Key Question: L2.8: What does it mean to be a Hindu in Britain today?

This investigation enables pupils to learn about key aspects of Hindu belief and worship. What RE calls 'Hinduism' is the diverse way of life, spiritual practices and beliefs of the Indian people. We are focusing on British Hindus, and there is great diversity in British Hindu tradition, as well as in ancient and modern Indian Hindu traditions. Hinduism is more appropriately called 'Sanatana Dharma' or 'eternal truth'. Increasingly the term 'Hindu dharma' is used instead of 'Hinduism'. We will find out some key Hindu beliefs, and how these are expressed in thoughts and actions. We will also think about being a Hindu in Britain today.

The investigation implements the **principal aim** of RE, which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

<table>
<tr><td>Step 1: Select a key question</td><td colspan="2">L2.8 What does it mean to be a Hindu in Britain Today?

Year group: Recommended Year 4

Strand: Living

Questions in this thread:
F5: Where do we belong?
1.7 What does it mean to belong to a faith community?
L2.7 What does it mean to be a Christian in Britain today?
U2.6 What does it meant to be a Muslim in Britain today?
3.8 What is good and what is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today?

Religions and worldviews: Hindus

Make sure that you can explain where this unit/question fits into key stage planning e.g. how it builds on previous learning in RE; what other subject areas it links to, if appropriate.</td></tr>
<tr><td>Step 2: Select learning outcomes</td><td colspan="2">• Use the learning outcomes from column 2 of the key question outlines on p.62
• Select learning outcomes appropriate for the age and ability of your pupils.
• Being clear about these outcomes will help you to decide what and how to teach.</td></tr>
<tr><td>Emerging</td><td>Expected</td><td>Exceeding</td></tr>
<tr><td>Identify and name examples of what Hindus have and do in their families and at mandir to show their faith (A3).

Ask good questions about what Hindus do to show their faith (B1).</td><td>Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1).

Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).

Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).

Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</td><td>Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught (B3).

Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences (C1).</td></tr>
</table>

Step 3: Select specific content	• Look at the suggested content for your key question, from column 3 in the unit outlines. • Select the best content (from here, or additional information from elsewhere) to help you to teach in an engaging way so that pupils achieve the learning outcomes. **This plan has selected the following content to exemplify the learning outcomes. Pupils will:** • Find out about how Hindus show their faith within their families. • Learn that Hindu dharma is incredibly diverse as a whole way of life rather than a set of beliefs. • What objects might you find in a Hindu's home and why? E.g. murtis, family shrine, statues and pictures of deities, puja tray including incense, fruit, bells, flowers, candles; some sacred texts such as the Bhagavad Gita, OM symbols. What kinds of things would Hindu families do during the week? Daily puja, blessing food, aarti ceremony, singing hymns, reading holy texts, visit the temple etc. Talk about which objects and actions are most important and why. What similarities and differences are there with the family values and home rituals of pupils in the class? • Explore Hindu ideas about the four aims of life (punusharthas) dharma: religious or moral duty; artha: economic development, providing for family and society by honest means; kama: regulated enjoyment of the pleasures and beauty of life; moksha: liberation from the cycle of birth and rebirth; reincarnation. • Explore Hindu ideas of karma – how actions bring good or bad karma. Find out how and why 'snakes and ladders' links with Hindu ideas of karma. • Explore what Hindus do to show their tradition within their faith communities. What do they do together and why? E.g. visiting the temple/mandir, performing rituals, including prayer, praise such as singing hymns/songs (bhajans), offerings before the murtis, sharing and receiving prashad (an apple or sweet) representing the grace of God; looking at Hindu iconography – how do the different images show the different characters and attributes of the deities? Ask some Hindu teenagers about how they show their faith. • Find out about some ways in which Hindus make a difference in the worldwide community. How does a Hindu way of life guide them in how they live? E.g. Mahatma Gandhi, Pandurang Shastri Athavale.

