



AVANTI SCHOOLS
TRUST

The Philosophy, Religion & Ethics Curriculum

Lesson Plans: Year 7, Term 5

“Four Types of Yoga”

Unit 7.5: Four Types of Yoga

Unit Description: (re-written from long-term plans)

Students will consider: "How do we link to the divine?" We explore this question through a Hindu-Vaishnava framework based on the 'different forms of yoga'. There is also a concise introduction to the Bhagavad-gita, especially through much reference to the first six chapters.

Students will be invited to reflect upon common practices in the Gaudiya Bhakti tradition (e.g. Japa. Kirtan and Puja). Volunteers may be sourced and appointed to support this work. This learning will be linked to the important and inclusive notion that bhakti includes (yet is the fulfilment of) karma, jnana and astanga yogas.

Students will also study the notion of bhakti (and of love) within other religious traditions (and recognise the elements of the 'other paths' within these traditions).

They will consolidate their learning through a project in which they assess the relative merits of each 'yoga' (or 'path'). This will be an article for a magazine, but can include photos, illustrations, poems, diagrams etc. in order to aid personal creativity and differentiation.

Unit Outcomes: (as in long-term plans but re-ordered)

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

- **Understand** and be able to **analyse, apply** and **evaluate** references to these three forms of yoga, quoting in both Sanskrit and in English from selected sections of the Bhagavad Gita.
- Can show their **understanding** through **evaluation** and scriptural reference, how Bhakti Yoga is considered to be the culmination of the other yoga systems and the highest and most effective path.
- **Understand and analyse** the philosophy of Yukta-vairagya and its relevance to the yoga system (Karma-yoga, Jnana-yoga and Bhakti-yoga).
- **Know, understand** and be able to **apply** the different practices of Bhakti Yoga as practiced in the Gaudiya Vaishnava tradition
- Are able to practice (**synthesise**) core Bhakti teachings – e.g. Japa meditation, Kirtan and articulate orally and in writing the impact these practices had on them.
- Can **analyse** and **understand** how devotees of Krishna attain a close relationship with Him, which can be sustained with spiritual practice.
- In a comparative way (to Gaudiya Vaishnavism) **understand, analyse** and **evaluate** the idea of a personal relationship with God and the approach to knowing God in different traditions (other Hindu, Christian, Catholicism, Islam, Judaism).

School Year: 2014-15	Class: Year 7	Term: Spring 2	Class Teacher(s):	Publishing Date: 20/02/2015
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Session	Learning Objectives	Teaching Focus & Possible Content	Sample Lesson Plan and Learning Experiences	Resources	Consolidation and Evaluation	
1a	<p>Define the words 'yoga' and 'marga' comparing different meanings.</p> <p>Briefly explain what is covered in the first six chapters of the Gita.</p> <p>List the four 'yogas', in Sanskrit and English and evaluate their own leanings towards the 4 corresponding 'dispositions'.</p>	<p>'This lesson focusses on laying the foundations for the unit, and draws extensively from the previous homework.</p> <p>It begins to looking at the four types of 'disposition' (or 'nature') linked to the corresponding 'yogas' (rather than the yogas themselves).</p>	<p>Starter: "Odd word out"</p> <p>Display the Sanskrit names of the 4 yogas/paths plus one other relevant word (e.g. marga)</p> <p>Ask students to identify the 'odd word out' and write-down why</p> <p>Discuss as needed</p> <p>Present an overview of this Unit, including its title, purposes and the final assessment in Week 6 (an evaluation of the respective roles merits and statuses of the four paths.)</p> <p>Reading and PowerPoint Presentation</p> <p>Read through the student text together (as best fulfils the <i>learning objectives</i>) and discuss</p> <p>Take and respond to questions, as needed.</p> <p>Present visual example of the four 'dispositions'¹ (<u>both</u> in everyday life <u>and</u> as linked to some form of yoga or faith/spiritual practice).</p> <p>Individual Work: "Self-evaluation"</p> <p>Display the 'four dispositions' ²(linked to the 4 yogas)</p> <p>Display the exercise task or hand it out (EX Sheet 7.5.1a)</p> <p>Ask students to complete the specified tasks, namely:</p> <ol style="list-style-type: none"> (1) Looking at the four dispositions, prioritise them (according to what they most like) (2) write-down what there strengths and challenge might be for each of the four types (you might need to give examples). (3) the extension exercise (<i>see right-hand column</i>) <p>Circulate to assist, as needed</p> <p>Consolidation/Plenary</p> <p>Take oral contributions (<i>see right-hand column</i>)</p> <p>Consolidate by displaying one example for each of the four dispositions (i.e. of how it might be transformed into yoga).</p>	<p>6 mins</p> <p>12 mins</p> <p>12 mins</p> <p>10 mins</p>	<p>PowerPoint 7.5.1</p> <p>Exercise Sheet 7.5.1a "Self-evaluation Questions"</p> <p><u>Student Text</u> 7.5.1</p> <p><u>Teacher Resources:</u> 'Hindu Faith and Practice', pages 11; 12-21</p> <p>http://hinduism.iskcon.org/practice/</p> <p>http://www.yogarema.org/the-4-paths-of-yoga.html</p>	<p><u>Evaluation/Plenary</u></p> <ol style="list-style-type: none"> 1. Ask students for raise hands if #one is their first priority; then, #two and so on. 2. Ask one or two students, "Why?" 3. Ask one or two students to share their answers to extension question. <p><u>Extension Activities:</u> <u>Task 1:</u> Students to write down a concrete activity that links one disposition to 'the Supreme' (even for atheists who may see a 'good cause' as supreme). For example, in working very hard (karma), one may give the resultant money to charity. If one likes philosophy, a jnana-yogi might enquire about the nature of the Absolute or God.</p>

