



AVANTI SCHOOLS
TRUST

The Philosophy, Religion & Ethics Curriculum

Lesson Plans: Year 7, Term 6

“The Ramayana as an Expression of Bhakti”

Unit 7.6: The Ramayana as an Expression of Bhakti

Unit Description: (re-written)

Students extend their study of the four yogas through an in-depth exploration of Bhakti as portrayed in the Ramayana (which they have been reading over several months). They encounter Rupa Goswami's *rasa-theology* (rooted in aesthetics and the theory of drama) and conclude with a theatrical performance, either real or simulated. Rasa-theology is encountered in relation to not only traditional bhakti teachings, but also modern art forms, particularly film or as otherwise meaningful to students and their current knowledge and experience.

This theory of *rasa* is presented in relationship to *bhava* (emotion), and four other themes central to Chaitanya Vaishnavism, namely: 1. *Nama* (Name) 2. *Rupa* (Form) 3. *Guna* (Character) 4. *Lila* (Activities) - all of which help build the respective profiles of players within the cast.

Sandwiched between the theory of drama (as an introduction) and a practical performance (as a concluding event), the middle four weeks move through four successive stages* of the Ramayana story. The focus here is on key players, their respective relationships with Lord Rama; also any attendant virtues or vices; at the same time, students will discuss core themes relevant to themselves and contemporary society, with particular focus on the sustaining power of loving, personal relationships.

* These correspond to the following 'books within the Epic:

1. Book 2: 'Banishment from Ayodhya'
2. Book 3: 'Forest Life'
3. Books 4 and 5: 'The Monkey Kingdom' and 'The Lanka Episode'
4. Book 6 'Victory for Rama'

Unit Outcomes: (as in long-term plans but edited and extended)

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

- **Know and understand** foundational terms and concepts in drama theory, especially as they relate to the Chaitanya-Vaishnava notion of 'personhood'.
- **Know** and - through **analysis - understand** that devotees of Krishna (or one of his forms) exhibit a personal relationship with Him, as admirer, servant, friend, protector and lover.
- Through identifying and explaining key passages, **understand, analyse** and **evaluate** the different relationships between Lord Rama and key players in the story*.
- **Know** the story of the Ramayana, having **evaluated** and **analysed** the main characters.
- Can **evaluate** the relevance or redundancy of the Ramayana to themselves and contemporary society, especially in terms of (a) moral themes based on virtue (2) the sustaining power of loving relationships with a spiritual foundation.

* Including Sita, Lakshmana, Bharat, Dasharatha, Hanuman, and Ravana.

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	Define the word 'rasa' and list the 12 rasas of Chaitanya Vaishnavism.	This lesson and the next lay down the theoretical foundations for future learning i.e. the exploration of the Ramayana starting in Week 2.	<p>Starter: "Relationships" 5 mins</p> <p>Ask students to draw a mind-map (spider-diagram) or similar with themselves at the centre and showing their various relationships.</p>	<p>PowerPoint 7.6.1</p> <p>Worksheet 7.6.1a "Relationships in My Favourite Stories & Films "</p> <p>Resource 7.6.1a: "The 12 Rasas" (for teachers)</p> <p><u>Teacher Resources:</u> 'An Illustrated History of Hinduism", pages 56-57 http://www.bvml.org/SGK/09.html</p>	<p><u>Extension Tasks:</u> Ask students to identify specific emotions that people may feel in particular relationships in story/film (see Worksheet 7.6.1)</p> <p>Request students to also write down some names of the seven secondary rasas (in the evaluation and plenary)</p>
	Explore their own experiences of story to film to identify the types of relationship that are most appealing to them.		<p>Presentation: "Overview of the Unit" 5 mins</p> <p>Mention the name/purposes of the Unit, with mention of:</p> <ol style="list-style-type: none"> Loving relationships (also in relation to Bhakti-yoga). The links between Chaitanya's theology and the science of drama; the history of aesthetics e.g. taught by Bharata Muni Studying the Ramayana (to further understand bhakti and loving relationships e.g. between Rama and key figures Our tasks/roles based on preparing for either (1) a real-life theatrical performance (b) a hypothetical blockbuster film. 		
			<p>Pair/Individual Work: "Relationships in Story and Film" 10 mins</p> <p>Ask students to pair up and discuss their favourite stories/films. Ask students to discuss one or more relationships that they find especially attractive in these films</p> <p>Request students to complete the first task in Worksheet 7.6.1a (alternatively, students may write answers in their exercise books). Take feedback and discuss as needed/helpful.</p>		
			<p>Presentation with writing: The Twelve rasas 15 mins</p> <p>Concisely define 'rasa' and 'bhava'</p> <p>Present the 5 main rasas and the 7 secondary rasas</p> <p>Make links to student experiences (e.g. various genre of film, as mentioned in Resource 7.6.1a for teachers).</p> <p>Consolidate and contextualise learning by presenting one or two examples of relationships from the Ramayana (e.g. Hanuman as a devoted servant).</p>		
		<p>Consolidation/Plenary 5 mins</p> <p>Memorisation Exercise (<i>see right-hand column</i>)</p>		<p><u>Evaluation/Plenary</u></p> <p>Give students time to memorise the five primary rasas and subsequently m to write them down.</p>	

