

# **Section 6: Symbols**

# The Eagle

The eagle, sacred to the Greek god Zeus and the standard of the Roman Empire, has become a powerful Christian symbol. It can be found most frequently in churches where it forms the base of the traditional lectern with the Bible on its back and the globe in its talons. It epitomes the flight of the word of God into the world. Eagles are seen to be immensely strong, keen sighted and beautiful. The eagle is also the symbol of St John the Evangelist.

**Learning Objectives:** To give children opportunities to **know** about a powerful Christian symbol;  
begin to **understand** why the eagle is used to hold up a Bible in church;  
and to **be able to reflect** on the message they would like to send around the world.

## Lesson 1:

*If possible, visit a church to look at the lectern or show pupils a photograph of a traditional lectern. Talk about the eagle, its head, eyes and beak, its mighty wingspan and its feet.*

What sort of bird is this?  
What is it holding in its claws?

*Show children a photograph or a video clip of eagles in flight and talk about their size and strength. Collect words that describe eagles.*

The eagle is a very powerful bird with sharp eyes and an enormous wing span. When it is flying the eagle's wing span can be as much as two metres across. It can fly fast and when it sees its prey it swoops down directly onto it and picks it up in its claws.

*Look back at the lectern.*

What is on the stand above the eagle?  
Why should someone put the Bible on top of an eagle?  
What does it look as though the eagle is about to do?

For thousands of years people have thought of the eagle as a symbol of power. They have respected its strength, been a little afraid of it and wondered at its beauty. The Bible was first put on to a stand like this, called a lectern, to show that some people believe that the word of God is like the eagle. They believe it is strong and beautiful and to be wondered at. The eagle carries the Bible on its back and, in its claws, it holds the earth. This was a way of showing that the words of the Bible were taking off, like the bird, and flying to all parts of the world.

### For discussion:

*What do you think of as being very strong and powerful?*

*What message would you like to send to every part of the world?*

This is a good way to understand what a symbol is. It is something that everyone recognises that stands for or makes people think about something that is harder to understand.

## Lesson 2:

What sort of bird is it that traditionally holds up the Bible in a church?

The eagle is also the symbol of one of the most famous of all the Saints. St. John was one of Jesus' disciples; some people say he was Jesus' favourite and he is believed to have written St. John's Gospel, one of the books in the Bible, in the part called the New Testament. It is a book about Jesus. Although it tells the story of Jesus, John's book does not give the little details found in the other books about Jesus. He flies over those and concentrates on presenting a picture of power and mystery. That's why his symbol is the eagle. No-one really understands the mighty eagle as it swoops and glides in the sky.

### For discussion:

*What do you feel when you see a bird flying?*

*If you had a symbol which said something about you, what would it be?*



## Activity Suggestions

Teaching about:

The Eagle

Number of lessons: 2

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<b>VISIT</b> ➤ a church and look at the lectern;	<b>DRAW</b> ➤ an eagle;	<b>FIND OUT ABOUT</b> ➤ eagles;
<b>LOOK</b> ➤ at pictures of eagles and talk about them.	<b>IMAGINE</b> ➤ you are flying like an eagle and write or draw what you can see.	<b>MAKE</b> ➤ an eagle collage.

## Potential C.A.S.E. Developments

Knowledge: Symbols				
Concepts			Attitudes	
Concept of God	Beliefs		Integrity	Enquiry
For some people God's word is: ➤ powerful;  ➤ to be wondered at.	God's word is: ➤ to be heard;  ➤ for the world.		Valuing: ➤ the written word;  ➤ beliefs about the Bible.	What is the word of God?  How does God speak?
The Eagle				
Skills			Exploration of Human Experience	
Language	Source	Reflection	Spirituality	Emotions
lectern symbol powerful	visit to a church	What words would I like to send around the world?	Experiences of: ➤ listening;  ➤ reading.	sense of: ➤ power;  ➤ mystery.

### Resources

For references to eagles see Psalm 103:5, the Book of Proverbs 30: 18-19 and Isaiah 40:31

A coloured poster of an Eagle lectern is available on loan from the RE Resources base at Chapel Fields Centre.

illustration from:

Sibbett J.R. *Celtic Design Colouring Book*  
Dover Publications Inc., New York  
Available from Past Times or for reference in the  
RE Resources base at Chapel Fields Centre



# Chalice

The chalice or common cup is used to distribute wine during the sacrament of Holy Communion. This is celebrated by the majority of Christian denominations under a variety of titles eg: 'Mass', 'The Eucharist' or 'The Lord's Supper'.

At the Last Supper Jesus, in the Jewish tradition, shared a cup of wine with his friends at the festival meal. He foresaw his impending suffering and instructed the disciples to remember him after his death by breaking bread and drinking wine. The wine, he told them, was his sacrificial blood, shed for them.

The interpretation of the symbolism expressed through the sacrament varies according to tradition. For some Christian it is an act of devotion and remembrance, for others it expresses the essence of the Christian mystery, even to the extent of the belief that the elements are actually transubstantiated into the body and blood of Jesus.

**Learning Objectives:** To give children opportunities to **know** that the chalice is a cup used by Christians;  
**understand** that the chalice is used to help Christians remember Jesus;  
and to **be able to reflect** on how they remember people or animals who have died.

## Lesson:

*Show pupils a chalice or a photograph of one. This could be a simple pottery cup such as is used in some churches or an old, precious metal chalice if one can be borrowed from a local church. Invite pupils in turn to handle it and make one statement about it. This can be done first with the chalice concealed in a mystery bag or cover.*

What do you think this is?

How might it be used?

What might it have inside?

This cup is for holding wine. It is called a chalice. Not all chalices are like this one; chalices can be plain or decorated, made of silver or pottery, whatever it is made of, a chalice is used in church at a most important and sacred time.

Before Jesus died, he shared a cup of wine with his disciples at the festival meal. He knew he was going to die and he wanted his friends to remember him. When he had thanked God for the wine, he said

'This is my blood, shed for you'  
'Do this to remember me.'

Jesus knew one of his friends was going to tell the soldiers where to find him. That must have been really hard for Jesus knowing someone would betray him.

*Show a reproduction of a painting of the Last Supper and invite children to talk about it.*

Because this was Jesus' last meal with his friends before he died. Christians call this the Last Supper. Christians believe Jesus died for them, to bring them closer to God. They share wine together to show that they do remember Jesus and the sacrifice he made. It is part of a celebration called the Eucharist or Holy Communion.

It is a time when people who love and worship Jesus feel particularly close to him and, in a mysterious way, they feel he is close to them.

**For discussion:**

- I wonder how the wine is like Jesus' blood?*
- Why do you think some people want to remember Jesus?*
- How do you remember people or animals that have died?*



**Activity Suggestions**

Teaching about:

Chalice

Number of lessons:1

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p><b>DESIGN AND MAKE</b></p> <ul style="list-style-type: none"> <li>➤ a chalice</li> </ul>	<p><b>DRAW</b></p> <ul style="list-style-type: none"> <li>➤ a picture of the Last Supper, with thought and/or speech bubbles;</li> <li>➤ the most beautiful cup you have ever seen.</li> </ul> <p><b>WRITE</b></p> <ul style="list-style-type: none"> <li>➤ or draw about someone you want to remember.</li> </ul>	<p><b>LOOK</b></p> <ul style="list-style-type: none"> <li>➤ at different images of the Last Supper depicted in art and compare them;</li> </ul>

## Potential C.A.S.E. Developments

Knowledge: Symbols				
Concepts			Attitudes	
Concept of God	Beliefs	Self-Respect	Integrity	Enquiry
Christians believe Jesus: ➤ died for them;  ➤ is remembered in wine.	Faith must be: ➤ remembered;  ➤ celebrated.	I can remember.  I can be remembered.	Valuing: ➤ mystery;  ➤ sacrifice.	How did Jesus die?  How is the wine like his blood?
Chalice				
Skills			Exploration of Human Experience	
Language	Empathy	Reflection	Spirituality	Emotions
chalice  sacrifice  Communion  Eucharist	with those who: ➤ remember;  ➤ believe.	What do I remember?  What helps me?  How do I remember people or animals who have died.	Experiences of: ➤ remembering;  ➤ celebrating;  ➤ being together with other people.	sadness  joy

### Resources

A Chalice is available on loan from the RE Resources base at Chapel Fields Centre.

**Christianity** CEM

Leonardo da Vinci *The Last Supper* from Articles of Faith

# The Peace

Passing the peace is a well established symbolic gesture used in many traditions of Christianity and currently becoming more universal. It is exchanged first between priest and congregation, then shared amongst everyone. It is expressed with a handshake or, by the more demonstrative, a hug and the words 'The Peace of the Lord be with you'. The response is 'And also with you'.

**Learning Objectives:** To give children opportunities to **know** about a Christian symbol;  
begin to **understand** symbols that represent peace;  
and to **be able to reflect** on how peace can be carried around the world.

## Lesson 1:

*Invite pupils to recall the story of Noah.*

Imagine what it was like to see nothing but water. Noah knew that the flood was the sign of God's anger. When it stopped raining Noah looked out. There was only water, all around and as far as the eye could see. Noah sent out a bird, a dove, and he watched it fly off. When it came back, he knew it had found nowhere to land. He waited for another week and sent the dove off again. This time, when it came back, it carried a fresh olive leaf in its beak. A week later, Noah sent the dove out again and this time it did not return. God's anger was over. The flood had gone. The world was calm and tranquil. Noah and his family felt safe again. Peace had come to the earth.

The dove has become a symbol of peace. It carries peace further than hands can stretch.

### For discussion:

*How else can peace be carried?*

*Without comment, shake hands with several pupils and talk about what the gesture means. Explain that in some churches this is done to express joy at meeting but also has a place in the worship when people wish each other 'The Peace of the Lord'.*

### For discussion:

*When do you shake hands?*

*How do you feel when you shake hands with someone?*

*What do you think they mean by the words, 'The peace of the Lord'?*

*Who is the Lord of whom they speak?*

*What is peace?*

*How would you wish someone peace?*



## Lesson 2: "Peace be with you"

*Without comment, shake hands with several pupils. Ask the pupils if they can recall, from the previous lesson, which people might use this action in worship and what it is saying.*

*Recall with children's help, the story of Jesus' resurrection appearance to the apostles: (John 20v19-21, retold on page 216).*

*Light the story candle.*

It was late on the Sunday night; three days after Jesus had been crucified on the Friday. Jesus' closest friends had locked themselves away, they were afraid. They were afraid of the people who had sent Jesus to die; would they be next? They were upset and lonely without their friend and teacher. Imagine that it was dark, late at night.

Suddenly, Jesus was there with them. And he spoke. "Peace be with you." The disciples knew that this was really Jesus. The sound of his voice filled them with joy and happiness. They were no longer afraid. It was as if a bright light was shining amongst them. They knew life would be difficult but they had found peace in Jesus.

Again, Jesus said, "Peace be with you". He then commanded his friends to go and tell other people about God's peace.

