

## **Section 3**

### **People talking with God (Prayer)**

# Talking with God

Prayer is a universal human activity. It can be identified as moments when people choose to talk with God and in so doing find a way of expressing and deepening their own spirituality. Prayer can be a solitary or an organised group activity. It can be expressed through the repetition of a given set of words; it can be the extempore expression of present thoughts and feelings or it can be silent and meditative. Whilst there are many collections of religious prayers and poems that practitioners may wish to access for themselves, a selection from a variety of cultures and religious traditions is provided here as a starting point if needed.

<p><b>Learning Context:</b></p> <p>Early visits to or attendance at collective worship in school assemblies.</p> <p>All about me – Myself (body and spirit).</p>	<p><b>Learning Objectives:</b></p> <p>To give children opportunities to:</p> <ul style="list-style-type: none"> <li>• know that some people believe that God can listen to what people say;</li> <li>• know that some people like to talk to God;</li> <li>• begin to understand that they are more than just bodies;</li> </ul>	<p><b>Links to other areas of learning:</b></p> <p>P.S.E.D - Having a developing awareness of their own views and feelings and those of others; - Beginning to respect their own and others' cultures and beliefs.</p> <p>C.L.L - Having the opportunity to listen to a variety of literary sources from a range of cultures; - Knowing that thoughts and ideas can be represented in writing.</p>	
<p><b>Prior experiences may include:</b></p> <ul style="list-style-type: none"> <li>• school collective worship;</li> <li>• naming of body parts;</li> <li>• discussion of needs and the experience of being cared for;</li> <li>• discussion of big and little things.</li> </ul>	<ul style="list-style-type: none"> <li>• experience quiet times.</li> </ul>	<p><b>Resources:</b></p> <p>a selection of prayers (those given here or chosen by the practitioner).</p> <p>a candle</p> <p>pen and paper.</p>	<p><b>Organisation:</b></p> <p>small groups 10-15</p>

## Prayers – People talking with God or about God

1. This is the day that the Lord hath made:  
Let us rejoice and be glad in it!  
*Psalm 118*  
*Jewish/Christian*
2. May it be delightful my house;  
From my head may it be delightful  
To my feet may it be delightful;  
Where I lie may it be delightful  
All above me may it be delightful  
All around me may it be delightful.  
*Navajo*
3. Now that the sun has set  
I sit and rest, and think of you,  
Give my weary body peace  
Let my legs and arms stop aching  
Let my nose stop sneezing  
Let my head stop thinking  
Let me sleep in your arms.  
*Dinka*
4. I believe in the sun  
    even when it is not shining;  
I believe in love  
    even when feeling it not;  
I believe in God  
    even when he is silent.  
*Jewish*
5. There is a light that shines  
beyond all things on earth,  
beyond us all,  
beyond the heavens,  
the very highest heavens.  
This is the light that shines in our heart.  
*From the Chandogya Upanishad (Hindu)*
6. Deep peace of the running wave to you,  
Deep peace of the flowing air to you,  
Deep peace of the quiet earth to you,  
Deep peace of the shining stars to you,  
Deep peace of the Son of Peace to you.  
*Gaelic/Christian*
7. All you big things, bless the Lord;  
Mount Kilimanjaro and Lake Victoria;  
The Rift Valley and the Serengeti Plain;  
Fat baobabs and shady mango trees;  
All eucalyptus and tamarind trees,  
Bless the Lord!  
Praise and extol Him for ever and ever.  
  
All you tiny things, bless the Lord,  
Busy black ants and hopping fleas;  
Wriggling tadpoles and mosquito larvae;  
Fly locusts and water drops;  
Pollen dust and tsetse flies;  
Millet seeds and dried dagaa,  
Bless the Lord!  
Praise and extol Him for ever and ever.  
*East African*



### **Focused Teaching 1:**

Let's think about ourselves and our bodies. What can we do with the different parts of our bodies?

*Encourage the children to name various body parts and describe what we do with them. When appropriate, encourage the children to think about talking.*

#### **For discussion:**

*Who do you like talking to?*

*What do you like to talk about?*

*When do you **need** to talk?*

*Can you think of any ways that people show that they like you or love you, without talking?*

Some people feel that God loves them and so they want to talk to God. When people talk to God this is called praying; people are saying their prayers. As this is a very special kind of talking for some people, I am going to light a candle before I read you some prayers. We will try to be very quiet and listen very carefully. When I have finished reading each prayer I will stop talking so that we can spend a few moments being quiet and thinking together. When I have finished reading I will blow the candle out and you can tell me what you thought about the prayers.

*Light the candle and read a selection of carefully chosen prayers, possibly from the given selection.*

*Blow out the candle.*

#### **For discussion:**

*Which prayers did you like?*

*Do you remember any words from any of the prayers?*

*How did they make you feel?*

*Did you like listening to the words or did you like the quiet times?*

*How did the quiet times make you feel?*

### **Focused Teaching 2:**

*Recap on the previous session. What is prayer? What are people doing when they pray? What kind of things do people talk to God about?*

Today I am going to read you a prayer that some people say to God. These people live in a country a long way away in a place called Africa. We would have to travel in an aeroplane, over the sea to get to Africa. The people who say this prayer live in a hot country with high mountains and dusty roads. The plants and animals they see are very different from those we live with in Solihull. The people who wrote this poem want everything in their world to love God. Listen as I read their prayer.

