



AVANTI COURT

Excellence · Virtue · Devotion

Philosophy, Religion & Ethics Curriculum

Lesson Plans: Year 7, Term 4

“Vishnu’s Example as the Ideal Teacher”

Unit 7.4: How God Appears to Help His Devotees

Unit Description:

The context of this unit is that students will consider the importance of teachers, avatars and deities - authorities in the Hindu tradition.

They will go on to deepen their understanding of the avatar and also know clearly the central importance of deities and the shrine in Hinduism.

They will learn about the lives and work of recent and living teachers in the Vaishnava tradition and the importance of the guru with a focus on the life and inclusive teachings of Chaitanya Mahaprabhu.

As a comparative study, the importance of teachers in Tibetan Buddhism (reincarnated Lamas, Tulkus, Rinpoches etc.).

Note: this needs some amendment in the light of the above-mentioned title of the unit, and its broad aims/themes. The stress is no longer on 'sources of authority', but on how the Vishnu and his representatives protect and teach (by example and instruction).

Update 4th March 2014. This unit is still difficult in that it's inordinately focusing on 'know and understand'. It might have been preferable if we decided which themes and purpose the content could be wrapped around as relevant to student's lives. Without this approach, we may alienate from Srila Prabhupada and Chaitanya rather than encouraging appreciation. Also, how workshops fits in is problematic

Unit Outcomes:

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

- **Know and understand** the concept of the Avatar and have a basic understanding of chronology in the appearance of Avatars.
- **Know** and can recall key events in the life and teaching of Chaitanya Mahaprabhu – including the Sikshastaka.
- Have **researched** the life and teachings of one living (or 20th/21st century) teacher in the Gaudiya Vaishnava tradition creating a project in any medium to articulate this.
- **Know and understand** the significance of the Hindu shrine – temple and home – and some of the offering and other rituals associated with the same.
- **Know and understand** the role of shrine deities – their representation and significance in ritual and the Bhakti tradition.
- Have **analysed** and **evaluated** the importance and roles of teachers in Tibetan Buddhism and the development of the idea of the Bodhisattva and associated image and shrine iconography.- comparison to the role of teachers and of deities in Hinduism.
- **Know** and have read the Ramayana (over the past two half-terms) and can **explain** the story and main messages in their own words.

School Year: 2014-15	Class: Year 7	Term: Spring 2	Class Teacher(s):	Publishing Date: 20/02/2015
-----------------------------	----------------------	-----------------------	--------------------------	------------------------------------

Session	Learning Objectives	Teaching Focus & Possible Content	Sample Lesson Plan and Learning Experiences	Resources	Consolidation and Evaluation	
1a	<p>Define 'avatar'</p> <p>Explain the three reasons Vishnu appears in the world and analyse how Lord Krishna fulfilled these three.</p>	<p>'Incarnation' is not quite the correct translation</p> <p>Students might explore how any teacher:</p> <ol style="list-style-type: none"> 1. Teaches moral principles 2. Rewards 3. Punishes <p>Introduce the notion of <i>acharya</i> (<i>achar</i> and <i>prachar</i>)</p> <p>Optionally, also explore the notion of taking/giving shelter</p>	<p>Starter</p> <p>Preferably using a visual display ask students, "What do you know about Vishnu?" Possibly provide prompts, such as "Please relate answers to his form, his wife, the symbols he carries, his links to the triguna and creation, and so on.</p> <p>PowerPoint Presentation</p> <p>Define 'avatar', linking to previous learning (as far as feasible). Show the ten avatars (or at least introduce them). List and explain the three reasons for Vishnu's appearing in this world. Explain the two aspects of teaching i.e. through (a) instruction and (b) personal example (exemplified by the word 'acharya'). Present an overview of this Unit, including its title, purposes and the final assessment in Week 6.</p> <p>Pair Work: "Analysing why Lord Krishna came to Earth"</p> <p>Break class into pairs</p> <p>Hand out one story about Lord Krishna to each pair or show a video clip</p> <p>Ask students to answer the associated questions (i.e. analysing Lord Krishna according to the three purposes of an avatar). Provide the extension exercise (i.e. drawing further answers from their own experience and/or previous learning - see right-hand column). Circulate to assist, as needed</p> <p>Plenary</p> <p>Ask some students to share their answers for the three questions (see right hand column).</p>	<p>7 mins</p> <p>13 mins</p> <p>15 mins</p> <p>5 mins</p>	<p>PowerPoint 7.4.1a</p> <p>Exercise Sheet 7.4.1a</p> <p>Story about Lord Krishna's purpose for descending, with questions (e.g. Krishna lifting the sacred Govardhana Hill and offering shelter, while punishing Indra and also teaching him a lesson.</p> <p>Video</p> <p>Krishna lifting the Govardhana Hill https://www.youtube.com/watch?v=vzOhVnUA5eE</p> <p>Worksheet 7.4.1a</p> <p>'Three Purposes' For optional use with EXS 7.4.1a</p> <p>Bhagavad-gita Verse 4.8</p> <p><u>Teacher Resource:</u></p> <p>'Hindu Faith and Practice', pages 38-41</p>	<p><u>Evaluation/Plenary</u></p> <p>Ask students for brief oral answers to how or whom Lord Krishna:</p> <ol style="list-style-type: none"> (1) protects (2) punishes (3) teaches. <p><u>Extension Activities:</u></p> <p><u>Task 1:</u> Ask students to write down the three reasons for which Vishnu appears (referring them, as needed, to verse 4.8 of the Bhagavad-gita).</p> <p><u>Task 2:</u></p> <p>Ask students to draw further answers from their own experience and/or previous learning to identify how Lord Krishna protects the pious, destroys the wicked, and teaches religious knowledge.</p>

