

World Faiths- Year 3

Judaism

Islam

Hinduism

OVERVIEW FOR JUDAISM – YEAR 3

PLACES FOR WORSHIP – THE SYNAGOGUE

Judaism is taught for one week every year. Each year, the pupils learn more about how their Jewish sisters and brothers live and what they believe as the theme develops. The themes are the same for all religions.

TEACHERS' NOTES

Many important rituals and festivals take place in the home which is the most important focal point for Jewish religious life. The synagogue shows the public dimension of the faith. As well as a place of worship it is a place where the community gathers for education and social events. Many of the rituals of the synagogue are based on the those of the Temple in Jerusalem which was destroyed in 70 AD and never rebuilt. Since then public religious life has centred on the synagogue.

| AGE GROUP | THEME | TOPIC | LEARNING OUTCOMES | | |
|--------------------|---------------------------------|---|-------------------------------------|---|--|
| | | | LOOK | DISCOVER | RESPECT |
| Early years N/R | Special days/ ritual objects | Hanukkah (Chanukah) The feast of lights | There are special days | Hanukkah. The story of the oil lamp in the Temple | God cares for his people |
| Year 1 FS 1 | Stories | Abraham and Moses | We all have stories | Abraham and Moses, leaders of the Jewish people | How God led the Jewish people |
| Year 2 FS 2 | Prayer/home | Shabbat | Families gather | Shabbat | Shabbat the day for God, the day of rest |
| Year 3 | Places for worship | The synagogue | There are special places | The synagogue | The importance of the synagogue |
| Year 4 | Holy Books | The Torah | Books are important | The Torah | The importance of the Torah |
| Year 5 | Beliefs and festivals | Pesach | There are times for remembering | Pesach | God cares for his people |
| Year 6 | Belonging and values | Yom Kippur | Making a new start | Yom Kippur | The value of atonement |

RESOURCES

<http://www.bbc.co.uk/learningzone/clips/celebrating-shabbat-at-the-synagogue/3877.html>

<http://www.bbc.co.uk/learningzone/clips/the-synagogue/485.html>

If possible arrange a visit to a synagogue

An outline of the inside of a synagogue

KEY WORDS

worship, synagogue,
shul, rabbi, Shabbat,
Sefer Torah, Ark,
bimah, kippah, tallit,
prayer shawl, kiddush

ATTAINMENT TARGETS

AT 1 Learning about religion

- i Beliefs, teaching & sources
- ii celebration and ritual
- iii social & moral practices & way of life

AT 2 Learning from religion

- i engagements with own & others' beliefs & values
- ii engagement with questions of meaning

RE CURRICULUM DIRECTORY

Area of Study 1: Knowing and loving God

Area of Study 3: Prayer

Area of Study 4: The dignity of the human person, the human community, love of God, love of neighbour

LOOK AND DISCOVER

There are special places: the synagogue.

RESOURCES

Video clip of a synagogue or a picture of the inside of a synagogue

Pictures or ritual objects of a kippah and a tallit

KEY WORDS

worship, synagogue, shul, kippah, prayer shawl, tallit

LEARNING FOCUS:

What is our special place?

The synagogue the Jewish place of worship.

CONTENT

LOOK

What is an important place for you? Have a brief discussion about what makes a place special, who we might meet there and how we feel about it.

DISCOVER

The synagogue

During Shabbat, (recall the work of Year 2), the Jewish family goes to the synagogue, their place of worship. Some people also go during the week. The synagogue is a special building where the Jewish community meet to pray, study and celebrate. If possible, synagogues are built facing in the direction of where the Temple was in Jerusalem. Jewish people often call the synagogue the *shul* which is a Yiddish word for school.

The outside of the synagogue might be decorated with a design of a menorah, or a six sided star, and the name of the synagogue in Hebrew letters. There are no statues or representations of the faces of people because for the Jewish people that would be going against the second of The Ten Commandments which says you must not worship images you have made.

