

TITLE OF UNIT

Worship and Festivities: How and why do Hindus celebrate Divali?

YEAR GROUP Year 5

ABOUT THIS UNIT:

This unit uses active learning styles and strategies to help pupils aged 9-10 to understand the place of celebration and festivities in Hindu life, making links to their own experience of religious or family celebrations. It provides opportunities for discussion and debate about the place of festivals in religion, and encourages pupils to look below the surface of religious practice to think about religious beliefs and ideas as well. It provides opportunities for pupils' own spiritual and cultural development through looking at themes of good and evil, light and darkness and diversity in practice. The unit has a global dimension: Hindu festivals in India and in the UK are celebrated in ways that are similar and different.

Estimated time for this unit (in hours) Usually 8-10 hours of teaching time

Where this unit fits in:

This unit will help teachers to implement the Tower Hamlets Agreed Syllabus for RE by providing opportunities to learn about Hindu religion and learn from its celebrations for themselves. The study unit gives scope for the development of understanding of religious diversity and of some key Hindu beliefs and concepts (e.g. in karma, dharma, the gods and goddesses and the triumph of good over evil, light over darkness).

Issues of continuity and progression

This unit enables pupils to make progress particularly by enabling them to apply prior learning about Muslim and Christian festivals to their study of Hindu celebrations, and by encouraging further development of their skills of discussion and self-expression with regard to questions about how festivals and celebrations have an impact on people's lives in the UK today.

KEY STRANDS ADDRESSED BY THIS UNIT

- knowledge and understanding of religious beliefs, practices and ways of expressing meaning
- *skills of asking and responding to questions of identity, experience and commitments.*

ATTITUDES FOCUS

- Pupils may develop attitudes of **respect for all** by taking note of the special place Hindus give to celebration, and thinking about their own celebrations, similarities and differences;
- Pupils may develop attitudes of **open-mindedness** through considering the importance of festivals in Hindu traditions, and thinking through the ways in which a society like ours should take account of religious differences.

Prior learning	Vocabulary	Resources
<p>It is helpful if pupils have:</p> <p>Recapped their knowledge and understanding of festivals in other religions from earlier units of RE</p> <p>Thought about the Hindu religion</p> <p>Become aware of Hindu traditions in London and the UK.</p>	<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Hindu traditions and religion:</p> <p>Divali divas aum mandir Rama Sita Hanuman Lakshmi Ramayana murti prasad Karma</p> <p>General religious terms:</p> <p>Celebrate Festival sacred devotion shrine ritual symbol</p>	<p>Texts</p> <ul style="list-style-type: none"> ▪ My life as a Hindu Guy Mizon Morgan Pub Dref Wen ▪ Growing up in Hinduism Jacqueline Hirst and Geeta Pandey Longman ▪ For information on Hindu prayer and family life, see, eg, Dilip Kadodwala, 1996, <i>Living Religions: Hinduism</i>, Nelson Thornes, ISBN 0-17-428054-8. ▪ Religion through festivals series : Hinduism Longman ▪ Developing Primary RE: Home and Family (Worship in Hindu Home), RE Today, ed. Mackley ▪ Developing Primary RE: Faith Stories (Divali story activities) RE Today, ed. Mackley ▪ Developing Primary RE: Celebrations, Special Times, Faith Stories (Divali story activities) RE Today, ed. Mackley ▪ Teaching RE: Hinduism 5-11, RE Today. ▪ Curriculum Bank for RE – Bill and Lynn Gent Pub Scholastic pg 150/151 (Photocopiable materials – Mandir) ▪ Hindu story and symbol Jenny Rose (BFSS National RE Centre 1997 Tel 020 8891 8324 ▪ Stories from the Hindu world Jamila Gavin (Macdonald 1986) ▪ Hindu Scriptures VP Hemant Kanitkar (Heinemann 1994) ▪ The Elephant headed God and other Hindu tales Denjani Chatterjee (Lutterworth Press 1989) <p>Artefacts from</p> <ul style="list-style-type: none"> ▪ Articles of Faith (Tel: 0161 763 6232) ▪ <i>Religion in Evidence (Freephone 0800 137525)]</i> <p>Web</p> <ul style="list-style-type: none"> ▪ www.faithintowerhamlets.com is the website of the Tower Hamlets Inter Faith Forum, and is an essential reference point for teachers of RE ▪ www.theresite.org.uk ▪ www.re-xs.ucsm.ac.uk/schools/ For downloadable Hindu deity line drawings: ▪ http://www.strath.ac.uk/Departments/SocialStudies/RE/Databa se/Graphics/Images/Hindu/Deities.html ▪ Hindu shrine room – see http://www.devon.gov.uk/dcs/re/places/index.html ▪ http://www.hindunet.org/god/Gods/rama/ ▪ http://www.hindunet.org/puja/ light a lamp and say your prayers – sound file. ▪ http://www.btinternet.com/~vivekananda/ - worship ▪ http://www.hindukids.org/pray.shtml - audio + text ▪ http://atschool.eduweb.co.uk/manorlh/hinduism/hindui.html <p>Puja described for primary pupils</p> <ul style="list-style-type: none"> ▪ BBC Religion and ethics website: search for Hinduism pages. ▪ DVD / Video / visual ▪ Pathways of Belief (BBC) Hinduism
<p>Contributions to spiritual, moral, social and cultural development of pupils</p>		