NOTE: This unit of work offers around 10-11 hours of classroom ideas. You need to select from it in order to achieve the learning outcomes set out in Step 2 above. Note that your selection of units as part of your long-term plan, and selection of content within units, need to enable a learning journey that makes sense to your pupils.

NOTE: RE Today is not responsible for content on external websites. Please do always check content before showing to pupils.
Links were active and correct at time of publication, but they do not always last.

<table>
<tr><td>Step 4: Assessment: write specific pupil outcomes</td><td colspan="2">• Turn the learning outcomes into pupil-friendly ‘I can’ or ‘You can’ statements.
• You might adapt these specific outcomes to form ‘I can’ statements (for pupil self-assessment), ‘You can’ statements (for teacher assessment), and ‘Can you…?’ statements (for next steps or challenge)
• Make the learning outcomes specific to the content you are teaching, to help you know just what it is that you want pupils to be able to understand and do as a result of their learning.
• These ‘I can’/’You can’ statements will help you to integrate assessment for learning within your teaching, so that there is no need to do a separate end of unit assessment.</td></tr>
<tr><td>Emerging</td><td>Expected</td><td>Exceeding</td></tr>
<tr><td>I can…
You can…
Can you…?

Identify and name examples of what Hindus have and do at mandir to show their faith (A3).

Identify and name what Hindus do during puja to show their faith (A3)

Identify and name examples of what Hindus have and do in their families to show their faith (A3).

Ask good questions about do at puja and how it shows Hindu faith (B1).</td><td>I can…
You can…
Can you…?

Describe puja and how it shows Hindu faith (A1)

Make connections with some Hindu beliefs and teachings about aims and duties in life (A1).

Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).

Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).

Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).

Describe how the life of Gandhi shows Hindu beliefs in action (C2)</td><td>I can…
You can…
Can you…?

Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught (B3).

Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences (C1).

Discuss and present ideas about dharma for Hindu children in Britain today, making links to their own duties. (C1)</td></tr>
<tr><td>Step 5: Develop teaching and learning activities</td><td colspan="2">• Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the outcomes.
• Don’t forget the skills you want pupils to develop, as well as the content you want them to understand.
• Make sure that the activities allow pupils to practise these skills as well as show their understanding.</td></tr>
</table>

Note that pupils should have multiple opportunities to encounter the content you wish them to remember. Single encounters will not enable them to embed what they learn in their long-term memory. Plan for pupils to revisit and build on their prior learning, applying it to the context of thinking through what it means to be a Hindu in Britain today.

LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
How do Hindus show their faith? Faith in what?		
Pupils will learn: Describe Hindu beliefs about God Find out more about how Hindus worship god Look for similarities and differences between the life of a Hindu child and the life of a child from another religion or a non religious child Give simple reasons for the different aspects of puja and how they reflect Hindu beliefs	**Way in: important things.** • Place on the desk six things about you [the teacher] that reflect what is important to you. For example; photos of family on phone, wedding ring, a charity wristband, religious symbols, pictures of things you love stuck on your planner, etc. You could bring something from home, such as a favourite ornament, picture or book. Hold up each one and ask the class to suggest why this is important to you. • Draw six pieces of a jigsaw on the board - once the class have identified what each item tells them about you, write it on the board, eg married/partner, children, favourite book, favourite song, vegetarian, etc. This is a collection of things which make up you. • Give each pupil a blank jigsaw sheet (four squares will be enough). Ask them to write and draw four special things that are important to them; who or what and why? Have a look at all the pupils' jigsaw squares. There will be similarities and differences. We are all unique, but there are some things we all need. Can the class suggest what is important to every person? **What is important for two British Hindu children?** • Some pupils may have religious elements in their jigsaw squares, some might not. Discuss how religion is an important part of lots of peoples' life, but even very religious people still have lots of other aspects to their lives. • Watch this clip of Simran and her brother Vraj who are British Hindus (link below). Watch it once all the way through. Then discuss what pupils said were important to them. Give groups a 4-piece blank jigsaw and watch the clip again. They can choose to write about Simran or Vraj's important things; religion, hobbies, likes and dislikes, important aspects to their life. www.bbc.co.uk/programmes/p02n5xj7 N.B.Simran: likes music, likes photography, Hindu, vegetarian, likes playing with her brother Vraj; likes Tae Kwon Do, vegetarian, Hindu, likes spicy vegetarian food **Hindu beliefs** • In the clip you see Simran holding a tray with a small flame over her brother's head. She talks about Hindu deities and Hindu beliefs. Display images of some Hindu deities. Hanuman and Ganesh are shown in the clip. Can the class remember what Simran said about the gods? How	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging** **Identify and name examples of what Hindus have and do at mandir to show their faith (A3).** **Ask good questions about what Hindus do to show their faith (B1).** **Expected** **Describe some examples of what Hindus do to show their faith,** **Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).** **Exceeding** **Explain similarities and differences between Hindu worship and worship in another religious tradition**