*Light the candle and read prayer no. 7:*

All you big things, All you tiny things, Bless the Lord.

*Blow out the candle.*



**For discussion:**

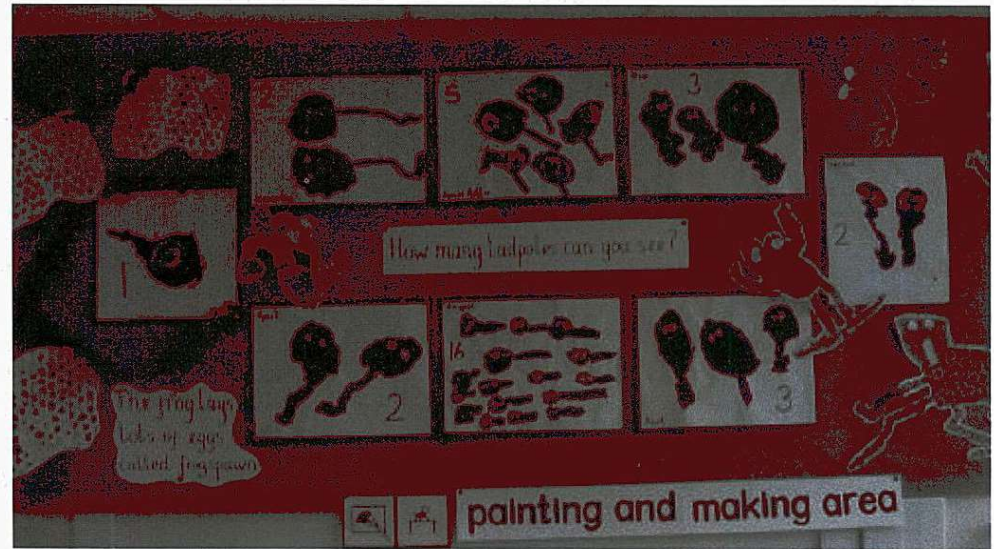
*Can you remember any big things from the prayer?*

*Can you remember any little things?*

*I wonder what big and little things people in Solihull might want to talk to God about.*

*Re-read the first and last lines of each verse of the prayer. Invite the children to make their suggestions about the 'big and little things' in their own experience. Talk about saying thank you for all these things. Collect and record children's ideas.*

*Act as scribe as the children make suggestions. Talk with children about what would turn their writing into a prayer. Use the African prayer as the context again. The final piece can then be taken to a school assembly to be shared with the whole school.*





## Suggested Activities

Area of Learning	Activity
C.D	<ul style="list-style-type: none"><li>• Re-read the Gaelic prayer. Listen to music that is evocative of peace and tranquillity (eg: pan pipes, Enya etc). Encourage the children to shut their eyes, listen and then talk about the music and their feelings as they listened.</li></ul>
C.L.L	<ul style="list-style-type: none"><li>• Let each child choose one of the images from the prayers and paint a picture to represent it. Invite the children to paint as the music plays.</li><li>• Give the children time to show their painting to their friends and to talk about the painting and the experience of painting it.</li></ul>
M.D & C.D	<ul style="list-style-type: none"><li>• Make sets of big and little things using objects or pictures.</li><li>• Make a wall display of sets of big and little objects or children's paintings of their own big and little things.</li></ul>

## Potential ELG Development

Personal, Social & Emotional Development			Communication, Language & Literacy		
Respecting beliefs & beliefs	Being aware of self	Being aware of others	Extending vocabulary	Using language	Listening and responding
Some people believe: <ul style="list-style-type: none"> <li>• God listens;</li> <li>• they can talk to God.</li> </ul>	I can: <ul style="list-style-type: none"> <li>• tell others about what I need;</li> <li>• thank others for what I have;</li> <li>• be quiet, still;</li> <li>• think.</li> </ul>	Sometimes people need to talk to God, in all sorts of ways.	God prayer  praying	in: <ul style="list-style-type: none"> <li>• discussion</li> <li>• writing</li> </ul>	to: <ul style="list-style-type: none"> <li>prayers</li> <li>silence</li> </ul>
<b>Talking with God</b>					
Knowledge and Understanding of the World			Creative Development		
Finding out about the local environment	Identifying similarities and differences		Expressing ideas	Responding to	
Finding out about: <ul style="list-style-type: none"> <li>• things that grow;</li> <li>• animals and birds;</li> <li>• the manufactured world;</li> <li>• big and little things.</li> </ul>	In: <ul style="list-style-type: none"> <li>• the size of a variety of objects</li> </ul>		Through:- <ul style="list-style-type: none"> <li>• discussion</li> <li>• art work</li> </ul>	silence music poetry	



# Praying Together

People pray in many different ways and in a variety of situations. This material gives children the opportunity to explore where people pray: in church, in the mosque, at home and at school. The game, which is used to engage children and stimulate their talking, is based on a thinking skills activity.