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1b	<p>Correctly identify the rasa that occurs in a particular story or film.</p> <p>Also identify, name and mimic corresponding emotions and conduct.</p>	<p>There may be some attention given here to enhancing students' emotional literacy.</p>	<p>Starter Display pictures showing various rasas (relationships) and request students to identify and write down the name of each (in English).</p> <p>5 mins</p> <p>Presentation: "Rasa in Modern TV and Film" Show two to four clips from well-known films, and explore the corresponding <i>rasas</i> (and some attendant emotions). After each, discuss as needed. Show one clip from a film version of the Ramayana (or other devotional story), and similarly explore the specific sentiments.</p> <p>15 mins</p> <p>Group Exercise (Story from the Ramayana) Divide class into groups Either : (a) Hand each one a printed story (or part of a story) from Book 1 of the Ramayana or show a corresponding video clip Ask students to identify and write down: 1. The rasa (or rasas) involved 2. Any emotions connected to this story or section of the text. 3. Answers to an extension question (<i>see right-hand column</i>).</p> <p>Circulate to check students are happily and constructively on-task. Take oral feedback, optionally writing down: (a) the names of some identified emotions (b) words conveying the characteristics of the various players (e.g. values, virtues or vices).</p> <p>10 mins</p> <p>Plenary/Consolidation Perform a mime-exercise (<i>see right-hand column</i>).</p> <p>9 mins</p>	<p>PowerPoint 7.6.1</p> <p>Exercise Sheet 7.6.1b (2) "The Twelve Rasas"</p> <p><u>Teacher Resources:</u> 'An Illustrated History of Hinduism', pages 56-57</p> <p><u>Video Clips:</u> https://www.youtube.com/watch?v=rAM9x_GF9VY</p>	<p><u>Extension Work:</u> 1. <u>Starter:</u> able students should also write down corresponding Sanskrit names</p> <p>2. <u>Individual Exercise</u> Students to also note down some of the qualities of the characters in the story.</p> <p><u>Evaluation/Plenary</u> Ask pairs of students to prepare short mimes on one rasa as allocated to them (with some attention to emotion and facial expression): then, to perform before class, which guesses which rasa each pair portrays.</p>

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1c	<p>Identify their own strengths and dispositions to select roles and tasks linked to the ongoing project for this Unit</p> <p>List the main sections (books) comprising the Ramayana</p> <p>Present a concise summary of the first book (dealing with Rama's early years, childhood and youth).</p>	<p>The purpose of this first exercise is largely to promote:</p> <p>(1) differentiation (2) heartfelt engagement with the topic (linking it to students' contemporary experience and possible career aspiration).</p> <p>The second half of the lesson aims to familiarise students with the broad plot and structure of the Ramayana story, and bring them to the point of having adequate knowledge for studying Book Two</p>	<p>Starter: "The Film Industry" Display images and ask students to write down some of the corresponding jobs/careers connected to making a film</p> <p>Allocation of Roles List the various roles that students can take in the hypothetical prediction of a Hollywood film version of the Ramayana Explain each briefly as needed¹ Ask students to complete Worksheet 7.4.1c, identifying their top three favourite roles (in order of priority).² Circulate to help, as needed. Collect in the completed worksheets, and announce that role cards will be circulated at the start of next week.</p> <p>Audio-Visual Presentation Hand out Exercise Sheet 7.6.1c (ensure students keep these, perhaps by pasting in their exercise books) Show a concise overview of the entire Ramayana³ Ask students to write down the names of the six/seven books; relate these to the next four weeks of study Through audio-visual (or recitation), run through (a concise overview of) the first book of the Ramayana, dealing with Rama's boyhood and youth (and preparing the stage for next week's episode, in which Rama is banished to the forest, as told in Book 2).</p> <p>Plenary/Consolidation: "Episodes in the Ramayana" Ask students to complete worksheet (<i>see right-hand column</i>)</p>	<p>5 mins</p> <p>15 mins</p> <p>10 mins</p> <p>10 mins</p>	<p>PowerPoint 7.6.1</p> <p>Worksheet 7.6.1c (1) "My Roles in Producing the Ramayana"</p> <p>Resource 7.6.1c: "Overview of the Ramayana"</p> <p>Worksheet 7.6.1c (2) "Episodes in the Ramayana"</p> <p>Exercise Sheet 7.6.1c "Student Overview of the Ramayana"</p> <p><u>Video Clips:</u> https://www.youtube.com/watch?v=UA2BYSivPXA https://www.youtube.com/watch?v=rAM9x_GF9VY</p>	<p><u>Extension Questions:</u> Students might:</p> <ol style="list-style-type: none"> Name the seventh book of the Ramayana Find out/explain why it is often not included in the retelling of the story. <p><u>Evaluation/Plenary</u> Complete Worksheet 7.6.1c (2), writing down the names of the first six books of the Ramayana. Ask them to share answers and discuss as needed. (These episodes form a brief/structure for the hypothetical movie).</p> <p><u>Weekly Homework:</u> Ask students to find out about the author of the Ramayana and its history.⁴</p>

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2a	<p>Ascertain the main characters involved in Rama's exile, and their corresponding names, forms, relationships, etc.</p> <p>Write a character profile for either Manthara or Kaikeyi</p>	<p>For this week, we concentrate on <u>names and forms</u> (appearance, costume, etc.)</p> <p>The content focus for this week is <u>Book 2</u>.</p> <p>The episodes covered this unit are:</p> <ol style="list-style-type: none"> 1. Manthara's poisoning the mind of Queen Kaikeyi (main story) 2. Kaikeyi insists of the boon from her husband (very concisely). 3. Rama's leaving for the forest 	<p>Starter</p> <p>Using visual prompts, ask students to write down the names of the key characters in the Ramayana story (alternatively, use a word search exercise – see Worksheet 7.6.2a (1).</p> <p>Stress how it's important to know the key characters and the main events in the Ramayana story.</p> <p>Mention Valmiki as author of Ramayana (and check homework).</p>	5 mins	<p>PowerPoint 7.6.2</p> <p>Exercise Sheet 7.6.2a</p> <p>"Film Production Role Cards"</p> <p>(You will need 2 for each student)</p> <p>Worksheet 7.6.2a (1)</p> <p>Word-search: "Main Characters in the Ramayana"</p> <p>Worksheet 7.6.2a (2)</p> <p>"Writing a Character Profile"</p> <p>Resource Sheet 7.6.2a</p> <p>"The Story of Manthara and Kaikeyi"</p>	<p><u>Extension Questions:</u></p> <p>Starter: If students finish early, they may also write down the names of some key places (locations) in the Ramayana story.</p>
			<p>Preparatory Session: Allocating Role Cards</p> <p>Break class into pairs, and hand out Role Cards (Exercise Sheet 7.6.2c).</p> <p>Debrief and discuss, as needed or useful.</p>	5 mins		<p><u>Evaluation/Plenary</u></p> <p>Ask the 'casting directors' to share what they have completed as a character profile suggesting that they might complete more. You might display a sample completed Worksheet 7.6.2a.</p>
			<p>Story-telling: "The Banishment of Rama"</p> <p>Present a concise summary of the story so far, bringing all students up-to date.</p> <p>Present the story of Rama's banishment, the first part only i.e. Manthara poisoning the mind of Kaikeyi (through video, reading, visual stills with commentary, etc., as appropriate).</p> <p>Inform students that we'll continue the story-line in the next lesson</p>	13 mins		
			<p>Individual Tasks: "Writing a Character Profile"</p> <p>Present some of six parts of a character profile, namely:</p> <ol style="list-style-type: none"> 1. Name, 2. Form, 3. Character, 4. Actions, 5. Emotions, and 6. Relationships (linking this to previous learning⁵ and possibly displaying these six on the wall for future reference) <p>Ask students to begin writing a Character Profile for at least one character so far encountered e.g. Manthara using Worksheet 7.6.2a</p>	12 mins		
<p>Plenary/Consolidation:"</p> <p>Ask students to share answers, according to their respective roles (see right-hand column.)</p>	5 mins					