*Blow out the story candle.*

### For discussion:

*What do you say to others that makes them feel happy?*

*What has someone ever said to you that has made you joyful?*

*How might Christians take Jesus' peace around the world?*



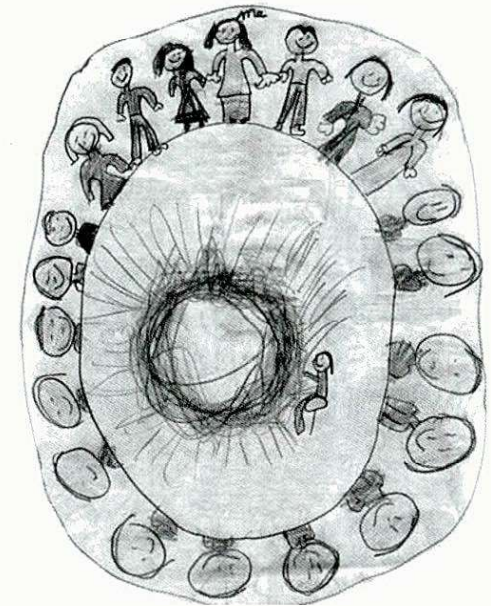
# Activity Suggestions

Teaching about:

The Peace

Number of lessons: 2

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p><b>TALK</b></p> <ul style="list-style-type: none"><li>➤ about peaceful ways to resolve conflict in school;</li></ul> <p><b>USE</b></p> <ul style="list-style-type: none"><li>➤ circle time sessions to role play conflict resolution opportunities;</li></ul> <p><b>SEND</b></p> <ul style="list-style-type: none"><li>➤ a handshake round a circle.</li></ul>	<p><b>DESIGN</b></p> <ul style="list-style-type: none"><li>➤ a sign of peace of your own;</li></ul> <p><b>WRITE</b></p> <ul style="list-style-type: none"><li>➤ about a peaceful place.</li></ul>	<p><b>FIND</b></p> <ul style="list-style-type: none"><li>➤ out about greetings that wish people peace, eg Assalamu Alaykum (Arabic greeting used by Muslims).</li></ul>



## Potential C.A.S.E. Developments

Knowledge: Symbols				
Concepts			Attitudes	
Concept of God	Beliefs	Self-Respect	Integrity	Enquiry
God might: <ul style="list-style-type: none"> <li>➤ give peace;</li> <li>➤ want it to be shared.</li> </ul> Christians believe: <ul style="list-style-type: none"> <li>➤ Jesus brings peace.</li> </ul>	Religion: <ul style="list-style-type: none"> <li>➤ is a way of communicating;</li> <li>➤ breaks down barriers;</li> <li>➤ involves sharing.</li> </ul>	I can be a peace maker	valuing peace	What is peace?  How far can it stretch?
The Peace				
Skills			Exploration of Human Experience	
Language	Empathy	Reflection	Spirituality	Relationships
peace  Lord  dove  symbol	with those who; <ul style="list-style-type: none"> <li>➤ seek peace;</li> <li>➤ want to share peace.</li> </ul>	Where am I peaceful?  How do I use my hands?	Experiences of: <ul style="list-style-type: none"> <li>➤ peace;</li> <li>➤ sharing.</li> </ul>	I can spread peace in my world.  Peace must start with me.

### Resources:

A cross with dove is available on loan from the RE Resources base at Chapel Fields Centre.

# The Picnic

Matthew 14 : 15 – 21 Mark 6: 35 – 44

The story of the feeding of the five thousand uniquely appears in all four of the gospels, with variations of emphasis. The first three gospels use the Greek word 'mighty work' for this miracle but John uses the word 'sign' to describe an account which says something about God. This account takes an imaginative approach to presenting the story.

**Learning Objectives:** To give children opportunities to **know** the biblical story of the feeding of the five thousand; **understand** that two important Christian symbols come out of this story; and to **be able to reflect** on what they would like to be chosen to do.

We are going to hear a story from the Bible. This story is told by a little boy, just like you. Let's call him Benjamin. But this is no ordinary story. Let's listen to what he has to say.

## *Light the story candle*

Hallo, my name is Benjamin. I am very excited today because I am going to see a special man called Jesus. I've heard all about him and the wonderful things he does. Mum says he can make sick people better without even touching them. That's called a miracle.

Mum has packed me a picnic in case I get hungry. I've got five small loaves of bread and two fishes in my bag for later. Lots of people I know from my village are coming with me. We walk along the way together until we get to the place where Jesus is. There are crowds of people and it's very noisy, so it's difficult to see him. As I'm so small, I manage to get up to the front and there he is!

We sit there listening to him talking, telling stories about God. There are many sick people there too and we watch, amazed, as he makes them better. He doesn't turn anyone away although many hours have passed and it is getting late and we are still far away from home.

Now I can see that Jesus is looking worried because the crowds have followed him all day and they haven't had anything to eat. He tells his friends that the people need food and one of them says it's impossible to feed so many thousands of people. Another of Jesus' friends, Andrew, points at me and says, "Look, there's a boy with some food. He's got fish and bread. It won't be enough for everyone, but at least it's a start."

Then Jesus looks at me! I can't believe it at first, so I turn round to see if he means someone else, but it is me! Now he is calling me to go to him. I stand up and walk towards Jesus. All the people round me stop talking and watch me as I go right up to him.

And then, what do you think he does? He asks me if he can have my picnic to share it with the people. I am so amazed that I can't speak, but I give him my bread and fish.

You're not going to believe what happened next. First Jesus tells all the people to settle down on the grass. Then he holds my bread in his hands and he thanks God for it. Next, he breaks it into pieces and gives it out to the crowd. He does the same with the fish. My picnic is passed around and I don't know how this happened, but everyone has enough to eat, all the thousands of them!

I can hear people saying, "This is surely a miracle. Jesus is no ordinary man."

So many feelings are going through my head. I feel excited, proud and amazed all at one time. And yes, so important because Jesus has chosen me!

What will mum say when I get home and tell her? I know that this is a day that I will never forget....

*Blow out the story candle.*

**For discussion:**

*What do you think a miracle is?*

*What made Benjamin amazed?*

*When have you been amazed?*

*When have you found it hard to share something?*

*Jesus chose the little boy we called Benjamin to do something special. When have you been chosen to do something?*

*When have you had a day that you will always remember?*

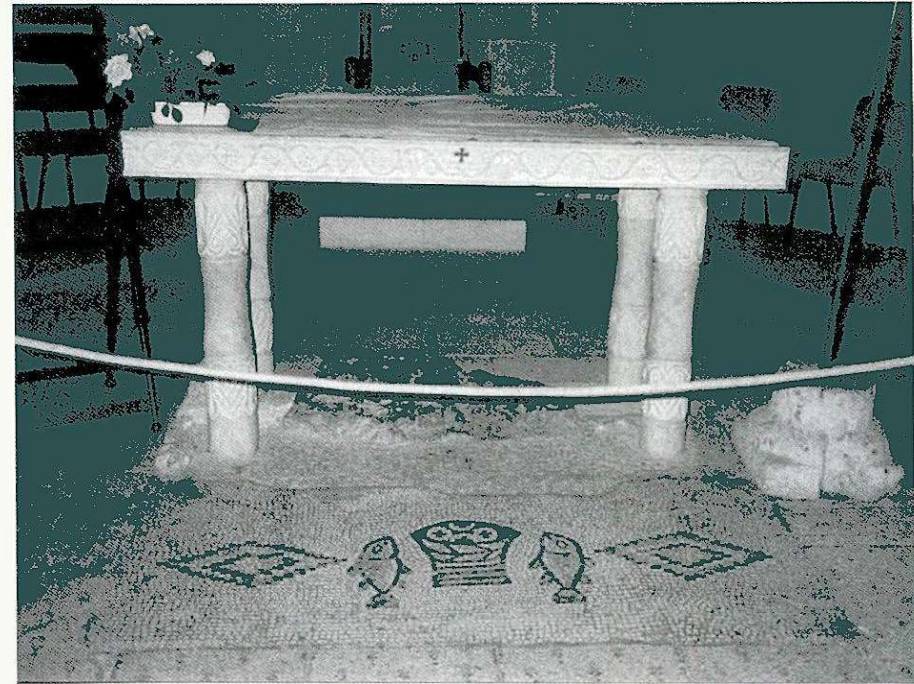
**Lesson 2**

*Show the children a photograph of a mosaic representing fish and bread.*

What can you see in this picture?

How does it remind you of a story we have heard?

*Recall, with the children's help, the story of The Picnic.*



For many Christians fish and bread are important symbols. A symbol is a shape or a picture of something that reminds you of something else that is important.

Fish and bread remind many Christians of Jesus. When they look at these shapes they think about Jesus and how important he is in their lives.

They do things to show that they are followers of Jesus. Sometimes they break bread together and share it to remember Jesus. Some Christians wear a badge in the shape of a fish to show that they belong to Jesus.

This makes them feel like part of a family that is spread all over the world.

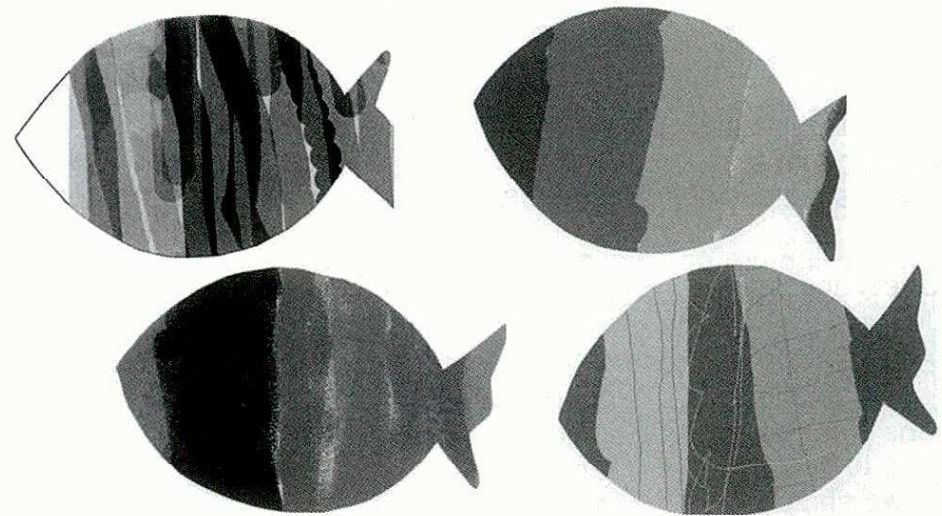
**For discussion:**

*Where do you belong?*

*What shapes show that you belong somewhere?*

*What does it feel like to belong?*

*Why do you think that fish remind people of Jesus?*



This mosaic, made up of lots of little coloured tiles, is in the floor of a church dedicated to one of Jesus’ disciples, Peter, who became St Peter. The tiny church is on the shore of Lake Galilee where Peter once fished and where he spend so much time with Jesus. It’s on this shore that the miraculous story of Jesus feeding everybody with the little boy’s loaves and fishes took place, according to the Bible. The church was built a long time after Jesus came here.

**Activity Suggestions**

Teaching about:

The Picnic

Number of lessons:2

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p><b>DESIGN &amp; MAKE</b></p> <ul style="list-style-type: none"> <li>➤ a pattern of loaves and fishes, using a variety of media, including ICT.</li> </ul> <p><b>TALK ABOUT</b></p> <ul style="list-style-type: none"> <li>➤ How it would have felt to be there in the crowd and hot seat one of Benjamin’s friends or his mother.</li> </ul>	<p><b>WRITE ABOUT</b></p> <ul style="list-style-type: none"> <li>➤ or draw a day that you will always remember;</li> </ul> <p><b>DRAW</b></p> <ul style="list-style-type: none"> <li>➤ a picture to illustrate the most important moment of the story and add thought bubbles.</li> </ul>	<p><b>FIND OUT ABOUT</b></p> <ul style="list-style-type: none"> <li>➤ the fish symbol worn by some Christians;</li> </ul> <p><b>EXPLORE</b></p> <ul style="list-style-type: none"> <li>➤ using the internet, world issues relating to hunger and its relief.</li> </ul>

## Potential C.A.S.E. Developments

Knowledge: Symbols					
Concepts			Attitudes		
Concept of God	Beliefs	Symbols	Self-Respect	Integrity	Social Responsibility
Christians believe Jesus: ➤ made wonderful things happen; ➤ is to be worshipped.	For Christians the story of the feeding of the thousands of people is an important story. It reminds them of Jesus.	bread fish	I can share what I have.	Valuing: ➤ food; ➤ sharing; ➤ stories.	It is good to think of others and share what you have.
The Picnic					
Skills			Exploration of Human Experience		
Language	Empathy	Reflection	Spirituality	Fundamental Questions	Emotions
miracle symbol	With those who: ➤ have food; ➤ are hungry; ➤ find it hard to share.	When have I been amazed? Where do I belong? What will I always remember.	Experiences of: ➤ sharing food; ➤ being surprised.	How did Jesus do it? Did Jesus do it? Does it matter? Where is the truth of the story?	surprise joy

The photograph of the mosaic can be accessed through the Solgrid website: [www.solgrid.org.uk](http://www.solgrid.org.uk)

# The Shell of St James

The scallop shell is the symbol of James, one of the twelve disciples. Along with his brother John, he was called by Jesus from his work as a fisherman. James was the first apostle to die for the faith. Many legends surround his canonisation; holy relics connected with him became the focus of pilgrimage to the extent that his symbol has also become a symbol of pilgrimage. It is also associated with the sacrament of baptism where it is sometimes used to lift the water from the font. The feast day of St James the Great is July 25<sup>th</sup>. Many churches, including one in Shirley, are dedicated to him.

**Learning Objectives:** To give children opportunities to **know** about a Christian saint, St James;  
**understand** why a scallop shell is the symbol of St James, used at baptism;  
and to **be able to reflect** on a day that they celebrate.