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	many did she say there are? [millions of gods, representing aspects of the one God, designed to help humans focus in worship]. • We are going to find out how Simran and Vraj show their faith in God through *puja*, Hindu worship. Set up a puja tray: you will need a small bell, flowers, a pot of water, a murti or image of a Hindu deity, some sweets or sugar and a spoon. A diva lamp is a small simple lamp; a wick in wax or ghee. You could use a tea-light placed in a nice tea-light holder The aim is to bring a little flame of light to worship. • Let pupils touch, feel, smell and discuss all the items. Turn the information below into labels around the table and ask children to label the items and their purpose. Ask pupils to draw each item and label them. **Bell** — To wake the deity up for worship **Flowers** — Represents the beauty and fragrance of the created world **Diva lamp** — For aarti (Aarti symbolises that worship removes darkness) **Water in a pot** — Represents life **Spoon** — Used to give water to worshippers after it has been blessed **murti** — To worship **Sweets or sugar** — An offering of food for the deity Learn about these further elements to puja: **Aarti:** take the tea-light, turn the lights off and focus on the candle. What does the label say about the purpose of the lamp? The flame dispels the darkness during worship. What could darkness represent? Discuss the symbolism here: could darkness mean ignorance? Could darkness mean bad feelings? How could worship of God help lighten the mind? Show images of *aarti* (Google images 'aart puja')- pupils can see it happens in all sorts of types of worship- in very grand and ornate temples, to small scale puja ceremonies, to rivers and open air pujas. Do they remember Simran holding the flame over Vraj's head? It can even happen at home between brother and sister. **Bhajans:** Hindu dharma has rich musical traditions. There are many 'bhajans', worship songs, devoted to different deities, some fast and upbeat, some peaceful and meditative. They have developed to help worship.	**pupils have been taught (B3).**

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- Play pupils some bhajans. Either play them in class or in the ICT suite with headphones if possible. There are hundreds on You Tube, such as: www.youtube.com/watch?v=Ac2580Gp8qA Enter 'modern bhajans', or 'peaceful bhajans' and choose some you like. The accompanying videos also reflect Hindu beliefs.
- Ask pupils to listen and focus on the tune, the beat, words that seem to be repeated, the overall mood, etc. In pairs ask them to talk about how the music made them feel, and if it changed the way they were feeling. What is the music trying to make them feel? How could being immersed in music like this help someone during worship? Is it distracting, or does it help focus the mind?

How do Hindus show their faith?

Imagine Simran and Vraj have been asked to explain about Hinduism at their school.

- Ask groups to choose whether they want to be Simran or Vraj Pupils create 4 cards for either, with an image on one side they could hold up to the class, and some words on the back they can read out, as if they are doing a short presentation to their class.
- Talk about how Simran or Vraj can explain what they believe and what their actions mean. Eg, an image of a deity could be used to show Hindu beliefs about God, an image of a flame could be used to explain aarti, etc. Make notes on the board for pupils to refer to.
- Give out 4 pieces of card to groups. They will need help finding and printing images- you might like to prepare some representing what you have studied; puja tray, deities, aarti, etc.
- Groups then decide what each of their 4 images teaches about Simran or Vraj's Hindu beliefs. Create a sentence explaining them and write on the back of cards. When they are finished, watch a few presentations.