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2b	<p>Evaluate Manthara's conduct and character, and the quality of her service.</p> <p>Ascertain the consequences of gossip ways to avoid it (such as keeping right company).</p> <p>Explore who was responsible for Rama's exile, understanding that events often have a number of converging causes</p>		<p>Starter: "Words Related to Gossip" 5 mins Ask students to connect key words to their respective meanings using Worksheet 7.6.2b (as relates to one of the week's main themes, namely 'gossip and rumour').</p> <p>Group Work: "The Results of Gossip and Betrayal" 20 mins Briskly continue the story, narrating Kaikeyi's demands upon her husband, Dasharatha – and his response (as show the consequences of malicious gossip). (4-5 mins) Break class into 6 groups i.e. of 4-6 students Request students to answer questions on the story of Manthara and Kaikeyi - and the Kaikeyi's demands upon her husband. Allocate to each group just <u>two</u> questions - <u>one</u> main question plus <u>one</u> extension question (see Exercise Sheet 7.6.2b) Explain/clarify task (students to discuss and write down answers). Ask students to start and circulate to help as needed. Take responses to the three main questions, and consolidate, challenge or enhance the responses to ensure sound learning. Similarly, discuss any responses to the three extension questions.</p> <p>"Film Project Tasks" 10 mins Ask students to continue working on their hypothetical film tasks based the story of Kaikeyi and Manthara (and the subsequent scene). Ask students to concentrate on how the characters look or are physically portrayed (posture, costumes, facial features, etc.) Circulate to ensure students are on task, according to their respective roles.</p> <p>Plenary/Consolidation 5 mins Ask students to share their work, according to their respective roles (<i>see right-hand column.</i>)</p>	<p>PowerPoint 7.6.2</p> <p>Worksheet 7.6.2b "Words Related to Gossip"</p> <p>Resource Sheet 7.6.2a "The Story of Manthara and Kaikeyi"</p> <p>Exercise Sheet 7.6.2b Questions: "The events leading up to Rama's exile"</p>	<p><u>Extension Activities:</u> Ask students to identify another story, religious or secular (e.g. in film) about gossip and betrayal.</p> <p><u>Evaluation/Plenary</u> They will include: 1. the costume designer 2. The make-up artist with a view to further exploring the players and delving into their respective roles, natures, etc. , as these are, in this case, expressed externally through dress, posture, facial expressions and so on.</p>

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2c	<p>Ascertain the main characters involved in Rama's exile, and their corresponding relationships, emotions, etc.</p> <p>Ascertain the consequences of gossip and the importance of keeping the right company.</p> <p>Contrast the virtue of loyalty with the vice of betrayal</p> <p>Begin to explore the character of Lord Rama</p>		<p>Starter: "Words Linked to Exile" 4 mins</p> <p>Ask students to write down the meaning of certain words or phrases connected to exile, banishment, etc. (possibly including some terms relevant to the contemporary world, such as 'migrants', 'immigrants' and 'asylum seekers').</p> <p>Story-telling: "Rama hears the news and leaves home" 13 mins</p> <p>Through story, or video concisely retell the story of how:</p> <p style="padding-left: 40px;">(a) Rama received the news of his father's request</p> <p style="padding-left: 40px;">(b) how Sita and Lakshmana responded (and decided to follow Rama to the forest).</p> <p>Discuss, comparing and contrasting (a) Sita's love (b) Manthara's 'loyalty' and affection (perhaps reflecting on previous discussions on 'false love' and 'real love').</p> <p>"Film Project Tasks" 13 mins</p> <p>Ask students to continue working on their film-production tasks based on Book 2 of the Ramayana.</p> <p>Circulate and help, especially the students who might take part in the plenary presentations</p> <p>Plenary/Consolidation 10 mins</p> <p>Ask carefully-chosen students to share their work, according to their respective roles (<i>see right-hand column.</i>)</p>	<p>PowerPoint 7.6.2</p> <p>Resource Sheet 7.6.2c</p> <p>Story: "Rama requested to go into Exile."</p>	<p><u>Extension Activities:</u></p> <p>Students compare/evaluate Manthara's service with that of Sita.</p> <p><u>Evaluation/Plenary</u></p> <p>Perform a short dramatic performance, involving:</p> <ol style="list-style-type: none"> 1. One 'script writer' 2. Two 'actors', playing Manthara and Kaikeyi respectively. <p>This should involve at least a reading of the dialogue by the two actors</p> <p><u>Weekly Homework:</u></p> <p>Students should:</p> <ol style="list-style-type: none"> 1. Optionally, work more on their project (role) tasks 2. Prepare for next week, by reading story of Surpanakha.