When boys and men go into the synagogue must cover their heads. The little round hat they wear is called a kippah. Often women covered their heads too. The men often wear a *tallit* that is a prayer shawl over their shoulders. These are worn as a sign of respect and as a reminder of God's presence.

SOME KEY QUESTIONS

- Q How might you recognise a synagogue?
- Q Can you think of ways of explaining why men wear special clothes for praying?
- Q What have you noticed about the synagogue from the pictures or the videos?

SOME SUGGESTED ACTIVITIES

- 8 Design the outside of a synagogue, remembering what you have seen and learnt.
- 8 Begin to build up a list of special Jewish words and their meaning.
- 8 In pairs think of a list of questions you might like to ask a Jewish person about their religion or about the synagogue.

DISCOVER

Inside the synagogue.

RESOURCES

Pictures of the inside of the synagogue or a video or a visit
Pictures or a facsimile of a scroll
An outline of the inside of a synagogue

KEY WORDS

The Ark, Sefer Torah scrolls, bimah, rabbi

LEARNING FOCUS: Inside the synagogue.

CONTENT

Each synagogue may be a little different inside, as Jewish people practise their faith in different ways depending upon which group they belong to. Sometimes women and men sit separately.

At the front of the synagogue there is a cupboard covered by a curtain called the *Ark* where the Torah or holy scrolls are kept. This is a reminder of the Holy of Holies in the Temple in Jerusalem. The scrolls inside have velvet covers and are beautifully decorated. Each scroll is a very long, some about 100 metres long, made up of pieces of parchment joined together. Each Torah is carefully handwritten in Hebrew and mounted on wooden rollers.

Above the Ark there is a lamp hanging from the ceiling, like the one that used to be in Temple in Jerusalem. The lamp is always kept lit. It is called in Hebrew the *Ner Tamid*, which means the “eternal light”.

In front of the Ark is the *bimah* a raised platform with a readers’ desk from where the Torah scrolls are read.

The *Sefer Torah* scrolls are very precious to Jewish people. They are the first five books of the Jewish Bible and are a collection of God’s laws and commandments and stories which the Jewish people try to live by. Synagogues throughout the world read the same section of the Torah, this section changes every week. It is an honour to be asked to read from the scroll. On Shabbat, the Torah scrolls are taken out of the Ark and carried round the synagogue whilst everyone stands and sings.

The rabbi, who is the religious leader and teacher leads the service in the synagogue. He helps people to understand God’s word in the Torah. Sometimes other people will lead the service.

The Torah is studied in detail in year 4

SOME KEY QUESTIONS

- Q What are your impressions of the synagogue?
- Q Why do you think it is an honour to read the Torah?

SOME SUGGESTED ACTIVITIES

- 8 Fill in the detail and names on an outline of the inside of a synagogue from a visit or a video clip that has been seen.
- 8 Add to the list of words and their meaning.
- 8 Design a cover for a scroll.
- 8 Give reasons why you think it is important for Jewish people to attend services in the synagogue and how it helps them in their lives.
- 8 Design a stained glass window for a synagogue, remembering no human faces.

DISCOVER AND RESPECT

The synagogue is a community centre and respect for the importance of the synagogue.

KEY WORDS

Kiddush, shamas

LEARNING FOCUS: The synagogue is a community centre.

CONTENT

After the Shabbat service, people meet in the hall for drinks, cake and biscuits. First of all, a blessing is said over bread and wine. This is called a *Kiddush*, which is the Hebrew word for “blessing”. This is the opportunity to meet people and socialise. During the week, the synagogue is busy with activities. Often there is a Torah study group for teenagers and lessons for younger children who can learn to read Hebrew so they can follow the services. They learn about Bible stories, the festivals and Hebrew songs. Adults too have education groups. Some might be about preparing and cooking special Jewish food. There are friendship or lunch clubs for older people.

Lots of people help with the running of the synagogue/ *shul*. There is a person called a *shamas* who makes sure everyone has a seat during the service, chooses readers and afterwards tidies up the books. When everyone has gone he locks up the synagogue. He also has responsibility to ensure that visitors have a home to go to for Shabbat, as hospitality is important to Jewish people.