## Lesson 1:

*Show pupils a scallop shell and talk about it.*

Where has it come from?

What does it make you think of?

A scallop shell has become the symbol of one of the earliest Christian saints. He was one of Jesus' disciples. His name was James.

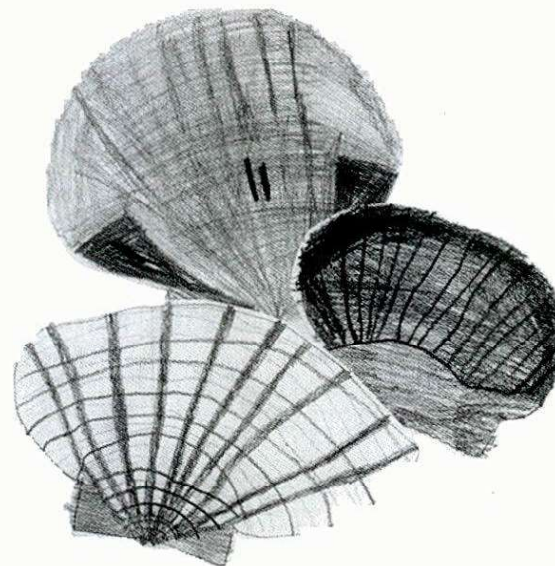
Why do you think a shell might be a good symbol for James?

James and his brother John were fishermen. They probably caught scallops in their nets. Jesus called to them to follow him. After Jesus' death and resurrection, the disciples travelled to many countries to tell people about Jesus. The legend of St James tells how he went to Spain. Many people there became Christians. When he came home the king, who did not want the Jesus story to be told anywhere, put James to death.

## For discussion:

*Why do you think the king hoped people would forget about Jesus?*

*What story would you like to spread around the world?*





## Lesson 2:

*Begin again with the scallop shell.*

Whose symbol is it?

What happened to St James?

The scallop shell is often used in baptism to scoop up the water and then pour it on to the baby's head.

We are going to look on the computer at a church that is named after St James. This church is in Shirley, in Solihull.

*Show children the Virtual Tour of St James the Great Church, in Shirley, focusing on the photograph of the font.*

What is this?

This is the font. It is found at the back of the Church. During baptism the priest pours water from the font on to the baby's head. It is a sign that the baby has been washed clean.

*Use the virtual tour to discuss baptism with the children.*

### For discussion:

*Have you ever been to a baptism?*

*What happened?*

*Whose special day do you celebrate?*

## Activity Suggestions

Teaching about:

The Shell of St James

Number of lessons: 2

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<b>MAKE</b> ➤ an observational drawing of a scallop shell.	<b>WRITE</b> ➤ a story to spread round the world.	<b>MAKE</b> ➤ a collection of shells;  <b>VISIT</b> ➤ the Church of St James the Great.

## Potential C.A.S.E. Developments

<b>Knowledge: Symbols</b>				
<b>Concepts</b>			<b>Attitudes</b>	
<b>Concept of God</b>	<b>Beliefs</b>	<b>Respect</b>	<b>Integrity</b>	<b>Enquiry</b>
Many people want the story of Jesus to be told.  There is mystery.	Some objects have become symbols.  Some people are holy.  Some days are set aside.	Some people die for their beliefs.	Valuing: ➤ mystery;  ➤ holiness;  ➤ beliefs.	How do stories spread?  Why are stories important?
<b>The Shell of St James</b>				
<b>Skills</b>			<b>Exploration of Human Experience</b>	
<b>Language</b>	<b>Empathy</b>	<b>Reflection</b>	<b>Spirituality</b>	<b>Emotions</b>
disciples  saints  pilgrimage  symbol  shrine	artefact  story  legend	What is my most important story?  What do I celebrate?	Experiences of: ➤ mystery;  ➤ the inexplicable.	fear  awe

# I am the Light of the World

New Testament: John 8:12

Like the words 'I am the Good Shepherd', this is one of the metaphorical sayings of Jesus recorded in John's gospel. The metaphorical statement of revelation is made to the Pharisees who have previously been trying to trap Jesus. It comes in the context of a homily on truth and authority as Jesus is teaching in the Temple in Jerusalem. Jesus is using a familiar image to illustrate the claims he is making about himself and the world's need of him.

The first image used in the lesson is 'The light of the World' by the Pre-Raphaelite artist Holman Hunt. This Victorian painting is very familiar, especially to Christians, and contains many devices and details that symbolise Jesus as the light of the world.

The second image is the Resurrection window from Lisburn church in Northern Ireland. In 1981, an IRA bomb exploded in Lisburn leaving most of the stained glass windows in the church shattered. The Resurrection window was made from the shattered fragments of glass that were left over and depicts a great explosion. In the centre is the circle of the earth surrounded by red, symbolising human suffering, but from that centre are shafts of light bringing hope to every point around. It symbolises new life after death.

**Learning Objectives:** To give children opportunities to **know** about a Christian metaphor, 'I am the light of the world'; **understand** that, for Christians, Jesus is that light; and to **be able to reflect** on how they might be a light.

## Lesson 1:

*Begin by showing the children the painting by Holman Hunt: 'The Light of the World'.*

What can you see in this picture?

What do you think is the most important part of this picture?

I'm going to show you another picture now (*The Resurrection window*). Look at it carefully and tell me what you can see.

*Collect the children's ideas.*

Now I am going to put these pictures side by side and I want you to look at them both.

What is the same about these two pictures?

What is different in these two pictures?

*As a class, record the children's ideas in a class list based on similarities and differences. (This activity can be done in pairs or in small groups using the format on page 292).*

Which was easier, finding similarities or differences?

*With the children's help, establish that **light** is the most important focus of both images.*

Now I am going to show you another light.

*Light the story candle.*

Jesus said 'I am the light of the world'.

What do you think he meant?

How might he be a light?

What do lights do?

Why do you think I showed you the two pictures?

In the first picture, the artist has shown Jesus holding a candle light. This is an important symbol for Christians because they believe that Jesus, like a light, guides them throughout their lives.

The second picture is of a stained glass window in a church. The people who made this window wanted to show light spreading all over the world. Christians believe that Jesus is the light in the world because he gives them hope. He can turn darkness into light.

The words that Jesus said and these pictures of light remind Christians that Jesus is the light in their lives.

**For discussion:**

*Who is the light in your life?*

*When can you be like a light?*

*The metaphor can further be explored through songs and hymns and through the children's own experience of candles.*

**Lesson 2:**

*Show children the photograph of the 'Flame of Hope' in Birmingham's Centenary Square, and talk about it.*



Here's another picture of a flame. It's a bit difficult to see against the sky.

When the new century began, the people in the churches in Birmingham wanted to remind everyone how important Jesus is to them. They put up this symbol in Centenary Square, one of the busiest open spaces in the city centre. As you can see, lots of people walk past it every day.

The flame burns above a globe, a model of the earth, and below the globe is the cross. The plaque by the side of the symbol reads 'I am the Light of the World'.

The symbol is called the Flame of Hope. It burns to show Christians' belief that Jesus is a light for them and gives them hope. Lots of people believe Jesus gives hope to the whole world.

### Lesson 3:

Let's look again at the picture of the window. This window, in a church in Lisburn in Northern Ireland, is a symbol of what Christians believe about Jesus because of how it came to be made.

The people of Northern Ireland argued about how they should live their lives and some people felt so strongly, they were prepared to use violence to make their point. One day, a bomb went off in the town and the church was damaged. All the beautiful windows were shattered.

The people who loved the church were very upset but they worked to restore it. It took them six years. When all the windows had been carefully remade, there were hundreds of bits of glass left over, so they decided to make a new window. They called it the Resurrection window and it was very beautiful. When they looked at it, it reminded them of their belief in Jesus. It was a symbol of new life for them.

Then another bomb exploded in the town and the beautiful new window was destroyed, along with all the others..... again. The people were devastated. How could they do it all again? But they did. And this time the first window to be restored was the beautiful new one.

Whenever they look at the window, the people of this church in Lisburn remember that Jesus is like a light for them, guiding them and giving them hope.

**For discussion:**

*When do you feel despondent?*

*What gives you hope?*

### Activity Suggestions

Teaching about:

I am the Light of the World

Number of lessons: 3

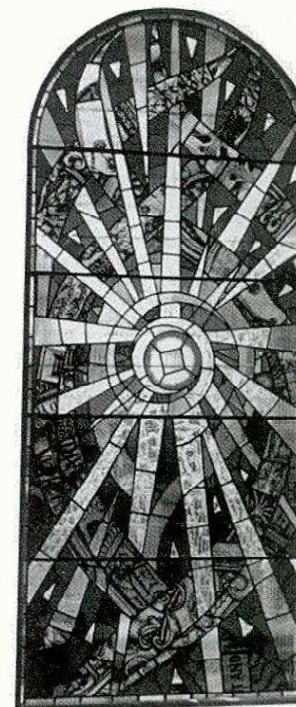
PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p><b>MAKE</b></p> <ul style="list-style-type: none"> <li>➤ a candle.</li> </ul>	<p><b>DRAW</b></p> <ul style="list-style-type: none"> <li>➤ yourself being a light for someone;</li> </ul> <p><b>RECORD</b></p> <ul style="list-style-type: none"> <li>➤ in some way what children say gives them hope.</li> </ul>	<p><b>FIND OUT ABOUT</b></p> <ul style="list-style-type: none"> <li>➤ light.</li> </ul>

## What is the same and what is different?

Look carefully at these two pictures.

Make a list of all the things you can see in both pictures, beginning with the **shape**.

How many things can you find that are different?



Both pictures have:

This one has:

This one has:

Activity  
Sheet

## Potential C.A.S.E. Developments

<b>Knowledge: Symbols</b>					
<b>Concepts</b>			<b>Attitudes</b>		
<b>Concept of God</b>	<b>Morality</b>	<b>Beliefs</b>	<b>Self-Respect</b>	<b>Integrity</b>	<b>Enquiry</b>
Christians believe Jesus: ➤ was from God;  ➤ is a light;  ➤ guides their lives.	Evil can be fought.	Faith offers hope.	I can be a light.	Valuing: ➤ metaphorical understanding.	How is Jesus a light?  Why does the world need a light?
<b>I am the Light of the World</b>					
<b>Skills</b>			<b>Exploration of Human Experience</b>		
<b>Language</b>	<b>Empathy</b>	<b>Reflection</b>	<b>Spirituality</b>	<b>Relationships</b>	
Jesus revelation	with those who: ➤ need a light;  ➤ spread light.	When do I need a light?  Who shows me the way?  How might I be like a light?  What gives me hope?	Experiences of: ➤ understanding;  ➤ seeing light;  ➤ being hopeful.	Relationships need light.	

# The Cross

The cross is the most universal of all Christian symbols. Already an ancient symbol, it took on a new and profound significance after the death of Jesus. Crucifixion was an accepted form of punishment in the Roman world; it was the most humiliating kind of public execution reserved for political or religious activists and revolutionaries. It was not until the reign of the Emperor Constantine, in the 3<sup>rd</sup> Century CE, when crucifixions ceased, that the cross was first used as a symbol for the faith.

**Learning Objectives:** To give children opportunities to **know** about the most important Christian symbol, the cross; **understand** that, for Christians, the cross is a reminder of Jesus; and to **be able to reflect** what they wear to show where they belong.

## Lesson 1:

*Show pupils a cross and chain. This might be concealed in a mystery bag.*

What is it?

How is it used?

Why would someone want to wear it?

What do you know about the cross?

The cross was used to kill people. They were tied or nailed on to it and left for everyone to see. Can you imagine how painful that must have been? That's what happened to Jesus. It's strange, isn't it, that anyone would want to be reminded of such a horrible thing as crucifixion.

*Recall, with pupils' help, the story of Good Friday.*

The cross has become a symbol of all that Jesus' death means to people who love him and follow him. They believe he died as a sacrifice for them, as a sign that their sins are forgiven. Many Christians wear a cross like this to remind themselves of Jesus' love for them and to show everyone that they belong to Jesus.

## For discussion:

*Where else do you see crosses?*

*What do you wear to show where you belong?*

*How do you remember people after they have died?*





## Lesson 2:

*Make a collection of crosses or pictures of crosses, with as much variety as possible.*

What is the same about all of these crosses?

What is different?

*Talk about the universality of the cross as a Christian symbol.*

All of these shapes are crosses. Although they are not the same, they all remind Christians of Jesus' death and resurrection. It was not until about three hundred years after Jesus' death that the cross began to be a symbol for Christians.