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1b	<p>Define the terms 'karma', 'karma-yoga and 'dharma'.</p> <p>Explain some of the key purposes and practices within karma-yoga</p>	<p>Karma-yoga tends towards enjoying the world in an ethical way, with the aim of elevation (e.g. to a worldly heaven).</p> <p>Practices include ritual, yajna (sacrifice), the <i>havan</i>, executing <i>dharma</i>, and the worship of many deities for material gain.</p> <p>In general, karma-yoga refers to any selfless action (or 'fruitive' action moving towards a higher or humanitarian cause). The Gita suggests its perfection lies in action aimed at pleasing the Supreme (Vishnu).</p>	<p>Starter 5 mins</p> <p>Present pictures etc. showing actions linked, directly or indirectly, to the 4 yogas. Ask students to identify the corresponding yoga for each.</p> <p>Consolidate yesterday's learning with summarising formulas, such as:</p> <ol style="list-style-type: none"> 1. Action + links to the Supreme = karma-yoga 2. Knowledge + links to the Supreme = jnana-yoga 3. Concentration + links to the Supreme = astanga-yoga 4. Love + links to the Supreme = bhakti-yoga 	<p>PowerPoint 7.4.1b</p> <p>Exercise Sheet 7.5.1b "The Story of King Rantideva"</p> <p>Worksheet 7.5.1b "Features of the Four Yogas"</p> <p>Student Textbook</p> <p><u>Teacher Resource:</u> 'Hindu Faith and Practice', pages 12-13.</p>	<p><u>Consolidation</u> Ask some students to read out the questions they have written down. Repeat them, as needed. Ask other pairs if they can answer the questions Answer questions yourself, if needed or as otherwise appropriate</p> <p><u>Extension Work</u> <u>Task 1:</u> Read the 'Story of King Rantideva' and answer the subsequent questions (as found in Exercise Sheet 7.5.1b).</p>
			<p>Presentation using Student Text and Visuals 13 mins</p> <p>Read selected parts of the Student Text on karma-yoga Show related video clips or slides (e.g. on charity) Optionally, read related stories (e.g. 'King Rantideva')</p>		
			<p>Individual Exercise (Completing Worksheet) 5 mins</p> <p>Hand out Worksheet 7.5.1b and ask student to complete Circulate to check students are engaged</p>		
			<p>Pair Work "Helping Others" 20 mins</p> <p>Ask the students to get into pairs Explain the task, which models 'helping others'</p> <ol style="list-style-type: none"> 1. Help each other complete to complete the worksheets (sharing answers, as needed). 2. If you <u>both</u> get stuck, would you please <u>write down</u> a question you can ask. 		
			<p>Plenary/Consolidation 5 mins</p> <p>Ask some students to read out the questions they have written down (<i>see right-hand column</i>).</p> <p>Consolidate by again defining karma yoga (as 'action that helps others' or as 'giving up the fruits³ of ones actions').</p>		

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1c	<p>Define the terms 'jnana', 'jnana-yoga' and 'maya'.</p> <p>Articulate what is the concept of <i>maya</i> (illusion) and evaluate its possible relevance to their own lives.</p> <p>Explain some of the key purposes and practices within jnana-yoga.</p>	<p>Jnana-yoga tends towards negating material pleasure in order to pursue liberation. Practices include scriptural study, debate and restraint of the mind and senses.</p>	<p>Starter: "Optical Illusions"</p> <p>Display about 3 optical illusions (e.g. elephant with too many legs) and ask corresponding questions (e.g. "How many legs here?").</p> <p>Conclude with the idea that 'we sometimes see things wrongly.' (i.e. there is a difference between 'how things seem' and 'how things are')</p> <p>Presentations, with visuals</p> <p>Define 'maya' and 'illusion', using (optionally) the analogy of the mirage in the desert</p> <p>Discuss our personal experience of things promising to give us happiness but not actually working out (like the mirage which promises water and relief from thirst, but fails to deliver).</p> <p>Mention the jnana-yogi, who aims for liberation and tries to avoid illusion, usually through renunciation (giving up worldly pleasure).</p> <p>Optionally, present the analogy of the rope that looks like a snake to explain mistaking the body for the real self – the root of maya).</p> <p>Discuss the idea of 'being distracted from our purpose' (you might refer to common distractions such as the internet) ⁴</p> <p>Reflective Individual Exercise</p> <p>Ask student to complete written exercise (see Worksheet 7.4.1c). Provide extension question (see right-hand column).</p> <p>Plenary/Consolidation: "The Hot Seat Guru"</p> <p>Ask volunteer student answer questions (<i>see right-hand column</i>).</p> <p>Optionally students can complete Worksheet 7.5.1b (for jnana-yoga), and the teacher may specify that questions posed by students relate to this.</p>	<p>5 mins</p> <p>15 mins</p> <p>10 mins</p> <p>10 mins</p>	<p>PowerPoint 7.4.1</p> <p>Worksheet 7.4.1c 'What distracts me from my long-term purpose?'</p> <p>Worksheet 7.5.1b "Features of the Four Yogas" (optionally)</p> <p>Student Textbook</p> <p><u>Teacher Resource:</u> 'Hindu Faith and Practice', pages 14-15.</p>	<p><u>Evaluation/Plenary</u></p> <p>Ask one student to role play the learned guru.</p> <p>The students should place questions before 'the guru'; the teacher may answer if the guru appears to be fallible.</p> <p><u>Extension Questions:</u></p> <p>"What kind of understanding will help you avoid illusion or distraction?"</p> <p>"What might distract a jnana-yogi and prevent him/her getting liberation?"</p> <p><u>Weekly Homework:</u></p> <p>Ask students to conduct research into astanga-yoga, especially the 'eight steps' and the 'eight mystic powers' (<i>ashta siddhi</i>).</p>