The synagogue is also used for wedding and funerals.

SOME KEY QUESTIONS

- Q How is the synagogue at the heart of the community?
- Q Why is *shul* a good name for a synagogue?
- Q Why do you think that education about their religion is important to Jewish people?

SOME SUGGESTED ACTIVITIES

- 8 Interview a rabbi about a typical week for him (or her) and what it means to be a rabbi.
- 8 Add to the list of words and their meaning.
- 8 Write a weekend diary for a shamas.

RESPECT

Children gather around the display and have a quiet moment to reflect on what they have enjoyed about the topic. Encourage them to think about and appreciate the importance of the synagogue in the life of Jewish people.

OVERVIEW FOR ISLAM – YEAR 3

PLACES FOR WORSHIP – THE MOSQUE

Judaism is studied by everyone and Islam one of the options of choice from the three other religions. It is taught for one week every year. The themes are the same for all religions.

TEACHERS' NOTES

Muslims are followers of the religion of Islam, which began in Saudi Arabia around the seventh century. They believe in one God, Allah. There are two main groups of Muslims, Shi'ah and Sunni. The Sunnis are the larger group. The beliefs of both groups are similar but they differ on the forms of leadership. What the children learn in this programme of study is a middle way, offering what is most general in Islam. The spelling used is Makkah rather than the common version Mecca to avoid confusion.

| AGE GROUP | THEME | TOPIC | LEARNING OUTCOMES | | |
|--------------------|---------------------------------|---------------------------|--------------------------|--|---|
| | | | LOOK | DISCOVER | RESPECT |
| Early years N/R | Special days/ ritual objects | Prayer mats | Special objects | Prayer mats and the Qur'an | What is special for Muslims |
| Year 1 FS 1 | Stories | Muhammad | Special stories | Muhammad | Muhammad is important for Muslim people |
| Year 2 FS 2 | Prayer/home | Prayer at home | Quiet times | Prayer five times a day | Prayer is important for Muslims |
| Year 3 | Places for worship | The mosque | Special buildings | Friday is a day of special prayer. Call to prayer | How Muslim people worship |
| Year 4 | Holy Books | The Qur'an | Important books | The Qur'an. 99 beautiful names of God | The importance of the Qur'an for Muslims |
| Year 5 | Beliefs and festivals | Ramadan and Pilgrimage | Special times | Shahadah Ramadan, Id-ul-Fitr, Id-ul-Adha Hajj | Respect for the special occasions for Muslims |
| Year 6 | Belonging and values | Guidance for Muslims | Guidance in life | The 5 pillars Zakat | What is important for Muslims |

RESOURCES

<http://www.bbc.co.uk/learningzone/clips/preparations-for-prayer-wudu/5957.html>
<http://www.bbc.co.uk/learningzone/clips/praying-at-the-mosque/487.html>
<http://www.bbc.co.uk/learningzone/clips/friday-prayer-at-the-mosque/488.html>
 Muslim Mosque by Umar Hegedus
 ISBN: 0713653442
 Muslim by Richard Tames ISBN:0749620587
 Sample of Arabic writing

KEY WORDS

Wudu, mosque
 imam, Makkah
 Arabic, Mosque
 minaret muezzin
 mihrab

ATTAINMENT TARGETS

AT 1 Learning about religion

- i Beliefs, teaching & sources
- ii celebration and ritual
- iii social & moral practices & way of life

AT 2 Learning from religion

- i engagements with own & others' beliefs & values
- ii engagement with questions of meaning

RE CURRICULUM DIRECTORY

Area of Study 3: Prayer

Area of Study 4: The dignity of the human person, the human community, love of neighbour

LOOK AND DISCOVER

Special buildings and going to the mosque.

RESOURCES

Picture of a mosque
Muslim Mosque by Umar Hegedus
Muslim by Richard Tames
Material to make a model of a mosque

KEY WORDS

**Mosque, minaret
muezzin, mu'adhin**

LEARNING FOCUS: Special buildings.