<p><b>Learning Context:</b></p> <p>The local environment</p> <p>Where I live</p> <p>Families</p>	<p><b>Learning Objectives:</b></p> <p>To give children opportunities to:</p> <ul style="list-style-type: none"> <li>• know that people pray in many different ways and in different places;</li> <li>• understand that some people want to feel close to God;</li> </ul>	<p><b>Links to other areas of learning:</b></p> <p>K.U.W      - Knowing about their own cultures and beliefs and those of others;</p> <p>                 - Identifying obvious similarities and differences when exploring and observing;</p> <p>P.S.E.D      - Understanding that there need to be agreed values and codes of behaviour for groups of people;</p> <p>                 - Working as part of a group.</p>	
<p><b>Prior experiences may include:</b></p> <ul style="list-style-type: none"> <li>• <i>Talking with God (page76 )</i></li> </ul>	<ul style="list-style-type: none"> <li>• reflect on where they can be quiet (and pray, if appropriate).</li> </ul>	<p><b>Resources:</b></p> <p>Odd One Out Game</p> <p>Photographs of people praying</p> <p>(Available for copying or on loan from Chapel Fields Centre.)</p>	<p><b>Organisation</b></p> <p>Small groups</p>

## Focused Teaching 1:

*Begin by playing the Odd One Out game.*

*Give children three photographs; a congregation in church, worshippers in a mosque and a child alone in prayer, if possible a Hindu child at a home shrine. Invite children to talk about each photograph in turn, saying what is different about it, compared to the other two pictures. Then talk about what is the same in each pair of pictures and finally what is the same about all three. Write the word 'Praying' in the centre of the sheet.*

These people are all **praying**. They are talking to and listening to God. They believe God hears their prayers. Sometimes they want to say how wonderful God is; sometimes they want to thank God and sometimes they want to ask God to help them.

Sometimes people pray on their own and sometimes they pray with lots of other people.

Where have you seen people praying together?

*Invite pupils' responses to the question and listen to their suggestions.*

*Draw out from them the idea that people pray together in many different places.*

People pray together in the places where they go to worship God. Sometimes they pray in silence as they talk to God and listen to God inside their heads, without using any words. Sometimes they join together to say the words of a prayer they know well. The Lord's Prayer is known by heart by lots of people and it is said in churches all over the world in many different languages when Christians come together to worship God.

*Return to the picture of people in church and use it to summarise what pupils have learned.*

### For discussion:

*What words do you know by heart?*

*What do you do together with other people?*

*If you pray, when do you say your prayers?*

*Do you think God hears prayers? What might God hear with?*

## Focused Teaching 2:

*Show children a photograph of Muslims praying in a mosque. Talk about the picture.*

These people are Muslims. They have come together to pray: to talk to God. They call God 'Allah'.

They stand next to each other in lines and they bow and kneel and then they put their foreheads on the floor to show they are giving themselves to God. They believe God is great.

When they pray together like this, it reminds them that they belong to a very big family of Muslims all over the world.

### For discussion:

*What do you do with other people?*

*Where do you belong?*



### **Focused Teaching 3:**

*Show pupils a poster/picture of a child praying.*

What is this little girl/boy doing?

Some children say their prayers at home every day. Sometimes they come to a shrine like this, sometimes they pray when they are in bed, sometimes before meals and sometimes with the rest of their family or at other times of the day.

#### **For discussion:**

*What does your family do together?*

*What do you like to do all on your own, in a quiet place?*

### **Focused Teaching 4:**

*Introduce children to a prayer which is used in school and talk about why it is said. It may be a school prayer or a grace which pupils participate in or a prayer which is heard regularly in collective worship.*

*Talk about quietness and stillness in this context.*

#### **For discussion:**

*How does it feel to be really still and quiet?*

*Go back to the 'Odd One Out' game and summarise what the children have learned. Emphasise that praying is something that lots of people do, but there are many ways of doing it.*





## Suggested Activities

Area of Learning	Activity
C.D	<ul style="list-style-type: none"><li>• Draw where you are quiet or the place where you pray.</li><li>• Say or sing your school prayer. What to the words mean?</li><li>• Talk about when we say/sing them. How does it make us feel when we say/sing them?</li></ul>
C.L.L	<ul style="list-style-type: none"><li>• Talk about how it might feel to pray or how it feels when you are very quiet.</li></ul>

## Potential ELG Development

Personal, Social & Emotional Development			Communication, Language & Literacy		
Respecting beliefs and cultures	Being aware of self	Responding to significant experiences	Extending vocabulary	Using language	Listening and responding
Lots of people pray but in different ways.	I can: <ul style="list-style-type: none"> <li>• be very quiet;</li> <li>• be by myself;</li> <li>• be with other people.</li> </ul>	Being still and quiet together.	pray prayer kneel God great	in: <ul style="list-style-type: none"> <li>• discussion about pictures;</li> <li>• prayers;</li> </ul>	to: <ul style="list-style-type: none"> <li>• photographs;</li> <li>• the experiences of others.</li> </ul>
<b>Praying Together</b>					
Knowledge & Understanding of the World			Creative Development		
Finding out	Similarities and differences	Asking questions	Imagining	Responding to	
about: <ul style="list-style-type: none"> <li>• places of worship;</li> <li>• how different people pray;</li> <li>• prayers used in school.</li> </ul>	Praying is what some people do to talk to/listen to God.  There are lots of different ways of praying;	<ul style="list-style-type: none"> <li>• Where is God?</li> <li>• Why do people want to talk to God?</li> <li>• How does God answer people?</li> </ul>	Through: <ul style="list-style-type: none"> <li>• stillness;</li> <li>• thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• silence;</li> <li>• pictures;</li> <li>• the language of prayer.</li> </ul>	