Session	Learning Objectives	Teaching Focus & Possible Content	Sample Lesson Plan and Learning Experiences	Resources	Consolidation and Evaluation
1b	<p>Lists the ten avatars in order of appearance, giving dates for the last three.</p> <p>Analyse how one of the Dashavatara (besides Lord Krishna and Lord Buddha) taught, rewarded and punished</p>	<p>Choose one or more avatars. It might be helpful to include some of those that protect 'the five vulnerable sections of society' (e.g Lord Narasimha protecting the child, Prahlada, or Lord Parasurama protecting the brahmanas).</p>	<p>Starter</p> <p>Mention the forthcoming memorisation exercise</p> <p>Briefly explore ways of remembering (mnemonic devices).</p> <p>Break the class into groups of 4 or 5 students each</p> <p>Explain the exercise, explaining that students can't write anything down but can share the process of memorisation between them,</p> <p>Display the list of the 10 incarnations of Vishnu/Krishna, while students memorise them (4 mins)</p>	8 mins	<p><u>Consolidation</u></p> <p>Ask some students to share their answers to the questions, especially those used as extension exercises.</p> <p><u>Extension Work</u></p> <p><u>Task 1:</u> ask students to provide dates for the last three avatars (i.e. Krishna, Buddha and Kalki).</p> <p><u>Task 2:</u> ask students to write down whom they consider to be vulnerable members of society i.e. prone to exploitation.</p>
			<p>Group Exercise</p> <p>Hand out one set of 10 avatar cards to each group</p> <p>Ask groups to place the cards in chronological order</p> <p>Refer to Extension Task 2 (see right-hand column).</p> <p>Conclude learning by displaying list of avatars and dates of last three.</p>	7 mins	
			<p>Pair Work</p> <p>Ask the students to get into pairs</p> <p>Hand out copies of appropriate stories, one to each pair</p> <p>Ask students to read the story and complete the worksheet, or alternatively to write answers in their exercise books; also provide and/or display Extension Task 2 (see right-hand column).</p>	20 mins	
			<p>Plenary/Consolidation</p> <p>Ask some students to share their answers to the questions, especially those used as extension exercises.</p> <p>Present the 'five important sections of society' (whose members should be protected and never exploited, according to Hindu teachings), using the mnemonic device (i.e. five words beginning with a, b, c, d, and e respectively). Ask students to remember them for the next lesson.</p>	5 mins	
				<p>PowerPoint 7.4.1</p> <p>Exercise Sheet 7.4.1b (1)</p> <p>Sets of Cards</p> <p>About 10x15 cm., bearing names of ten avatars (and pictures also, if possible)</p> <p>Exercise Sheet 7.4.1b (2)</p> <p>Stories on the ten avatars</p> <p>Worksheet 7.4.1a</p> <p>'Three Purposes'</p> <p>For optional use with EXS 7.4.1b</p> <p>Student Textbook</p> <p><u>Teacher Resource:</u></p> <p>'Hindu Faith and Practice', pages 38-41.</p>	

Session	Learning Objectives	Teaching Focus & Possible Content	Sample Lesson Plan and Learning Experiences	Resources	Consolidation and Evaluation	
1c	List some key events in the life of Buddha Explain the specific reasons for the 'coming down' of Lord Buddha, according to Buddhist and Vaishnava thought	Again consider the 3 reasons why Vishnu appears, especially the notion of Buddha 'protecting the animals'. Be clear to differentiate Hindu and Buddhist views, without being judgemental.	Starter Ask students to: (1) Write down the five vulnerable sections of society which, according to Hindu thought, must be protected against exploitation, (2) Think of a movie which is about exploiting or protecting one of these five innocent people i.e. animals, children, the elderly, women and the brahmanas (learned class). Display the five important sections of society and take responses form the second task (i.e. linked to movies).	7 mins	PowerPoint 7.4.1 Worksheet 7.4.1c (1) 'Buddha's Three Purposes' (Optional use) Video Clips on Lord Buddha https://www.youtube.com/watch?v=nsN7NLS-0jI https://www.youtube.com/watch?v=YsEksMEE2Eg Worksheet 7.4.1c (2) 'Life of Caitanya' Homework Student Textbook <u>Teacher Resource:</u>	<u>Evaluation/Plenary</u> Present true or false statements and ask students to indicate true or false using green and red flags. <u>Extension Exercise:</u> In your opinion what is the most important message of Lord Buddha and how it is relevant today? Explain your answer. <u>Weekly Homework:</u> Using Ask students to read some basic information on Lord Chaitanya and conduct corresponding research (see Worksheet 7.4.1c(2))
			Video Presentations Show videos about Lord Buddha and his life and teachings Ask student's to make notes (either mentally or written) as to what Buddha taught, whom he protected and whom/what he destroyed. Students should also note what Buddhists say is the reason for Lord Buddha's coming to Earth. Additionally or alternatively read stories or other text on Lord Buddha.	13 mins		
			Individual Exercise Ask student to complete written exercise (see Worksheet 7.4.1c). Provide extension work (see right-hand column).	5 mins		
			Question & Answer Session / Whole-class Discussion Take student questions; answer, validate, rectify any misconceptions and so on.	8 mins		
			Plenary/Consolidation Visually present true/false statements linked to the Learning Objectives (see right-hand column).	7 mins		