CONTENT

LOOK

- ⌘ Look at special buildings you know in your area, how what you recognise them?
- ⌘ How can you tell if the building is a shop, a library, a school, a hospital?
- ⌘ What special features does each one have and why is it there?

LEARNING FOCUS: Going to the mosque.

CONTENT

DISCOVER

A Muslim place of worship is called a *mosque*, which means a place to bow down. For Muslims their mosque is a very special place, they go there to pray, to meet people and to study. Sometimes mosques in England and Wales are housed in rented halls or peoples' houses. Gradually as the community grows they are able to build a purpose built mosque.

Look at a picture of a mosque. What do you notice?

Mosques usually have a tall tower called a minaret, from where the people are called to worship five times a day. The man who makes the call is called the mu'adhin or muezzin. The call is usually recorded and comes from loudspeakers. The call start with 'Allahu Akbar' which mean Allah is the greatest, this is followed by the call to 'come to prayer, come to success'

The larger mosques have a dome. This represents the arch of the heavens above the earth. It reminds believers of Allah's power when he created the universe. Mosques are often beautifully decorated inside and outside with patterns made of mosaic. The Muslim symbols of the crescent moon and star are often seen. This is a symbol of Allah's guidance.

SOME KEY QUESTIONS

HINT: *remember the first Muslims lived mainly in the desert.*

- Q How would you recognise a mosque?
- Q What do you think is the meaning of the words 'come to success' in the call to prayer?
- Q Why do you think the moon and stars are a symbol of Allah's guidance?

SOME SUGGESTED ACTIVITIES

- 8 Make a model of a Mosque using a shoe box and a cardboard roll (see *Muslim* by Richard Tames). Use the new words you have learnt to label parts of the mosque, include the call to prayer.
- 8 Describe the outside of a mosque.

DISCOVER

Inside the mosque.

RESOURCES

<http://www.bbc.co.uk/learningzone/clips/preparations-for-prayer-wudu/5957.html>

If possible visit to a mosque

<http://www.bbc.co.uk/learningzone/clips/praying-at-the-mosque/487.html>

Sample of Arabic writing

KEY WORDS

mihrab, wudu, Makkah imam

TEACHING POINT

Wudu is a minor ablution before prayers, *ghusl* is the full ritual ablution required in certain circumstances.

LEARNING FOCUS: Inside the mosque.

CONTENT

Mosques are open every day of the week. The most important day of the week is Friday. Muslim men are expected to go to the mosque on Fridays for midday prayers. Women do not have to go to the mosque because they are busy at home looking after the children, but they often choose to go.

Usually mosques have separate entrances for men and women, as they pray in different parts of the mosque. Inside there is a special rack where Muslims leave their shoes. Both men and women cover their heads. This is a mark of respect to Allah and because the mosque is a holy place. There is an area for washing in preparation for prayer. This is called *wudu*. This is not the washing away of dirt but making the person ready to talk to Allah. It also gives the person time to think about what they are going to do. See the BBC learning zone clip 5957.

The walls of the prayer hall are often covered in beautiful decorations which are patterns or writings from the Qur'an, the holy book of the Muslims. There are never any representations of people or animals. In the prayer hall there are no seats. The floor is covered with carpet with patterns like a prayer mat all facing Makkah. It is usually green as that was Muhammad's favourite colour. At the end of the prayer hall is an arch called a *mihrab* which indicates the direction of Makkah. Also, at the end of the hall is a *minbar*, a short set of stairs or step where the imam sits to lead the prayers and give a sermon. The imam is the leader of the mosque. View BBC learning zone clip 487.

Talk about the video clips and what the children have noticed.

SOME KEY QUESTIONS

- Q Why do Muslims wash when at the mosque? What kind of washing is this and what is it called?
- Q What do you think the symbolism of washing, the mouth, face, ears, feet and arms might be?
- Q Why do Muslims pray facing Makkah?
- Q What question would you like to ask a Muslim?