Notes: The ideas in this section will split into approximately 3 hour long sessions. Choose break points based on the learning and progress of your pupils and the length of your lessons. Pupils will learn these key words:
Deities: the word in English often used for Hindu gods and goddesses. Deity means god.
Murtis: the statues or images of the Hindu deities. Hindus believe that during worship, the spirit or presence of God comes into the murti.
Puja: Hindu worship
Mandir: Hindu temple
Diva lamp: a lamp with a flame, which is used during worship.
Aarti: light, which removes darkness (ratri)
Bhajans: Hindu worship songs

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
A Hindu life; what is important?		
Pupils will learn: Describe two of the four aims in Hindu life; Dharma and Moksha Find out more about the metaphor of the journey of life for Hindus and for themselves Look for similarities and differences between duty for Hindu children and for themselves	**Way in: daily journeys** Ask pupils in pairs to tell each other about their journey to school from waking up to sitting down this morning. Do they always eat the same breakfast? Was anything lost this morning? Did anything funny happen? Do they always take the same route? Was anything different on the route? What do they remember seeing, hearing and thinking en route to school. Share for two minutes each. • Give out paper separated into six sections per pupil. Give them 6 minutes to draw or sketch (or write if easier) six 'snapshots' of their journey to school this morning; something they saw, a person they met, what they ate, clothes they put on, street they walked down, etc. Allow one minute per picture. • Ask pupils: who kept them safe on their journey? Who could they ask for help if needed? Who was waiting at school to guide them? **Life's like a journey: making sense of the metaphor** Sketch a road made up of paving stones on the board. Talk about the idea of life being a series of steps. What would pupils put as the first step? Being born? Being in their mum's tummy? Write suggested answers on the stones. Ask for suggestions for next important steps; first word, siblings being born, walking, talking, starting school, learning to write, etc. Write suggestions on stones. In another colour ask for suggestions about steps pupils will take in the future; big school, achievements they hope for, places they would like to visit, etc. Ask pupils if there is anything they have to do in order to achieve these future steps- practice, try hard, listen carefully etc. Not all pupils will make this connection, but for those who can, it is a helpful way to understand Hindu duties. Explain to pupils that some people talk of life as a journey. Use dialogic talk to help pupils make sense of this metaphor. **Duties and responsibilities** Explain that the metaphor of life as a journey can be used about Hindu **aims and duties**. **Aims:** Return to your life path- what are the **aims** here? All the events that pupils hope for are aims. Can pupils identify any other aims? Such as to get married, be happy, drive a car, have a particular job? **Duties:** discuss duties pupils have at home and in school; chores and tidying up, looking after others, following rules, being polite, etc. Put duties that will always be important on the life path in another colour. If you have any Hindu children ask for specific religious duties and aims they are aware of. If not, recap puja and beliefs about God and see if anyone can describe duties and aims that might accompany these. **Dharma:** Introduce the word 'dharma', which means 'duty' in Hindu tradition. Display this list of duties:	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging** **Identify and name examples of what Hindus have and do in their families to show their faith (A3).** **Ask good questions about what Hindus do to show their faith (B1).** **Expected** **Make connections with some Hindu beliefs and teachings about aims and duties in life (A1).** **Exceeding** **Explain similarities and differences between Hindu worship and worship in another religious**