Session	Learning Objectives	Teaching Focus & Possible Content	Sample Lesson Plan and Learning Experiences	Resources	Consolidation and Evaluation
2a	<p>Lists key events in the life of Lord Caitanya and concisely explain who he is.</p> <p>Identify some of the virtues exhibited by Chaitanya (as a teacher and role model)</p>	<p>The focus here might be:</p> <p>(a) How Chaitanya taught by example</p> <p>(b) How he opposed hereditary caste practices</p>	<p>Starter</p> <p>Using visual prompts, ask students one or two questions on Lord Chaitanya (i.e. based on their homework exercise).</p> <p>Ask students if they have ever experienced discrimination or being treated unfairly based on race, class, religion, gender, etc.</p> <p>5 mins</p>	<p>PowerPoint 7.4.2</p> <p>Worksheet 7.4.1c (2)</p> <p>'Life of Caitanya' Homework (<i>continued</i>)</p> <p>Video:</p> <p>'Prophecy of the Hidden Kaliyuga Avatar- Lord Chaitanya'</p> <p>https://www.youtube.com/watch?v=j5jfoglvCSk</p> <p>Worksheet 7.4.2a</p> <p>'Choose a Card'</p> <p>Video 7.4.2b</p> <p>'Chaitanya's Life'</p> <p>Student Text B</p> <p>'Chaitanya's Life and Teachings'</p> <p><u>Teacher Resource:</u></p> <p>'Hindu Faith and Practice', pages 130-131</p>	<p><u>Extension Activities:</u></p> <p>Starter: Ask, "Why do you think people discriminate unfairly against others?"</p> <p><u>Evaluation/Plenary</u></p> <p>"Choose a Question" (ask students to choose a question card, or question within a bag; them to read it out loud and answer it)</p>
			<p>Presentation (with audio visuals): "The Life of Chaitanya"</p> <p>Run through the life of Chaitanya in chronological order, using a range of resources and interactive methods, including:</p> <p>(1) Video clips</p> <p>(2) Pictures/paintings/posters (e.g. on PowerPoint)</p> <p>(3) Anecdotes/stories (followed by short exercises)</p> <p>(4) Text on his life</p> <p>Making sure to mention:</p> <p>(a) Key information and events (e.g. as covered in the recently-completed homework).</p> <p>(b) The qualities exhibited by Chaitanya (e.g. as teacher) and as linked to the School's values (especially in contesting caste practices)</p> <p>(c) The identity of Chaitanya (e.g. as a bhakti- saint, an avatar of Radha-Krishna, or the founder of Bengali-Vaishnavism).</p> <p>25 mins</p>		
			<p>Individual Writing</p> <p>(Optionally) ask student to further fill in their Worksheets on Lord Chaitanya i.e. worksheet 7.4.1c(2)</p> <p>5 mins</p>		
			<p>Plenary/Consolidation</p> <p>Test students on their knowledge of Lord Chaitanya (see right-hand column)</p> <p>5 mins</p>		

Session	Learning Objectives	Teaching Focus & Possible Content	Sample Lesson Plan and Learning Experiences	Resources	Consolidation and Evaluation
2b	Explain what Lord Chaitanya taught, making some comparisons to Lord Buddha.	Possibly explore the story of Lord Caitanya making the animals dance	<p>Starter 5 mins</p> <p>Show student video of parrots chanting 'Haribol' and 'Hare Krishna' and ask them to answer the following questions:</p> <ol style="list-style-type: none"> 1. What do these expressions mean? 2. What Hindu concept suggests that these birds are to be respected like other forms of life? 3. Do you think that the parrots understand what they are saying? <p>See right-hand-column for an extension question (Task 1)</p>	<p>PowerPoint 7.4.2</p> <p>Video: "Parrots chanting 'Haribol' and 'Hare Krishna'" https://www.youtube.com/watch?v=58qW8IjVsEE</p>	<p><u>Extension Activities:</u></p> <p><u>Task 1:</u> Simple learning something and repeating it is sometimes called 'parroting'. How important is it to understand what we learn, and why?</p> <p><u>Evaluation/Plenary</u> Ask students to linked correct questions to the answers, using Worksheet 7.4.2b</p>
			<p>Guided Role Play: "Lord Chaitanya in the Jarakanda Forest" 10 mins</p> <p>Display picture of Chaitanya on the Jarakanda Forest Ask for volunteers and (as appropriate/feasible) dress them up Read the story and ask students, at intervals, to enact it. (Alternatively, simply read the story) Debrief the story, asking students what they think it means As appropriate, make some comparison to Lord Buddha and especially his teachings on non-violence (<i>ahimsa</i>) Explore ideas of respect, affection and love (for the person within).</p>	<p>Exercise Sheet 7.4.1b (1)</p> <p>Story: "Chanting Tigers"</p>	
			<p>Whole Class and Individual Exercise 22 mins</p> <p>Brief students as to the exercise (2 mins) Read out loud the entire sikshastakam (a version suitable to the pupil's learning age) (5 mins) Ask students to select one verse (as they like the best), and to write down why they like it, and express other thoughts they have on it. If students are of another faith, they may compare it to the sentiments of their own tradition.</p>	<p>Exercise Sheet 7.4.2b (2)</p> <p>"Sikshastakam for Kids"</p>	
			<p>Plenary/Consolidation 3 mins</p> <p>Examine students on what we have learned and to record answers in their exercise books (see right-hand column).</p>	<p>Worksheet 7.4.2b</p> <p>'Love according to Lord Chaitanya'</p> <p>Student Textbook</p> <p><u>Teacher Resource:</u></p>	

Session	Learning Objectives	Teaching Focus & Possible Content	Sample Lesson Plan and Learning Experiences	Resources	Consolidation and Evaluation
2c	<p>Cite one analogy to explain the concept of parampara, linking this to Chaitanya Vaishnavism.</p> <p>Evaluate how Lord Chaitanya's teachings (especially as expressed through his single work of writing) might be relevant to the world today</p>		<p>Starter: "Chinese whispers" 10 mins</p> <p>Form the students into a circle (or approximate circle); alternatively, a number of circles (to speed up the process). Alternatively, use one circle of 10-12 students while other watch. Ask each student to listen to a message¹ and repeat it to the pupil on their left or right (as the case may be) without anyone else hearing it. The message can only be said once by each student. The teacher speaks to the first student and receives the message from the last student (this takes some preparation if using more than one circle). Debrief, showing some verses from the Gita and presenting another analogy to better understand the principle of <i>parampara</i>.</p>	<p>PowerPoint 7.4.2</p> <p>Exercise Sheet 7.4.2c "Chaitanya's Teachings"</p> <p>Video Clips on Mayapur today</p>	<p><u>Extension Activities:</u> Within the individual exercise, differentiation may be achieved through the medium that student chooses (with possible teacher guidance).</p>
			<p>Visual Presentation 5 mins</p> <p>Explain how Lord Chaitanya had a guru, and how his teachings came down through his lineage (perhaps showing Rupa and Sanatana Goswami). Show a very short video or PowerPoint presentation on Mayapur today (to demonstrate Chaitanya's continuing influence).</p>		
			<p>Individual Exercise 15 mins</p> <p>Present exercise: - display list of Chaitanya's teachings - ask students to consider these and answer, "How might they be relevant to today's world?" - present one concrete example (sample answer)</p> <p>Ask students to express their answers through the medium of their choice. These might include: a poem, song, mind-map, cartoon, etc.</p>	<p><u>Teacher Resource:</u></p>	<p><u>Weekly Homework:</u> Ask students to read some basic information on Srila Prabhupada and find at least one thing that was special or extraordinary about his life.</p>
			<p>Sharing in Pairs 5 mins</p> <p>Ask student to get in pairs and show explain to each other what they have done.</p>	<p>Bhagavad-gita e.g. Verses 4.1 and 4.2</p>	
			<p>Plenary/Consolidation 5 mins</p> <p>Ask students to share their thoughts on what they learned (see <i>right-hand column</i>)</p>		