# The Lord's Prayer

## The Lord's Prayer - Luke 11: 2-4, Matthew 6: 9-13

Saying The Lord's Prayer together is a part of traditional family life for many Christian families all over the world. Recitation of this prayer creates a sense of belonging to a worldwide faith family.

Some young children will be familiar with The Lord's Prayer. They may know some or all of the words and have picked up its rhythm when said aloud. Many pupils will be totally unfamiliar with it especially if it is not culturally or religiously part of their family backgrounds. Even if the prayer is known, its biblical context may not be.

For Christians it is a model for praying which they believe is given to them by Jesus. It includes words of praise, expressions of need and requests for forgiveness. The familiar 'praise' ending is not included in the biblical passage but was included later.

<p><b>Learning Context:</b></p> <p>Families</p> <p>All about me</p> <p>Myself</p>	<p><b>Learning objectives:</b></p> <p>To give children opportunities to:</p> <ul style="list-style-type: none"> <li>• know about the traditional Christian prayer;</li> <li>• understand that Christians all over the world say this prayer in their own language;</li> <li>• reflect on what they would like to say sorry for.</li> </ul>	<p><b>Links to other areas of learning:</b></p> <p>K.U.W - Knowing about their own cultures and beliefs</p> <p>P.S.E.D - Having a respect for their own cultures and beliefs</p> <p>C.L.L - Extending their vocabulary by exploring the meaning and sounds of new words.</p>	
<p><b>Prior experiences may include:</b></p> <ul style="list-style-type: none"> <li>• learning about 'Talking with God' (see page:76);</li> <li>• collective worship;</li> <li>• saying thank you and saying sorry;</li> <li>• circle time.</li> </ul>		<p><b>Resources:</b></p> <p>A variety of texts and musical versions of the Lord's Prayer, including the Caribbean version.</p> <p>Authorised Version of the Bible</p>	<p><b>Organisation:</b></p> <p>Small group</p>



## Focused Teaching 1

Today we are going to think about people talking to God. People have always wanted to talk to God. When people talk to God, it is called praying.

Jesus' friends wanted to pray but they weren't sure how to so they asked Jesus to teach them.

"Well," said Jesus, 'when you pray, there's no need to make a big show of it like some people do. Just go quietly and be by yourself. And there's no need for big, long words either. Your prayers don't need to be long. Just talk to God about what is in your heart.

'This is how you should pray;' Jesus said, and he taught this prayer to his disciples.

'Our Father who art in heaven  
Hallowed by thy name  
Thy kingdom come  
Thy will be done on earth as it is in heaven  
Give us this day our daily bread  
Forgive us our trespasses  
As we forgive those who trespass against us  
And lead us not into temptation  
But deliver us from evil;

Later people added an ending to the prayer which praises God:

'For thine is the Kingdom,  
the power and the glory  
For ever and ever,  
Amen.'

This is a very old prayer that Christians all over the world say. They believe that this is a prayer that Jesus wants them to say. They say it together when they go to church. Some families say it together at home.

And some people sing the prayer. Listen!

*Play a recording of a musical version of the Lord's Prayer. eg. Caribbean setting or Cliff Richard's Millennium Song.*

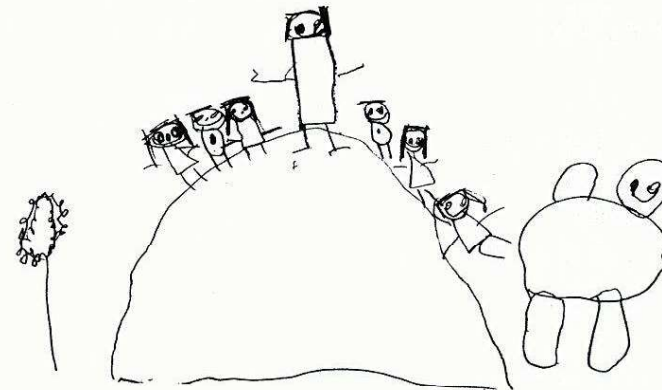
### For discussion:

*What kind of things did Jesus tell his friends to pray about?*

*If you were to pray what would you pray about?*

*What would you want to ask for yourself; for your family or friends?*

*What do you like to sing or say together with your family or friends?*



## Focused Teaching 2:

Replay the musical version of the Lord's Prayer, if possible of the Caribbean setting. Use this to re-cap on the main elements of the previous session.

### For discussion:

Where have you heard these words before?

What are the people doing who are singing?