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3a	<p>Identify and list words connected to hasya (comedy) and re-tell one story that exemplifies this rasa.</p> <p>Identify emotions in the story of Surpanakha.</p>	<p>For this week, we concentrate on bhava (<u>emotions</u>) as can enhance emotional literacy.</p> <p>The content focus for this week is <u>Book 3</u>.</p>	<p>Starter Visually display some examples of 'hasya-rasa' and ask students to write down as many words as they can think of related to comedy.⁶ Subsequently – and optionally - display a list of words (to which students can compare their own answers)</p> <p>Story-Telling: "Early Exile and Meeting Surpanakha" Conclude very briskly Book 2 of the Ramayana and read the opening sections of Book 3 (e.g. through teacher reading, with enactment, displayed illustrations, etc.) (5 mins) Present (video, audio, reading, etc.) the story of Surpanakha as an example of the hasya rasa (exchanged between Rama and his brother) and as a key event in the Ramayana story. Highlight some of the other emotions felt by the main characters (15 mins)</p> <p>Pair or Group Exercise: "Identifying Emotions" Ask students to identify some of the feelings/emotions experienced by the four main players in this part of the story and to answer, if they can, the extension questions (preferably by handing out copies of Exercise Sheet 7.6.3a). Debrief and further discuss, as useful or needed</p> <p>Plenary Ask carefully-chosen students to share their work, according to their respective roles (<i>see right-hand column.</i>)</p>	<p>5 mins</p> <p>PowerPoint 7.6.3</p> <p>Exercise Sheet 7.6.3a "Emotions in the Story of Surpanakha"</p> <p>Laptops and speakers To help some students choose and later play musical clips</p> <p>Resource Sheet 7.6.3a(1) "The Story of Surpanakha"</p> <p>Resource Sheet 7.6.3a(2) "Images of Surpanakha"</p> <p>Teacher Resource: On Surpanakha with useful pictures: http://www.speakingtreetree.in/blog/the-real-story-of-surpanakha</p>	<p><u>Extension Activities:</u> Ask students: How do you feel about what Lakshmana did to Surpanakha? Was it right?"</p> <p><u>Evaluation/Plenary</u> Have students share their work, especially 1. The Music Directors who should say what music he/she has chosen and why. Its even better if they play some, as corresponds to the mood of each part of the story.</p>

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3b	<p>Identify emotions in the story of Sita's kidnap.</p> <p>Explain the role of emotions in human life, especially in influencing how we make decisions</p>		<p>Starter 3 mins</p> <p>Display images of human faces and ask students to write down or draw the corresponding emotions; also, set an extension task (see right-hand column).</p>	<p>PowerPoint 7.6.3</p> <p>Exercise Sheet 7.6.3b "Emotions during the Kidnap Scene""</p> <p>Resource Sheet 7.6.3b "Ravana Kidnaps Sita"</p>	<p><u>Extension Activities:</u></p> <p>Starter: Identify colours associated with (or as help to convey) different emotions.⁸</p> <p><u>Evaluation/Plenary</u></p> <p>Have students share their work, especially the:</p> <p>1. The song-writer and choreographer (especially expressing some of the emotions experienced by the lead players in this story)</p>
			<p>Story-telling: "Ravana Kidnaps Sita" 15 mins</p> <p>Brief students what to look out for in the forthcoming story</p> <p>Retell (using an apt method?) the story of the kidnap of Sita, with ample focus on the scene in which Lakshmana refuses to leave Sita (suspicious of a trick), and his subsequent decision to leave Sita after first drawing a 'line of protection'.</p>		
			<p>Pair Work: "Emotions in the Story" 10 mins</p> <p>Ask students pair up</p> <p>Ask each pair to identify and write down the emotions involved in this story, especially as they prompted the key characters to act and to make life-changing decisions.</p> <p>(For examples, please consult or directly use Exercise Sheet 7.6.3b. Consider allocating only select - and different - questions to each pair, especially if time is short.)</p>		
			<p>"Film Project Tasks" 10 mins</p> <p>Ask students to continue working on their film-production tasks based on Book 3 of the Ramayana (keeping in mind what they have learned about the various displays of emotion.)</p> <p>Particularly give attention to the students preparing for the forthcoming plenary</p>		
			<p>Plenary 7 mins</p> <p>Ask carefully-chosen students to share their work, according to their respective roles (<i>see right-hand column.</i>)</p>		

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3c	<p>Explain the traits of a good leader.</p> <p>Specifically, compare Rama’s character with that of Ravana.</p> <p>Evaluate the role in decision-making of (a) positive emotions (b) being thoughtful (and restraining some impulses).</p>		<p>Starter 5 mins</p> <p>Show successive pictures of famous leaders and ask students to write down some of the qualities they share</p> <p>Remind students of how Ravana disguised himself as holy man (a type of leader).</p> <p>Whole Class Discussion 12 mins</p> <p>Hand our copies of Exercise Sheet 7.6.3c), and ask students to complete</p> <p>Consolidate learning, with stress on:</p> <ol style="list-style-type: none"> (1) Positive and challenging emotions (2) The need to think through decisions, and not act solely on emotional impulse (3) Differences (and similarities) between Rama and Ravana. <p>“Film Project Tasks” 15 min</p> <p>Ask students to complete their project work based on the subject of Sita’s kidnap – with some focus on the emotions (and other characteristics) of the main characters.</p> <p>Conclusion/Plenary 8 mins</p> <p>Quickly recount the final part of Book 3 of the Ramayana (2 mins).</p> <p>Ask carefully-chosen students to share their work, according to their respective roles (<i>see right-hand column.</i>)</p>	<p>PowerPoint 7.6.3</p> <p>Exercise Sheet</p> <p>Worksheet 7.6.3 “The Traits of Good Leader”</p>	<p><u>Extension Activities:</u></p> <p>Ask: Do people tend to follow their emotions? Is this good? What examples are in the kidnap scene?</p> <p><u>Evaluation/Plenary</u></p> <p>Have students share their work, especially the:</p> <ol style="list-style-type: none"> 1. The actors <p>Ask students to express emotions experienced by the lead players in this story, using both facial expression and gesture.</p> <p><u>Weekly Homework:</u></p> <p>Students should:</p> <ol style="list-style-type: none"> 1. Students to work more on their project (role) tasks