Session	Learning Objectives	Teaching Focus & Possible Content	Sample Lesson Plan and Learning Experiences	Resources	Consolidation and Evaluation
3a	From their own experience, identify and articulate the qualities of an effective teacher, and corresponding conduct/skills.	<p>This lesson may eventually be part of the first week as an introduction to teachers and gurus.</p> <p>It aims to set the groundwork for considering great teachers, and - during this week - the character of Srila Prabhupada and, indeed, other religious figures.</p>	<p>Starter Set the question, "What is a good teacher like?" Ask students to reflect on their own positive and negative experiences of learning, and identify one good and bad example from their own experience (you can use Worksheet 7.4.3a) Hand out flipchart paper (or similar) and sets of thick-tipped, coloured pens Explain exercise and clarify if necessary Ask students to draw one or two pictures (tell them they'll have 10 minutes)</p> <p>Sharing and Speaking Exercise Ask for a volunteer to share one of his/her drawings and explain briefly (2 mins) Ask volunteer to suggest what teaching principles or guidelines we could draw from these incidents; solicit ideas from other students also Write down any emerging ideas on what is good teaching and a good teacher (including some values/virtues)</p> <p>Pair Work: Drawing up Guidelines Break to class into groups or pairs Ask students to share own pictures and to write down: (a) the qualities of a good teacher (at least 2) (b) the conduct that shows these values</p> <p>Plenary Take some of the comments/guidelines that students have written down (with some stress on speaking, if possible) Mention that a teacher needs to (a) be good example (b) teach and speak well (and remind students that we will be making presentations at the end of this unit that require some speaking skills).</p>	<p>15 mins</p> <p>PowerPoint 7.4.3</p> <p>Worksheet 7.4.3a 'Our experiences of learning'</p> <p>Bhagavad-gita Verses on qualities of guru or saintly teacher</p> <p>10 mins</p> <p>10 mins</p> <p>5 mins</p>	<p><u>Extension Activities:</u> Ask students to compare the qualities needed of a good teacher to the Avanti School values</p> <p><u>Evaluation/Plenary</u> Ask students to orally share some of the comments/guidelines they have written down (with some stress on speaking, if at all possible). Possibly jot some main points down.</p>

Session	Learning Objectives	Teaching Focus & Possible Content	Sample Lesson Plan and Learning Experiences	Resources	Consolidation and Evaluation
3b	<p>Concisely state who Srila Prabhupada is</p> <p>Lists key events in the life of Srila Prabhupada, including his meeting his own spiritual master.</p> <p>Identify some of the key virtues demonstrated by Srila Prabhupada.</p>		<p>Starter 10 mins</p> <p>Preferably using a visual display ask students, what they think of certain conduct and values as demonstrated by teachers (to consolidate the previous lesson). Perhaps ask: "What do they do?" and "What qualities or values does he/she have?"</p> <p>Ensure some of the discussion can lead into this lesson (i.e. might be applicable to Srila Prabhupada and other religious leaders; for example, values such as care, courage, being equal to all, etc.)</p> <p>Prepare students to explore religious teachers, showing some images and identifying attendant values (e.g. Lord Jesus Christ; willing to suffer for others; Buddha – peaceful and compassionate)</p>	<p>PowerPoint 7.4.3</p> <p>Exercise Sheet 7.4.3b "Srila Prabhupada's life"</p> <p>Worksheet 7.4.3b "Taking Notes on Prabhupada""</p>	<p><u>Extension Activities:</u></p> <p>(Pair Work)</p> <p>Ask, "How far do you agree with what Srila Prabhupada taught? (You may agree with some ideas, disagree with others"</p>
			<p>Reading of Text / Presentation of video clips 20 mins</p> <p>Brief student on this exercise and to take notes. They should note down at least: (1) three key events in his life (2) two things he taught (optionally using Worksheet 7.4.3b)</p> <p>Read through text associated with Srila Prabhupada (e.g. Exercise Sheet 7.3.4b) and ask student to identify (from the text and from their homework) what they feel is unusual or conspicuous about Srila Prabhupada's life.</p> <p>Ask other questions as linked to his character and contribution</p> <p>Optionally include videos of Srila Prabhupada (e.g. that helps students understand the historical context of his establishing ISKCON in New York).</p>	<p><u>Student Text</u></p> <p>Key facts about Srila Prabhupada's life</p> <p>Videos of Srila Prabhupada, such as 'Acharya 2' https://www.youtu.be.com/watch?v=de mYdby12W8</p>	<p><u>Evaluation/Plenary</u></p> <p>Ask students to draw a face (e.g. in their exercise books) showing how they feel about the lesson, and underneath to write down why they feel like this.</p>
			<p>Pair Work 5 mins</p> <p>Ask students to pair up</p> <p>Ask them, "What are your impressions of Srila Prabhupada?" and "What values does he display?"</p>	<p><u>Bhagavad-gita</u></p>	
			<p>Plenary 5 mins</p> <p>Ask students to share their feelings on the lesson (<i>see right-hand column</i>).</p>	<p><u>Teacher Resource:</u></p>	