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2a	Define the terms 'raja-yoga and 'astanga-yoga and 'detachment'.	Astanga-yoga tends towards negating this world in order to gain liberation. It aims at detachment. Practices include rules & regulations, asceticism, physical and breathing exercises and meditation	<p>Starter 5 mins</p> <p>Using visual prompts, ask students, "if you were to be marooned on a desert island, what is the one thing you would take with you?"</p> <p>Also ask, "If you could take one <u>person</u>, whom would you take?"</p> <p>Very <u>briefly</u>, introduce 'meditational yoga' and the idea of becoming completely detached from material things and totally focused on spiritual life. ⁵</p>	<p>PowerPoint 7.5.2a</p> <p>Exercise Sheet 7.5.2a (1)</p> <p>Story: "The Yogi's Cloth"</p> <p>Exercise Sheet 7.5.2a (2)</p> <p>"Guided Visualisation; Getting Advice from Within"</p> <p>Videos</p> <p>https://www.youtube.com/watch?v=OL_Sgo8OaKbQ</p> <p><u>Student Text</u></p> <p><u>Teacher Resource:</u></p> <p>'Hindu Faith and Practice', pages 16-17</p>	<p><u>Extension Questions:</u></p> <p>Starter: "What reason did the yogi have for collecting more and more possessions, do you think?"</p> <p><u>Evaluation/Plenary</u></p> <p>Dress up as a yogi, or at least adopt a symbol or two, such as a beads, trident and saffron cloth). Alternatively, ask a student to do this. Take questions on today's lesson from students (possible answering by 'looking within').</p>
	Evaluate the strengths and challenges with the ideal of 'detachment'		<p>Pair Work "The Yogi's Cloth" Story 12 mins</p> <p>Break class into pairs, and hand out Exercise Sheet</p> <p>Ask students to read story, discuss and answer questions</p> <p>Debrief and discuss, as needed or useful.</p> <p>Focus on 'detachment' and 'corresponding concepts/terms such as 'entanglement', and 'concentration' (with reinforcement of the previous lesson's focus on 'distraction' and 'illusion' and with some stress on enhancing student vocabulary, as helpful).</p>		
	Explain some of the key purposes and practices within astanga-yoga.		<p>Presentation/discussion (+ audio-visuals): "Astanga Yogis" 8 mins</p> <p>Show photos or video clips of various yogis⁶. You might refer also to the student text</p> <p>Discuss as useful.</p>		
			<p>Guided Visualisation "Title" 7 mins</p> <p>Start with a brief relaxation/breathing exercise⁷</p> <p>Using 'Exercise Sheet 7.5.1b (1), lead a visualisation exercise, focused on 'getting advice from within'</p>		
			<p>Plenary/Consolidation: "The Yogi answers questions" 8 mins</p> <p>The teacher or model student to answer questions (<i>see right-hand column</i>)</p> <p>Consolidate learning by showing a relevant scriptural verse ⁸</p>		

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2b	<p>Define the terms 'bhakti; and 'bhakti-yoga and 'prema'.</p> <p>Explain some of the key purposes and practices within bhakti-yoga, analysing how they might relate to the other three yogas.</p> <p>With reference to bhakti views, define <i>yukta-vairagya</i>, and - very briefly - <i>ahimsa</i> and <i>sadhu-sanga</i>.</p>	<p>Bhakti yoga tries neither to enjoy the world nor to negate it. It does not seek foolish enjoyment or liberation but a higher goal of love of God. Practices include <i>seva</i>, study, chanting and worship chanting.</p>	<p>Starter Show student pictures of using a knife for one's own pleasure or selfishly. Then a picture of someone renouncing all contact with a knife. Ask students for 'a third option' (leading, for example, to the example of the surgeon who uses it not for his or her own pleasure but for a higher cause and the wellbeing of others).⁹</p> <p>Presentation/Discussion: "Loving God and others" Introduce the ideas of love and <i>love of God</i> Introduce the ideas of loving (1) things (2) animals (3) humans with the three corresponding bhakti concepts (<i>yukta-vairagya</i>, <i>ahimsa</i> and <i>sadhu-sanga</i>). Ask students to write them down¹⁰. Mention we will now focus on humans (but not so much yet on <i>sadhu-sanga</i>) but on 'true and false love'.</p> <p>Group work: Sutra Exercise "real and false love" Break class into groups of 4-5 students Brief students as to the exercise (2 mins), giving some concrete examples of the differences between real and false love. Present also the extension questions. Ask students to start and circulate as needed. With 5-7 minutes to go, ask students to read out their 'sutras', and write them on the board, asking students to also take notes. Summarise learning, perhaps reading relevant scriptural quotes.</p> <p>Plenary/Consolidation Ask students to express their feelings about the lesson (<i>see right-hand column</i>).</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>PowerPoint 7.5.2b</p> <p>Video: none</p> <p>Exercise Sheet 7.5.2b</p> <p>"Questions on Real and False Love".</p> <p>Student Textbook</p> <p><u>Teacher Resource:</u> 'Hindu Faith and Practice', pages 18-19 http://www.brainyquote.com/quotes/keywords/love_is.html</p>	<p><u>Extension Activities:</u></p> <p>1. Ask students, "What are some of the ways bhaktas express their love for God?"</p> <p>2. Find out and write down one verse about love (bhakti) from the Bhagavad-gita</p> <p><u>Evaluation/Plenary</u> Ask students to express their <u>feelings</u> about the lesson, consistent with the topic and helping students enhance their emotional literacy. They may choose one of a number of faces to indicate their feelings.</p>