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	1) not getting angry 2) being truthful in speech 3) working for justice 4) forgiving people 5) having children when you are married 6) trying not to quarrel 7) living a simple life 8) looking after your family 9) fulfilling religious duties such as worship 10) study the scriptures. • You might ask pupils to think about whether there are particular duties people might have at different stages of life – as children at home or at school; as teenagers; as students; as employees; as partners in a relationship; as parents; as retired; as grandparents etc. • Ask pupils in groups to choose 3 of the duties and finish these sentence starters for each: 'It is important to fulfil this duty because…' 'This duty would help me because…' 'This duty would help my family because…' 'This duty would help my community because…' Share groups' writing. Now you know all about Hindu life duties. These are duties that Hindu children have to follow on their life path. **Karma** • Remind the class of the life path you have created, with milestones, hopes and duties. Draw a timeline, and write three or four major milestones on it, such as 'being born', 'getting married' and 'getting a job'. What is at the end of the line? Write 'end of life' (slightly less shocking than 'death') on the board at the end of the line (if this will upset anyone, just refer to it verbally). Rub the line out and draw a big circle. Write 'being born', 'getting married', 'getting a job' and 'end of life' at points around the circle. The beginning and the end should match up. Ask pupils what they are seeing - this is the Hindu view of life- once you die, you are born again in another body, and live another life. This is called **reincarnation.** If pupils struggle with this word, use the word 'rebirth', or the phrase, 'cycle of birth and rebirth'. This is a massive idea. Give time to ask questions and discuss it. Note: some Hindu traditions describe this as having an unchanging self, or **atman**, which is a kind of 'spark' from the Divine, the Universal Spirit. This spark cannot die, and so moves from one body to another. It brings with it the accumulated good and bad karma from the series of past lives. Karma is a universal law of cause and effect. You can be reincarnated as an animal, plant or any type of human. However, you don't go from being a human to a slug if you lead a less than good life - it is not quite as simple as that. It is about an accumulation of good and bad karma as a result of good and bad actions over many lifetimes. Some Hindu traditions say that suffering 'uses up' bad karma; good experiences 'use up' good karma, so that you are left with a zero balance. You are not supposed to be aware of your past lives. A life as a lower life form is considered a punishment for a bad past life – these experiences are a result of bad karma, and they help to get rid of the bad karma. When reborn as a human, you have a chance to do your duty, to do good actions, which can earn good karma to cancel out bad	**tradition pupils have been taught (B3)**

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	karma from your past lives. Eventually, Hindus hope to not be reborn any more. Many describe this hope as their individual atman (self) eventually merging back into the Universal Spirit, God. At this point they do not need to live any more lives; they have been released from the cycle of birth and rebirth – this is called 'moksha'. • What are bad and good actions? Remind pupils of the Hindu duties they learned about. This is what Hindus must do to be good, and avoid being bad. • Watch **www.bbc.co.uk/programmes/p02n5v2q** Simran uses the word 'karma'. Have pupils ever heard of the phrase '*what goes around comes around*'? Have they heard their parents say they have 'good karma' or 'bad karma'? Explain briefly that this is like a reward chart- ever time a Hindu does a good action, they earn good karma, and every time they do something bad they earn bad karma. Eventually, their karma dictates what life they will be born into next. After the clip discuss keywords again: moksha, karma, dharma and rebirth. If you wish, the image of the cycle of birth and rebirth Simran talks over is available - Google image search for 'Hindu reincarnation'. It is useful to explain the idea to pupils, as long as they don't find the figure of death disturbing. Some find it morbidly fascinating! • In groups, ask each pupil to draw a cycle of life like Vraj's in the clip. They can put any milestones they like, and any actions they like. Choose actions from the list of Hindu duties, pupils can show these duties being fulfilled (not getting angry) or being broken (getting angry). In groups, discuss who has drawn the 'best' life, with the most good karma. This life will be at the top of the table, who has drawn the 'worst' life, with the most accumulated bad karma? This will go at the bottom of the table. Hand out small people, Playmobil or Lego Minifigures, and walk them through each life, reading out their actions and karma, and at the end of life, walk them onto the next life. Do this until they have reached the top. Has the person earned enough good karma to achieve moksha, reunion with God? Note the similarity with 'snakes and ladders' – actually based on a Hindu game called *moksha chitram*. • Ask groups to draw a picture of what they think moksha, the goal of life, would be like (Hindus explain it as like a drop of water meeting the ocean, but pupils can be as creative as they like. It is a mind-bending concept). **Notes:** In this section we focus on the ideas of Karma, Dharma and Moksha. 4 aims of Hindu life. **Dharma**: religious or moral duty. **Artha**: economic independence and providing for family. **Kama**: pleasure and enjoyment of life [note this is different to **karma** – the law of cause and effect]. **Moksha:** ultimate liberation from the cycle of birth and death, and reunion with God (this is a difficult concept for most adults to grasp. If pupils struggle with the idea of birth and rebirth, focus on Hindu's hope to be reunited with God one day). **In this section we focus on dharma and moksha only.** **Reincarnation:** the cycle of birth, death and rebirth. This is a key Hindu belief.	