What are these words called?

Who are they being sung to?

How does the prayer finish?

Listen to it again and remember how it starts and finishes.

Play the recording again

What do you think 'Amen' mean?

'It shall be so' the song says. That means 'I agree' or 'I like those words' and 'I think that as well'. It's like saying: I like those words and I think that too. So when someone says 'Amen' at the end of a prayer, he or she is agreeing with what the prayer says.

You remember this is a prayer bts of people all over the world use because they believe Jesus taught it to his friends and wants them to say it. Do you remember the story about Jesus and his friends?

It is one of the stories about Jesus in this book.

Show children a Bible and talk about it.

In discussion with the children choose a favourite rhyme, poem, or song that they would like to sing or say together.

### For discussion:

What do you like singing/saying together?

Why? How does it make you feel?

Jesus wanted people to say his prayer together so that they could be friends with each other and feel part of God's family together.



## Suggested Activities

Area of Learning	Activity
	<ul style="list-style-type: none"><li data-bbox="472 300 1106 336">• Decorate a phrase from the Lord's Prayer</li><li data-bbox="472 376 1592 413">• Talk about what it might have been like to be one of Jesus' particular friends.</li><li data-bbox="472 453 927 489">• Make a collection of prayers.</li></ul>



## Potential ELG Development

Personal, Social & Emotional Development			Communication, Language & Literacy		
Respecting their beliefs and cultures	Being aware of self	Being aware of others	Extending vocabulary	Listening and responding	
The Lord's Prayer: <ul style="list-style-type: none"> <li>• is important to Christians;</li> <li>• makes Christians feel part of the same family;</li> <li>• says God is to be praised.</li> </ul>	I can: <ul style="list-style-type: none"> <li>• say sorry;</li> <li>• ask for what I need;</li> <li>• say thank you;</li> <li>• forgive.</li> </ul>	Sometimes other people do or say things for which they are sorry.	prayer God holy forgive	to: <ul style="list-style-type: none"> <li>• new words;</li> <li>• old words;</li> <li>• shared words;</li> </ul>	
<b>The Lord's Prayer</b>					
Knowledge & Understanding of the World			Creative Development		
Knowing about their own cultures and beliefs and those of others			Expressing and communicating		
Christians all over the world say the Lord's Prayer.			a range of feelings in response to: <ul style="list-style-type: none"> <li>• music;</li> <li>• words</li> </ul>		

## The Hermit's Cell

Some traces of a hermit's cell can be found on the holy island of Iona in the Hebrides. It is likely to have been used by Columba, the monk who founded the religious community there in the 6<sup>th</sup> Century CE, as a retreat for prayer and meditation. The cell would have been built of flat stones in a shape resembling an igloo. Usually such cells comprised a chapel and small living area. A circular stone wall is all that remains. It is situated in an uninhabited part of the island and retains its atmosphere of peacefulness and tranquillity.

This focused teaching creates an opportunity for stilling and an imaginative guided journey. The language is deliberately tentative to invite children's participation but not insist on it.

<p><b>Learning Context:</b></p> <p>Environment</p> <p>Water</p> <p>The Natural World</p>	<p><b>Learning Objectives:</b></p> <p>To give children opportunities to:</p> <ul style="list-style-type: none"> <li>• know that people pray in many different ways and in different places;</li> <li>• understand that some people want to feel close to God;</li> <li>• experience quietness.</li> </ul>	<p><b>Links to other areas of learning:</b></p> <p>P.S.E.D - Having a developing awareness of their own feelings and those of others;</p> <p>C.D - Using imagination in music, dance and role play and communicate ideas;</p>	
<p><b>Prior experiences may include:</b></p> <p>Listening to music</p> <p>Stilling</p> <p>Work on prayer</p> <p>'Talking to God'</p>		<p><b>Resources:</b></p> <p>Recordings of sea music, eg: <i>Fingal's Cave</i> by Mendelssohn</p>	<p><b>Organisation</b></p> <p>Either small groups or whole class.</p>



We're going to imagine a very quiet place.

Ssh, Let's make the classroom really quiet.  
Now, this quiet place is by the sea so perhaps you can hear the waves....

*Fade in gentle sea sounds or music*

There are no people....  
No buildings....  
Just grass and stones and trees...  
and the sound of the sea;

Ssh, perhaps you can hear the birds singing...

On the hillside there is a circle of rocks like a round wall...  
A stone hut without a roof.

This is the place where a man called Columba came to talk to God a long time ago.

He was a holy man.  
And he came to this place on his little island because he felt really close to God here.  
He used to spend weeks and weeks alone on this hillside.  
And he talked to God.  
And he listened to God talking to him.

Perhaps he could hear the sound of the waves too...