Session	Learning Objectives	Teaching Focus & Possible Content	Sample Lesson Plan and Learning Experiences	Resources	Consolidation and Evaluation	
3c	<p>Explain what SP taught, especially in terms of:</p> <p>(1) God is a person</p> <p>(2) We can all know God through:</p> <p>(a) chanting the Hare Krishna mantra</p> <p>(b) deity worship</p> <p>(3) the guru must have integrity ("live what he teaches") especially by following four rules.</p>	<p>The focus here is on the need for personal integrity, especially for a teacher</p>	<p>Starter</p> <p>Read or otherwise retell as story - Worksheet 7.4.3a(1), which demonstrates the need for teachers to have integrity (one of the School's main values)</p> <p>Take student feedback as to the moral of the story (i.e. the teacher should practice what he teaches)</p> <p>Discussion with Visuals</p> <p>Explore what it means to have integrity and compare and contrast this with hypocrisy</p> <p>Discuss the Hindu notion of <i>acharya</i> ('one who teaches by example), making some reference to Hindu notions of guru.</p> <p>Optionally, discuss other virtues as demonstrated by Srila Prabhupada</p> <p>Presentation "What Srila Prabhupada taught"</p> <p>Present what Srila Prabhupada taught, with stress on three main points (and anything else student have researched).</p> <p>Refer to primary texts, as helpful.</p> <p>Individual Exercise</p> <p>Ask students to complete Worksheet 7.4.3a and ask questions of teacher, as needed (optionally, they can work in pairs, though filling in their own sheets)</p> <p>Plenary</p> <p>One volunteer to take questions on subject of lesson (<i>see right-hand column</i>)</p> <p>Allocate student homework</p>	<p>5 mins</p> <p>10 mins</p> <p>10 mins</p> <p>10 mins</p> <p>5 mins</p>	<p>PowerPoint 7.4.3</p> <p>Exercise Sheet 7.4.3c(1) Story: "The Biology Teacher"</p> <p>Exercise Sheet 7.4.3c(2) "What Srila Prabhupada taught"</p> <p>Worksheet 7.4.3a "Practicing what we teach"</p> <p>Videos of Srila Prabhupada (optionally)</p> <p>Bhagavad-gita Select verses linked to the guru</p> <p><u>Teacher Resource:</u> 'Hindu Faith and Practice', page 137</p>	<p><u>Extension Activities:</u></p> <p>For homework: Answer the question, "Srila Prabhupada said there was one reason for his success. What was it?"</p> <p><u>Evaluation/Plenary</u></p> <p>Ask one student to come up front and take one or two questions from other students</p> <p><u>Weekly Homework:</u></p> <p>Ask students to complete the final exercise using Worksheet 7.4.3</p>

Session	Learning Objectives	Teaching Focus & Possible Content	Sample Lesson Plan and Learning Experiences	Resources	Consolidation and Evaluation
4a	Evaluate the rationale behind worship of the murti, within and without ISKCON.	Reflect on the two main doctrines about the Supreme (i.e. personal and non-personal), as studied last unit (7.3), and respective understandings of the murti,	<p>Starter 5 mins</p> <p>Visually display a range in religious iconography and ask students to identify the items, and the traditions to which they belong.</p> <p>Introduce the topic of the murti (i.e. as a 'way God appears', an avatar; also, a practice taught by Srila Prabhupada and other teachers).</p> <p>Note: Be sensitive to mention traditions that disapprove of iconography, especially for students from those backgrounds.</p> <p>Reading of Student text 15 mins</p> <p>Mention the forthcoming interviews (<i>next section</i>).</p> <p>Read the student text explaining the rationale behind the <i>murti</i> (from more than one Hindu perspective); include short video clips if and as helpful (especially as may be relevant to strict rules for; (1) making the murti (2) installation (3) worship (though last item can be usefully left until the next lesson).</p> <p>Possibly include engaging stories about the sacred image (i.e. acting as a real person).</p> <p>Pair Work: "Interviews " 15 mins</p> <p>Break class into pairs</p> <p>Explain the exercise; students to ask each other questions using pre-written cards to see if they can effectively answer questions to explain, 'the reasons Hindus give for worshipping the murti'.</p> <p>Request students to listen well (as they may be asked, "What did you hear?").</p> <p>Ask students to engage in debate; circulate to assist (and to explicitly teach if useful, both on the subject and students' abilities in interpersonal skills).</p> <p>Half-way through, request student to swap roles or indicate using an aural device (e.g. a bell).</p> <p>Plenary 5 mins</p> <p>Ask students to note what they learned (see right-hand column).</p>	<p>PowerPoint 7.4.4</p> <p>Exercise Sheet 7.4.4a "Interview Question Cards"</p> <p>Videos on the murti https://www.youtube.com/watch?v=EE67y2uEo https://www.youtube.com/watch?v=EE67y2uEo</p> <p>Stories on the murti (e.g. 'Shakshi Gopal', 'How Krishna appeared as Jagannatha').</p> <p><u>Student Text A</u></p> <p><u>Teacher Resource:</u> 'Hindu Faith and Practice', page 27 (on the 'murti').</p>	<p><u>Extension Activities:</u> What to add here?</p> <p><u>Evaluation/Plenary</u> Ask students to write down in their exercise books what they learned, especially by listening to their respective partners.</p>