It was the Roman Emperor, Constantine, who made the cross famous. He said he saw the cross in a dream. It was the night before a mighty battle and he dreamed he would win if he fought under the sign of the cross. He was victorious and afterwards he had crosses put on his flags and banners. He also decided that church buildings should each have a cross in them too.

Since then many different forms of the cross have appeared and some churches are even built in the shape of a cross.

### For discussion:

*If you had a banner to go before you for everyone to see, what would you put on it?*

## Activity Suggestions

Teaching about:

The Cross

Number of lessons: 2

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p><b>DESIGN</b></p> <ul style="list-style-type: none"><li>➤ a symbol for yourself;</li></ul> <p><b>MAKE</b></p> <ul style="list-style-type: none"><li>➤ your own banner;</li></ul> <p><b>LOOK</b></p> <ul style="list-style-type: none"><li>➤ at a variety of crosses and talk about them.</li></ul>	<p><b>DESIGN</b></p> <ul style="list-style-type: none"><li>➤ a cross with your own pictures on it, using the symmetry tool on Dazzle.</li></ul>	<p><b>LOOK FOR</b></p> <ul style="list-style-type: none"><li>➤ crosses in your environment.</li></ul>

## Potential C.A.S.E. Developments

Knowledge: Symbol					
Concepts			Attitudes		
Concept of God	Beliefs	Forgiveness	Self-Respect	Enquiry	Social Awareness
Christian believe: ➤ God sent Jesus; ➤ Jesus died for them; ➤ Jesus brings salvation.	Religion: ➤ gives courage and security.	is enshrined in the symbol of the cross.	I can be forgiven.  I can show where I belong.	Why is there: ➤ cruelty? ➤ suffering?	For many people the cross is a sacred symbol.
The Cross					
Skills			Exploration of Human Experience		
Language	Empathy	Reflection	Spirituality	Emotions	
crucifixion  symbol  resurrection  sacrifice	with those who: ➤ suffer;  ➤ remember;  ➤ belong.	How do I remember?  What do I remember?  When do I need to be forgiven?  How do I show where I belong?	Experiences of: ➤ remembering;  ➤ suffering;  ➤ belonging.	sorrow  pain  joy	

Resources:

A collection of crosses is available on loan from the RE Resources base at Chapel Fields Centre.

# The Magen David

The six-pointed Magen David or Star of David is the symbol of Judaism, first used in the seventeenth century by Jews in Czechoslovakia and adopted as an emblem of the faith in 1897. It appears in blue on a white background on the Israeli flag.

**Learning Objectives:** To give children opportunities to **know** about an important symbol of the Jewish faith;  
**understand** why the Magen David is important to Jews;  
and to **be able to reflect** upon shapes or symbols that are important to them.

## Lesson:

*Show the pupils a picture of the Jewish flag and invite them to talk about it, to identify the shape and count its points.*

How many shapes can you see?

What do you think it might stand for?

How is the star made?

This star shape is called the Star of David. David was a very good and famous king whose story is told in the first part of the Bible. He was king of the nation of Israel, the people who are now called the Jews.

Some Jews say the star stands for King David's shield. Others use the star to remind them that one day each week is holy time. The six points each stand for a day of the week but the space in the centre of the star represents the Sabbath, the seventh day when no work is done. The star reminds Jews of their duty to keep the Sabbath.

The Star of David has become the symbol for Jews all over the world. Some people wear one on a chain around their necks to show everyone that they are Jewish.

## For discussion:

*What other symbols do you know that are shared all over the world?*

*What shapes or symbols are important to you?*

*Which is your favourite day of the week?*

*What do you think of when you look at stars?*



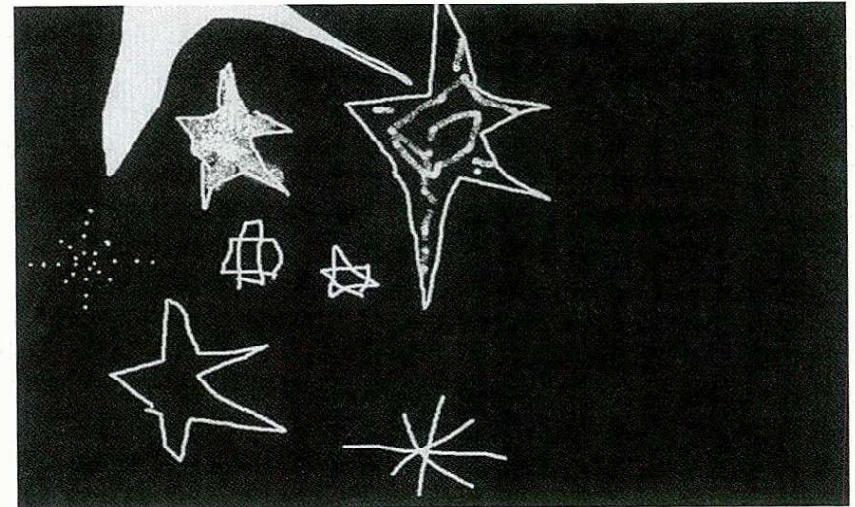
# Activity Suggestions

Teaching about:

The Magen David

Number of lessons: 1

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p><b>USING</b></p> <ul style="list-style-type: none"><li>➤ a variety of media, make six pointed stars;</li></ul> <p><b>MAKE</b></p> <ul style="list-style-type: none"><li>➤ star patterns.</li></ul>	<p><b>WRITE</b></p> <ul style="list-style-type: none"><li>➤ about your favourite day.</li></ul> <p><b>DRAW</b></p> <ul style="list-style-type: none"><li>➤ your important shape or symbol.</li></ul>	<p><b>LOOK AT</b></p> <ul style="list-style-type: none"><li>➤ other flags.</li></ul> <p><b>VISIT</b></p> <ul style="list-style-type: none"><li>➤ a synagogue.</li></ul> <p><b>LOOK</b></p> <ul style="list-style-type: none"><li>➤ at stars.</li></ul>



## Potential C.A.S.E. Developments

<b>Knowledge: Symbols</b>				
<b>Concepts</b>		<b>Attitudes</b>		
<b>Symbols</b>	<b>Beliefs</b>	<b>Respect</b>	<b>Integrity</b>	<b>Enquiry</b>
The Star of David.	Religion: ➤ a form of identification for individuals and a nation;  ➤ makes days holy.	national and individual identities deserve respect.	Valuing: ➤ marks of identity;  ➤ belonging.	Who am I?  Where do I belong?  What do I wear to show where I belong?
<b>The Magen David</b>				
<b>Skills</b>		<b>Exploration of Human Experience</b>		
<b>Language</b>	<b>Reflection</b>	<b>Spirituality</b>	<b>Relationships</b>	
Israel  Jews  Sabbath  symbol	What is my favourite day?  What symbols do I recognise?	Experiences of: ➤ identification;  ➤ belonging.	➤ I become myself in relationship to others.  ➤ I am unique.	

### Resources:

Flag of Israel is available on loan from the RE Resources base at Chapel Fields Centre.

# Crescent Moon and Star

The crescent moon and star form the symbol of Islam. Many Muslim countries incorporate it into the designs of their flags and stamps. A crescent moon usually appears on the pinnacle of a mosque dome or at the top of the minaret. Observance of a lunar calendar acknowledges belief in the ordering power of natural forces and thus the supremacy of Allah to whom believers submit unreservedly.

**Learning Objectives:** To give children opportunities to **know** about the symbol of Islam, the crescent moon and star. **understand** why this symbol is important in guiding the lives of Muslims. and to **be able to reflect** on what or who guides them.

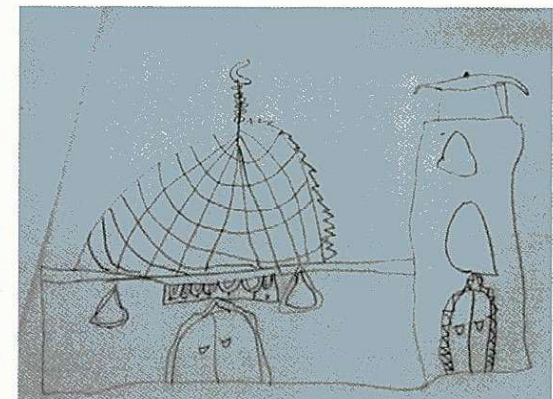
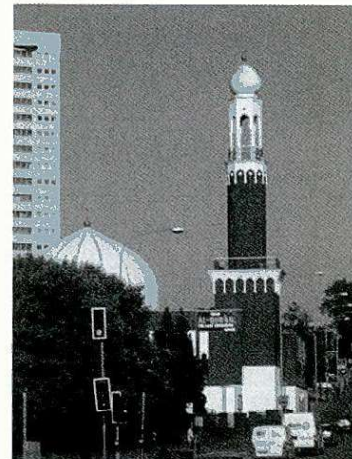
## Lesson:

*Show the pupils a picture of the symbol itself or a photograph of a mosque (a local one or the Regent's Park Mosque in London). Talk about the images, inviting pupils' suggestions as to what the crescent moon (and star) might stand for.*

For some people the new moon and star make up the symbol of their religion. They are called Muslims. Their religion began a long time ago in a desert country called Arabia.

A desert is a huge expanse of sand stretching for hundreds of miles. When travellers are out in the desert there are no signposts or buildings to help them find their way. It used to be even more difficult hundreds of years ago. People used the stars to guide them and the moon to light their way. They travelled at night because it would be too hot to do so in daylight, under the burning sun.

Muslims also measure their days and weeks by the pattern of the moon. A new moon means the start of a new month. So, as well as guiding travellers in the desert, Muslims look to the moon to organise their time.



Muslims believe it is their faith in God which guides them on their journey through life. It lights their way. Many Muslim people try to keep their minds on God, whom they call Allah, every minute of their lives. The symbol of the crescent moon and star says all that, without any words, to them and to the world.

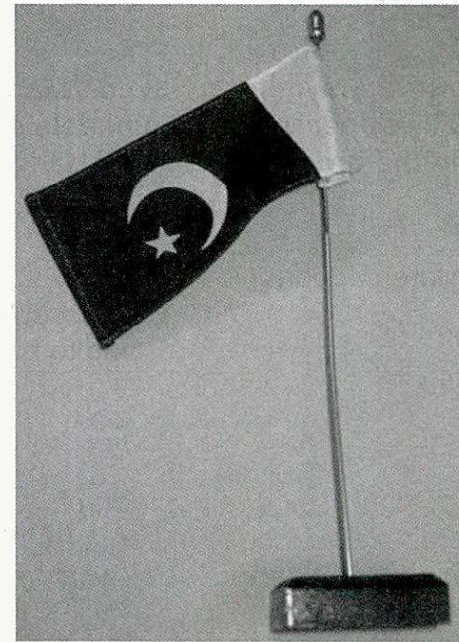
**For discussion:**

*What do you think it would be like to be in the desert?*

*What guides your way?*

*How is your life like a journey?*

*What do you keep in mind?*



**Activity Suggestions**

Teaching about:

Crescent Moon and Star

Number of lessons: 1

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p><b>FIND</b></p> <ul style="list-style-type: none"> <li>➤ Arabia on a map;</li> </ul> <p><b>MAKE</b></p> <ul style="list-style-type: none"> <li>➤ a star pattern on the computer or on fabric.</li> </ul>	<p><b>MAKE</b></p> <ul style="list-style-type: none"> <li>➤ Moon and star mobiles;</li> </ul> <p><b>DRAW</b></p> <ul style="list-style-type: none"> <li>➤ Constellations like The Great Bear and Orion.</li> </ul>	<p><b>LOOK</b></p> <ul style="list-style-type: none"> <li>➤ at the moon and stars and see how many patterns you can find;</li> </ul> <p><b>FIND OUT</b></p> <ul style="list-style-type: none"> <li>➤ how people find their way in the desert.</li> </ul>

## Potential C.A.S.E. Developments

<b>Knowledge: Symbols</b>					
<b>Concepts</b>			<b>Attitudes</b>		
<b>Concept of God</b>	<b>Beliefs</b>	<b>Symbols</b>	<b>Self-Respect</b>	<b>Integrity</b>	<b>Tolerance</b>
Muslims believe God: ➤ guides their lives;  ➤ is to be worshipped and obeyed.	Religion: ➤ is a form of identification;  ➤ directs lives.	Crescent Moon and Star.	I am on a journey.  My journey is important to me.	Where will my life lead?  What will I become?	Everyone has a right to follow his/her own path.
<b>Crescent Moon and Star</b>					
<b>Skills</b>			<b>Exploration of Human Experience</b>		
<b>Language</b>	<b>Empathy</b>	<b>Reflection</b>	<b>Spirituality</b>	<b>Emotions</b>	
Muslims  Allah	with those who ➤ are lost;  ➤ have faith.	What or who is my guide?  What do I think about?	Experiences of: ➤ being led;  ➤ finding the way.	trust;  feelings of certainty.	