*Fade out the music.*

**For discussion:**

*What do we call it when people talk to and listen to God?*

*Why do you think Columba wanted to be alone to pray?*

*Where do you go to be by yourself?*

*What does it feel like to be quiet?*

*Where else to people go to pray?*

*Draw out from children the idea that people can pray anywhere, alone or with other people.*





## Suggested Activities

Area of Learning	Activity
C.D	<ul style="list-style-type: none"><li>• Listen to a recording of sounds of the sea and the birds;</li><li>• Listen to music evocative of the sea, eg <i>Le Mer</i> by Debussy or <i>Fingal's Cave</i> by Mendelssohn;</li><li>• Create sea music and use it for dance;</li><li>• Role-play adventures on islands.</li></ul>
K.U.W	<ul style="list-style-type: none"><li>• Make islands in the sand/water/construction areas and talk about islands.</li></ul>

## Potential ELG Development

Personal, Social & Emotional Development			Communication, Language & Literacy		
Respecting beliefs	Being aware of self	Responding to significant experiences	Extending vocabulary	Responding	
Some people: <ul style="list-style-type: none"> <li>want to be quiet;</li> <li>want to feel close to God;</li> <li>pray alone;</li> </ul>	I can be: <ul style="list-style-type: none"> <li>quiet;</li> <li>still;</li> </ul> I can: <ul style="list-style-type: none"> <li>imagine;</li> <li>listen.</li> </ul>	of: <ul style="list-style-type: none"> <li>music;</li> <li>quietness;</li> <li>imagining;</li> <li>aloneness in natural surroundings.</li> </ul>	holy island God	to language which stimulates the imagination.	

### The Hermit's Cell

Knowledge & Understanding of the World			Creative Development		
Finding out	Identifying similarities and differences		Listening and responding	Expressing ideas	
about: <ul style="list-style-type: none"> <li>islands</li> <li>the sea</li> </ul>	between: <ul style="list-style-type: none"> <li>the moods of the sea;</li> <li>quiet and loud;</li> <li>being alone and with others;</li> <li>rural and urban settings.</li> </ul>		to: <ul style="list-style-type: none"> <li>music</li> <li>sounds of the sea, wind, birds</li> </ul>	through: <ul style="list-style-type: none"> <li>music;</li> <li>dance.</li> </ul>	

## Prayer Beads

Subha (or Tasbih) is a string of 99 beads divided into three sections by marker beads (or in some cases a shorter string of 33 beads). It is used by some Muslims to help them recall the 99 Beautiful Names of Allah, identified in the Qur'an. It helps them to count, rather like an abacus. The believer runs the beads through the fingers to keep the mind focused on God. For some Muslims, awareness of the subha in the hands or the pocket provides a constant reminder of the expectations of a truly Islamic life. It is an object that some Muslims have with them at all times. It is an attachment that brings both challenge and comfort. It is an object that bridges the internal and external worlds. Such an object is called a transitional object.

For the young child, the transitional object, most characteristically 'the thumb and the blanket', is the first 'not-me' object. A child's attachment to such an object shows the beginning of an awareness of separateness, or of self. The object is most needed at times of aloneness, almost always bedtime, but also to give security in new and challenging situations.

<p><b>Learning Context:</b></p> <ul style="list-style-type: none"> <li>• Settling into Nursery. Establishing home/school links for children Respecting transitional objects/children's need for comfort items.</li> <li>• All about me - my names</li> </ul>	<p><b>Learning Objectives:</b></p> <p>To give children opportunities to:</p> <ul style="list-style-type: none"> <li>• extend their repertoire of ideas about God;</li> <li>• know a traditional Muslim story;</li> </ul>	<p><b>Links to other areas of learning:</b></p> <p>P.S.E.D     - Separating from main carer with confidence;                   - Talking freely about their home and community;                   - Responding to significant experiences, showing a range of feelings when appropriate;</p> <p>K.U.W        - Investigating objects and materials using all of the senses as appropriate.</p>	
<p><b>Prior experiences may include:</b></p> <ul style="list-style-type: none"> <li>• use of transitional objects in Nursery; Home visit.</li> </ul>	<ul style="list-style-type: none"> <li>• understand that, like them, adults can also have attachments to significant objects.</li> </ul>	<p><b>Resources:</b></p> <p>Subha beads; Mystery bag; Picture or wooden carving of a camel; Baby's blanket and dummy; Individual child's transitional object brought to Nursery, given his/her permission; Circle time object.</p>	<p><b>Organisation</b></p> <p>Group of 10</p> <p>It may be that the first part of this is appropriate very early in the autumn term and the material is revisited later within another context.</p>



## Focused Teaching 1:

*Gather in circle.*

I'm going to show you something very special that belongs to one of the little boys (children) in my family.

*Introduce blanket and dummy*

*Relate to bedtime and feeling lonely, tired etc*

*Invite children to talk about anything they have that is special and makes them feel safe, loved, snugly. If any child has a transitional object in Nursery, invite him or her to share this with the rest of group if they would like to.*

## Focused Teaching 2:

*Give children a mystery bag containing subha and invite them to talk about what they think may be in the bag. Disclose the beads and talk about them.*

What do you think this is?

What might it be for?

To whom do you think it belongs?

Beads like these are very important to some people. They carry them with them all the time, in their hand or in their pocket. This is not a necklace but a string of prayer beads. The people who use them are called Muslims.

There are 99 beads altogether. There is one for each of the 99 Beautiful Names for God. Muslims call God 'Allah'. But in their holy book, there are many other names for God. The book is holy because it is about God.