Session	Learning Objectives	Teaching Focus & Possible Content	Sample Lesson Plan and Learning Experiences	Resources	Consolidation and Evaluation
4b	List key elements of puja and explain the Vaishnava understanding of their meaning	<p>Explore the idea of 'loving exchange' (as linked to Vishnu 'protecting His devotees').</p> <p>It may be useful to explore the different connotations of the term 'worship', since they might be quite different for various faith traditions and their individual members. ² Especially, one might question the validity of faith practices based on fearful compliance, or notions of worship limited to 'paying homage'.</p>	<p>Starter 10 mins</p> <p>Ask 'what do we mean by worship?' and to write answers in their exercise books (3 mins). Optionally, display a list of about three possible answers. ³</p> <p>Show video clips or still images of various acts of worship and ask students, "What is happening here"</p> <p>Optionally, follow this up by listing some of the key elements of worship (across a range of faith traditions) and with reference to the main forms of worship in Hinduism.</p> <p>Optionally, explore student first-hand experiences of worship, and their responses, both positive and negative.</p>	<p>PowerPoint 7.4.4</p> <p>Video on puja (<i>nothing specified</i>)</p> <p><u>Student Text B</u> 'Ten types of worship in Hinduism'</p> <p>Bhagavad-gita Verse 9.26</p> <p><u>Teacher Resources:</u> 'Hindu Faith and Practice', pages 24-25 Bhagavat Purana 3.9.24 purport (edition by Srila Prabhupada).</p>	<p><u>Extension Activities:</u></p> <p>Present and support their own ideas and opinions on worship of the murti</p> <p><u>Evaluation/Plenary</u></p> <p>Throw a soft ball to one student who can either say 'pass' or state in one sentence something he/she has learned in today's lesson (especially about what worship means to Vaishnavas) He/she should throw the ball, either back to the teacher or to another student (as the teacher pre-decides). There should be no repetition of previous answers.</p>
			<p>Video presentation on puja with discussion 15 mins</p> <p>Show a video describing puja, especially from Vaishnava perspectives and underpinned by preference for a personal Supreme.</p> <p>Show one verse from the Bhagavad-gita that expresses the essence (main significance) of puja (e.g. verse 9.26) in terms of 'loving exchange' (rather than, say, reverential homage).</p> <p>Take questions and discuss.</p>		
			<p>Pair Work 10 mins</p> <p>Ask student to work in pairs but write individually in their exercise books one paragraph called. "What <i>puja</i> is all about in Vaishnavism". Student should focus not just on the acts that constitute <i>puja</i> but the meaning and attitudes behind such rituals. Circulate to assist.</p>		
			<p>Plenary 5 mins</p> <p>Use a 'soft-ball' throwing exercise (see right-hand column)</p>		

Session	Learning Objectives	Teaching Focus & Possible Content	Sample Lesson Plan and Learning Experiences	Resources	Consolidation and Evaluation
4c	<p>Concisely describe the <i>arati</i> ceremony and its significance</p> <p>Relate the items of offering to the five elements of Sankhya</p>		<p>Starter 5 mins Display arati artefacts (either real or visuals), and ask students to identify them</p> <p>Demonstration of the Arati Ceremony, with discussion 20 mins Concisely explain what the <i>arati</i> ceremony is (e.g. in terms of a welcoming ceremony, and a part of <i>puja</i>). Mention to whom it is offered (including the guru and other holy people). Demonstrate the <i>arati</i> ceremony providing a running commentary (or alternatively, ask one student to demonstrate and explain it) Optionally, ask student's to try ring the bell in the left hand whilst also offering, say, a flower with the right (by moving it in circles).⁴</p> <p>Video Presentation on the Five Elements 5 mins Show the video called 'Creation' (see specified video) Discuss as needed, and if time permits.</p> <p>Individual Exercise 10 mins Ask students to use Worksheet 7.4.4c to match the different items offered to the Divine to the five elements of Sankhya yoga. Additionally, set one or two extension questions (see right-hand column)</p> <p>Plenary 5 mins Ask students to summarise the lesson (see right-hand column)</p>	<p>PowerPoint 7.4.4</p> <p>Worksheet 7.4.4c 'Arati and the five senses and five elements'</p> <p>Video https://www.youtube.com/watch?v=s3eOzPlho5g</p> <p>Bhagavad-gita Verse 7.4</p> <p><u>Teacher Resource:</u> 'Hindu Faith and Practice', pages 26-27</p>	<p><u>Extension Activities:</u> Ask two questions: 1. Why is the peacock fan not offered to the temple deity in winter? 2. What is the Sanskrit (or Hindi) name for the temple priest who conducts worship?</p> <p><u>Evaluation/Plenary</u> Students to summarise the lesson in five written sentences or (if short on time) five words.</p> <p><u>Weekly Homework:</u> Ask students to research Tibetan Buddhism (the teacher to provide some more focused questions, based on needs, ability, and so on).</p>

Session	Learning Objectives	Teaching Focus & Possible Content	Sample Lesson Plan and Learning Experiences	Resources	Consolidation and Evaluation
5a	<p>List and briefly explain the two main branches of Buddhism</p> <p>Explain how Tibetan Buddhism fits within its broader tradition (e.g. historically, philosophically)</p>	<p>Help students to understand the diversity in any tradition, and reinforced what knowledge they already have</p>	<p>Starter Present statements about Lord Buddha and ask students to identify them as 'true' or 'false'. Revisit notion of Buddha as an avatar but be clear to differentiate between Hindu and Buddhist views (e.g. on Buddha's identity and mission).</p> <p>PowerPoint Presentation Brief students to watch the visual presentation, asking them to take note of any questions that arise for them and to write them in their respective exercise books (possibly specify a minimum number). Present the two main traditions in Buddhism (i.e. Mahayana and Theravada) Show where Buddhism is most prevalent Explore the identity of Tibetan Buddhism (with a map of Tibet and other countries in which Tibetan Buddhism is prevalent). Present some of the distinctive beliefs of Tibetan Buddhism⁵, while reinforcing broad knowledge of Buddhism. ⁶ (possibly using internet-based resources) Present a definition of the Bodhisattva and ask students to memorise it; similarly, define the notion of 'lama' (only to be discussed in detail during the next lesson).</p> <p>Question and Answers Session Inform students of the procedure (below) Student asks first question Ask another student (as you choose) to repeat the question Answer the question Repeat for further questions, as time allows. Summarise the learning in this Q&A session</p> <p>Plenary Present students with a 'quick quiz' on Tibetan Buddhism</p>	<p>PowerPoint 7.4.5</p> <p>Worksheet 7.4.5a 'Quick Quiz on Tibetan Buddhism'</p> <p><u>Student Text A</u></p> <p>Internet Resources: http://www.clear-vision.org/Schools/Students/Agas-12-14.aspx</p> <p><u>Teacher Resources:</u> "The Buddhist Experience" by Mel Thompson, page 16 "Atlas of World Faiths: Buddhism" by Anita Ganeri, Chapter 5.</p>	<p><u>Extension Activities:</u></p> <p><u>Evaluation/Plenary</u> Present students with a 'quick quiz' (For an example, see Worksheet 7.4.5a). Ask students to mark their own papers. If you have time, ascertain their marks.</p>