SOME SUGGESTED ACTIVITIES

- 8 Describe what Muslims do when they go to the mosque.
- 8 Muslims use letters to make designs and pictures. Use your name to make a design with the letters.
- 8 Research the way Muslims, stand, bow and kneel in their prayers and make a *flick book* of it. That is a series of simple drawings of different prayer positions in the same place on each page. Staple it together and flick through so it looks like movement.

DISCOVER AND RESPECT

The activities at the mosque and respect for the importance of the mosque.

KEY WORDS

Kiddush, shamas

LEARNING FOCUS: The activities at the mosque.

CONTENT

During the week, there are plenty of activities at the mosque. It is the heart of the Muslim community where people meet not only to pray, but to study and to socialise. There may be a mother and toddlers group. Muslim mothers can meet other women, exchange stories and receive support.

Some mosques have schools attached to them where children learn about the Qur'an and what it is to live a Muslim life as well as all the other subjects of the school curriculum. There will be an after-school children's group for those who do not go to a Muslim school so they can learn the Qur'an.

Retired people might meet for lunch together. There may be after school sports, drama activities and charitable work. There is often an advice centre where people can get help. There is usually someone who looks after school visits to the mosque, who can explain to non-Muslims what the mosque is and how Muslims worship.

The mosque may have a hall where weddings or the birth of a baby are celebrated. When someone dies, their coffin is taken to the mosque and prayers are said.

So, for Muslims, the mosque is an important part of their lives. It is the place which marks special events in their lives, where they meet others, receive support and enjoy activities.

SOME KEY QUESTIONS

- Q Why do you think it is important that Muslims meet together?
- Q What sort of charitable activities do you think go on at the mosque?
- Q Why is it necessary for children to learn the Qu'ran?

SOME SUGGESTED ACTIVITIES

- 8 Make a notice for a mosque detailing the activities of the week. Do not forget to mention the times of prayer.
- 8 What activities do you think a Muslim child might go to? Write a diary from the point of view of Isha or Aadil.
- 8 If there are Muslim children in the school, ask them about the mosque. Prepare the questions carefully and record the interview in some way.

RESPECT

Children gather around the display and have a quiet moment to reflect on what they enjoyed about the topic. Encourage them to think about and appreciate how Muslims pray and the importance of the mosque in their lives.

OVERVIEW FOR HINDUISM – YEAR 3

PLACES FOR WORSHIP – THE MANDIR

Judaism is studied by everyone and Hinduism one of the options of choice from the three other religions. It is taught for one week every year. The themes are the same for all religions.

TEACHERS' NOTES

Hinduism is one of the oldest religions of the world. It has no known founder, but is deeply rooted in Indian culture, having begun in the Indus Valley about 5,000 years ago.

Hinduism possesses no authoritative body to define the limits of orthodoxy. There are many shared beliefs among Hindus but it is a flexible religion which allows people to express their belief and worship in different ways. The programme of study here is a middle way, offering what is most general in Hinduism but not necessarily what every Hindu would believe or live.

| AGE GROUP | THEME | TOPIC | LEARNING OUTCOMES | | |
|--------------------|---------------------------------|--|-----------------------|--|---|
| | | | LOOK | DISCOVER | RESPECT |
| Early years N/R | Special days/ ritual objects | Diwali | We all celebrate | Diwali | Diwali is important for Hindu people |
| Year 1 FS 1 | Stories | Krishna and Ganesh Raksha Bandan | Stories we enjoy | Krishna and Ganesh Raksha Bandan | Shared stories bring people together |
| Year 2 FS 2 | Prayer/home | Prayer at home Puja | Quiet times | Puja | Prayer is part of Hindu life |
| Year 3 | Places for worship | The Mandir | Special places | The Mandir | How Hindu people worship |
| Year 4 | Holy Books | Vedas and Bhagavad-Gita | Special books | Vedas and Bhagavad-Gita | Sacred writings guide people's lives |
| Year 5 | Beliefs and festivals | Brahman Belief in one god Pilgrimage | What is important? | Hindu believe in one God, pilgrimage | Respect for the beliefs of Hindus |
| Year 6 | Belonging and values | Karma | Rules for life | Karma and Dharma | Hindus care for creation |