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
Why is Mahatma Gandhi a Hindu Hero?		
Pupils will learn Describe the Hindu belief in Karma Think of reasons why Gandhi behaved in the way he did. How does this show Hindu beliefs Describe some key events in the life of Gandhi Describe how the life of Gandhi shows Hindu beliefs in action	**Way in: Life in India** • In this starter task, pupils gain a sense of what life in India is like, to understand why Gandhi, an inspirational who was a Hindu, did what he did. Watch this clip about Mumbai: www.bbc.co.uk/programmes/p0114x86 What did the children like the look of? What was interesting? What was unusual or unexpected to them? • Ask if they can tell you why some people call the city **Mumbai** (named after local Indian goddess) and some call it **Bombay** ('good bay' in Portuguese)? Watch this second clip: www.bbc.co.uk/programmes/p0115j0s • Ask pupils what the British did in the 17th Century? The clip says the British 'gained control of Mumbai' and 'leased it' to a company. What does this mean? It means that the British navy invaded Mumbai and took it over, making it part of Britain. They then leased, or loaned, it to a company; the East India Trading Company. This meant the company could take what Mumbai produced, sell it, and keep the money. Let the class discuss how this feels to them. We would not like it if India invaded Birmingham and took all its goods to sell. British rule ended in 1947. The aim of this starter to is establish that life in India is very colourful and busy, and contains many contrasts. Also to establish that Britain controlled India for around 200 years. **Working for justice** • Remind pupils that a Hindu duty is to work for justice. Define 'justice' as fairness or equality. Watch this clip: www.bbc.co.uk/programmes/p0114rp3 Why do some people in Mumbai have to live in 'shanty towns' (poverty, lack of housing). What are the problems with living in such a place (no running water or sanitation)? What do the class think about the Sarghar's living conditions? What do the class think about offering these children extra classes? • **Mahatma Gandhi:** display a picture of Mahatma Gandhi. We are going to learn about a man who devoted his life to fighting injustice. Briefly tell the class about his life, from prosperous beginnings and a career in law, to political campaigner tackling injustice wherever he found it, to simple man of peace and spirituality. Helpful information about his life to support the teacher: www.bbc.co.uk/religion/religions/hinduism/people/gandhi_1.shtml • **Life:** pupils draw a timeline in their books with Gandhi's birth and death dates. Ask the class to decide which 6-8 events should go on the timeline; which are the most significant? Which tell us most about him? Which should be remembered? Write them on the timelines.	**These activities will help pupils to work towards achieving the following expected outcomes:** **Expected** **Make connections with some Hindu beliefs and teachings about aims and duties in life (A1).** **Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).** **Exceeding** **Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences (C1).**