Muslim people want to remember God's beautiful names so they use the beads to help them. They want to think about God all the time so they say the names over and over in their heads while the beads go through their fingers.

Some Muslims say that the beads remind them of how God wants them to behave. If they can feel the beads in their hands or their pocket, they will remember that they are Muslims. It makes them feel good inside.

*Pass circle time 'talking' object to give children opportunity to name toy/object that makes them feel good inside - perhaps at bedtime.*

### For discussion:

*What is the most beautiful name you know?*

*How do you remember important things?*

*What do you think is **so** important you will never forget it?*

*What do you like to have with you all the time?*

*Do you have anything special that you like to take to bed with you?*



## Focused Teaching 2:

Introduce the story box.

This is a box we will sometimes use to help us find our stories. In the story box today there is an animal. It's not a real animal! I wonder if you can guess what it might be. It is a big animal.

It has very big, flat feet so that it can walk easily on sand. It has a hump on its back where it stores water so that it can walk for days in very hot, sandy countries, without drinking any water. It has a long neck and big eyelids to keep the sand out of its eyes.

Before we find the animal, we need to make a desert. Shall we look in the story box?

*Open the story box*

*Remove from the box a piece of yellow cloth and spread it out deliberately in the circle. Take out the camel and stand it on the cloth.*

This animal is called a camel. Sometimes the camel is called the ship of the desert because camels are used to carry people and things across miles and miles of dry, hot sand.

In our story a man called Muhammad had to travel a long way to another town with this camel. She was called Qaswa. Muhammad had an important job to do. He had to build a place for people to come and worship God. His name for God was Allah, and the building would be the first mosque.

He had to decide where to stop and begin his building. He knew Qaswa was very wise, so he told his friends he would stop when she did and build his mosque there.

Muhammad and his friends travelled a long way across the desert with this camel. Qaswa stopped and her big hooves wouldn't move any more.

"This is where the first mosque will be," Muhammad said. And it was. The mosque became a holy place where people came every day to pray to Allah. And they still do.

When you look at a camel's face perhaps you can see how wise Muhammad's camel was. People also say that only the camel knows the last beautiful name of Allah, the one that makes one hundred.



*Return the camel to the story box and fold up the cloth and put it away, closing the story box before asking the questions in 'for discussion'.*

### For discussion:

*What else do you think the camel knows?*

*How many names do you have?*

*When is your name important?*

*Does your family have a special name for you?*



## Suggested Activities

Area of Learning	Activity
C.L.L	<ul style="list-style-type: none"><li>• Using sponge letters and paint, invite children to print their names. Display these on a wall;</li><li>• Using name cards, encourage children to identify similarities and differences: long names, short names; identical initial letters; same letter, same phonic sound; same letter, different phonic sound etc;</li></ul>
C.D	<ul style="list-style-type: none"><li>• Show the children illustrated letters. Give them the first letter of their name to illustrate.</li></ul>
K.U.W	<ul style="list-style-type: none"><li>• Sort materials by texture.</li></ul>

## Potential ELG Development

Personal, Social & Emotional Development			Communication, Language & Literacy		
Respecting cultures and beliefs	Understanding different cultures and beliefs	Being aware of own needs, views and feelings	Extending vocabulary	Listening and responding	Interacting with others
Prayer beads are important things for Muslims.	Some people want to pray to Allah every day.	I have something I like to hold; It makes me feel good inside; I have a name: My name is important.	God Allah holy	to: <ul style="list-style-type: none"> <li>• each other</li> <li>• objects</li> </ul>	talking about: <ul style="list-style-type: none"> <li>• the object in the mystery bag;</li> <li>• the carved camel.</li> </ul>
<b>Muslim Prayer Beads</b>					
Knowledge & Understanding of the World			Creative Development		
Finding out	Knowing about the cultures and beliefs of others	Asking questions	Imagining	Exploring colour and shape	
about: <ul style="list-style-type: none"> <li>• camels</li> <li>• deserts</li> <li>• important objects</li> </ul>	Muslims: <ul style="list-style-type: none"> <li>• believe in Allah;</li> <li>• pray in a mosque;</li> <li>• want to think about God all the time.</li> </ul>	What is the most beautiful name in the world? When is my name important? What makes me feel good inside?	another story, using: <ul style="list-style-type: none"> <li>• cloth</li> <li>• objects</li> </ul> to retell it	to illustrate their own name or initial	



# Prayer Mat

A prayer mat is used to create a space for the worshipper to pray; it shows the intention of the person who is going to pray. It is laid on the ground in the direction of Mecca and after removing the shoes and ritually washing, the worshipper stands, kneels and prostrates him or herself on the mat.

Prayer mats can be plain or patterned, simple or elaborate. Traditional decorations frequently show a mosque, the place of prostration, an archway which indicates the direction of Mecca and a lantern to symbolise the enlightenment that came through the Prophet Muhammad. The borders are often arabesque designs featuring leaves and flowers. Islamic art does not show representations of people or animals because Muslims believe they are divinely created and should not be recreated in any form.