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2c	Through analysis, identify the respective roles and positions of the four yogas, supporting their conclusions with logic and evidence (especially from the Bhagavad-gita).	<p>In line with the School's distinctive character, the teacher may stress the need for 'a good heart' (e.g. in aiding and applying critical thought). However, he or she might stress that:</p> <p>(a) Bhakti does not deny the other paths but holds that they find fulfilment in bhakti</p> <p>(b) Other Hindu traditions will have different opinions of the statuses of the four yogas.</p> <p>(c) Students make up their own minds on these issues.</p>	<p>Starter: "Consolidation of Learning on four yogas" 10 mins</p> <p>Break class into groups of three.</p> <p>Ask students to complete Worksheet 7.5.1b (as already partly completed in lesson 7.5.1b).</p> <p>Circulate to monitor and assist.</p> <p>Hand out copies to each student of Exercise Sheet 7.5.2c (1) – mention that it provides information to consolidate this section, and for possible use in the next exercise.</p> <p>Individual Exercise, "Evaluating the Four Yogas" 23 mins</p> <p>Hand out copies of Exercise Sheet 7.5.2c (2), (including alternatives based on differentiation).¹¹</p> <p>As needed, mention the extension questions.</p> <p>Hand out Exercise Sheet 7.5.2c (3), which includes quotes for the Bhagavad-gita, plus references to other materials including websites (as listed to the right and in the endnote "Guidelines for the Teacher")¹². Briefly explain.</p> <p>Ask students to start exercise.</p> <p>Circulate to help: specifically, ensure that each student is entering according to their particular propensities; some may wish to focus on the written article; others may provide little text and give more attention to illustrations and drawings.</p> <p><u>Important note:</u> if there is insufficient time here, students may complete their work during the forthcoming homework exercise.</p> <p>Plenary/Consolidation 7 mins</p> <p>Ask student in groups to concisely consolidate and share that they have learned (see right-hand column).</p>	<p>PowerPoint 7.5.2c</p> <p>Exercise Sheet 7.5.2c (1) "Features of the Four Yogas, completed"</p> <p>Exercise Sheet 7.5.2c (2) "Evaluating the Four Yogas"</p> <p>Exercise Sheet 7.5.2c (3) "Quotes + Terms Linked to the Four Yogas"</p> <p>Websites: ¹² http://www.swamiji.com/four-paths-of-yoga.htm</p> <p><u>Student Textbook</u></p> <p><u>Teacher Resources:</u> Bhagavad-gita e.g. Verses 6.46+47 'Hindu Faith and Practice', page 24</p>	<p><u>Extension Activities:</u></p> <p>1. Answer: "Do you agree with what the Bhagavad-Gita appears to be saying? Why, or why not?"</p> <p>2. Find another Hindu tradition (e.g. on the web) that believes that "all yogas are equal."</p> <p><u>Evaluation/Plenary</u></p> <p>Whilst still in groups, ask student to write down (together) one sentence summarised what they have learned (what has had an impact on them) over the last two weeks. Ask each to read out their sentence.</p> <p><u>Weekly Homework:</u></p> <p>Ask students to do research into the meaning of mantra and how they are used.</p>

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3a	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 central to bhakti-yoga).</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 rationale¹³ 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 7.5.3</p> <p>Exercise Sheet 7.5.3a "Interview Question Cards"</p> <p>Videos on the murti https://www.youtube.com/watch?v=EE_67y2uEo https://www.youtube.com/watch?v=EE_67y2uEo</p> <p>Stories on the murti (e.g. 'Shakshi Gopal', 'How Krishna appeared as Jagannatha').</p> <p>Student Text A</p> <p>Teacher Resource: 'Hindu Faith and Practice', page 27 (on the 'murti').</p>	<p><u>Extension Activities:</u></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>

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3b	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.¹⁴ 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.¹⁵</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 7.5.3</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
3c	<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>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.¹⁶ Especially, one might question the validity of faith practices based on fearful compliance, or notions of worship limited to 'paying homage'.</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).¹⁷</p> <p>Video Presentation on the Five Elements 5 mins Mention how bhakti is best based on knowledge¹⁸ 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 (<i>see right-hand column</i>)</p>	<p>PowerPoint 7.5.3</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>Teacher Resource: '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 do research into the meaning of mantra and how they are used</p>

Session	Learning Objectives	Teaching Focus & Possible Content	Sample Lesson Plan and Learning Experiences	Resources	Consolidation and Evaluation
4a	<p>List some main practices in Hinduism, as linked to mantra, prayer and meditation</p> <p>Define mantra, and explain the meaning of the some key mantras,</p> <p>Explain japa, with reference to its purpose, practice and perceived results.</p>	<p>Include OM and the Hare Krishna mantra; possibly also the famous Gayatri mantra.</p>	<p>Starter 7 mins</p> <p>Display a questionnaire so that student can identify if they are more introvert or extrovert (or both).</p> <p>Debrief, with focus on:</p> <ol style="list-style-type: none"> (1) Understanding that both are good¹⁹ (2) The theme of 'being with ourselves, being with others', as runs through the week. (3) Worship (as explored last week) may be performed by oneself or with others (4) Mantra meditation, both by ourselves (e.g. japa) and with others (e.g. kirtan or sankirtana). (5) An overview of the three lesson for this week 	<p>PowerPoint 7.5.4</p> <p>Worksheet 7.5.4a 'Introvert/Extrovert Questionnaire'</p> <p>Exercise Sheet 7.5.4a "Experiential learning: Meditation Exercise"</p> <p>Artefacts "Meditation beads ²⁰ , bead bag, counting beads"</p> <p>Videos on 'use of mantra in 4 yogas' https://www.youtube.com/watch?v=vJEk_Tr5_as https://www.youtube.com/watch?v=XY9kQMdehdg https://www.youtube.com/watch?v=AFx3JbQvUk8 https://www.youtube.com/watch?v=PKu8P3KQ9I</p> <p><u>Teacher Resource:</u> 'Hindu Faith and Practice', pages 28 and 29.</p>	<p><u>Extension Activities:</u></p> <p>Questions:</p> <ol style="list-style-type: none"> 1. Which do think is better, being introvert of extrovert? Why? 2. Why do think it is good to know if you are introvert or extrovert? <p><u>Evaluation/Plenary</u></p> <p>Ask students to pair up and share their experiences (as they have written down).</p> <p>As a plenary, ask one or two students to share their answers with the whole class.</p>
			<p>Audio-visual Presentation 15 mins</p> <p>Present some examples of the use of mantra in all four yogas; (mention that they are most often used in relationship to meditation and the 'path of meditation' (3 mins)</p> <p>Define mantra e.g., as 'that which delivers the mind'. (2 mins)</p> <p>Lists some key mantras and explore respective meanings. (4-5 mins)</p> <p>Using artefacts, explain the chanting of japa; the beads, how they are used, etc. (4-5 mins)</p>		
			<p>Experiential Learning: "Individual Meditation" 15 mins</p> <p>Ask students to perform one of three exercises (as they choose) and explain as needed</p> <p>Conduct the exercise (either in silence or very quietly)</p> <p>Ask student to write something on their experiences of this exercise (see Exercise Sheet 7.5.4a)</p>		
			<p>Consolidation/Plenary 3 mins</p> <p>Ask students to share experiences (<i>see right-hand column</i>).</p>		