RESOURCES

BBC learning zone video clips virtual tour of a mandir from the web
Articles of faith for a model of a mandir
If it is possible arrange a visit to a local mandir
Hindu Mandir Anita Ganeri ISBN: 0713654953

KEY WORDS

special places
temple mandir
murti
namaste, arti
(aarti), aum
prasad

ATTAINMENT TARGETS

AT 1 Learning about religion

- i Beliefs, teaching & sources
- ii celebration and ritual
- iii social & moral practices & way of life

AT 2 Learning from religion

- i engagements with own & others' beliefs & values
- ii engagement with questions of meaning

RE CURRICULUM DIRECTORY

Area of Study 3: Prayer

Area of Study 4: The dignity of the human person, the human community, love of neighbour

LOOK AND DISCOVER

Special places and the Mandir.

RESOURCES

Outline shape of the inside of the mandir
Hindu Mandir by Anita Ganeri

KEY WORDS

**special places, temple
mandir, murti, namaste**

LEARNING FOCUS: Special places.

CONTENT

LOOK

Most people have places which are special to them. Maybe a park, a friend or relation's house, even your own bedroom or garden, the church, somewhere which makes you feel good, a place where you can go, with your family.

SOME KEY QUESTIONS

- Q Where is your special place?
- Q What makes it special?

LEARNING FOCUS:

The mandir a special place for Hindus.

CONTENT

DISCOVER

Most Hindu worship takes place at home, but there are times when Hindus come together to worship as a community. The building they use is called a *mandir* or temple. The word *mandir* comes from the Sanskrit *mandira*, meaning a *dwelling place*. They do not have special days when they go to the mandir, but most people go for festivals. In Britain many Hindus go to the mandir at the weekend. The mandir is seen as God's home on earth. They contain *murtis* or sacred images of gods and goddesses. Hindus believe in one god who has many different forms. A mandir might be big and specially built or it might be quite small, perhaps a converted hall. Hindus go to the *mandir* not only to pray but to see the images, to make an offering to a god in return for god's blessing

The first thing that happens when Hindus go to a mandir is that they take off their shoes in the porch, before going into the main room. This is a mark of respect in all Eastern religions, not just Hindu. Then they wash their hands before entering the prayer hall. Women usually cover their heads. Inside the prayer hall, Hindus usually ring a bell that is fixed to the wall. This shuts out all other sounds and helps the mind concentrate on worship. As the bell is rung the person will chant the holy word *Aum* and it lets the gods know they are there. In the prayer hall are a number of murtis. Hindus will bow before them. *Namaste* is the name of the greeting. It is made by joining the hands together, fingers pointing upwards and bowing the head. In the East, people use this as a greeting recognising the holiness within the other person.

SOME KEY QUESTIONS

Q What is a mandir?

Q What signs of respect are shown when at the mandir?

SOME SUGGESTED ACTIVITIES

- 8 Find out where your nearest mandir is. Check if it has a website. Find out all you can about it.
- 8 Begin to make a guide to visit a mandir for someone who has never been before. Explain how Hindu behave in the mandir and why.
- 8 If a large simple shape of a mandir is put on the wall of the classroom, it could be filled with children's pictures of the things in it.
- 8 Research some of the gods or goddesses that might be in the mandir and how they help Hindu people.

DISCOVER

Inside the mandir.

RESOURCES

A trip to a mandir or a video clip or virtual tour of a mandir or pictures of the inside of a mandir

KEY WORDS

aum

LEARNING FOCUS:

Inside the mandir.

CONTENT

Ideally, if possible, arrange a trip to a mandir or show a video clip or a virtual tour of a mandir or pictures of the inside of a mandir

In many ways, the mandir is a much larger and grander version of the shrine in a family home. The worship is the same too. Incense sticks are burned and there is both private, silent prayer and the singing of hymns and reading from the Hindu scriptures.

