

Unit: Asking Difficult Questions - *What do Hindus Believe about Death?*

Key areas of enquiry: A,E

This is a recommended unit.

About this unit

This unit is intended for Year 7 & 8. In this unit learners learn about Hindu beliefs about death and life after death. They will have the opportunity to reflect on their own and others' ideas in connection with death and the after life and how these beliefs impact on the lives of believers and non believers.

(Suggested Assessment Task: Included in teaching activities)

I am grateful to Ali Beecham of Nova Hreod School Swindon and Ruth Perry of George Ward School Melksham for developing this unit.

Prior learning	Technical Vocabulary	Resources
<p>It would be helpful if</p> <p>learners have a basic understanding of Hinduism: origins and beliefs about God</p> <p>learners have studied various aspects of worship and considered how religious practice reflects key beliefs</p> <p>learners are familiar with different ideas about life after death</p>	<p>In this unit children will have an opportunity to use words and phrases related to:-</p> <p>soul</p> <p>Atman</p> <p>Moksha</p> <p>reincarnation</p> <p>Samsara,</p> <p>caste system</p> <p>Dharma,</p> <p>funeral</p> <p>cremation</p> <p>pyre</p>	<p>Aspects of Religion CD Rom</p> <p>Exploring World Religions CD Rom</p> <p>www.hindunet.org</p> <p>www.bbc.co.uk/religion</p> <p>www.nelsonthorness.com/exploringre</p> <p>Modern World Religions – Hinduism, Lynne Gibson, Heinemann</p> <p>This is Hinduism, Dave Symmons, Stanley Thornes</p> <p>Hinduism for Today, Carrie Mercier, OUP</p> <p>Exploring Questions in RE book 1, Thomas, Nelson Thornes</p> <p>Beliefs, Values and Traditions – Hinduism, Lovelace and White, Heinemann</p> <p>The Hindu Experience, L Aylett, Hodder & Stoughton</p>

Skills	Attitudes
Interpretation – I can interpret words, actions, events, symbols and	Self-awareness (learners feeling confident about their own beliefs and

<p>artefacts:</p> <ul style="list-style-type: none"> • I can suggest meanings of my own • I can explain meanings that are given by others 	<p>identity and sharing them without fear of embarrassment or ridicule)</p> <p>Respect for all (developing skills of listening and a willingness to learn from others)</p> <p>Open-mindedness (being willing to learn and gain new understanding)</p> <p>Appreciation and wonder (recognising that knowledge is bounded by mystery)</p>
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Expectations	
At the end of this unit	
<i>Core (Levels 4 & 5):</i>	<p>Learners are able to:</p> <p>Level 4</p> <p>describe in more detail the meaning for Hindus of funeral practices and rituals.</p> <p>Show understanding and reflect on the way in which others' choices and decisions may have moral implications (e.g. does every action have a reaction? Consequences – immediate/long term?).</p> <p>Raise and respond to a range of questions in relation to several Hindu teachings about death.</p> <p>Level 5</p> <p>be able explain Hindu teachings on Karma, Samsara, Moksha and Atman for the Hindu faith community</p> <p>be able to express and review their own beliefs and ideas in connection with death and review them in the light of other people's beliefs and ideas, including those from a faith community (e.g. life as linear, life as cyclical, life as brute fact, life after death, reincarnation).</p>
<i>Reinforcement (level 3):</i>	<p>Learners are able to:</p> <p>Describe some of the key features of Hindu funeral practices</p> <p>Identify the impact of beliefs about life after death (reincarnation)</p> <p>Make links between aspects of their own and others experiences and beliefs about life after death.</p>
<i>Enrichment (level 6):</i>	Learners are able to:

	<p>be able to interpret some of the ways in which beliefs affect the life of a Hindu (e.g. The Three Paths to Liberation: Bhakti, Karma and Jnana). be able to express insights into Hindu perspectives on liberation (e.g. do people suffer the consequences of their actions? Are consequences always negative? Why do the wicked appear to prosper? Is liberation the result of devotion, action, knowledge? Does Hinduism provide answers?)</p>
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Learning Objectives	Possible Teaching Activities (<i>Select from</i>)	Learning outcomes	Contribution to other Curriculum Areas/ other information
Learners should have the opportunity to: explore different ideas about life after death understand cyclical and linear ideas about life after death	What do Hindus believe about death? Human bar chart activity to ascertain learners' ideas about life after death/ Paired discussion with feedback about learners' ideas – a chart could be drawn up & learners have to consider then decide at the end if their opinion has changed (give reasons). See Worksheet included. Learners to identify the different categories that the class' ideas could fit into. Feed into a discussion about these categories and teacher/learners to draw diagrams to explain these (linear & cyclical). Learners could explore the Aum symbol (the three sections: life, death & rebirth) Learners could link the above with the roles of the Trimurti Use shaving foam to draw the symbol & practice spelling key words. Each pupil given small blob of shaving foam on desk & practices words etc by writing with finger.	Learners can: <ul style="list-style-type: none"> • Reinforcement describe simply different views about life after death • Core understand and explain the basic difference between Judaeo-Christian and Hindu beliefs about life after death • Enrichment interpret different views about life after death understand why people have different views 	PSHE Thinking Skills Art
Learners should have the opportunity to: explore cycles in nature/industry	Recap the idea of cyclical ideas about life and death and begin to develop the learners' understanding of reincarnation and cycles. Discuss recycling/cycles in nature using specific examples	<ul style="list-style-type: none"> • Reinforcement describe simply Hindu beliefs about life after death. 	PSHE Environmental studies ICT

<p>explore the Hindu belief in reincarnation</p> <p>understand that the atman journeys from one life to the next</p>	<p>– produce recycling/cycles posters</p> <p>www.recyclingglass.co.uk</p> <p>is a nice simple website for children on this that will make the point quickly.</p> <p>A card sort/model sort activity could be used to consider the order that specific cycles go in e.g. the water cycle</p> <p>Play dough models could be made of cycles</p> <p>Mime life cycle</p> <p>Draw out the idea that things can move from one part of a cycle to another e.g. recycling a glass bottle – the glass goes through a range of processes but it is still essentially glass. Ask learners how this links to the Hindu idea of reincarnation: What changes? What moves from one part of the cycle to another? Draw out the belief in atman.</p> <p>Draw out the belief that, just like water, carbon or a glass bottle can be in different forms the atman journeys through different lives which will not always be human.</p> <p>Use a candle flame to explain the transfer of energy from one life to another – this could develop into a poster activity to explain the journey of the atman including the effect of karma</p> <p>Use text book description of Hindu ideas about reincarnation and the atman to reinforce learning.</p> <p>NB pupils will need to collect information about a celebrity to do a karma analysis next lesson</p>	<p>Ask important questions about Hindu beliefs about life after death and their own views</p> <ul style="list-style-type: none"> • Core <p>understand and explain the basic difference Hindu beliefs about transmigration of the soul after death (Atman)</p> <p>Raise and suggest answers to questions of meaning</p> <ul style="list-style-type: none"> • Enrichment <p>interpret different Hindu views about transmigration of the soul after death (Atman)</p> <p>use reasons and examples to express insights into their own and others views on transmigration</p>	<p>Science</p>
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<p>Learners should have the opportunity to: explore what karma is explore the implications of karma for Hindu actions</p>	<p>Discuss/learners to respond to question: What determines where the atman goes after death? Develop learners ideas by using phrases like: would it be fair if...was rewarded in the next reincarnation. E.g. Would it be fair if a liar was rewarded in his/her next reincarnation.</p> <p>Think, pair, share: what do you think a Hindu would say to this? Draw out ideas and then reinforce learning and introduce key work karma using text books.</p> <p>Understanding karma – make a list of actions/attitudes that may result in good karma and a list of actions/attitudes that may result in bad karma – feedback</p> <p>Role play – each group to develop one scenario with two endings (one good karma and one bad karma). Discuss as a class.</p> <p>Use magazine articles and discuss whether the celebrity has gained good or bad karma – explain why</p>	<ul style="list-style-type: none"> • Reinforcement describe simply Hindu beliefs about karma ask important questions about Hindu beliefs about life after death and their own views • Core Understand and explain the basic Hindu beliefs about Karma. Raise and suggest answers to questions of meaning • Enrichment interpret different Hindu views about karma, use reasons and examples to express insights into their own and others views on karma 	<p>PSHE Citizenship</p>
<p>Learners should have the opportunity to: practice key literacy skills including: use of specialist vocabulary; point, evidence, explain;</p>	<p>Speaking and listening – learners to work in pairs. First learner to be given key term/idea and explain it to the other without using it. Second learner to identify key term/idea (like the game Taboo). More able learners could be introduced to new phrases (samsara and moksha) and be given the challenge of finding a way to teach them to the</p>	<ul style="list-style-type: none"> • Reinforcement describe simply Hindu views about life after death • Core 	<p>Literacy PSHE Art</p>