Session	Learning Objectives	Teaching Focus & Possible Content	Sample Lesson Plan and Learning Experiences	Resources	Consolidation and Evaluation
4b	Define <i>bhajan</i> , <i>kirtan</i> and <i>sankirtana</i>		<p>Starter 5 mins</p> <p>Play, say, 4 short pieces of music and ask students to write down for each, a word or short phrase that summarises their experience. It might be an emotion, a colour or an image²¹.</p> <p>Optionally, these audio clips might usefully relate to the 3 <i>gunas</i> plus one which is considered spiritual (e.g. a <i>bhajan</i> or <i>kirtan</i>).</p>	<p>PowerPoint 7.5.4</p>	<p><u>Extension Activities:</u></p> <p>Choose one religion (other than Hinduism), and write down one activity that is similar to bhajan or kirtan. What is the same and what is different?</p>
	Explain <i>kirtan</i> , with reference to its purpose, practice and perceived results		<p>Debrief 5 mins</p> <p>Take feedback on the previous starter exercise</p> <p>Run through the following topics, taking questions as needed:</p> <ol style="list-style-type: none"> 1. Music in the 3 modes 2. How music affects the mind²² 3. The importance of the mind in yoga²³ <p>Presentation/Explanation with Student Writing 5 mins</p> <p>Request students to make notes in their Exercise Books</p> <p>Explain how meditation is not always alone but can be with others</p> <p>Define and explain 3 words: '<i>bhajan</i>', '<i>kirtan</i>' & '<i>sankirtana</i>'</p> <p>Whole-class Experiential Exercise: "The Impact of Kirtan" 10 mins</p> <p><u>Note:</u> There are a number of options here, depending on context. Please refer to "Guidelines for the Teacher".</p> <p>Explain the instruments used in kirtan (preferably using audio-visual resources) and the mood/attitude behind it.</p> <p>Have students experience kirtan (according to chosen option)</p> <p>Personal Reflection and Sharing 10 mins</p> <p>Ask students to personally reflect on their feelings/experiences, and to write them down; also to note down what they liked or didn't like.</p> <p>Circulate to assist.</p> <p>Ask student to pair-up and share their answers</p> <p>Run the plenary, perhaps using a 'soft-ball' throwing exercise (see <i>right-hand column</i>)</p>	<p>Artefacts</p> <p>"Musical instruments; karatals, mridanga, harmonium</p> <p>Audio/Video (music in 3 gunas)</p> <p>https://www.youtube.com/watch?v=djhUfSLhpfc</p> <p>https://www.youtube.com/watch?v=-BbT0E990IQ</p> <p>https://www.youtube.com/watch?v=O5igSEq7yvA</p> <p>Audio/Video (kirtan)</p> <p>https://www.youtube.com/watch?v=DUIenHPK4k</p> <p>https://www.youtube.com/watch?v=0kNGnIKUdMI</p> <p><u>Teacher Resource:</u></p> <p>'Hindu Faith and Practice', pages 24-25</p>	

Session	Learning Objectives	Teaching Focus & Possible Content	Sample Lesson Plan and Learning Experiences	Resources	Consolidation and Evaluation
4c	<p>Define <i>sadhu sanga</i>, and explain its significance (especially as linked to bhakti yoga)</p> <p>Evaluate the impact of good and bad company in their own and other people's lives.</p>	<p>There might be some focus on not only loving God, but loving others</p>	<p>Starter 5 mins</p> <p>Display 3 quotes/proverbs on 'good and bad company'.</p> <p>Ask student to choose the one they like or best understand; then to write down why they chose it and what it means to them.</p> <p>Reading of story in pairs: "Keeping Good and Bad Company" 15 mins</p> <p>Break class into pairs ²⁴</p> <p>Hand out stories (Exercise Sheet 7.5.4c)</p> <p>Ask students to read the story and answer the questions in pairs.</p> <p>Group Exercise 8 mins</p> <p>Divide class into groups</p> <p>Ask half the groups to discuss "Who are best people to make friends with? What characteristics do they have?"</p> <p>Ask the remaining groups to discuss, "Which people should be careful about mixing with? What characteristics might they have?"</p> <p>Take feedback orally and compare good and bad qualities.</p> <p>Visual Presentation on Sadhu-sanga 5 mins</p> <p>Discuss the idea of mixing with pure or saintly people i.e. those with good character (whatever their religion or background).</p> <p>Add other points, as useful to student learning (e.g. mixing with these who are positive or successful).</p> <p>Plenary 7 mins</p> <p>Run a peer-appreciation exercise (see right-hand column)</p>	<p>PowerPoint 7.5.4</p> <p>Exercise Sheet 7.5.4c Stories with Questions: "Keeping good company"</p> <p><u>Bhagavad-gita</u> Chapter 16</p> <p><u>The Panchatantra</u> (animal stories, some of which discuss good company)</p> <p><u>Teacher Resource:</u> 'Hindu Faith and Practice', pages 78-79</p>	<p><u>Extension Activities:</u></p> <p><u>Ask:</u></p> <ol style="list-style-type: none"> 1. "What do <u>you</u> think is 'bad company'?" 2. How might the way we talk (or the music we listen to) affect our thoughts and behaviour? <p><u>Evaluation/Plenary</u></p> <p>Select a student to choose a friend and then say something about him or her in terms of their good qualities (students should be able to name the qualities).</p> <p><u>Weekly Homework:</u></p> <p>Ask students to:</p> <p>Research how bhakti (love, devotion) is expressed in Christianity, Islam or another faith of your choice</p>