The unit enables pupils to develop:

- **Spiritually** by discussing and reflecting on key questions of meaning and truth e.g. does good always win over evil
- **Socially** by learning about and reflecting on important concepts and experiences e.g. coming together for family and community celebrations, freedom, salvation, victory of good over evil
- **Culturally** by valuing diversity as they learn about different ways in which communities celebrate and remember important events and stories story, beliefs and celebrations of Divali

EXPECTATIONS

By the end of this unit: (Levelled 'I can...' statements)

- Nearly all pupils will be able to:**
- Identify the main characters of the Divali story
 - retell the story in simple outline or by sequencing pictures.
 - recognise that the terms 'worship' and 'festival' are connected with ideas about 'God',
 - answer some simple questions about how Hindus worship and celebrate.
- [Level 2]**
- Most pupils will be able to:**
- Describe the relevance of the story of Rama & Sita to the Festival of Divali
 - Describe what happens at one Hindu festival
 - Make simple links to their own lives and celebrations. and
 - Talk about good and bad things which happen today, making links to the symbolism of light and darkness.
- [Level 3]**
- Describe worship at a festival, using some religious words accurately, and know the names of some Hindu gods and goddesses.
 - Describe ways in which Hindus worship suggesting why it is important to them
 - Describe the use of some Hindu artefacts
 - Make links between ways of belonging to a Hindu community, and their own experiences of festival and celebration.
- Some pupils might be able to:**
- Show clear understanding of the meanings of the Rama and Sita story.
 - Respond to a range of questions relating to the meanings and purposes of the Divali festival.
 - Use Hindu words and general religious terms confidently when expressing informed and thoughtful ideas about Hindu festivals, identifying similarities and differences with other festivals.
 - Express their own thoughtful understanding of Hindu beliefs such as karma and beliefs about the gods and goddesses.
 - Recognise and understand festivals in their similarity and their difference

ASSESSMENT SUGGESTIONS

Use the activities in the last lesson of this plan to gather evidence of achievement in relation to the festival:

What can we learn from Hindu celebrations and festivals?

An opportunity for reflection and for 'learning from Hindu festivals in AT2.