# The Garden

The garden is an important symbol in Islam. It epitomes the greatness and beauty of creation; it is also a metaphor for Paradise, which Muslims believe is promised to the faithful after death. In this lesson, the image of heaven as a garden is used to stimulate pupils' reflections on their own ideas of heaven. It will be helpful to create a quiet atmosphere, perhaps with the use of peaceful music.

**Learning Objectives:** To give children opportunities to **know** about an important symbol of Islam.  
**understand** why, for Muslims, the garden is a symbol for heaven.  
and to **be able to reflect** on their own ideas of heaven.

## Lesson 1:

*If children are not experienced in guided fantasy, prepare them by explaining that they can join in making the story in their heads if they want to, but can stop at any time as long as they sit very still and make no sound.*

*Everyone who wants to do so must be able to concentrate and enjoy his or her story. Explain that afterwards there will be a chance to draw their own stories. Invite children to relax and to close their eyes.*

*Fade in music.*

Let's imagine we are walking in a garden. We need to be still and quiet to help the pictures to come into our heads. It might help you to close to your eyes.

Listen to the sounds of the garden..... Perhaps you can hear birds singing, leaves rustling in the breeze.

Look around you at your garden. Perhaps you can see grass and trees. Maybe there are flowers in your garden.....

If you want to, you can walk around....  
What are you walking on?  
What sounds are your feet making?

This is the most beautiful garden you've ever seen.

Look around and see if you can remember it.....

Now it is time to leave your garden.  
But perhaps you can draw or paint it so that everyone can share it.

*Fade out the music.*

### **For discussion (after the activity):**

*What was it like in your garden?*

*What was best about it?*

*How did you feel when you had to leave it?*

## Lesson 2:

*Begin by looking at pupils' pictures of their gardens.*

*Brainstorm the good things about a garden.*

For some people a beautiful garden is a symbol of heaven. They call it Paradise or just 'The Garden'. They believe that God, whom they call Allah, keeps a place for each of them, if they deserve it, and that is where they hope to go to when they die. They believe all the good things and all the bad things they do are written in a book by the angels and will be weighed at the end of their lives.

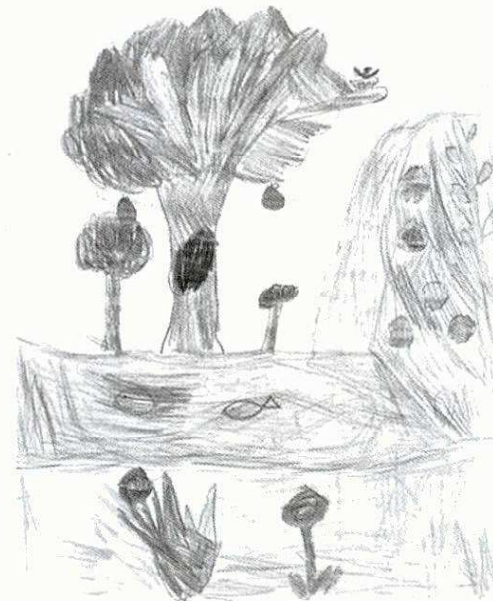
### For discussion:

*What are your ideas about heaven?*

*I wonder what someone would have to do to deserve to go to Paradise?*

*Who, do you believe, notices the good and bad things that you do?*

*Look at the photograph of an Islamic garden and talk about the patterns, the importance of water and the sense of tranquillity.*



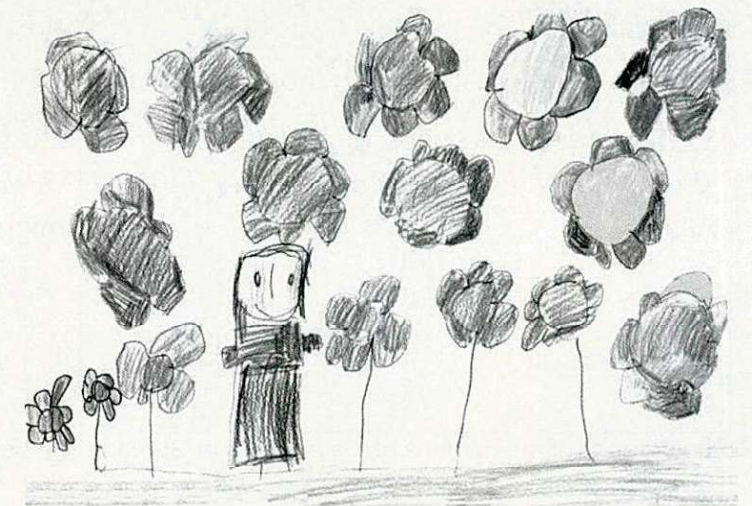
# Activity Suggestions

Teaching about:

The Garden

Number of lessons: 2

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p><b>COLLECT</b></p> <ul style="list-style-type: none"> <li>➤ and look at photographs of gardens and talk about them;</li> </ul> <p><b>DRAW</b></p> <ul style="list-style-type: none"> <li>➤ your beautiful garden;</li> <li>➤ your ideas of heaven;</li> </ul> <p><b>CREATE</b></p> <ul style="list-style-type: none"> <li>➤ two and three dimensional flowers and plants, using a range of materials;</li> </ul> <p><b>MAKE</b></p> <ul style="list-style-type: none"> <li>➤ a miniature Islamic garden.</li> </ul>	<p><b>MAKE</b></p> <ul style="list-style-type: none"> <li>➤ a list of the good things about a garden;</li> <li>➤ a postcard from a visit to a garden;</li> </ul> <p><b>SURVEY</b></p> <ul style="list-style-type: none"> <li>➤ and record in some way what people of various ages want in a garden.</li> </ul>	<p><b>VISIT</b></p> <ul style="list-style-type: none"> <li>➤ a garden and talk about it. Be very still and listen to the quietness.</li> </ul> <p><b>FIND OUT</b></p> <ul style="list-style-type: none"> <li>➤ what trees can do for the environment;</li> <li>➤ about famous Islamic gardens, eg: in Seville or Granada.</li> </ul>



## Potential C.A.S.E. Developments

<b>Knowledge: Symbols</b>					
<b>Concepts</b>			<b>Attitudes</b>		
<b>Concept of God</b>	<b>Beliefs</b>	<b>Self-Respect</b>	<b>Integrity</b>	<b>Enquiry</b>	<b>Sensitivity</b>
Muslims believe: <ul style="list-style-type: none"> <li>➤ heaven is like a beautiful garden;</li> <li>➤ their good and bad deeds are weighed;</li> <li>➤ they go to heaven if they deserve to.</li> </ul>	Religion: <ul style="list-style-type: none"> <li>➤ influences how people behave.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can be good;</li> <li>➤ I have a place.</li> </ul>	Valuing: <ul style="list-style-type: none"> <li>➤ other people's ideas;</li> <li>➤ my ideas about heaven.</li> </ul>	<ul style="list-style-type: none"> <li>➤ What is heaven?</li> <li>➤ What happens when people die?</li> </ul>	Everyone has his/her own ideas about death/heaven.
<b>The Garden</b>					
<b>Skills</b>			<b>Exploration of Human Experience</b>		
<b>Language</b>	<b>Empathy</b>	<b>Reflection</b>	<b>Spirituality</b>	<b>Emotions</b>	
heaven symbol Allah	with those who: <ul style="list-style-type: none"> <li>➤ have a garden;</li> <li>➤ do not have a garden;</li> <li>➤ believe in heaven.</li> </ul>	Where do I think heaven might be?  What do I think it might be like?	Experiences of: <ul style="list-style-type: none"> <li>➤ wondering;</li> <li>➤ believing;</li> <li>➤ being in a garden.</li> </ul>	Peacefulness  expectation	

Photographs of the gardens at the Alambra in Grenada can be accessed on the Solihull Grid for Learning: [www.solgrid.org.uk](http://www.solgrid.org.uk)

# Ik Onkar

The Ik Onkar is an important Sikh symbol, reiterating visually the Sikh belief in one God. It is Gurmukhi, the Punjabi script; this phrase: *There is only one God*, begins the Mool Mantra, the first hymn composed by Guru Nanak who was the founder of the faith.

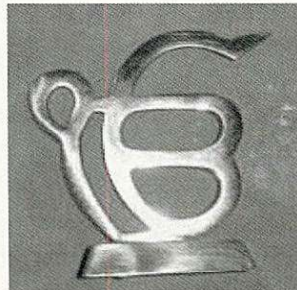
**Learning objectives:** To give children opportunities to **know** that Sikhs believe in one God;  
to **understand** something of the power of a symbol  
and to **be able to reflect** on their ideas of what God might be like.

*Begin by showing children the symbol called the Ik Onkar. If possible, use a three dimensional form which children can handle and talk about. Invite children to suggest what it might be, before showing them the whole of the Mool Mantra in Gurmukhi and asking them to find the shape of the Ik Onkar.*

This shape is important for Sikhs and it gives a very big message. In just this shape is their basic belief in God. The shape is really words. It says: *There is only one God*. The words are put together to make a pattern that people have on their walls or on a table, like this, at home. It reminds them, whenever they see it, of what they believe about God.

These are the first words of the very first hymn that Guru Nanak wrote. A hymn is a song to God or a song about God. Nanak wrote many hymns but this one is so important that it begins every chapter of Guru Granth Sahib, the Sikh holy book. He wrote it after he was called by God to be God's minstrel and sing God's praise. The hymn is called the Mool Mantra. Let's look at what it says about God.

*Show children the Gurmukhi words with the phonetic pronunciation guide and a transliteration. Talk about the description of God in the hymn.*



## For discussion:

*What do you think of this as a description of what God might be like?*

*Why do you think there are different ideas about God?*

## Lesson 2

*Show children the Ik Onkar again and use it to prompt recollection of the Mool Mantra.*

The Sikh prayer, called the Mool Mantra, was written by Guru Nanak. He was the first Sikh and lots of people remember him as a very holy man and they follow his teaching. They celebrate his birthday and they think of him whenever they use this well known prayer.

*Introduce or recall Saffron, the little Sikh girl who asked her teacher if she could bring this prayer to read to her class when they had been learning about Guru Nanak's birthday, (see page 252).*

There are lots of stories about Guru Nanak which Sikh children like Saffron love to hear. This is one of those stories. We'll listen to some Sikh music to help us find the story.

*Fade in tabla music and play quietly during the telling of the story (or light the story candle).*

Nanak was called by God to be his minstrel, to sing songs to God and tell people about God. He travelled long distances and visited many places during his lifetime.

One of the places he visited was the holy city of Mecca, sacred to Muslims. Nanak believed everyone was equal, no-one was better than anyone else, and he had great respect for other religious people, even if their beliefs were different from his own. So he was pleased to be in Mecca.

He had travelled a long way and he was tired when he arrived. He was glad to rest once he could see the holy Ka'aba, the shrine at the heart of the great mosque. He was so tired that he fell asleep and, as he slept, he moved into a more comfortable position, as we all do.

His rest was suddenly disturbed, however, when someone shook his shoulder to rouse him.

"Wake up! Look at your feet, pointing at God's house!. How dare you insult God like this!" the voice whispered in his ear.

Insult God? Of course Nanak didn't want to insult God but he had moved in his sleep and now his feet were indeed outstretched towards the holy shrine. He sat up and smiled at the man.

"I'm sorry to upset you" he said gently, "and I certainly do not wish to insult God. You say this is God's house and I should not face it with my feet. Where then can I point my feet, for isn't God everywhere?"