Session	Learning Objectives	Teaching Focus & Possible Content	Sample Lesson Plan and Learning Experiences	Resources	Consolidation and Evaluation
5b	Explain what is meant by a Bodhisattva and Lama		<p>Starter 8 mins</p> <p>Preferably using a visual display, ask student's to identify various holy men from a range of traditions, reinforcing previous learning on Lord Chaitanya and Srila Prabhupada</p> <p>Present a picture of the current Dalai Lama and explain who he is.</p>	<p>PowerPoint 7.4.5</p> <p>Exercise Sheet 7.4.5b 'More Questions on Tibetan Buddhism'</p> <p>Videos On Dalai Lama</p> <p><u>Student Text A</u></p> <p><u>Teacher Resources:</u> "The Buddhist Experience" by Mel Thompson, page 16 "Atlas of World Faiths: Buddhism" by Anita Ganeri, Chapter 5.</p>	<p><u>Extension Activities:</u></p> <p><u>Task 1:</u> Answer the question: 'Which of the three types of Bodhisattva do you think is the best, and why?'</p> <p><u>Task 2:</u> In 2014, the Dalai Lama announced he might not reincarnate. Do you know the reason? (Do some research if needed).</p> <p><u>Evaluation/Plenary</u> Ask one volunteer to take the hot seat. (He might be identified as a lama to see how it feels!)</p> <p>They will then answer questions from the rest of the class (questions to conform to criteria set by the teacher)</p>
	Evaluate the three types of bodhisattva		<p>Read Student Text 8 mins</p> <p>Cover the following points:</p> <ol style="list-style-type: none"> 1. According to Buddhism, Buddha is not an avatar 2. The three types of Bodhisattva 3. The lama (and links to Bodhisattva) 		
	Identify some of the values demonstrated by the current Dali Lama		<p>Video: the Dalai Lama 8 mins</p> <p>Brief students on the video (e.g. to note what the Dalai Lama is teaching, and/or the values his life exemplifies)</p> <p>Show video clip(s)</p> <p>Take questions/discuss, as time allows</p>		
			<p>Individual Worksheet Exercise 8 mins</p> <p>Ask students to complete the worksheet 7.4.5b</p> <p>With some stress on evaluation (e.g. of the three types of bodhisattva, to help convey the mood of a selfless teacher; also of the qualities displayed by the current Dalai Lama)</p>		
			<p>Plenary 8 mins</p> <p>Ask one student volunteer to take the hot-seat (see right-hand column)</p>		

Session	Learning Objectives	Teaching Focus & Possible Content	Sample Lesson Plan and Learning Experiences	Resources	Consolidation and Evaluation
5c	Summarise their learning over the last five weeks (and fulfil the corresponding learning objectives, as already covered in this unit and as linked largely to knowledge)	This section is to consolidate students' knowledge and understanding over the last five weeks; also, to evaluate and consolidate this in preparation for Week 6, which focusses on evaluation.	<p>Starter</p> <p>Run through what we have studied over the last five weeks and summarise, asking questions of students.</p> <p>Select students to play the TV game (see next section) by asking questions on previous learning</p> <p>“Who wants to be a Millionaire”</p> <p>Explain the format and rules of the game ⁷</p> <p>Play this game, using the associated PowerPoint</p> <p>Ask students who are watching to fill in the corresponding Exercise Sheet to write down in their exercises, the questions as they are asked and then write down their own answers, followed by the correct answer (ask those answering to think and wait for 20 seconds before articulating their answer).</p> <p>Play the game a second or third time, as needed in the time available</p> <p>Plenary</p> <p>Ask students to self-assess their performance in the previous section (quiz game).</p> <p>Conclude that knowledge (memorisation) is useful but not as important as understanding and wisdom⁸ (we might ask whether Buddhist are likely to approve of the quiz game we simulated!).</p>	<p>5 mins</p> <p>PowerPoint 7.4.5</p> <p>Resource 7.4.5c List of progressivity more difficult questions (mainly to accommodate on PowerPoint).</p> <p>Exercise Sheet 7.4.5c “Homework Week 6 Project Specifications”</p> <p>Worksheet 7.4.5c “My Personal Answers to Quiz Questions”</p> <p>Teacher Resource: Various YouTube clips on ‘Who wants to be a millionaire?’</p>	<p>5 mins</p> <p>30 mins</p> <p>5 mins</p> <p>Extension Activities: (Plenary) Students may give themselves a percentage mark</p> <p>Evaluation/Plenary Ask students to self-assess by adding up the number of questions they answered correctly. If there is time, take a show of hands for the various totals, starting from the top (but validating and encouraging those who did not do so well).</p> <p>Weekly Homework: Ask students to begin preparing for their presentations for Week 6, using Exercise Sheet 7.4.5c</p>