- Give pupils the four points below, and ask how they are seen at Divali time. How is this festival:
 1. Connected with a story of event of significance to the religious community
 2. Expressing beliefs about the faith
 3. Involving celebrations for individuals and for the whole community
 4. Having an impact for the believer
- Identify and talk about festivals and celebrations they take part in. What story or event do they recall? How do they celebrate at home or in the community? Similar to Divali, and different? In what ways?
- Why are festivals important? How do we feel? Why is it important to get together as a community? Why is it important to remember? Why is it important to celebrate?
- **Consider questions and express views:** pupils can make up their own, but here are some to start the enquiry:
 1. Should Divali be a day off work for Hindus in tower Hamlets?
 2. Can people who are not Hindus share the celebration?
 3. What are the main beliefs that Divali expresses?
 4. Does light win over darkness, good over evil? How? When? Why?
- Ask the pupils to say how Hindu people would feel if their festival was forbidden or banned. Could their religion and way of life continue without celebrations?

Key questions	LEARNING OBJECTIVES Pupils should learn:	TEACHING AND LEARNING	LEARNING OUTCOMES	POINTS TO NOTE
<p>Why do all communities have special days and celebrations?</p>	<p>To recognise some varied reasons for celebrations:</p> <p>Why do we celebrate?</p> <ul style="list-style-type: none"> ▪ to remember ▪ to say thank you ▪ to mark a special time of year or in life ▪ to focus on things which matter most – faith / God / family / relationships etc) 	<p>Setting the scene on festivals and celebrations: ‘Some days are better than others.’</p> <ul style="list-style-type: none"> ▪ How do we celebrate? Get the children to enact in pairs very swiftly celebrations for a goal, a prize, a victory, finding what was lost, an escape. Talk about how celebrations have key features often include getting together with others / special food / gifts / gestures / generosity / special religious services / clothing / rituals. ▪ Introduce ‘festival’ – what is a religious festival? Can children name any? ▪ For each festival they name pupils in pairs of groups could try to answer 4 questions: Who? What? How? Why? E.g. Christmas, Eid, Divali, New Year, the first day of the holidays, a Birthday, a Cup Final, ▪ Introduce Divali as a key annual celebration for Hindus. Select and develop some of the following activities. 	<p>Enable children to respond to the following questions:</p> <ul style="list-style-type: none"> ▪ What does it mean to celebrate? ▪ What sorts of things do you and your family celebrate? ▪ How do we celebrate? ▪ What are the similarities and differences between celebrations and sacred days? 	<p>This unit needs to show progression from earlier studies of festivals. One main way this it planned is to help pupils generalise what they know about festivals, learning from similarities and differences, not mere storytelling.</p>
<p>What is the story of Divali?</p> <p>Who are the leading characters?</p> <p>What is the main action of the story?</p>	<ul style="list-style-type: none"> ▪ To retell the story of Divali for themselves in ways which increasingly deepen their understanding of its significance. 	<ul style="list-style-type: none"> • Read, retell, watch a video or dramatise the story of Rama and Sita, from the epic scripture the Ramayana. • The festival is important because it celebrates the victory of good over evil, and light over darkness. Emphasise these ideas in the way you tell it. • Pupils could retell the story from one person’s perspective; King Dasratha, Rama, Sita, Queen Kaikeyi, Bharat, Lakshman, Ravana or Hanuman. If different pupils take different characters, the literacy approaches to the voices within the text will help them to interpret this profound story. 	<ul style="list-style-type: none"> • To retell the story in different ways • To appreciate the power and depth of the story 	<p>It’s really important that the initial activity of storytelling should be compelling here. Many teachers are brilliant storytellers – let this talent loose on the class.</p>