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4a	Identify values in the Ramayana that correspond to School values.	For this week, we concentrate on <u>values</u> , vice and virtue, and character	Starter: "The School's Six Values" Ask students to write down the six values of the School. Set also an extension question (<i>see right-hand column</i>) Mention that this we focus on two characters, namely Sita and Hanuman	5 mins	PowerPoint 7.6.4 Resource Sheet 7.6.4a Story: "Hanuman Finds Sita"	<u>Extension Activities:</u> <u>Starter:</u> Ask the question: "Which of these six is Hanuman well-known for?" <u>Written Exercise:</u> What can we learn from Sita or Hanuman that is relevant to our own lives?"
	Identify, analyse and evaluate specific personal qualities in Sita and Hanuman.	Possibly include, courage, strength, devotion and perseverance, with focus on the warrior. The content focus for this week is <u>Book 4</u> .	Initial Story Concisely narrate/depict the Ramayana story starting with Book 4 and concluding with the Monkey army, assembled at Cape Comorin, getting a tip-off from Jatayu's brother called 'Sampati'. Ask students to think about their forthcoming tasks when hearing the next story.	10 mins		<u>Evaluation/Plenary</u> <u>Evaluation/Plenary</u> Have students share their work, especially the:
		Touch on both the inner and outer lives (e.g. Hanuman having Rama and Sita within his heart, yet being active in the world. With reference to the modern world e.g. by asking "Is Sita's example relevant or redundant?"	Story-telling: "Hanuman Finds Sita" Narrate the story, using an appropriate mode of telling. Possibly include (1) Hanuman leaping over the ocean (2) His search for Sita (3) Sita's scolding Ravana (4) Sita receives Rama's ring from Hanuman	15 mins		1. The prop manager 2. The make-up artist (especially is considering how these may express the qualities of Sita and Hanuman)
			Written Exercise Ask students to reflect on the story, and answer two questions: 1. "What qualities (values/virtues) does Hanuman display?" 2. "What qualities (values/virtues) does Sita display?" Also set an extension question (<i>see right-hand column</i>)	8 mins		
			Consolidation/Plenary Ask students to share experiences (<i>see right-hand column</i>).	2 mins		

Session	Learning Objectives	Teaching Focus & Possible Content	Sample Lesson Plan and Learning Experiences	Resources	Consolidation and Evaluation	
4b	Identify, analyse and evaluate specific personal qualities require of warriors, and how Hanuman exemplified these.	Possibly include, courage, strength, devotion, and perseverance.	<p>Starter: "The Warrior" 5 mins</p> <p>Showing an image of soldiers or warriors (preferably from some well-known films or plays); ask students to write down words some of the qualities he or she should have to be successful.</p> <p>Debrief, showing a few key word and their meanings.</p>	<p>PowerPoint 7.6.4</p> <p>Exercise Sheet 7.6.4b</p> <p>Cards: "Body Language Mimes"</p>	<p><u>Extension Activities:</u></p> <p>Ask question: "Sometimes we fight out of pride, greed or fear. Can fighting be a sign of humility?" Give reasons for your answers.</p>	
	Understand and demonstrate how values can be demonstrated through body language and expression, especially as related to courage and similar virtues.	Possibly include negative traits, as demonstrated by Ravana.	<p>Story-telling: "Hanuman Sets Alight Lanka" 15 mins</p> <p>Narrate the story, using an appropriate mode of telling.</p> <p>Possibly include:</p> <ol style="list-style-type: none"> (1) Hanuman uproots the ashoka grove and kills hundreds of demons, including some of Ravana's sons (2) The capture of Hanuman by Indrajit (3) Hanuman escapes and burns down Lanka 			<p>Resource Sheet 7.6.4b</p> <p>"Hanuman Burns Down Lanka"</p>
			<p>Group Work "Body Language" 15 mins</p> <p>Break students into groups of 4 or 5</p> <p>Ask students to adopt warrior poses⁹ (including the yoga posture by that name) and reflect on their feelings.</p> <p>Optionally, show a short clip from a film showing such warrior virtues (e.g. Henry V).</p> <p>Hand each a card with the name of a particular virtue, as linked to Hanuman or warriors in general (see Exercise Sheet 7.6.4b)</p> <p>Ask each group to prepare for a mime exercise in which the entire group (or one member) will come forward and mime (i.e. using posture, gesture and facial expression).</p>			<p><u>Evaluation/Plenary</u></p> <p>Ask students, to come forward to perform their mimes. The whole class can guess which particular virtue each mime tries to depict.</p>
			<p>Plenary "Mimes showing Vices and Virtues" 7 mins</p> <p>Ask specific students to share what they learned (see right-hand column).</p>			