The images are fairly large statues, usually clothed in rich and brightly coloured robes. They stand on platforms or steps covered with cloths and lamps or candles are lit in front of them. In some mandirs the images are curtained off at night, or when they are not actually part of worship. The sacred images or murtis are treated as living beings. They are dressed in different clothes at night and in the morning are washed and dressed in colourful day clothes with jewellery and flower garlands. They are offered food. It is possible to identify which god or goddess an image represents by the clothes or the things being carried.

Worshippers usually bring gifts of flowers or food which they put in front of the images. When flowers are brought, they are often made into garlands by taking the heads off the stalks (daisies or chrysanthemums are ideal) and threading them on a strong cotton. They are put round the necks of the images, or draped over the tops of pictures. Men and women sit on the floor on different sides of the prayer hall.

This is an example of the type of prayer that might be said or chanted. Aum or Om is a very holy sound, which when it is spoken well brings a sense of peace.

Aum

*Peace be in the heavens,
peace be in the depths,
peace be on the earth.*

*May the waters flow peacefully,
may the herbs and shrubs grow peacefully,
may all the powers of the gods bring us to peace.*

*May all be in peace,
in peace and only in peace,
and may that peace come also to me.*

Peace. Peace. Peace.

Aum, Aum.

SOME KEY QUESTIONS

- Q What do you notice about the inside of a mandir?
- Q How do Hindus show worship and love for their gods?
- Q What does the prayer tell you about the Hindu religion?

SOME SUGGESTED ACTIVITIES

- 8 Draw or paint some images of gods to go on the class display of the mandir
- 8 Use real flowers or paper flowers to make a garland
- 8 Continue the guide to the mandir, describing how Hindu people show reverence and respect for their gods and how that shapes their lives.
- 8 Illustrate the prayer.

DISCOVER AND RESPECT

Puja and arti in the mandir: respect for the way Hindus worship.

KEY WORDS

Arti (aarti), prasad

LEARNING FOCUS:

Puja and arti in the mandir.

CONTENT

The worship in the mandir is rather like puja at home, only more solemn. A priest will light candles and lamps and incense sticks. A special diva lamp, like a metal plate with five little candles on it, will be moved in a circle slowly in front of the image. People will sing hymns about their love of God and the little tray of lights will be brought round to everyone. People hold their hands over the flames for a second and then pass their hands over their forehead and hair. This is called *Arti*. It is an act of blessing, transferring warmth and the power of light to the body. There will be a collection of money offering.

At the end of worship, everyone will receive a small handful of a warm, sweet paste called prasad. This is eaten to show that everyone is sharing the blessing of the gods. Usually, too, as people are leaving the mandir, the priest and his helpers will give everyone something from the food offered to the gods, like an apple or some sugar. This shows that worshippers are blessed by the gods.

In some mandirs, a meal is provided on Saturdays and special festivals. Hindu people are very hospitable.

SOME KEY QUESTIONS

- Q What do you think people are praying as the lights are passed in front of them?
- Q How do you think people feel as they leave the mandir?

SOME SUGGESTED ACTIVITIES

- 8 Add worshippers to the class display of a mandir.
- 8 With adult help make some Prasad – perhaps in groups (check for allergies).

Prasad

Ingredients

Ground rice or flour and sugar –
in equal quantities e.g. 250g of each
Enough water to make a stiff paste
Melted butter – about 125g

Method

Mix the flour and water into a paste. Add melted butter and cook over a low heat until it turns a pale brown.

Dissolve the sugar in boiling water and gradually add to the mixture.

Cook together, stirring all the time, until the mixture leaves the side of the pan (add more flour if it is too runny).

Leave to cool, until lukewarm.

The prasad has the consistency of light dough or very stiff porridge. It should be possible to pick it up with one hand.

RESPECT

Children gather around the display and have a quiet moment to reflect on what the children have enjoyed about the topic. Encourage them to appreciate and respect how Hindu people worship in the mandir and what it means to them