<p>How can the Divali story be expressed in different ways?</p> <p>Why are there so many ways of telling this story?</p>	<ul style="list-style-type: none"> ▪ To use their expressive skills, in art, dance, drama, movement and words, to deepen their engagement with the Divali story. ▪ To develop understanding of characters and actions within the story (link to literacy) 	<p>Select some of these activities to deepen understanding at appropriate levels for the pupils</p> <ul style="list-style-type: none"> • Sequence a set of comic strip pictures of Rama & Sita story. Add captions or retell story in own words. • Create 'feelings graphs' for some of the different characters, to show the ups and downs of the drama in the story. • Identify the hero of the story and say why in no more than ten words. Choose five words to describe the character of each of the major figures. • In pairs they could decide what each character said and did in the story, why they did this, how they felt. • Complete sentences: <ul style="list-style-type: none"> ❖ If I was casting a movie of this story, I'd choose (name and justify actors for the different parts) ❖ My favourite person in the story is... because... ❖ I think this story has lasted thousands of years because... ❖ I think the main message of the story is... • The story is about good overcoming evil. Pupils could identify who represents what – and how these are personified. E.g. Explore Ravana – the many headed evil monster. Pupils could draw their own 'visual metaphor' for evil: what 10 words of evil or symbols would their 'statue of nasty' include? Link to artefacts of Hindu murtis (gods and goddess images). • Dramatise the story. Show the performance to other younger children in school (possibly in assembly time). • 'Happy Divali' cards are sent to friends and family: look at some examples with pupils, who could then design their own: what cards would be good for children, teenagers, older members of the community? Ask them to make British and Indian Divali cards (context adds meaning to this simple activity) 	<ul style="list-style-type: none"> ▪ To make links between the characters and action clearly ▪ To develop their understanding of the power and meanings of the story 	<p>This part of the work has natural links with the expressive arts curriculum.</p> <p>It's important that the work is not repetitive. If pupils have 'done' Divali cards lower down the school, then make sure the task has added challenge this time.</p>
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<p>What happens at Divali in Britain today?</p>	<ul style="list-style-type: none"> To understand that UK Hindu communities, who number up to half a million people, are developing their own special ways of marking divali which are similar to and different from the ways of India. 	<ul style="list-style-type: none"> What happens at Divali? Explore with pupils the events and customs connected to the festival. Divali is a time of new beginnings: people often wear new clothes, business accounts are settled. There is a big street party in some towns, with Divali lights and celebrations in public. If possible, invite a Hindu visitor to answer pupils' questions about how Divali is celebrated in their family, Mandir and community. Children should plan how the visitor is to be welcomed, and what questions they will ask. Can they write a magazine article, or even make a DVD about the visit? Pupils can use video or websites to explore how Divali is celebrated in the UK today – for example in Leicester and Coventry. Try BBC Religion and ethics + search for Divali celebrations. See the resources section of this unit. 	<ul style="list-style-type: none"> To make links between the story and the history of the festival and its current modern British expressions. 	<p>BBC Curriculum bites RE 2005 (series 2) has a short item in which 11 year olds dramatise the story, working with a Hindu dance instructor.</p>
<p>What's so special about Divali for Hindus?</p>	<ul style="list-style-type: none"> To describe and understand the festival, taking account of insiders and outsiders points of view 	<p>Why does Divali matter?</p> <ul style="list-style-type: none"> Why is Divali important for Hindus? Explore with pupils the beliefs and experiences of Hindus as they celebrate this festival. Some Hindus are reminded of Rama's victory over the demon king Ravana, and some of the goddess Lakshmi, the provider of wealth. Divas, or lights, guide Lakshmi to people's homes and also guided Rama and Sita back home after their exile. Consider what kind of thoughts, intentions and plans come from the celebrations: Some Hindus plan more devoted, thankful, generous or enlightened living for the next year. How does this work? What impact might the festival have on the individual? 	<ul style="list-style-type: none"> To understand the significance of Divali in the Hindu community. 	<p>There is a community cohesion dimension to this part of the work. Good teaching will draw respectful lessons from the study, and give children the chance to express their own respectful attitudes.</p>