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	• **Non-violent protest:** Gandhi refused to accept injustice, but he also would not use violence himself. All over the British Empire native African and Asian people were controlled by force. If they rebelled they were attacked, shot at, beaten or killed. Gandhi protested with words, large crowds of people, and constantly demanding that all the British stop treating people so badly. To explore the power of non-violence, ask groups of three or four pupils to invent a situation where one person might resort to violence, such as a house is broken in to, a person is being bullied, a person is mugged or abused in public. The class watch or listen to the situation. Discuss what would be the consequences of resorting to fighting, and what would be the consequences of solving the problem with peaceful methods. The class vote for each ending. Discuss if violence actually causes more problems. Is it ever ok to fight? • **Achievements:** return to the timeline of Gandhi's life. Make sure his major achievements are there, especially gaining independence for India from Britain. Ask groups to choose his most important achievement and say why. • **Helping others today:** Gandhi left behind many inspirational words and actions. Find out about modern Indian charities working to help the country's poor and needy, such as SOS Children's Villages www.soschildrensvillages.org.uk/sponsor-a-child/asia/india and Pratham: www.pratham.org.uk/ . Find out about British-based Indian charities such as Action Village India: http://www.actionvillageindia.org.uk/home How do these groups follow the major Hindu duties? What do the class think inspires them? Create a fact file on one of these charities showing how the pupils think it fulfils one of the Hindu duties **Living simply** • As well as fighting injustice, Gandhi also followed another important duty to live simply. Recall this duty and discuss what it could mean. Ask pupils what was on their Christmas wish list? What could they probably live without? Discuss the value of living simply in a consumerist culture like Britain. • Display images of Gandhi dressed in traditional white robes and shaven head. As a young man he dressed smartly and at some expense, but gradually he adopted the clothing of a monk; someone who has given up worldly possessions to focus on God and spirituality. Recap his amazing life story. Why do the class think he gave up wearing smart Western suits and jackets and wore traditional Hindu spiritual clothes? What do these clothes reflect about his changing state of mind?	

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- Ask groups to choose one of these quotes by Gandhi:

You must be the change you wish to see in the world.
It is health that is real wealth and not pieces of gold and silver.
I claim to be a simple individual liable to err like any other fellow mortal. I own, however, that I have humility enough to confess my errors and to retrace my steps.
A religion that takes no account of practical affairs and does not help to solve them is no religion.
In prayer it is better to have a heart without words than words without a heart.
The only devils in this world are those running around inside our own hearts, and that is where all our battles should be fought.

- They are rather difficult, but encourage the group to talk about their meaning, it is worth the effort. Ask groups to write their quote in the middle of a plain sheet. Around the edge they should write in thought bubbles a) why this quote has something to teach us all and, b) why this quote says something to them. They can decorate the quote with images of they wish, such as of Hindu religious symbols and the charitable work they have learned about.
- Display all quotes and reflect on Gandhi's spiritual message. What does he tell us is most important in life? What seems to inspire him? What message is most important to modern people?

Why is Gandhi a Hindu hero?

Finally, answer the title question; *why is Gandhi a Hindu hero?* Discuss the key moments of his life and connect them to Hindu belief, duties or the impact they have had on the world.

Answer the question individually in one or two sentences. After this, read answer to the group. As a group decide which 5 words say what you want to say about Gandhi being a Hindu hero. Write these words in big letters and stick around the quotes of Gandhi to create a colourful board of wisdom to inspire the class.

RE Today publishes some resources that explore Hindu traditions and some Hindus other than Gandhi. See the full catalogue: Two helpful books are Opening Up Hinduism and Inspiring RE: Hindus

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What is it like to be a Hindu in Britain today?		
Pupils will think about: Describe how vibrant British Hindu life is Describe examples of where the life of a Hindu can be seen in Britain Consider questions about how it could be hard for British Hindu children to live across two cultures, but it could also be exciting and enriching.	**Way in: where are Hindus in Britain? Why did they decide to settle here?** • Show an image of 'chicken tikka masala'. Do the pupils' parents like Indian food? Do pupils? Ask the class to guess where chicken tikka masala was invented (Hindu children might know)- they may be surprised to find it was designed in the UK for the British palate, and is unheard of in India. In fact, chicken tikka masala is one of Britain's favourite meals, along with roast beef and fish and chips. Indian food is a good way to show how well Indian cultures have fitted into British life (Sikhs, Jains and Muslims are also from India) • Display a map of Britain by religion, identify where British Hindu populations live. Show images of bomb damage, destruction and ruined buildings in Britain after World War 2. Explain that the British government asked workers from India and Pakistan, as well as the Caribbean, to settle in Britain and help the rebuilding from 1945 onwards. Stress that these workers came over at the British government's invitation to help the country. This is an important historical fact to grasp, and is not often alluded to in the media. • Pupils might comment on the relationship between Britain and India- affirm that at in 1945 India was still controlled by Britain and Indian people were considered part of the British Empire. **Hindu dharma in Britain** • Show pupils lots of examples of vibrant and exciting British Hindu life and culture. You could give each group two examples each and ask them to report back to the class about 'British Hindu life'. • Hindu festivals in Britain: www.bbc.co.uk/education/clips/zw92tyc (Simran and Vraj explain Holi) www.bbc.co.uk/education/clips/z8476fr (Simran and Vraj explain Diwali) • Find images of posters advertising Diwali in Leicester, the world's biggest Diwali celebrations outside India. Search 'Hindu culture Southall' 'Leicester' and 'Birmingham' on Google images to find examples of Hindu life in Britain. **Fitting in** • Ask pupils to think about all the films, TV shows and books they love. Write down the characters they identify with most. Why is this- because they like their character? Because they	**These activities will help pupils to work towards achieving the following expected outcomes:** **Expected** **Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).** **Exceeding** **Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences (C1).**