Session	Learning Objectives	Teaching Focus & Possible Content	Sample Lesson Plan and Learning Experiences	Resources	Consolidation and Evaluation
4c	<p>Identify, analyse and evaluate the specific personal qualities typically associated with a princess</p> <p>Further explore and evaluate Sita's character, and example.</p> <p>Further grasp and demonstrate how values can be demonstrated through body language and expression, especially as related to:</p> <ol style="list-style-type: none"> 1. A princess 2. The quality of speech. 	<p>Possibly include, courage, strength, devotion and perseverance.</p> <p>Touch on both the inner and outer lives (e.g. Hanuman having Rama and Sita within his heart, yet being active in the world.</p> <p>With reference to the modern world e.g. by asking "Is Sita's example relevant or redundant?"</p>	<p>Starter "The Princess" 3 mins</p> <p>Display images of famous princesses. Ask students to write down some of the virtues of a princess. Ask the to consider posture and dress, but specifically something on how she talks</p> <p>Pair Work: The Qualities of Sita as a Princess" 12 mins</p> <p>Request students to get into pairs</p> <p>Ask students, "What do you like about Sita?" ("Please discuss and even jot down a few answers2)</p> <p>Take contributions and jot down a few virtues on the whiteboard, including something on how a princess (including Sita) speaks.</p> <p>As appropriate, link this to theatrical skills (and how the way a person speaks says much about her).</p> <p>Optionally, show a short film clip of a princess, demonstrating certain qualities and modes of speech</p> <p>"Film Project Tasks" 20 mins</p> <p>Ask students to continue their project work based on either of two stories:</p> <ol style="list-style-type: none"> (1) Hanuman finds Sita (2) Hanuman burns down Lanka <p>(The focus here should be on character - personal values, qualities, etc. For some roles, you might allocate or suggest specific tasks, especially those likely to actively participate in the plenary).</p> <p>Circulate to help as needed, giving special attention to those who might take part in the plenary sharing session (<i>see right-hand column</i>).</p> <p>Plenary 5 mins</p> <p>Ask specific students to share what they learned (<i>see right-hand column</i>).</p> <p>Give students their homework (hand out Exercise Sheet 7.6.4c)</p>	<p>PowerPoint 7.6.4</p> <p>Exercise Sheet 7.6.4c</p> <p>Homework: "Preparation for the Bridge to Lanka Play".</p>	<p><u>Extension Activities:</u></p> <p><u>Evaluation/Plenary</u></p> <p><u>Evaluation/Plenary</u></p> <p>Students to share their project work, including:</p> <ol style="list-style-type: none"> 1. One or more 'stunt men' 2. The 'set designer' (who may also be an expert in pyrotechnics!) 3. The 'actors', showing how to speak like: <ol style="list-style-type: none"> (a) a princess (b) a warrior <p><u>Weekly Homework:</u></p> <p>Students should:</p> <ol style="list-style-type: none"> 1. Optionally, work more on their project (role) tasks 2. Prepare for next week, with special focus on 'building the Bridge to Lanka' (see Exercise Sheet 7.6.4c)

Session	Learning Objectives	Teaching Focus & Possible Content	Sample Lesson Plan and Learning Experiences	Resources	Consolidation and Evaluation
5a	<p>Ascertain the character of Vibhishana, and the significance of his defection.</p> <p>Understand Rama's integrity and generosity as a leader (his promise to protect all who just once surrender to him.)</p> <p>Begin to evaluate the 'nature versus nurture' debate (as linked to caste, birth-right and the inclusive and universal nature of bhakti.)</p>	<p>For this week, we concentrate (briefly) on how we develop character.</p> <p>The content focus for this week is <u>Book 6</u>.</p>	<p>Starter: "Reading people's expressions" 5 mins</p> <p>Display 3-4 images of people (preferably actors in a play or film) with inserted 'thought-bubbles', Ask students to guess and write down possible thoughts and intentions.</p> <p>Mention that we are this week focusing on 'actions' and 'behaviour' as they reflect our character and our 'inner intentions'.</p> <p>Story-telling: "Vibhishana Joins Rama's Side" 10 mins</p> <p>Narrate the story <u>concisely</u>¹⁰, using an appropriate mode of telling. (Mention Vibhishana trying to convince his brother; his subsequent leaving; his hovering over the suspicious army announcing his defection; Rama's pledge to protect forever those who just once surrender to him; also Vibhishana's revealing secret information i.e. on the military defence installations in Lanka).</p> <p>Possibly use this as an opportunity to consolidate learning on body-language (so relevant to theatre and the story, in which Hanuman affirms that he sees no indications of deception in Vibhishana)</p> <p>Debate Exercise¹¹ 20 mins</p> <p>Divide class into four groups.</p> <p>Each group to appoint a 'debater'.</p> <p>Using Exercise Sheet 7.6.5a, ask each to help their debates prepare arguments to support or challenge one of two motions (stances).</p> <p>Run the first debate, on 'Motion 1'¹². Debrief. (5 mins)</p> <p>Run the second debate, on 'Motion 2'. Debrief. (5 mins)</p> <p>Consolidate, possibly by showing concluding that changing statement on the bhakti approach to loyalty and the caste system (or similar practices rigidly based on birth rather than individual merit).</p> <p>Plenary/Consolidation:" 5 mins</p> <p>Ask students to share answers, according to their respective roles (see right-hand column.)</p>	<p>PowerPoint 7.6.5</p> <p>Exercise Sheet 7.6.5a Cards: Debate on 'The Story of Vibhishana'.</p> <p>Resource Sheet 7.6.5a (1) "Vibhishana Joins Rama"</p> <p>Resource Sheet 7.6.5a (2) "Images of Vibhishana"</p>	<p><u>Extension Activities:</u> What here?</p> <p><u>Evaluation/Plenary</u> Actors and other students: Ask students to come up front and adopt the posture and facial expressions of: (a) a trickster, (deceptive person) (b) someone who is honest</p>

Session	Learning Objectives	Teaching Focus & Possible Content	Sample Lesson Plan and Learning Experiences	Resources	Consolidation and Evaluation
5b	<p>Ascertain the significance of the story, 'Building a Bridge to Lanka.' (e.g. with regard to co-operation and the significance of everyone's contribution, no matter how small.)</p> <p>Identify specific rasas, such as anger (Rama's at the ocean), wonder (the pontoon bridge) and ghastliness (vultures eating the corpses of demons).</p>	<p>The focus here is beginning to prepare for the short dramatic presentation in the subsequent lesson (Lesson 5c).</p>	<p>Starter: "Famous Bridges" 5 mins</p> <p>Display photographs and ask students to identify and write down the names of 3-5 five famous bridges (including some in famous films¹³).</p> <p>Present also the extension question</p> <p>Story-telling. "Building the Bridge to Lanka" 10 mins</p> <p>Retell the story briskly, using an appropriate method (such as the teacher re-telling whilst using stunning visual images).</p> <p>Briefly mention the ideal of 'co-operation' (and of devotees of Rama or Krishna serving not alone but together or in community).</p> <p>Preparation for Drama (1) 20 mins</p> <p>Break students into groups.</p> <p>Allocate roles for the drama in the next lesson (as far as possible according to their set film-production roles, but with some adjustment and more detail; see Exercise Sheet 7.6.5b)</p> <p>Announce your own role as director</p> <p>Ask students to begin preparation as you circulate to help.</p> <p>Plenary/Consolidation:" 5 mins</p> <p>Ask students to share answers to the extension questions, according to their respective long-term film-production roles (<i>see right-hand column.</i>)</p>	<p>PowerPoint 7.6.5</p> <p>Exercise Sheet 7.6.5b (1) Guidelines on the 'Bridge to Lanka' Performance"</p> <p>Exercise Sheet 7.6.5b (2) 'Characters and Costumes in the Ramayana'</p> <p>Resource Sheet 7.6.5b "Bridge to Lanka"</p>	<p><u>Extension Activities:</u></p> <p><u>Starter:</u> Pose two questions:</p> <ol style="list-style-type: none"> 1. Do you think the story of Ramayana is real or fiction? 2. "Is there any evidence of a bridge between India and Lanka?" <p><u>Evaluation/Plenary</u></p> <p>Have students share their work, especially the:</p> <ol style="list-style-type: none"> 1. The researcher He/she might let students know about possible historical evidence of a bridge from India to Lanka. 2. Set designer (what would <u>not</u> be in the scene, since it happened so long ago).¹⁴