*Fade out the music or blow out the candle.*

## Activity Suggestions

Teaching about:

The Ik Onkar

Number of lessons: 2

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p><b>DESIGN AND MAKE</b></p> <ul style="list-style-type: none"> <li>➤ a symbol to show your ideas of God</li> </ul>	<p><b>LOOK</b></p> <ul style="list-style-type: none"> <li>➤ at the words of the Mool Mantra and record the three ideas that you think are the most important about God;</li> </ul> <p><b>WRITE</b></p> <ul style="list-style-type: none"> <li>➤ all the words you can think of that describe what God might be like.</li> </ul>	<p><b>FIND OUT</b></p> <ul style="list-style-type: none"> <li>➤ more about Guru Nanak;</li> </ul> <p><b>LOOK</b></p> <ul style="list-style-type: none"> <li>➤ at and talk about the symbols for the other world faiths: The Cross, The Magen David, The Om, The Crescent Moon and Star, and The Wheel.</li> </ul>

Sikhs believe:

<b>ੴ</b>	<b>ਸਤਿ ਨਾਮੁ</b>	<b>ਕਰਤਾ ਪੁਰਖ</b>
Ik Onkar There is only one God	Sat Naam Truth is his name	Karhaa Purak God created the world
<b>ਨਿਰ ਭਉ</b>		<b>ਨਿਰ ਵੈਰੁ</b>
Nir Bhau Nothing scares God		Nir Vair God does not hate anyone
<b>ਅਕਾਲ ਮੂਰਤਿ</b>		<b>ਅਜੂਨੀ ਸੈਠਿ</b>
Akaal Moorat Good never ends; God doesn't have a body		Ajoooni Saiban God lives for ever and knows everything
<b>ਗੁਰ ਪ੍ਰਸਾਦਿ ॥</b>		
Gur Parsaad God can be known by the Guru's love		

Highlight the three ideas about God that you think are the most important.

Add your own idea, if you have one, about what God might be like.

Activity  
Sheet

## Potential C.A.S.E. Developments

<b>Knowledge: Symbols</b>					
<b>Concepts</b>			<b>Attitudes</b>		
<b>Concept of God</b>	<b>Beliefs</b>	<b>Symbols</b>	<b>Integrity</b>	<b>Tolerance</b>	<b>Enquiry</b>
For Sikhs, God: <ul style="list-style-type: none"> <li>➤ is one;</li> <li>➤ is timeless;</li> <li>➤ has no body;</li> <li>➤ has a holy name.</li> </ul>	God is to be worshipped;  Beliefs are to be remembered.	The Ik Onkar is a visual reminder of what Sikhs believe.  Symbols work at a glance	Valuing: <ul style="list-style-type: none"> <li>➤ belief;</li> <li>➤ symbols;</li> <li>➤ commitment</li> </ul>	Sikhs deserve to have their beliefs recognised and respected	What is God like?  How do people know?  Why are there lots of different ideas?
<b>Ik Onkar</b>					
<b>Skills</b>			<b>Exploration of Human Experience</b>		
<b>Language</b>	<b>Empathy</b>	<b>Reflection</b>	<b>Spirituality</b>	<b>Relationships</b>	<b>Daily Experiences</b>
Sikhs  hymns  Guru Nanak	With those who: <ul style="list-style-type: none"> <li>➤ believe;</li> <li>➤ wonder;</li> <li>➤ think about God;</li> </ul>	What do I think about God?  Where do my ideas about God come from?	Experiences of: <ul style="list-style-type: none"> <li>➤ thinking about God</li> </ul>	For many people, belief in God brings them together.	For many people, worshipping God is a daily duty and joy.



# The Kirpan

The kirpan is one of the five ks, the symbols of identity for Sikhs. It is a short sword or dagger which is worn under the clothes next to the skin. It is a symbol of the wearer's readiness to fight for his or her faith and to defend those unable to defend themselves.

**Learning Objectives:** To give children opportunities to **know** about the Sikh kirpan;  
**understand** that some people wear symbols of identity;  
and **be able to reflect** on how they show who they are and what they believe in.

## Lesson 1

*Show children a kirpan, making sure that it remains sheathed. (It is wise to fix the blade in the sheath with strong adhesive, not only to ensure safety but also to prevent offence. A Sikh will only remove the kirpan when it needs to be used.)*

*Invite children to talk about what it is and how it might be used. It may be necessary to explain that there is a blade inside the sheath.*

This is a sharp, curved knife called a kirpan. It has to be kept in this cover called a sheath to make sure it doesn't hurt anyone. What could it do to you if you handled it?

Why do you think it has this band round it and a strap? What could you do with that?

This strap goes over someone's head and hangs down by the side of the body. Let's look at a photograph of someone wearing something like this.

*Show children the photograph of Ranjit, the little boy in the Punjab, who featured in the lessons on the kara in the Handbook for RE in the Foundation Stage. Invite children to talk about what he is wearing, especially the strap and sheath containing a kirpan.*

Why do you think Ranjit wears a kirpan?

It's sharp and so it would be a very useful knife. He could use it to cut the hay to feed the family's buffalo that he has to look after. He could use it to cut wood or strip the bark from sticks like the one he is holding. I expect he uses that to make the buffalo go where he wants it to go when he has to move it. He could use his kirpan to cut up all sorts of things...but he doesn't.

Ranjit wears his kirpan on the strap over his shoulder all the time. He takes it off at night but he keeps it close to him while he's asleep. He isn't afraid someone will hurt him while he's asleep. That's not why he wants to have it close to him. He isn't concerned that someone will steal it because all his friends have one very much like his and they wear theirs all the time too. All the grown ups in his village wear one, sometimes underneath their clothes so you wouldn't be able to see it.

So Ranjit doesn't wear his kirpan because it's useful to him. He wears it because it is very important to him as a person. It is a sign that he is a Sikh. Like his parents and his grandparents and all the people who came before them, he wants everyone to know he is a Sikh. He is proud to wear it. But he also wears it to show he belongs to God. It is a symbol telling everyone who he is and where he belongs.

Sometimes Sikhs like Ranjit's family have had to stand up for their faith because other people have argued with them and sometimes tried to kill them. Sikhs like Ranjit wear their kirpan to show that they are ready to fight for what they believe. They also want to show that they are ready to stand up for others who are not able to fight for themselves.

You may remember what else Ranjit wears to show he is a Sikh.

He wears a kara, a steel bangle. He wears it on his strong wrist, on the hand that he uses most. It reminds him of God.

*Show children a kara and remind them of previous learning.*

If Ranjit were fighting, that is the hand he would use because it is stronger than the other one, but the kara is always there on his wrist to keep his mind on God and remind him how he should behave. He would only use the kirpan to keep other people safe and to stand up for his faith.

Ranjit lives in India, but Sikhs all over the world wear a kirpan like this to show that they are ready to stand up for what they believe and to fight if they have to. It is a sign of their commitment to God. It is a symbol of being a Sikh.



**For discussion:**

*What do you wear to show who you are?*

*What or who would you stand up for?*

*What do you think about fighting?*

*When might it be right to fight?*

*What other ways of fighting are there?*



# Activity Suggestions

Teaching about:

The Kirpan

Number of lessons: 1

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p><b>DESIGN AND MAKE</b></p> <ul style="list-style-type: none"><li>➤ a badge that shows people something about you;</li></ul>	<p><b>WRITE</b></p> <ul style="list-style-type: none"><li>➤ a letter to Ranjit telling him about what you wear every day;</li></ul> <p><b>MAKE</b></p> <ul style="list-style-type: none"><li>➤ a poster to show something you think is important or believe in;</li><li>➤ a list of things people believe in.</li></ul>	<p><b>FIND OUT</b></p> <ul style="list-style-type: none"><li>➤ where the Punjab is;</li><li>➤ about the other symbols worn by Sikhs;</li></ul>

## Potential C.A.S.E. Developments

Knowledge: Symbols					
Concepts			Attitudes		
Concept of God	Beliefs	Symbols	Respect	Integrity	Sensitivity
For Sikhs, God: <ul style="list-style-type: none"> <li>➤ is one;</li> <li>➤ is never-ending;</li> <li>➤ is worth their commitment</li> </ul>	Sikhs believe their faith is worth defending.	The kirpan	I am important;  I am unique;  I can stand up for what is right.	Valuing: <ul style="list-style-type: none"> <li>➤ courage;</li> <li>➤ commitment;</li> <li>➤ identity</li> </ul>	For Ranjit and other Sikhs, the kirpan is an important symbol showing who they are.
The Kirpan					
Skills			Exploration of Human Experience		
Language	Empathy	Reflection	Spirituality	Relationships	Morality
commitment  faith	With those who: <ul style="list-style-type: none"> <li>➤ believe in God;</li> <li>➤ are ready to stand up for what they believe;</li> <li>➤ are not able to stand up for themselves.</li> </ul>	How do I show others who I am?  What or who would I stand up for?  What do I think about fighting?	Experiences of: <ul style="list-style-type: none"> <li>➤ knowing who you are and where you belong</li> </ul>	I can stand up for other people.  I can be myself with other people.	It is right to stand up for: <ul style="list-style-type: none"> <li>➤ those who cannot defend themselves;</li> <li>➤ what you believe.</li> </ul> Is it ever right to fight?

# Garlanding

Garlands are used in many traditions to mark significant events or to show particular respect for a person or object. They have a cultural, as well as religious, meaning. This material uses a variety of garlands to explore what it means to honour someone and how it might feel to be special in some way. The lessons begin with a 'thinking skills' activity which could be used again at the end.

**Learning Objectives:** To give children opportunities to **know** that garlands are used in many traditions;  
**understand** that garlands are used to honour people;  
**reflect** on how they would feel if they were honoured with a garland.

## Lesson 1:

*Begin by playing the Odd One Out Game, either with pupils in small groups or the whole class (see page 320). The task is to identify:*

- *similarities between any two images, and write them in the box between them;*
- *what is distinctive of each one, and record it in the bubble adjacent to it;*
- *what is it that links all three, in the shape in the centre.*

*Each comment that is recorded must be justified with reasons, so the talk throughout the activity and at its conclusion is crucial.*

*At the end of the activity, challenge pupils to reflect on their thinking. Prompt their reflection with the following questions, first in their groups, then debrief the whole class.*

### **For discussion:**

*How did you organise yourselves in your group?*

*What did you do?*

*Which was easier, finding similarities or differences?*

*What did you agree about in your group?*

*What did you disagree about?*

*What would you do differently next time you do an Odd One Out?*

In each picture, there is a garland.

*Produce a variety of garlands and invite children to talk about what they can see.*

*What needs to happen to a garland to allow it to do its job?*

*Either place a garland, slowly and ceremoniously, around a child's neck or invite children to garland each other and talk about how it feels.*

How does it feel to be presented with a garland?

Why do you think someone might be given a garland?

When do people wear them?

## **Lesson 2:**

*Begin by recalling the previous lesson and then share the learning objectives with pupils and use them to establish what they have already learned.*

Let's find out more.

*Give pupils in small groups another photograph to look at. Invite pupils to discuss their thoughts, prompted by the questions and then draw their ideas together using these questions.*

### **For discussion:**

*What makes a good garland?*

*How are garlands used?*

*What does a garland say to the person who wears it?*

*Why do people give garlands?*

*Collect together the responses from all the groups to this last question and record them.*

*Talk as a class about what the pictures together tell us about how garlands are used.*

*Look at the collection of photographs and talk about what is the same in all of them.*

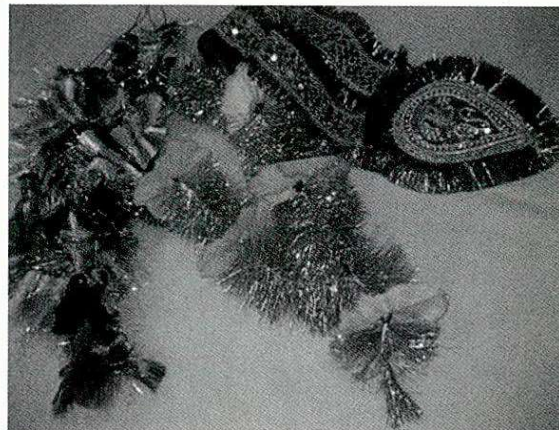
Garlands are used by many religious people to show they respect someone or something very much. They want to honour the person they respect, so they place garlands around their necks or drape one around a picture of the person to show they are special.

### **For discussion:**

*When have you felt special?*

*Whom would you like to honour? Why?*

*In what other ways are people honoured?*



### Lesson 3:

Let's remind ourselves about garlands. Why are they used? Here's a story that will help us to understand about one important use of garlands. It's a story Hindu children are told.

