysis, synthesis and evaluation</p>	<p><b>Starter</b>            5 mins            Display pictures of various places and locations and ask student to identify which of the three gunas influenced each place (some pictures should allude to environmental issues).</p> <p><b>PowerPoint and Video Presentation</b>            15 mins            Present a visual presentation (possibly with videos on the various problems with the environment today, helping students to classify the main challenges (and possibly include mention of problems with the sacred rivers of India, such as the Yamuna)            Take questions and discuss.</p> <p><b>Teacher Presentation: Project on the Environment</b>            10 mins            Present and explain the project, with its associated research questions, preferably using Exercise Sheet 7.3.6            Allocate the project alternatives (if used) to appropriate individuals (Note: this final project is to be undertaken individually, though students are free to consult their peers).</p> <p><b>Start Project Work</b>            8 mins            Ask students to start their project work, mentioning that they'll have some further time over the next two lessons.</p> <p><b>Consolidation</b>            Take final questions on the project to clarify misunderstanding</p>	<p><b>PowerPoint PPP 7.3.6a</b>            Especially to include current environmental challenges.</p> <p><b>Exercise Sheet 7.3.6</b>            "Environmental Project Specifications"</p> <p><a href="http://www.bbc.co.uk/programmes/p02qj232">http://www.bbc.co.uk/programmes/p02qj232</a></p>	<p><u>Extension Exercise:</u>            Wrote down the meaning of some key words used in connection with the environment e.g. 'extinction', 'deforestation', 'conservation'.</p> <p><u>Evaluation/Plenary</u>            Take final questions on the project to clarify misunderstanding</p>
	<b>Session</b>	<b>Learning Objectives</b>	<b>Teaching Focus &amp; Possible Content</b>	<b>Suggested Learning Tasks and Learning Experiences</b>	<b>Resources</b>

<b>6b</b>	Analyse how Hindus might respond to environmental issues based on their concepts and values	The previous lesson explored environmental challenges. This lesson explores possibly relevant Hindu teachings	<p><b>Starter</b> <span style="float: right;"><b>3 mins</b></span></p> <p><b>Teacher Presentation</b> <span style="float: right;"><b>10 mins</b></span></p> <p>Present an overview of the unit so far.</p> <p>Identify some of the concepts and values covered so far, as may be relevant to the project, These would include:</p> <ul style="list-style-type: none"> <li>(1) the triguna (and other Sankhya ideas, such as the 8 elements)</li> <li>(2) Gods' possible role in creation (and its sacred purpose)</li> <li>(3) the presence of the divine within nature</li> <li>(4) ahimsa (non-violence); cow-protection</li> <li>(5) (optionally) previously studied concepts, such as the 'law of karma' and 'maya' (illusion).</li> </ul> <p><b>Group Work</b> <span style="float: right;"><b>15 mins</b></span></p> <p>Allocate students cards, appertaining to the above-mentioned five categories, and ask them to identify how these may be relevant to environmental issues' (alternatively, match them to similar cards naming the issues).</p> <p>Circulate to help groups and to tease out answers, or even do some more explicit teaching.</p> <p><b>Continue Project Work</b> <span style="float: right;"><b>10 mins</b></span></p> <p>Ask students to carry on and to raise their hands if they need help; continuously circulate to help</p> <p><b>Consolidate the Lesson</b> <span style="float: right;"><b>2 mins</b></span></p> <p>Present a quick test related to key words</p>	<p><b>PowerPoint PPP 7.3.6b</b></p> <p>"Revisiting key Hindu teachings linked to the environment."</p> <p><b>Exercise Sheet 7.3.5b</b></p> <p>'Cards on key concepts and values'</p>	<p><u>Extension Exercise:</u></p> <p>Students may also include references to Hindu concepts, values and practise discussed outside this unit.</p> <p>Students may consider and evaluate non-Hindu creation narratives, and how they may impact human approaches to the environment</p> <p><u>Evaluation/Plenary</u></p> <p>Present a quick test related to key words, as through a quick quiz or a word-fill exercise. Terms might include: ahimsa, global karma etc.</p>
	<b>Session</b>	<b>Learning Objectives</b>	<b>Teaching Focus &amp; Possible Content</b>	<b>Suggested Learning Tasks and Learning Experiences</b>	<b>Resources</b>

<b>6c</b>	Drawing on what they have learned, express and justify possible solutions to environmental issues based on Hindu thought and other ideas.	The first lesson explored environmental challenges; the second relevant Hindu teachings; this third lesson examines some practical responses from Hindus and Hindu organisations	<p><b>Starter</b> 2 mins</p> <p>Show pictures linked to alternative (non-Vaishnava) creation stories, asking students to identify them</p>		<p><b>PowerPoint PPP 7.3.6c</b> "Hindu Environmental projects."</p>	<p><u>Extension Exercise:</u> Students may critique some responses to Hindu environmental projects.</p>
			<p><b>Teacher Presentation</b> 13 mins</p> <p>Present and discuss some Hindu environmental projects e.g. Ahimsa milk</p> <p>Provide information where students can conduct further research</p> <p>Remind students (as appropriate) that the best article will be published in the Avanti House e-magazine (or Newsletter), and others will be on display for parents' day (or similar).</p>		<p><b>Student Text</b></p> <p><u>Useful URLs</u>  <a href="http://www.ahimsamilk.org/">http://www.ahimsamilk.org/</a>  <a href="http://www.savyamuna.org/">http://www.savyamuna.org/</a>  <a href="http://iskconews.org/tag/pollution/">http://iskconews.org/tag/pollution/</a>  <a href="http://www.fovos.org.uk/history/history.html">http://www.fovos.org.uk/history/history.html</a></p>	<p><u>Evaluation/Plenary</u> Ask student to write down what they most liked about the Unit (of 6 weeks) and what they found difficult</p>
			<p><b>Continuation of Project Work</b> 15 mins</p> <p>Ask students to carry on and continuously circulate to help</p>			<p>Alternatively, or additionally, what they have learned that they can practically apply in their lives</p>
			<p><b>Consolidate the Lesson</b> 10 mins</p> <p>Ask student's to answer relevant questions and share their answers.</p> <p>Ask students to finish their project over the holidays (specifying how much time it should take and when and how to s the finished work)</p> <p>Finish on a really high note, perhaps on the benefits of a <i>sattvic</i> lifestyle, and looking after ourselves, our family and friends, other people, all creatures and the whole planet. Perhaps reinforce the motto 'sattva means sustainability'.</p>			<p><u>Holiday Homework</u> Complete the homework and print, where appropriate (e.g. the mock magazine article).</p>

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## Detailed Information/Guidelines

### Lesson 1a

<sup>1</sup> See for example: [www.youtube.com/watch?v=GVUsIlwWWM8](http://www.youtube.com/watch?v=GVUsIlwWWM8)  
[www.youtube.com/watch?v=JP1HJoG-1Pg](http://www.youtube.com/watch?v=JP1HJoG-1Pg)

### Lesson 3a

<sup>2</sup> Lesson 3a: You might even using real pots containing different liquids - (e.g. water, fruit juice, oil - though you may need to use a bright light if there is no sun).

### Lesson4a

<sup>3</sup> This was covered in Term 1

### Lesson 5c

<sup>4</sup> This exercise might be shorter, especially in the project materials are to be displayed elsewhere