Session	Learning Objectives	Teaching Focus & Possible Content	Sample Lesson Plan and Learning Experiences	Resources	Consolidation and Evaluation
5c	<p>To develop their expressive and performing skills, as reinforces previous learning objectives.</p> <p>Express specific rasas, such as <i>anger</i> (Rama's at the ocean) <i>wonder</i> (the pontoon bridge) and <i>ghastliness</i> (as linked to the hideous demons).</p>		<p>Starter 3 mins Ask students to make a note in writing of their specific roles in the forthcoming drama enactment; specifically, what they need to prepare in the next 10 minutes. Set an extension question (see right-hand column)</p> <p>Preparation for Drama (2) 10 mins Ask students to continue preparation for the short drama - as far as possible according to their specific roles (for more details, see Exercise Sheets 7.6.5b). The teacher might take the role of director, and co-ordinate the short production</p> <p>Enacting Story, "Building the Bridge to Lanka" 20 mins Enact dramatization of the story (or simply run a guided role-play) in three or four parts: (a) Vibhishana defects to join Ram's army (optional) (b) Rama asking the ocean to give way (and getting <u>angry</u>) (c) Building the bridge (and the <u>wonder</u> as stones floated) (d) Marching over the bridge towards Lanka (with a mood of <u>heroism</u>)</p> <p>Plenary/Consolidation 7 mins Facilitate the taking of a Group photo in costume (<i>see right hand column</i>) Allocate Homework, possibly handing out Exercise Sheet 7.6.5c.</p>	<p>PowerPoint 7.6.5</p> <p>Theatrical equipment: Masks, tails, weapons, helmets, blue saree (the sea), rocks, horns (for awaiting demons), etc.</p> <p>Worksheet 7.6.5c 'The Nine Processes of Bhakti'</p>	<p><u>Extension Activities:</u> Write down 2-3 words linked to 'team-work'</p> <p><u>Evaluation/Plenary</u> Ask the camera-person to take a group photo of all the players.</p> <p><u>Weekly Homework:</u> Ask students to do research into the 'Nine processes of Devotional Service" (see Worksheet 7.6.5c) Ask the 'reviewer' (film critic) to write a review for today's performance and bring it in next week.</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>Specifically:</p> <p>1. Answer generic questions (evaluating previous learning objectives, as listed above)</p>	<p>This <u>first lesson</u> evaluates students generically on this Unit (and helps consolidate learning).</p> <p>The <u>second lesson</u> evaluates the students according to their chosen or assigned roles; and helps them complete their respective projects.</p> <p>The <u>third lesson</u> provides students opportunity to share their work and learning.</p>	<p>Starter</p> <p>Display the nine processes of bhakti-yoga (as students studied in their previous homework).</p> <p>Ask students to identify which Ramayana character (in the story) demonstrates some of these processes (just 2 or 3 of them).</p> <p style="text-align: right;">3 mins</p>	<p>PowerPoint 7.6.6</p> <p>Exercise Sheet 7.6.6a Written Assessment: "Detailed Character Profile"</p> <p>Resource Sheet 7.6.6a (1) "Battle of Lanka"</p> <p>Resource Sheet 7.6.6a (2) "Sita's Trial by Fire"</p> <p>Resource Sheet 7.6.6a (3) "Rama and Sita Return in Triumph"</p>	<p><u>Extension Activities:</u> <u>Written Assessment</u></p> <p>Pose the question: "Which of the 12 rasas do you prefer, and why?"</p> <p><u>Evaluation/Plenary</u></p> <p>Select students who, so far, have had little chance to express themselves before the whole class. Ask them to come forward and share their answers to questions #1, #7 and - if they answered it - #8.</p>
			<p>Consolidation of Learning¹⁵</p> <p>Present an overview of the unit so far, and a preview of the week.</p> <p>Using still visuals, concisely run through the final three episodes of the Ramayana (which students might wish to cover in the final project work).</p> <p>These include:</p> <ul style="list-style-type: none"> (1) The Battle of Lanka (2) Sita's trial by fire (3) Rama and Sita return in triumph to Ayodhya <p>Mention the significance of Rama's return journey, on the Amavasya day (dark night of the Moon) to the festival of Diwali with its many divas (lamps).</p> <p style="text-align: right;">7 mins</p>		
			<p>Individual Work "Written Assessment"</p> <p>Ask students to answer the questions posed in Exercise Sheet 7.6.6a, complete with extension questions (<i>see right-hand column</i>); specify where they should write the answers (e.g. in their exercise books).</p> <p style="text-align: right;">25 mins</p>		
			<p>Plenary</p> <p>Ask students share their answers (<i>see right-hand column</i>).</p> <p style="text-align: right;">5 mins</p>		