<p>What can we learn from Divali? What ideas in the Divali festival link with our lives?</p>	<ul style="list-style-type: none"> • To identify and comment on similarities and differences between Divali and another festival they know well • To make links to their own experience of celebration and begin to generalise their understanding. 	<ul style="list-style-type: none"> • Identify other stories pupils know where good conquers evil. Can small groups list ten examples from books, TV and movies? • Explain how the diva originated from the story and why it's lit to celebrate Divali. Children can make divas using clay, plasticine or paper. • What do these lights symbolise for the pupils? What experiences of welcome, hope, peace after conflict do they have? Link their experiences to the lights. • Pupils could write a story or produce poem (fiction or autobiographical) called: Light in the Darkness • Talk to pupils about times when they have overcome difficulties: what were the 'lights' which guided them through? Their guiding lights might have been people, thoughts, actions: make Divali lights and write about these things inside the shapes, stringing the stars around the room to display them. • Look for examples in other religions where light is used as a symbol. Compare and contrast. • Discuss with pupils the idea of 'starting over', 'wiping the slate clean': if today is the first day of the rest of their life, what changes and promises to themselves might they like to make? What would they like people to forget about their old life? Divali is a time of new starts. Notice the 'fresh start'; in the story of Rama and Sita, when Sita returns from exile. • Divali is also a time when Hindus are thankful for the material things of life, which are blessings from the Divine. Read the story of Lakshmi. What are pupils most thankful for? What are their treasured possessions? Why are they treasured and how is this shown? Which of the material things in life are essential, and which are luxuries? How do pupils differentiate? • Divali is unique, like all festivals, but is similar to many others too. Ask pairs of pupils to write lists that compare Divali to another religious festival, or a shared / secular event like New Year of Comic Relief day. 	<ul style="list-style-type: none"> • To compare Divali thoughtfully to another festival I know about • To identify and describe what is similar and different between various festivals 	<p>This part of the work provides opportunities for high achieving pupils to work at level 5, explaining similarities and differences between the impact of different festivals on the lives of those who celebrate.</p>
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<p>What have we learned in this unit of RE about Hindu festivals and human celebrations?</p>	<ul style="list-style-type: none"> • To generalise and summarise their own learning • To consider the things they think are worth celebrating • To express their attitudes of sensitivity or respect for the celebrations of others. • To consider what they can learn from a religion they do not belong to. 	<p>What can we learn from Hindu celebrations and festivals? This last lesson offers an opportunity for reflection and for 'learning from Hindu festivals in AT2.</p> <ul style="list-style-type: none"> • Recap on work in unit and summarise that religious festivals are: <ol style="list-style-type: none"> 1. Connected with a story of event of significance to the religious community 2. Express beliefs about the faith 3. Involve celebrations for individuals and for the whole community 4. Have an impact for the believer • Identify and talk about festivals and celebrations they take part in. What story or event do they recall? How do they celebrate at home or in the community? Similar to Divali, and different? In what ways? • Discuss why festivals are important: how do we feel? Why is it important to get together as a community? Why is it important to remember? Why is it important to celebrate? • Consider questions: pupils can make up their own, but here are some to start the enquiry: <ol style="list-style-type: none"> 1. Should Divali be a day off work for Hindus in tower Hamlets? 2. Can people who are not Hindus share the celebration? 3. What are the main beliefs that Divali expresses? 4. Does light win over darkness, good over evil? How? When? Why? • Ask the pupils to say how Hindu people would feel if their festival was forbidden or banned. Could their religion and way of life continue without celebrations? Talk about how this question identifies the importance and impact of the festival. • Ask pupils to write or say: what have you learned about the festival, about festivals generally, and about your own attitudes in this work? 	<ul style="list-style-type: none"> • To understand why Divali matters in Hindu life • To express views, including tolerant, sensitive or respectful attitudes, towards the celebrations of others • To make sense of Divali as an example of religious community life for themselves • To develop the skills of handling 'big questions' about community, values and truth in thoughtful ways. 	<p>Gathering evidence of achievement in RE should be professional, but not burdensome. Some units will include a formal task assessing pupils work, but not all.</p>
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