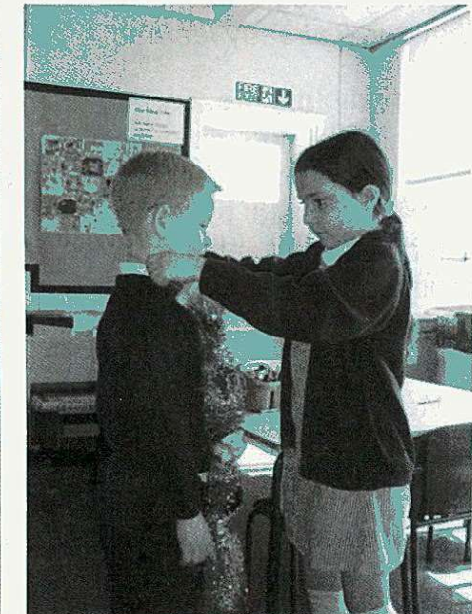
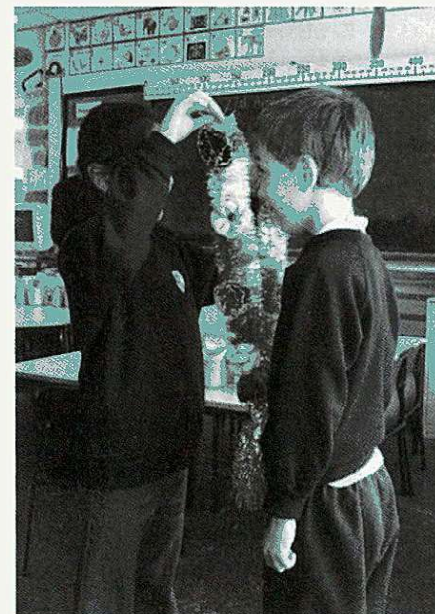
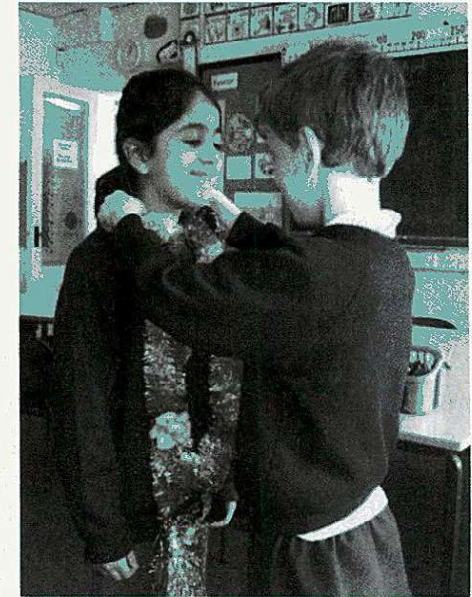
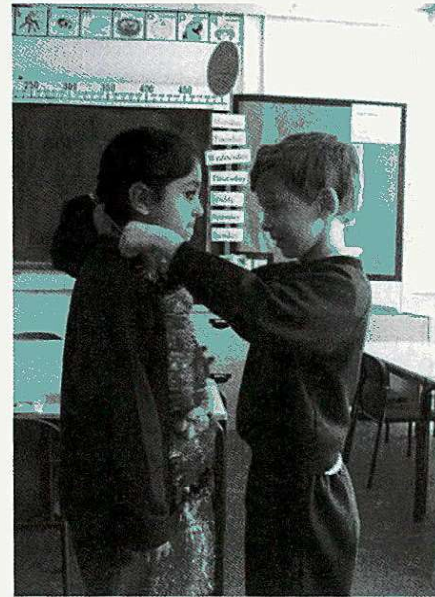
*Light the story candle or invite children to hold strips of tinsel tied to the story hoop.*

Princess Damayanti was very beautiful. The sun always seemed to shine around her. The flowers always seemed to open a little bit more as she passed by. The peacocks always stretched out their feathers for her and the small birds in the trees always seemed to be singing even more sweetly if she was nearby. She was carefree, girl and her joyful smile brightened everyone's day. Her father, King Bheema, loved her and so did all the people.

Princess Damayanti was growing up and the king knew he would soon have to find a husband for her. The princess knew this too and she wanted to be a good daughter, but she did hope her father would chose someone she liked.

Her friends teased her. They told her stories about a young king called Nala, who ruled a country nearby. They told her how handsome he was and how he had not married because he could not find anyone beautiful or clever enough. Damayanti was excited and wanted to hear more about King Nala. She asked lots of questions, always eagerly awaiting the answers. She was delighted to learn that Nala was tall and dark and that he was a kind and wise king.

King Bheema watched his daughter laughing with her friends as they told her more and more about Nala and teased her when she blushed. How he loved her. But her father was not the only one who watched. Damayanti was so beautiful the gods had fallen in love with her and each one of them wanted to marry her. Even Indra, the king of heaven, wanted Damayanti for his wife.



The news that there was a beautiful princess not far away reached King Nala. He was pleased when his chief minister told him that Princess Damayanti would make him a fine wife. The more he thought about her, the more he began to love her, even though he hadn't seen her. One day, when he was walking in his garden wondering how he could let the princess know what he was thinking, a royal swan landed at his feet. The swan looked up at Nala with her small black eyes and asked what she could do for her master. "Go and tell Damayanti that I love her," Nala commanded.

You can imagine how overjoyed the princess was to receive this message. She smiled at the swan and asked her to take back her answer to Nala. Of course she would marry him.

Her father decided to arrange a party for his daughter to choose her husband. He thought carefully about whom to invite, and every one of the princes who came were handsome, rich and kind. They gathered in the great hall of the palace and waited for the princess to come and choose one of them.

Nala was on the front row, but beside him were four other princes who looked exactly like him. How could this be? The gods, even Indra himself, had made themselves look like Nala so that they could trick the princess into marrying one of them. Each stood clutching his beautiful garland of flowers to place around the princess' neck when she made her choice.

The princess came into the great hall with her best friend. She was astonished to see so many men there, all wanting to marry her. She looked for Nala. Her friends had told her exactly how he looked so she knew she would recognise him, but she was horrified to see five Nalas. How could she possibly choose the real one?

"Look at their garlands," her friend whispered. "Four of them are fresh and one is beginning to wilt. That's the one that has made the journey from the real Nala's kingdom."

Damayanti placed her garland over the head of the real Nala and smiled at him. In return, Nala placed his garland onto the princess. Their promise to each other was sealed.

*Blow out the story candle or invite children to loose the tinsel and remove the story hoop.*

**For discussion:**

*What did you like about that story?*

*Why do you think the princes came with garlands?*

*When have you been tricked by someone?*

*How does it feel?*

*How do you show someone you love them?*



# Activity Suggestions

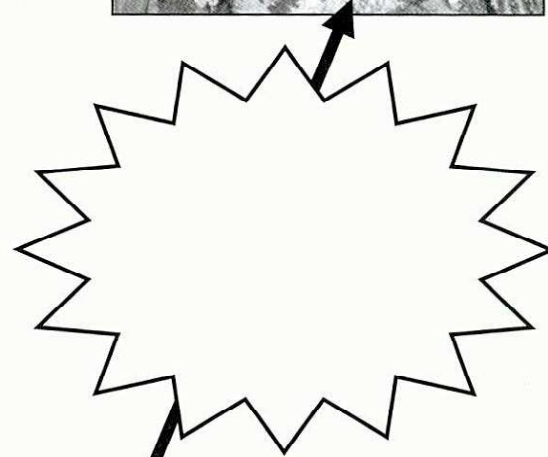
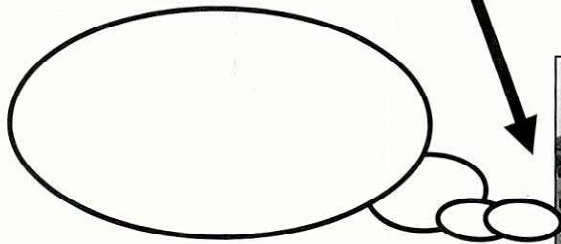
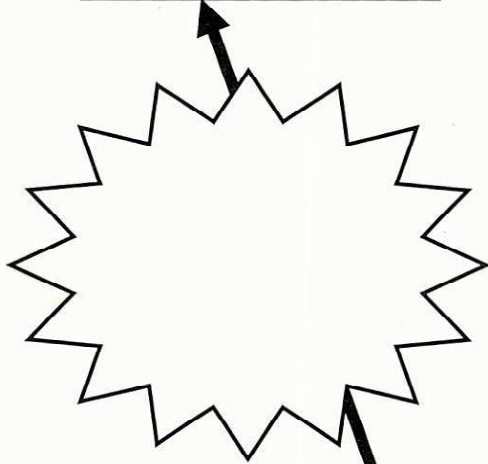
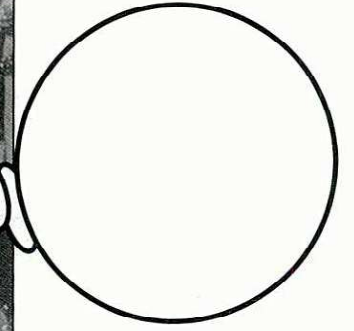
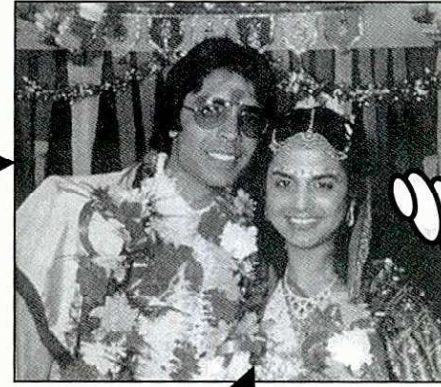
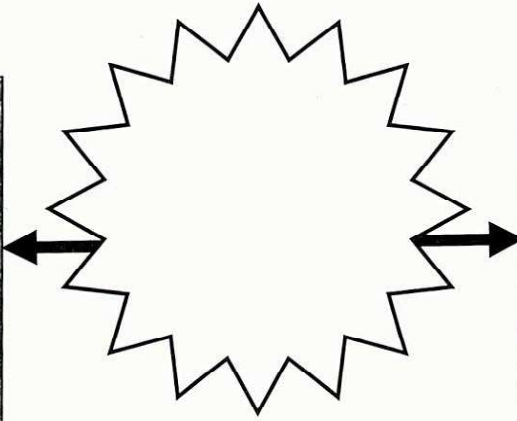
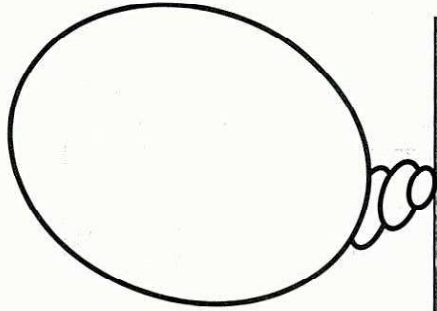
Teaching about:

Garlanding

Number of lessons: 3

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p><b>USE</b></p> <ul style="list-style-type: none"><li>➤ the Odd One Out activity sheet to generate discussion about the images, identifying similarities and differences.</li></ul> <p><b>DESIGN AND MAKE</b></p> <ul style="list-style-type: none"><li>➤ make a fortune line for Damayanti, showing her emotions throughout the story. (See activity sheet)</li></ul> <p><b>MAKE</b></p> <ul style="list-style-type: none"><li>➤ a garland and give it to someone you admire.</li></ul> <p><b>ROLE PLAY</b></p> <ul style="list-style-type: none"><li>➤ the story and hot seat the princess.</li></ul>	<p><b>WRITE</b></p> <ul style="list-style-type: none"><li>➤ Invitations to Damayanti's party;</li></ul> <p><b>GIVE</b></p> <ul style="list-style-type: none"><li>➤ children a simplified version of the story and ask them to identify all the words that show what people are feeling.</li></ul>	<p><b>FIND OUT ABOUT</b></p> <ul style="list-style-type: none"><li>➤ Talk about why garlands are used in many wedding ceremonies. Find out more about Hindu (and other) weddings ceremonies.</li></ul>

Odd One Out



Activity Sheet

## Potential C.A.S.E. Developments

Knowledge: Symbols					
Concepts			Attitudes		
Beliefs	Symbols	Morality	Respect	Tolerance	Enquiry
Garlands are used: <ul style="list-style-type: none"> <li>➤ in many traditions;</li> <li>➤ to honour someone;</li> <li>➤ to show reverence.</li> </ul>	The act of garlanding is a symbol.  Garlands decoration	Some people, places and things deserve to be set apart and celebrated or venerated.	I am important to some people;  I can honour/ respect others	People have the right to show respect for people/places and things.  Garlanding is a good way of showing honour.	Why do people use garlands?  What is the same about all garlands?  What did we think about and how did we think?
Garlanding					
Skills			Exploration of Human Experience		
Language	Use of sources	Reflection	Spirituality	Relationships	Emotions
garland  honour  reverence	using: <ul style="list-style-type: none"> <li>➤ thinking;</li> <li>➤ a game;</li> <li>➤ talking to each other;</li> <li>➤ questions.</li> </ul>	How might it feel to be honoured with a garland?  Whom would I honour?  Who makes me feel special?	Experiences of: <ul style="list-style-type: none"> <li>➤ feeling valued;</li> <li>➤ honouring;</li> <li>➤ self-esteem.</li> </ul>	I can <ul style="list-style-type: none"> <li>➤ show I value someone else;</li> <li>➤ respond to someone's respect for me;</li> <li>➤ find ways to express love/worth</li> </ul>	surprise  pleasure  self esteem

The odd one out sheet, with colour photographs, can be accessed on the Solihull Grid for Learning, in the RE section [www.solgrid.org.uk](http://www.solgrid.org.uk)

# The Lotus

The lotus blossom is a beautiful flower. It has delicate petals that float serenely on the water, opening to the sun, while its roots are often mud bound. The flower is a symbol of purity because its not dirtied by the mud in which it grows.