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: 2. Complete their specific projects, based upon their role(s), also meeting the objectives for weeks 1 to 5.</p>	<p>This <u>second lesson</u> evaluates the students according to their chosen or assigned roles; and helps them complete their respective projects.</p>	<p>Starter: "Team Work" 5 mins</p> <p>Ask students to write down their answers to the question, "What is the most important job in producing a film (or a drama)?"</p> <p>Mention the idea that everyone is important (like the small squirrels helping build the bridge to Lanka) and that we can serve according to our likes and talents.</p> <p>Conclude with the principle that bhakti-yoga is based on free-will; we can choose our relationship with the Divine and how we serve him or her.</p> <p>Final "Film Project Tasks" 30 mins</p> <p>Announce to students that:</p> <p>(a) They will be handing in their best piece of work (which might consist of more than one item).</p> <p>(b) They can either finish off something they have already started, extend it, or begin something entirely new.</p> <p>Ask students to carry on and circulate to help, as needed.</p> <p>Give particular attention to any student participating in the plenary (<i>see right-hand column</i>).</p> <p>Plenary: "Sharing Project Work" 5 mins</p> <p>Ask carefully-chosen students to share their work, according to their respective roles (<i>see right-hand column</i>).</p>	<p>PowerPoint 7.6.6</p>	<p><u>Extension Question:</u> None specified</p> <p><u>Evaluation/Plenary</u> Ask students to present their work , especially:</p> <ol style="list-style-type: none"> 1. The reviewer (film critic) to present his or her review. 2. The promotion manager

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:</p> <p>3. Share the results of their respective projects, and assess their partner's work</p> <p>4. Evaluate the unit</p> <p>5. Express appreciation for other students and the teachers, and their gratitude.</p> <p>6. Identify and articulate the most memorable or impactful thing they have learned over the unit.</p>	<p>This <u>third lesson</u> provides students opportunity to share their work and learning; also to evaluate the unit and PRE for the entire year.</p> <p>It is useful to conclude with something on the sustaining power of loving relationships (e.g. in the family and in the School)</p>	<p>Starter: "My best Film-Project Work" 3 mins</p> <p>Ask students to look through their work and choose their favourite piece or pieces (as, most likely, will also be formally assessed).</p>	<p>PowerPoint 7.6.6</p> <p>Worksheet 7.6.6c "Evaluation of Unit 7.6 and Year 7"</p>	<p><u>Extension Questions:</u> None specified</p> <p><u>Evaluation/Plenary</u> Ask students to come up and express: (1) Their biggest learning (2) Their appreciation of their peers and their teachers (with thanks, as appropriate). The teacher to similarly thank everyone.</p> <p><u>Holiday Homework:</u></p>
			<p>Student Sharing: "My Project Work" 10 mins</p> <p>Ask students to pair up</p> <p>Ask then to take turns in sharing their project work</p> <p>Announce the half-time point after 5 minutes, so students can swap roles.</p>		
			<p>Peer Assessment 10 mins</p> <p>Ask students, in their pairs, to swap exercise books and to write an assessment in their partner's book in two sections:</p> <p style="padding-left: 40px;">(1) www ("what works well")</p> <p style="padding-left: 40px;">(2) ebi ("even better if")</p> <p>Circulate to assist</p>		
			<p>Student Evaluation (of Unit and Year) 10 mins</p> <p>Ask students to complete Worksheet 7.6.6c</p> <p>Circulate to assist.</p> <p>Request students to hand in their complete worksheets.</p>		
			<p>Plenary: "Expressing our Appreciation" 7 mins</p> <p>Appreciation exercise (<i>see right-hand column</i>)</p> <p>Conclude with displaying image of Rama and his associates with kirtan playing in background.</p>		

Guidelines for the Teacher

Lesson 1(c):

¹ To avoid misunderstanding; for example, many boys may wish to become stunt-men without understanding what it entails.

² You wish to add certain criteria, such as choosing two from the first 7 (1-7) and just one from the second seven (8-14).

³ This might be very simple, more appropriate for Primary level, but can at least briskly summarize the story.

⁴ Alternatively, ask them to read again the story of Manthara and Kaikeyi

Lesson 2(a):

⁵ These six are based on the four-fold Chaitanya Vaishnava categorization of 1. Nama (name) 2. Rupa (form) 3. Guna (qualities) 4: Lila (pastimes, or activities). These have been previously covered as ‘features of personhood’. Lila alludes to the notion of ‘divine drama’. We have added to these two key elements of drama theory, namely Rasa (specific sentiment or relationship) and Bhava (emotion). Although this framework may seem complex for Year 7, it makes the subject of ‘being a person’ easily accessible and meaningful; also, its centrality to Chaitanya theology makes it worthy of inclusion throughout the PRE Curriculum.

⁶ For example: smile, laugh, laughter, mirth, joke, tease, amuse, amusement, titter, cackle, snigger, giggle, howl (with laughter), funny, hilarious, side-splitting, comedy, comedian, satire, clown.

Lesson 3b

⁷ It is crucial to keep in mind what we convey in terms of the emotions felt by the characters, and the way in which emotion may determine our actions and our choices (which may be life-changing)

⁸ For example, yellow for joy, red for anger and black for grief.

Lesson 3c

Lesson 4b

⁹ The teacher might include the ‘Police Commander pose’ (hands behind back, back of one hand resting on the palm of the other)

Lesson 5a

¹⁰ Student should have studied this in some depth during their homework prior to this week.

¹² The ‘Motion 1’ Debate would best correspond to ‘Assessment Level 4’, and Motion 2 to ‘Assessment Level 5’.

Lesson 5b

¹³ Such as “Bridge over the River Kwai” or “Rise of the Planet of the Apes” (Golden Gate Bridge in San Francisco), “Sherlock Holmes” (Tower Bridge, London), “The 39 Steps” (Forth Rail Bridge in Scotland) and “Casino Royale” (Rialto Bridge in Venice).

¹⁴ These might include cars, rifles, and mobile phones, and so on.

Lesson 6a

¹⁵ It is essential that this does not over-extend time-wise, since students will definitely need the allocated 25 minutes for their evaluation exercise later on in the lesson.