Session	Learning Objectives	Teaching Focus & Possible Content	Sample Lesson Plan and Learning Experiences	Resources	Consolidation and Evaluation
5a	<p>Define 'Love' and similar terms by:</p> <p>(a) Recognising different meanings (including some linked to bhakti.)</p> <p>(b) Listing various objects of love</p> <p>(c) Citing the 'four loves' of the ancient Greeks</p>	<p>The focus here is analytical, while making links to philosophy.</p> <p>This is a broad focus on differentiating between real love and lust (i.e. 'selfish love', or 'unreal love'). Students have already explored real and unreal love, in Lesson 7.5.2b.</p>	<p>Starter: "Love and similar words" 10 mins</p> <p>Hand out Worksheet 7.4.5a and ask students to complete the exercise (linking each word to its corresponding brief definition).</p>	<p>PowerPoint 7.5.5</p> <p>Worksheet 7.5.5a 'Words Related to Love'</p> <p>Exercise Sheet 7.5.5a 'Questions to Ask/Display'</p> <p><u>Teacher Resources:</u> "The four Loves" by C.S. Lewis. See also http://en.wikipedia.org/wiki/The_Four_Loves</p>	<p><u>Extension Activities:</u> <u>Starter:</u> Once finished, student may identify and write down further words linked to 'love'.</p> <p><u>Evaluation/Plenary</u> For each of the six categories of 'objects of love', present students with 2 statements. Ask them to choose which better represents 'real love'. Students may indicate in various ways (as the teacher chooses), such as by holding up different coloured cards e.g. red representing 'a', the green 'b'. (For questions, see Exercise Sheet 7.4.5a).</p>
			<p>Whole-class Discussion/Presentation "The meanings of Love" 10 mins</p> <p>Debrief the starter exercise, helping students understand how the word 'love' is very broad with a wide range on meaning.</p> <p>Especially differentiate between 'love' and 'lust' (building on previous exploration in Lesson 2b on the topic of 'real' and 'unreal' love).</p> <p>Present the four Greek words for love, and ask students to take notes (students may optionally complete the corresponding second task in Worksheet 7.4.5a).</p>		
			<p>Brainstorm with Mind-map: "Objects of Our Love" 10 mins</p> <p>Display sheet or whiteboard, with the word 'love' at the centre.</p> <p>Optionally, present statements that consolidate the various meanings of love whilst indicating various objects of love/ affection²⁵</p> <p>Ask students to call out answers to the question, "What or whom do we love?". Write down answers,</p> <p>Consolidate by dividing 'objects of love' into useful categories,²⁶ which might be: The (1) self (2) God (3) the world²⁷, plus three sub-categories (under 'world') of (4) things (5) animals (6) people.²⁸</p>		
			<p>Individual exercise and Plenary 10 mins</p> <p>Ask students to choose <u>one</u> of the six main categories</p> <p>Ask them to explain in writing (or through drawing, a spider-diagram, etc.) how they might express real love for those in this category.</p> <p>For the plenary, ask students to identify right and wrong answers (<i>see right-hand column</i>)</p>		

Session	Learning Objectives	Teaching Focus & Possible Content	Sample Lesson Plan and Learning Experiences	Resources	Consolidation and Evaluation
5b	<p>Understand and evaluate how Christians express their love for God.</p> <p>Explore and evaluate the apparently counter-poised notions: (1) "Only God should be loved." (2) "Love for others shows our love for God."</p>	<p>Focus on 'stewardship' and the meaning of 'loving one's neighbour as thyself'.</p> <p>There is also opportunity to discuss Christianity in term of the four paths (e.g. the roles of ritual/selfless service, philosophy and meditation).</p>	<p>Starter: "Showing Love for God" 5 mins</p> <p>Display various depictions of Christian worship, and ask students to name what is happening.</p> <p>Debrief and consolidate, with focus on how Christians directly express love for God, (singing hymns, prayer, and so on) and mentioning the broader notion of '<i>bhakti</i>'.</p>	<p>PowerPoint 7.5.5</p> <p>Teacher Resource 7.5.5b "Quotes on Christian Love"</p> <p>Videos: St. Francis https://www.youtube.com/watch?v=JtSvwOOTBI</p> <p>Websites http://www.christianbiblereference.org/faq_love.htm</p> <p>Scriptural Quotes on Love: http://www.christianbiblereference.org/faq_love.htm</p> <p>Story of Good Samaritan: https://www.youtube.com/watch?v=fO4qSAh11sl&list=PLZV0yCLITAJUEnzGZ2JFGx3KE7Rkeov2F&index=2</p> <p>Teacher Resources: None specified</p>	<p><u>Extension Activities:</u></p> <p><u>Task 1:</u></p> <p>Question: 'If Christians claim we should "love God with all our heart and all our mind', why do you think that they show love for others?' ³¹</p> <p><u>Evaluation/Plenary</u></p> <p>Ask one student to summarise the entire lesson in one minute.</p> <p>Take one or two responses to the extension question.</p>
			<p>Presentation/Discussion: "Loving God, Loving Others" 7 mins</p> <p>Present a few ideas from Christian perspectives on:</p> <ol style="list-style-type: none"> (1) Knowing God and having a personal relationship with Him (e.g. through Lord Jesus Christ). (2) Love e.g. loving others, animals, and the environment ²⁹ (e.g. through a video on St. Francis.) <p>Take input, especially from Christian students, and discuss.</p>		
			<p>Group Work: "Loving One's Neighbour" 20 mins</p> <p>Break students into groups</p> <p>Present each group with the story of 'The Good Samaritan'. ³⁰</p> <p>Ask student to discuss and answer two questions: (1) "How do Christians show love towards others?" (2) "What does 'neighbour' mean?" (as used in terms of 'loving one's neighbour'). Also provide a third extension question (<i>see right-hand column</i>).</p> <p>Students should write answers on 2/3 flipchart sheets (optionally provide alternative modes of expression, such as drawings).</p> <p>Ask student's to display their answers on the wall (the first as a list, the second as a concise answers to "what is meant by 'neighbour'?"</p>		
			<p>Plenary: Feedback and Consolidation 8 mins</p> <p>Ask students to stand and gather round answers posted on the wall.</p> <p>Discuss them, especially answers to the second question.</p> <p>Ask students to summarise the lesson (<i>see right-hand column</i>).</p>		

