

# LEARNING FROM HINDU VALUES: BEING GOOD

## For the teacher

These lesson ideas are designed to help your pupils to think for themselves about what is good and bad, nice and nasty, kind and unkind.



The source material for this thoughtful engagement is from Hindu traditions. Too often, pupils learn facts about Hindu dharma (duty) without engaging with the visions, ideals and ways of being good that Hindu traditions offer.

Among all the religions commonly taught in RE, 'Hinduism' is the most diverse. Teachers will be used to saying 'some Hindus . . .' or 'many Hindu people . . .' in all their work. The examples presented here show just small glimpses of the 'eternal way' (the Sanatan Dharma) that is Hinduism.

The following three suggested activities entwine learning about Hindu values together with learning from these values for your pupils:

- **Good Hindu living. First**, a Hindu children's code for goodness enables children to learn about the moral values of the religion and reflect on their own values through classroom talk.
- **How to be naughty: Secondly**, pupils think about being naughty (and, conversely being good!). This fun activity asks them to create a charter for 'how to be naughty'.
- **Make a play. Finally**, a drama activity asks groups of pupils to explore choices and consequences through improvised plays. This links to the Hindu values and the 'how to be naughty' charter above.

## What can children do as a result of this unit?

The following pupil friendly 'I can . . .' statements describe the learning that may be expected of pupils 7–9 years of age.

Level	Description of achievement: I can . . .
1	<ul style="list-style-type: none"><li>• <b>talk about</b> what is valuable to me.</li><li>• <b>talk about</b> something that matters to Hindu people.</li></ul>
2	<ul style="list-style-type: none"><li>• <b>retell</b> a simple values story in a drama.</li><li>• <b>retell</b> a simple values story in a drama..</li><li>• <b>respond sensitively</b> to some Hindu values.</li></ul>
3	<ul style="list-style-type: none"><li>• <b>describe</b> what Hindu people think is good.</li><li>• <b>describe</b> what I think is good and bad.</li><li>• <b>make links</b> between Hindu ideas and my own ideas.</li></ul>
4	<ul style="list-style-type: none"><li>• <b>use the right words</b> to show that I <b>understand</b> how being a Hindu makes a difference to what people think is good.</li><li>• <b>apply</b> ideas like being harmless, being generous or showing compassion for myself.</li></ul>

An extended version of this material, including a PowerPoint sequence to support learning and a full colour version of 'How to be good' are available for subscribers to download from the RE Today website [www.retoday.org.uk](http://www.retoday.org.uk); password in this term's issue of the *REtoday* magazine.

W

# How to be good

**Always be truthful.** Truth is always victorious.

**Always be happy.** Try to use a smile to help you carry on.

**Always face your troubles.** Have courage and tolerance.

**Do all your work diligently.** Be careful, be enthusiastic.

**Be humble.** Never boast

**Be just.** Never be unfair to others

**Be generous.** Not just with money, but with your appreciation of other people.

**Don't lose your temper.** Try to control your anger.

**Accept success or failure at work.** Don't be conceited about success, and don't be depressed by failures.

**Be polite.** You need never be rude to anybody. Never waste words.

Always try to speak politely, briefly, with understanding.

**Always be compassionate.** Never hurt anyone or thing that lives.

**Aspire to do difficult tasks.** You will attain higher goals in life.

**When you eat, thank God.** Pray at a meal to be grateful for your food.

**Do good deeds.** Always.

God is omnipresent. God is everywhere.

You do nothing without God's knowledge

Keep him with you and let him watch over all your life.



## About this 'code for good'

This code was published in a magazine for Hindu children and young people in Leicester. The magazine was called *Sanatan Sandesh*.

It gives you 16 ideas about how Hindu religion can show Hindu children good ways to live.

## For you to do

- Read this carefully with a partner.
- Highlight **six** ideas from the code which **you agree with most**.
- Highlight **two** that **you don't agree with** in a different colour.

### Talk about:

- What can everyone learn from the code?
- Do you have to be Hindu to think the ideas in 'How to be good' are good ideas?
- What would an opposite code, 'How to be naughty', look like?

# HOW TO BE NAUGHTY: A CHEEKY ACTIVITY

Joe and Daisy have been good children for all their lives, but today they are going to try being naughty for a change. But they don't really know how. Some of you do! Can you help them?