speaking and listening know and understand the terms karma, reincarnation, atman, samsara, moksha	<p>rest of the class.</p> <p>Learners to then decide on how to write down definition of the key term. Remind learners not to use 'it' before they have used the noun. Feedback examples for each term – learners to correct own work.</p> <p>Introduce terms samsara and moksha (if not already introduced through reading texts). Learners could be given a range of texts to find out the meaning of remaining key terms – use of index and glossary. Learners could then explain these terms to each other.</p> <p>Model point, evidence & explain to class. Ask a range of questions that learners can give a PEE answer to (don't all have to be RE based).</p> <p>Learners to explain Hindu beliefs about reincarnation – this could be done in a variety of ways. For example, learners could:</p> <p>choose to write a leaflet/worksheet explaining reincarnation for Year 6 learners,</p> <p>create an annotated poster/flow chart to explain reincarnation,</p> <p>write an email to help a friend out with her/his homework on Hindu ideas about life after death</p>	<p>understand and explain the basic difference Hindu beliefs about life after death including concepts such as samsara and Moksha</p> <ul style="list-style-type: none"> • Enrichment <p>interpret different Hindu views about life after death including concepts such as samsara and Moksha</p>	
Learners should have the opportunity to: explore the main aspects of a Hindu funeral	<p>Discuss learners own experiences of funerals – this can be personal and/or from films/TV. Talk about feelings and why learners think certain things were done.</p> <p>www.staffspastrack.org is quite a useful website to explore this. Its called commemorating death in Staffordshire</p>	<ul style="list-style-type: none"> • Reinforcement <p>Describe simply Hindu funeral rites.</p> <p>Ask important questions about Hindu beliefs</p>	<ul style="list-style-type: none"> •

	<p>Use a range of resources to investigate Hindu funerals – pupils could work in groups to identify key aspects of Hindu funerals and explain the beliefs behind the practices. Alternatively learners could answer a range of questions specified by teacher to draw out knowledge and understanding e.g. What is done to the body? Why do Hindus cremate the body?</p> <p>Pupils could construct a table to show knowledge and understanding:</p> <table><tr><td>What happens</td><td>Why this happens</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table> <p>NB – there is a vast array of information about Hindu funeral rites although many text books do not explain why certain practices are done (see notes for teachers at the end of this scheme of work).</p> <p>Discuss why societies have funerals</p> <p>Hindus allow children to attend funerals – do pupils think that this is a good idea? Washing line or decision continuum leading into a discussion.</p>	What happens	Why this happens					<p>about life after death and their own views</p> <ul style="list-style-type: none">Core <p>Understand and explain Hindu funeral rites. Raise and suggest answers to questions of meaning</p> <ul style="list-style-type: none">Enrichment <p>interpret different Hindu funeral practice, use reasons and examples to express insights into their own and others views on life after death</p>	
What happens	Why this happens								
Extended homework challenge/assessment	<p>Learners can develop a game to explain reincarnation (e.g. snakes and ladders). Games must have rules explaining how the game teaches about reincarnation and include key terms.</p> <p>AT1</p> <p>Pupils are to create a flow diagram showing Hindu</p>								

	<p>practices and beliefs about death. The flow diagram must begin with death, end with the atman going into another body and at least five points.</p> <p>AT2</p> <p>How does attending a Hindu funeral help a child in their understanding of death and surrounding issues?</p> <p>What could we learn from Hindu attitudes towards death?</p>		
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