Session	Learning Objectives	Teaching Focus & Possible Content	Sample Lesson Plan and Learning Experiences	Resources	Consolidation and Evaluation
5c	Evaluate the role of love and devotion in Islam.	<p>Explore also Sufism and corresponding poetry (e.g. from Rumi)</p> <p>We might also explore how God loves us (rather than simply how we must love God).</p> <p>This lesson lays ground for discussing 'rasa theology' in Unit 6</p>	<p>Starter 5 mins</p> <p>Run through the five pillars of Islam (e.g. by showing corresponding images and Arabic words). Ask students to identify and write down the corresponding pillar in English.</p> <p>Debrief by mentioning how these five may show love and devotion to Allah; and, also, love and concern for others.</p> <p>Presentation on Islam 8 mins</p> <p>Discuss how Muslims know God (Allah) and try to love Him, with some stress on obedience as a sign of love; stress the concept of submission before God (as the definition of 'Islam').</p> <p>Explore love for others, including animals, possible though story. such as the story of Mohammed (pbuh) caring for the sick cat.</p> <p>Presentation/Discussion on Expressions of Love in Sufism 10 mins</p> <p>Briefly explain Sufism³²</p> <p>Read a Sufi poem (and possibly one from another devotional tradition).</p> <p>Conclude by mentioning that religions often differentiate real love from false love but that there is a connection (and some even teach ideas of a romantic love for God.)</p> <p>"Individual Exercise: Writing a Poem" 12 mins</p> <p>Ask students to start writing a (short) poem called, "The Best Love", expressing their own ideas (optionally with reference to their own faith or non-faith traditions, as they choose).</p> <p>Circulate to assist.</p> <p>Ask students to keep their poems as they will be used next week</p> <p>Present the homework for next week</p> <p>Evaluation and Plenary 5 mins</p> <p>Run a 'fill in the blanks' exercise on Islam and Sufism (<i>see right-hand column</i>).</p>	<p>PowerPoint 7.5.5</p> <p>Worksheet 7.5.5c Plenary: Fill in the Blanks "God and Love in Islam"</p> <p>Sufi Poems: https://wahiduddin.net/sufi/sufi_poetry.htm</p>	<p><u>Extension Activities:</u></p> <p>In writing the poem, able students should try to use metre and rhyme.</p> <p><u>Evaluation/Plenary</u></p> <p>Ask students to fill in worksheet 7.4.5c. Have students mark them as you read out the correct answers. Check what marks each student has achieved.</p> <p><u>Weekly Homework:</u></p> <p>Ask student to draw a rough sketch of an image or an icon for each of the four yogas (which they will complete in detail next week).</p>

Session	Learning Objectives	Teaching Focus & Possible Content	Sample Lesson Plan and Learning Experiences	Resources	Consolidation and Evaluation	
6a	Synthesise, summarise and evaluate what they have learned.	The first part of this lesson helps consolidate student knowledge.	Starter Ask students to complete a word search to consolidate their knowledge and understanding from the previous five weeks.	10 mins	PowerPoint 7.5.6	<u>Extension Activities:</u> None specified
	Specifically, students should be able to: (1a) Draw a symbol for each yoga. (1b) Explain why they have chosen their symbols for each yoga	Thereafter, the rest of the Unit consists of student evaluation in the form of various successive exercises. These exercises should recognise the respective backgrounds and worldviews of each and every student (whether religious, non-religious or a mixture of both).	Consolidation of Knowledge Present answers to the starter exercise Further present an overview of the unit so far Specify the project for this week (see Exercise Sheet 7.6.5a), stating that students should look at all their previous notes as they complete this project/assessment.	5 mins	Worksheet 7.5.6a Word-search Puzzle: "The Four Yogas." Exercise Sheet 7.5.6a Project Specifications: "The Four Yogas"	
			Project Writing (1a) Present students with the first task for their project i.e. ask them to start (draw a symbol or 'icon' for each of the four yogas, as started during their weekly homework). Circulate to assist	10 mins	Painting materials Colouring pens, paints, etc. with scissors glue, etc., so that students can transfer pictures to their own exercise books.	
			Project Writing (1b) Present students with task 1(b) for their essay and ask them to start (they should explain why they have chosen the image/icon for each yoga, in just 2-3 sentences) Circulate to assist	10 mins		
			Plenary Ask students share their work so far (<i>see right-hand column</i>).	5 mins		

Session	Learning Objectives	Teaching Focus & Possible Content	Sample Lesson Plan and Learning Experiences	Resources	Consolidation and Evaluation
6b	<p>Synthesise, summarise and evaluate what they have learned.</p> <p>Specifically, students should be able to: (2) Evaluate scriptural verses or quotations about which – if any – is the highest yoga.</p> <p>(3) Demonstrate an understanding of the practices linked to bhakti-yoga</p>		<p>Starter: Display four verses from the Gita (see Teacher Resource 7.6.6b) and ask students which yoga or 'path' each relates to.</p> <p>Project Writing (2) Hand students copies of relevant verses from the Bhagavad-gita, perhaps using Exercise Sheet 7.5.6b Ask student to complete Task 2 for their projects i.e. identify which yoga Krishna suggests in the highest. Circulate to assist</p> <p>Project Writing (3) Ask students to complete Task 3, answering the four questions related to Bhakti yoga, as written in Exercise Sheet 7.5.6a Specify that those who finish early should complete the fifth, extension question. Circulate to assist</p> <p>Plenary: "Car Park Session" Give opportunity for students to articulate/express any questions or challenges they are having re; their progress over this week (see right-hand column) so that you might provide guidance next lesson.</p>	<p>2 mins</p> <p>PowerPoint 7.5.6</p> <p>15 mins</p> <p>Teacher Resource 7.5.5b "Quotes on the Four Yogas"</p> <p>20 mins</p> <p>Exercise Sheet 7.5.6a Project Specifications: "The Four Yogas"</p> <p>Exercise Sheet 7.5.6b Quotes: "The Best Yoga".</p> <p>2 mins</p>	<p><u>Extension Question:</u> What does 'yukta-vairagya' mean in your own words?</p> <p><u>Evaluation/Plenary</u> Ask class if any student has a question (related to this week's assessment, he or she should write it on the "Car Park" Sheet as they leave the classroom with their name. Mention that you'll take out the questions and answer them next lesson (usually individually, as the project work continues).</p>