Session	Learning Objectives	Teaching Focus & Possible Content	Sample Lesson Plan and Learning Experiences	Resources	Consolidation and Evaluation
6a	<p>Synthesise, summarise and evaluate what they have learned.</p> <p>Identify ways they can practically apply in their own lives what they have learned.</p>	<p>Most of this lesson will consist of students preparing a presentation, concluding with some aspect of application i.e. their own roles as teachers and protectors.</p>	<p>Starter Show video clips of good and poor speakers and ask students to write down what they like and don't like about them; and to write down why. Note: feedback may also be taken orally.</p> <p>3 mins</p> <p>Presentation & Discussion: Elementary Speaking Skills 15 mins Introduce some basic speaking skills, possibly based on: (1) use of voice and language (2) body language (3) eye contact Take questions and discuss.</p> <p>18 mins</p> <p>Student Preparation Ask students to individually continue (as started with last week's homework) and to raise hands if they have any questions or challenges. Circulate to answer questions and otherwise assist</p> <p>5 mins</p> <p>Plenary Direct questions to specific students on speaking skills (see right-hand-column)</p>	<p>PowerPoint 7.4.6</p> <p>Exercise Sheet 7.4.5c "Homework Week 6 Project Specifications" (continued)</p> <p>Videos demonstrating speaking skills</p>	<p><u>Extension Activities:</u></p> <p><u>Evaluation/Plenary</u> Direct questions to specific students and ask them to answer them while practicing certain speaking skills (e.g. ask them to articulate very clearly or speak loudly enough)</p>

Session	Learning Objectives	Teaching Focus & Possible Content	Sample Lesson Plan and Learning Experiences	Resources	Consolidation and Evaluation
6b	<p>Clearly and effectively present their draft presentations</p> <p>Effectively present and receive peer feedback.</p>	<p>Students may initially take 10 minutes to finish off their preparation.</p> <p>We will need some criteria for this peer assessment</p>	<p>Starter: Presentation Brief 5 mins</p> <p>Display and run through the schedule for presentations.</p> <p>Run through the criteria, including some for speaking/presentation skills</p> <p>Optionally, appoint judges with cards to give a score (at the end of each); naturally, these judges should be carefully chosen.</p> <p>Student Preparation 20 mins</p> <p>Ask students to individually continue preparing for their presentations and to raise hands if they have any questions or challenges.</p> <p>Hand out small oblongs of paper and ask students to write their names, fold paper and drop in a hat</p> <p>Circulate to answer questions and otherwise assist</p> <p>First Student Presentation 10 mins</p> <p>Ask one student to select name from hat</p> <p>Ask student to come up front to make presentation</p> <p>Take peer feedback (both on topic and speaking skills)</p> <p>Give teacher feedback</p> <p>Plenary 5 mins</p> <p>Writing Exercise (see right-hand column)</p>	<p>PowerPoint 7.4.6</p> <p>Exercise Sheet 7.4.5c</p> <p>“Homework Week 6 Project Specifications” (continued)</p> <p>Resources for speaking exercise (e.g. timer, sonic device).</p>	<p><u>Extension Activities:</u></p> <p><u>Evaluation/Plenary</u></p> <p>Ask students to write down one thing they have learned:</p> <p>(1) about public speaking</p> <p>(2) about the topic</p>

Session	Learning Objectives	Teaching Focus & Possible Content	Sample Lesson Plan and Learning Experiences	Resources	Consolidation and Evaluation
6c	<p>Clearly and effectively make their presentations (if chosen).</p> <p>Effectively present and receive peer feedback.</p>	<p>This lesson may be far more effective if recorded (e.g. on video).</p>	<p>Starter 2 mins Ask students to identify true or false statements about how to speak well and other presentation skills</p> <p>Second Student Presentation 10 mins Ask speaker from last lesson to select a further name from the hat Ask selected student to come up front to make presentation (4-5 mins) Take peer feedback (both on topic and speaking skills) Give teacher feedback</p> <p>Third Student Presentation 10 mins Ask previous speaker to select a further name from the hat Ask selected student to come up front to make presentation Take peer feedback (both on topic and speaking skills) Give teacher feedback</p> <p>Fourth Student Presentation 10 mins Ask previous speaker to select a further name from the hat Ask selected student to come up front to make presentation Take peer feedback (both on topic and speaking skills) Give teacher feedback</p> <p>Plenary 8 mins Ask some students to share their biggest realisation for the unit (see right-hand-column) Have round of applause for all the speakers and thank all those who took part. Show concluding quote on what it means to be an effective teacher.</p>	<p>PowerPoint 7.4.6</p> <p>Resources for speaking exercise (e.g. timer, sonic device).</p> <p><u>Teacher Resource:</u> 'List of Hindu scriptural quotes linked to learning and teaching'</p>	<p><u>Extension Activities:</u></p> <p><u>Evaluation/Plenary</u> Ask students to write down their biggest realisation for the unit. Then, ask them to share in pairs. Ask one or two to share what they heard.</p> <p><u>Holiday Homework:</u> For the holidays, ask students to answer, "Hindus learn much from religious teachers. What are other important 'sources of authority' (or guidance) for Hindus?"</p>

Detailed Information/Guidelines

¹ Of just one sentence; perhaps link the sentence to some learning.

² Most dictionaries suggest it means offering homage or respect. Whilst this might be adoring or excessive, there is little reference to love (as a more positive virtue) or to worship as essentially a loving reciprocation, as envisioned by many Hindu traditions, especially the devotional.

³ This is best done by collating answers during previous sessions of the same lesson.

⁴ Naturally, be careful about engaging any non-Hindus in what may be considered an act of Hindu worship.

⁵ Often considered the 'third tradition', though be careful not to present them as completely separate.

⁶ For less-able or less- knowledgeable groups and students, focus on the broad teachings of Buddhism, such as 'anatma' ('anatta'), the 'four noble truths' and so on.

⁷ The 'ask a friend' option, normally conducted by telephone, is replaced with asking verbally. One significant difference is that a new contestant starts where the old one dropped out (and not from a new beginning).

⁸ To counter any unhelpful messages implicitly conveyed by the quiz game, such as 'knowledge is that which helps you win a game show' or 'knowledge makes you better and richer than others'.