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	share characteristic with them? Because they have similar life experiences? Discuss reasons. Is it important to have characters in stories and books that children can identify with? Display the CBBC i-player website. Scroll through the shows, talking about all the different presenters and characters there- do the class know anything about their religions, backgrounds, where they are from, what is special about them? If the class mention ethnic or cultural diversity, let the discussion flow towards why people from all background in Britain might like to see people like them on TV. Is it important to have presenters and characters on TV that children can identify with? • Watch this clip where Simran compares a Hindu wedding in India with a Hindu wedding in Britain: www.bbc.co.uk/education/clips/zyhb4j6 - What is particularly Hindu about this wedding that children have never seen at any other wedding? What reminds pupils of elements of other weddings they have attended; Muslim, Christian, Jewish, Sikh, secular, etc? - Hindu pupils may be able to bring in wedding invitations or photos of family weddings to show. - Discuss why it is good for Hindus to be able to live out their culture and beliefs in Britain. (stick to own beliefs, worship God the way you want to, earn good karma, maintain link with India, etc). - Discuss why it might be difficult (living across two cultures, non-Hindu people finding you strange, having two languages, different expectations of Hindu family and wider British life, etc) • Watch this trailer for the film *Bend it Like Beckham:* www.youtube.com/watch?v=Z7Pt_GMDdGo (there is a kiss at the very end. If this is unsuitable, watch it in advance and be ready to stop the clip). This film is about Jess, a British Sikh girl who wants to play football, while her family want her to get married to a Sikh and have a family. Although the family are Sikh and not Hindu, the cultural issues are very similar. Discuss why the family want Jess to be a good traditional Asian girl, and why they struggle with her playing football. Some pupils might point out that Jess's white friend Jules also has trouble with her parents, who also want her to be a different sort of girl. Discuss why it might be hard to live across two cultures and fit in with both of them. **21st Century life in Britain** • Discuss with pupils what we *all* need to do to create a happy and safe country in which everyone can achieve their potential, whatever religion or background we come from. Draw up a class list of 10 duties, like the 10 Hindu duties.	

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	• Give groups blank (without colour) versions of the Union Flag. Explain that this flag already contains the flags of three nations (England, Scotland and Ireland). Ask pupils to think about the colours and images they would like to put into a *new* union flag- incorporating elements of 21st century Britain they see around them; sari fabrics, movie posters, fashionable colours and designs, logos, people, book covers, images of British scenes, etc. Either give groups 10 minutes on the computer to choose images from Google, or print in advance and allow them to choose. Groups can collage these images and incorporate words from their list of 10 duties, to create 21st Century Union Flags. **Notes:** If you have Hindu pupils, it would be excellent if they could ask their parents some questions, to create an insight into local history. Could they bring their life answers (or better still, their parents themselves) to the class; why did they decide to come to Britain, what were their first impressions, what has been good and what has been difficult? What did they wish they knew when they or their grandparents arrived?	

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