Session	Learning Objectives	Teaching Focus & Possible Content	Sample Lesson Plan and Learning Experiences	Resources	Consolidation and Evaluation
6c	<p>Synthesise, summarise and evaluate what they have learned</p> <p>Specifically:, (4) Evaluate the role of love in <u>one</u> world religion</p> <p>(5) Write a poem entitled "The Best Love" (summarising much of what they have learned on the different types of love and the various meanings of the word).</p> <p>(6) Assess themselves as to which yoga they prefer, and demonstrate activities/practices associated with it.</p>		<p>Starter: 3 mins Display symbols for the six main world religions and ask students to name them. Pose an extension question (<i>see right-hand column</i>).</p> <p>Project Writing (4) 15 mins Ask students to start Task 4 of their projects (based on questions about one world religion, as they select). Circulate to assist</p> <p>Project Writing (5) 7 mins Present students with Task 5 for their essay i.e. to finish off their poems called "The Best Love".</p> <p>Plenary (Mime Exercise and Poetry Reading) 15 mins Display signs bearing the names of the four yogas³³ (and 'dispositions') and ask students to congregate under the one that they now prefer.³⁴ Each group in turn should mime what their yoga is all about (give 30 seconds to prepare, 30 seconds to enact). Ask one or two members of the bhakti group to read out his or her poem on "The Best Love". Set homework for the holidays Display a poem or quote on love according to the Chaitanya Vaishnava tradition.</p>	<p>PowerPoint 7.4.6</p> <p>Exercise Sheet 7.5.6a Project Specifications: "The Four Yogas"</p>	<p><u>Extension Questions:</u> Write down the names of one or two other faiths (i.e. besides the main six).</p> <p><u>Evaluation/Plenary</u> Mime exercise on four yogas and reading out loud poems on love (<i>see main column for details</i>).</p> <p><u>Holiday Homework:</u> Ask student to write down the names of the main characters in the Ramayana. They should list at least eight. Next to three names, they should write a few words about that person. Students who wish - or are behind - may finish off their projects.</p>

Detailed Information/Guidelines

Lesson 1(a):

¹ These might be called 'natures', and the teacher may choose to give them apt names, such as:

1. Active
2. Studious
3. Introspective
4. Loving

Lesson 1(b):

² It important here to explore the dispositions associated with the four yoga before trying to understand the yogas themselves. The teacher may need to find alternative words for 'disposition'.

³ The word fruit is significant, as it indicates 'a result which one relishes; karma yoga means 'acting without trying to enjoy the results' (it does not mean that one fails to consider the consequences).

Lesson 1(c):

⁴ Though the teacher might need to differentiate 'distraction' from 'appropriate recreation'

Lesson 2(a):

⁵ The teacher might mention yet again that when we use the words 'yoga' and 'yogi', they usually refer to this type of yoga (i.e. meditational preceded by physical exercises).

⁶ Be careful as some video will be explicit (i.e. in terms of naked sadhus).

⁷ Students might adopt a yogic position (e.g. lotus pose) according to their respective abilities

⁸ For example, Bhagavad-gita verse 6.19 (it may require some editing for this age group, depending on the edition used)

Lesson 2(b):

⁹ An alternative or additional analogy would be to use pictures of a bank robber followed by a cartoon of someone walking past a bank and saying that he has renounced it. The idea here is that we cannot steal someone else's property, but equally we cannot renounce it! Overall, the educational purpose here is to convey the idea that both (1) using things for our selfish ends (b) dry renunciation are unsatisfactory.

¹⁰ This might be omitted; however, it is a useful framework that student should cover somewhere in Year 7.

Lesson 2(c):

¹¹ A preliminary question for less-able students' might be: "Choose the yoga you prefer. Write down the name in the Sanskrit and English, and list a few related words."

¹² Please also see:

<http://hinduism.iskcon.org/practice/>

<http://www.sivananda.org/teachings/fourpaths.html#karma>

<https://in.answers.yahoo.com/question/index?qid=20110910053549AAmy8pS>

Lesson 3(b):

¹³ The teacher may wish to mention how bhakti is not simply emotion but involves critical thought, as usually associated with Jnana-yoga and as evident in this lesson.

¹⁴ 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.

Lesson 3(c):

¹⁵ This is best done by collating answers during previous sessions of the same lesson.

¹⁶ 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.

¹⁷ Naturally, be careful about engaging any non-Hindus in what may be considered an act of Hindu worship.

Lesson 4(a):

¹⁸ Also, you might mention how the five elements come from Sankhya (which is linked closely to Astanga-yoga).

¹⁹ There is popular misconception that being extrovert is preferably to being introvert.

²⁰ Many sets of beads may be needed

Lesson 4(b)

²¹ As the teacher may suggest or even specify

²² Also, how sound generates subsequent elements according to Sankhya philosophy. To make learning engaging, the teacher might also discuss the notion of a 'spell', somewhat connected to 'mantra'.

²³ For example, in determining the destination of the self (atman).

Lesson 4(c)

²⁴ This exercise may be conducted individually also.

Lesson 5(a)

²⁵ For example: "I love cycling", "Sunil feel in love with Sarah", "She just loved her new dress", "Christianity teaches about love of God"

²⁶ These categories may be helpful in the week's subsequent two lessons.

²⁷ The teacher can consolidate understanding the three categories much-used in Indian philosophy (especially Vedanta), namely; 1. Self 2. God 3. Matter

²⁸ There last three have been mentioned earlier in this Unit and correspond to three key Vaishnava concepts, namely: (1) yukta-vairagya (2) ahimsa (3) sadhu-sanga. In English these may be described as (1) stewardship (2) non-violence (3) keeping company with the pious.

Lesson 5(b)

²⁹ St, Francis would be someone whose views are well-aligned to the School's faith background.

³⁰ Or use other stories, quotes, examples, etc. from a Christian tradition - see also the recommended website on Christian beliefs about love.

³¹ The teacher will need to carefully word this question, which relates to inclusive and exclusive notions of God.

Lesson 5(a)

32 Be sensitive to the fact that many Muslims believe Sufism to be heretical

Lesson 6(c)

33 The four posters might read 1. busy-active 2. learned-studious 3. calm- meditative 4. caring-loving.

34 Students have already completed this during lesson 1a, but they may have changed their minds during the week. This exercise aims to ‘complete the circle’, to come back to where we started but with far better understanding.