**I Start off by making a list of naughty behaviour in the first column of the table. Then go on to fill in the other columns.**

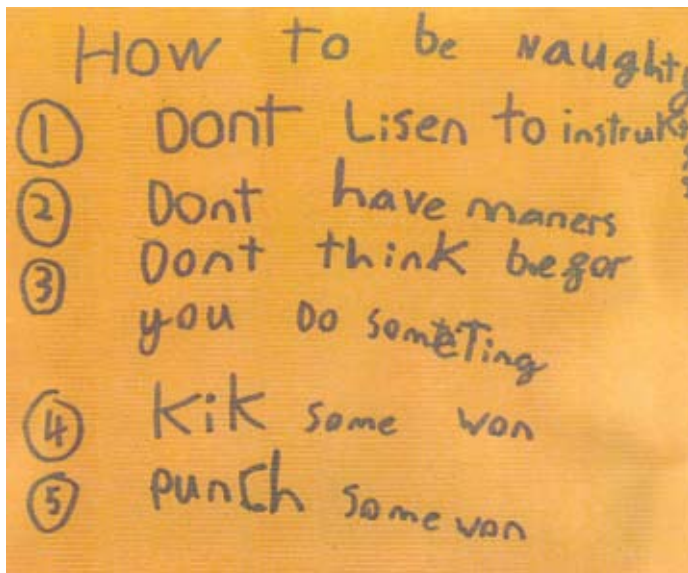


<b>Ten things we think are naughty</b>	<b>Who might be upset if you did this?</b>	<b>A good thing you could do instead of this:</b>
<b>1.</b>		
<b>2.</b>		
<b>3.</b>		
<b>4.</b>		
<b>5.</b>		
<b>6.</b>		
<b>7.</b>		
<b>8.</b>		
<b>9.</b>		
<b>10.</b>		

**2** Now look at the two 'charters for being naughty' made by Joanna (9) and Jonathan (8). With a partner: use these charters to work out what Joanna and Jonathan think is **GOOD!**

**3** We can often tell what somebody thinks is good from what they say about being naughty.

- Talk about the charts you have made about good and naughty, and the things you could do instead of being naughty.
- How do your ideas link up to the ideas in the Hindu code for goodness?



## Consequences drama: six little plays for the whole class

### For the teacher

- Put the class into six groups for dramatic improvisation.
- Give out the scenarios from page 23, one per group.
- Ask half of the groups to make a script and develop a drama where there are good consequences, and half to make dramas with dreadful consequences. The idea may need some explanation!
- After pupils have had time to create their improvised plays, watch the dramas two at a time. Between each pair of dramas, look again at the Hindu code for good and the children's codes for being naughty.

- What happened in the dramas that links to the codes?
- Who was following the code for 'how to be good'? Who was living by the 'how to be naughty' codes? Draw attention to the idea that being naughty often makes other people unhappy.

**Plenary:** What have the children learned: (a) about Hindu ideas about being good? (b) about themselves?



### **The New Boy**

Jodie, Judy and Jade are in the playground. There is a new boy in the school, and the girls decide to play a joke on the new kid. They go up to him and say 'Mrs Jackson wants to see you.'

'Who's Mrs Jackson?' asks Jonathan, the new boy.

'She's the head teacher, silly,' they reply 'She probably wants to tell you off about your sweatshirt. It's not a proper school one, you know. You'd better go and stand by her door.'

Jonathan goes in to the school, and stands by the head teacher's door, looking worried. The girls spy on him, laughing. When playtime is over, they go back to class, still giggling, but Jonathan is still standing by the door . . .

***What happens next?***

### **The Changing Room Window**

At football on Wednesday after school, Tim, Jim and Kim are messing about in the changing rooms. There is no teacher there.

'I bet you can't climb out of that window,' says Jim to the other two. The window is quite high up, but there is a table to stand on. The boys climb onto the table, and look out of the window, which is open on its hinges. Outside, there is a flat roof. The window is quite big. Tim checks the door. There is no one around.

'You're chickens,' says Jim. 'If you're too scared to do it, I will!'

***What happens next?***

### **Breaking the hedge**

Sharon, Karen, Darren and Haran are walking home together one day. They go past Mrs Bridge's house, where they usually walk. Yesterday, they had been scrapping on the way home, and fell through the little hedge into her garden. They had broken the flowers there.

Mrs Bridge comes out. 'You children,' she says 'I saw you breaking down my flowers yesterday. Tell me your names. I'm going to phone the school.'

Darren speaks up straight away, but he's not telling the truth: 'No, Miss, it wasn't us. We know the kids who did that, but it wasn't us. You must be mixing us up because we all wear the same school uniform.' He is thinking of four other children. He's going to blame them, give their names, and get out of trouble . . .

***What happens next?***