The Buddha is often shown sitting on a lotus blossom. For Buddhists the lotus flower is a symbol of *Enlightenment*. Just as the roots of the lotus grow in muddy water, emotions like anger and greed can darken our minds. The flower rising up out of the water is likened to our suddenly being able to see something in a different way, experiencing the 'aha!' moment as the mind becomes enlightened. Buddhists want to be the lotus and stay pure in a world of 'muddy' temptations.

The lotus flower is also significant in Hinduism. It is the symbol of creation, springing from the navel of Brahman in the creation myth. Lakshmi, the consort of Vishnu and goddess of fortune, is usually depicted standing or sitting on a lotus flower. Lakshmi's sari is often the pink colour of the flower and she holds more flowers in her hands. As well as the association with beauty there is also an understanding that pink symbolises friendship. Rangoli patterns, used as a welcome into the home at Divali, always feature lotus flowers. This is the time when Lakshmi is worshipped particularly.

**Learning Objectives:** To give children opportunities to **know** that the lotus flower is a symbol used by both Buddhists and Hindus; **understand** that symbols can mean different things to different people; and to **be able to reflect** on their own thinking and on what makes them blossom

## Lesson 1:

*Show children a silk (or real!) lotus flower or pictures of lotus flowers. Talk about the flowers.*

What is this?

What kind of flower is it?

How would you describe it?

This is a lotus flower. It grows in muddy water. Its roots reach down into the mud where it is dark. On the surface of the water these beautiful flowers open to face the sunshine. At night they close their petals as though they are sleeping and then, in the morning, they open to the light.

It is amazing that something so beautiful can grow out of murky depths. This makes the flower such a good symbol of the way we sometimes think. When we can't understand clearly, it's hard to get something straight in our mind. It's as if the way we feel inside sometimes gets in the way of our thinking. We may be feeling angry or jealous or spiteful and those feelings make our minds dark inside. But the lotus flower shows us that we can accept those negative feelings and, if we are strong, our minds can blossom just like the flower.

How does that idea make you feel?

For some people, the lotus flower says all that and much more. Let's look at this.

*Show children a picture of the Buddha sitting on a lotus flower.*

What you can see in this picture that you recognise?

There is a lotus flower but who is sitting in it?

This is a statue of the Buddha. Buddhists believe he found a way to see things really clearly. They call him 'The Enlightened One'.

*Write the word 'enlightened' for children to see and talk about the word 'light' hiding in the middle.*

The people who follow the Buddha's teaching believe it helps them to have clear minds, to see the light and to open to it, just like the lotus flower opens to the sun. Their thinking can blossom and be beautiful just like the flower if they leave the murky water behind. When they practise thinking like this, they call it meditation.

**For discussion:**

What helps you to see things clearly?

What makes you blossom or feel really good about yourself?

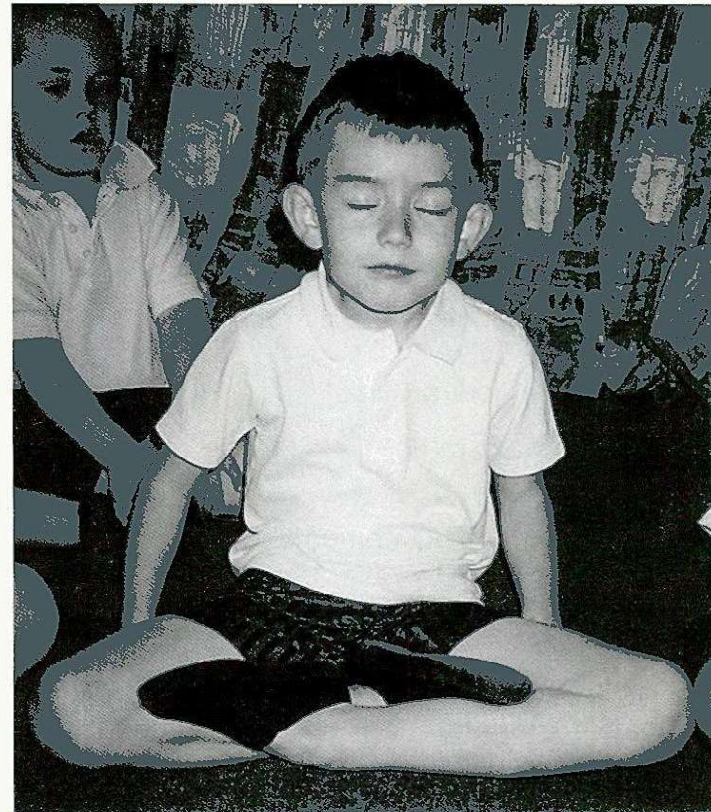
What are the things that drag you down or make you feel very unhappy?

Look again at the image of the Buddha. Look at how he is sitting, with his legs crossed in a particular way. This is called the 'lotus position'. It is very difficult to do because each foot rests on top of the other leg.

Why do you think that's a good name for sitting like this?

Buddhists try to sit like the Buddha when they meditate but, like meditating itself, it takes a lot of practice. Some people can sit like this for a very long time, without moving.

Perhaps you'd like to try it.



## Lesson 2

*Begin by showing children a picture of Lakshmi standing on a lotus flower.*

What can you see in this picture?

What have you seen before?

*In pairs or small groups, give children this image and the Buddha picture and invite them to talk about what is the same and what is different about the two images. Encourage them to record their ideas in some way before inviting them to think about how they worked.*

How did you get on with that task?

Which was easier, finding similarities or difference?

What did you agree about in your group?

What did you disagree about?

*Bring all the ideas together. Make a composite list.*

We have two pictures of people in lotus flowers. Both of them are important to some people. Putting them into a beautiful lotus flower is a way of showing how much they are respected and loved. We know one is the Buddha. But who is the other?

This is Lakshmi. For Hindus, Lakshmi is God.

*If possible, show children a shrine figure of Lakshmi to point out the features and encourage them to talk about her.*

When Hindus think of God, they imagine God has more than two arms. That shows that they believe God is more powerful than human beings. Lakshmi has four arms.

Hindus also believe Lakshmi brings good fortune. She is often shown with coins falling from her hands. They worship her particularly at the start of a new year when Hindus ask God to bring good things in the coming year. This is the festival of Divali.

### **For discussion:**

*Who gives you good things?*

*Who do you know who deserves to be in a lotus flower?*

*The lotus flower is a symbol for Buddhists and Hindus, but it stands for different ideas. Why is it a good symbol? What else could it stand for?*

*The lotus is beautiful. What else do you think is beautiful?*

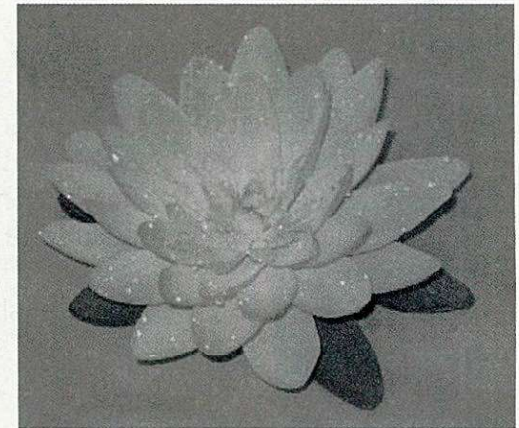
# Activity Suggestions

Teaching about:

The Lotus Flower

Number of lessons: 2

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p><b>DESIGN AND MAKE</b></p> <ul style="list-style-type: none"><li>➤ a lotus flower;</li></ul> <p><b>DRAW</b></p> <ul style="list-style-type: none"><li>➤ a picture of someone you think deserves to sit in a lotus flower, either because they give you good things or help you to see clearly;</li></ul> <p><b>TRY</b></p> <ul style="list-style-type: none"><li>➤ to sit in the lotus position.</li></ul>	<p><b>WRITE</b></p> <ul style="list-style-type: none"><li>➤ on petal shaped pieces of paper messages to remind people to be thoughtful and caring;</li></ul> <p><b>COMPLETE</b></p> <ul style="list-style-type: none"><li>➤ the similarities and differences record sheet.</li></ul>	<p><b>FIND OUT ABOUT</b></p> <ul style="list-style-type: none"><li>➤ Buddha</li><li>➤ Lakshmi</li> <li>➤ the links between them and the significance of Buddha for Hindus.</li></ul>

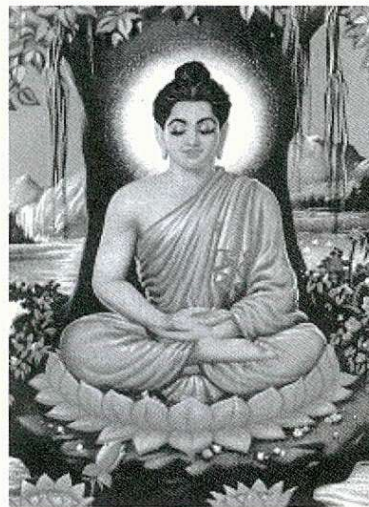


## What is the same and what is different?

Look carefully at these two pictures.

Make a list of all the things you can see in both pictures, beginning with the **lotus flower**.

How many things can you find that are different?



Both pictures have:

Buddha has:

Lakshmi has:

Activity  
sheet



## Potential C.A.S.E. Developments

Knowledge: Symbols					
Concepts			Attitudes		
Concept of God	Beliefs	Symbols	Self-Respect	Integrity	Tolerance
<p>For Hindus, Lakshmi:</p> <ul style="list-style-type: none"> <li>➤ is one of the many aspects of God;</li> <li>➤ gives them good things;</li> <li>➤ is to be worshipped.</li> </ul> <p>Buddhists do not believe in God.</p>	<p>Religion:</p> <ul style="list-style-type: none"> <li>➤ can be portrayed in pictures;</li> <li>➤ focuses the mind.</li> </ul>	<p>The lotus flower is a symbol of clear thinking and good things from God.</p>	<p>I can:</p> <ul style="list-style-type: none"> <li>➤ think clearly;</li> <li>➤ blossom;</li> <li>➤ feel really good about myself.</li> </ul>	<p>Valuing:</p> <ul style="list-style-type: none"> <li>➤ beautiful flowers;</li> <li>➤ seeing the light;</li> <li>➤ clear thinking.</li> </ul>	<p>Some people believe in God, others do not.</p> <p>Some people's religious beliefs do not include God.</p>
The Lotus Flower					
Skills			Exploration of Human Experience		
Language	Use of Sources	Reflection	Spirituality	Fundamental Questions	Daily Experiences
<p>Buddha</p> <p>Enlightenment</p> <p>Lakshmi</p>	<p>pictures</p>	<p>What helps me to think?</p> <p>Who helps me to understand?</p> <p>Who gives me good things?</p>	<p>Experiences of:</p> <ul style="list-style-type: none"> <li>➤ beauty;</li> <li>➤ thinking clearly;</li> <li>➤ understanding;</li> <li>➤ receiving good things.</li> </ul>	<p>How do we think?</p>	<p>For some people, meditation or worship are daily experiences.</p>

### Resources

An artificial lotus flower is available on loan from the RE Resource base at Chapel Fields Centre, as are images of Buddha and Lakshmi. The pictures are available in colour on the Solihull Grid for Learning [www.solgrid.org.uk](http://www.solgrid.org.uk)

1/10/1942

HMA