<p><b>Learning Context:</b></p> <p>Homes</p> <p>Families</p> <p>Materials</p>	<p><b>Learning Objectives:</b></p> <p>To give children opportunities to:</p> <ul style="list-style-type: none"> <li>• know how Muslims use a prayer mat;</li> <li>• begin to understand why a prayer mat is important to a Muslim;</li> </ul>	<p><b>Links to other areas of learning:</b></p> <p>P.S.E.D - Understanding that people have different cultures and beliefs that need to be treated with respect; - Responding to significant experiences showing a range of feelings as appropriate;</p> <p>K.U.W - Investigating objects and materials, using all the senses as appropriate; - Finding out about and identify some features of objects they obscure; - Looking closely at similarities and differences.</p>	
<p><b>Prior experiences may include:</b></p> <ul style="list-style-type: none"> <li>• collective worship</li> <li>• learning about '<i>Talking with God</i>'.</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on their own special space.</li> </ul>	<p><b>Resources:</b></p> <p>A prayer mat</p> <p>Muslim children/parents if possible</p>	<p><b>Organisation</b></p> <p>Small group or whole class</p>



## Focused Teaching:

*Introduce the mat to pupils by taking it into the classroom rolled up and asking them what they think it might be or pinning it onto a display board and covering it almost completely. Without comment, disclose a little more of it each day until pupils are asking what it is.*

*Invite children to look at and touch the mat. Talk with them about the patterns, pictures and texture. This needs to be done with respect in all circumstances but especially if it belongs to a child in the class.*

What can you see on the mat?

How do you think it might be used?

Where do you think a mat like this might be kept?

Some people use a mat like this when they want to talk and listen to God. It's called a prayer mat. It makes a space for a person to pray in. It's put down on the floor but it isn't walked on.

Why do you think it isn't used as a doormat?

People who use mats like this take off their shoes first of all, and then they stand with their feet on the edge of the mat. This shows that they are ready to pray. While their prayers are being said, they kneel down on the mat and then they put their heads right down to touch the mat. They do this to show that they are giving every bit of themselves to God. People who pray like this are called Muslims.

## For discussion:

*Which part of the mat do you like the most?*

*Where is your own little space?*

*What do you do there?*

*If you were praying, what would you like to give to God or say to God?*

*If you pray, what do you use to help you?*

*\*N.B. A sensitive approach to involving a child of the faith would be to invite anyone who has a prayer mat at home to bring it into school or to tell the class about it and how it is used.*





## Suggested Activities

Area of Learning	Activity
C.D	<ul style="list-style-type: none"><li>• Design and make a decorated mat, using a range of materials and techniques;</li><li>• Make a picture or model of your own special place;</li></ul>
C.L.L	<ul style="list-style-type: none"><li>• Listen to stories and rhymes about favourite places;</li></ul>
K.U.W	<ul style="list-style-type: none"><li>• Explore materials used for mats and carpets;</li><li>• Use a directional compass.</li></ul>

## Potential ELG Development

Personal, Social & Emotional Development			Communication, Language & Literacy		
Respecting beliefs and cultures	Being aware of self	Responding to significant experiences	Extending vocabulary	Listening and responding	
Muslims: <ul style="list-style-type: none"> <li>• use a prayer mat to create a sacred space;</li> <li>• use special actions when they are praying</li> </ul>	I can: <ul style="list-style-type: none"> <li>• be quiet;</li> <li>• have a special place;</li> <li>• pray if I want to.</li> </ul>	of being: <ul style="list-style-type: none"> <li>• quiet;</li> <li>• on my own;</li> <li>• in my own space;</li> </ul>	prayer mat God Muslim	Using language in discussion and through questioning.	
<b>Muslim Prayer Mat</b>					
Knowledge & Understanding of the World			Creative Development		
Finding out	Looking at	Asking questions	Responding	Expressing ideas	
about: <ul style="list-style-type: none"> <li>• Muslim beliefs about prayer</li> </ul>	<ul style="list-style-type: none"> <li>• materials</li> <li>• patterns</li> <li>• similarities</li> <li>• religious objects</li> </ul>	about: <ul style="list-style-type: none"> <li>• what the prayer mat is made of;</li> <li>• where I like to be.</li> </ul>	to: <ul style="list-style-type: none"> <li>• the prayer mat</li> </ul>	through: <ul style="list-style-type: none"> <li>• colours;</li> <li>• patterns;</li> <li>• texture in the prayer mat</li> </ul>	



## Buddha and the Bodhi Tree

Buddha, the founder of Buddhism, is regarded as a great and wise teacher. Prince Siddharta Gotama was born to a life of riches and power but he was dissatisfied and troubled by the suffering he witnessed in the world. He relinquished his royal heritage to live the simple life of a monk. At the age of 35 years he achieved enlightenment as he meditated under the bodhi tree. He spent the rest of his life teaching others of the way to achieve peace and contentment.

Whilst Buddha is generally acknowledged as one of the world's great religious leaders, Buddhism is not a theist philosophy. Buddhists do not talk of worshipping God or of giving their lives to God. Instead they talk of a deep personal fulfilment – enlightenment – the way of perfect peace and contentment. Enlightenment may take many lifetimes to achieve but it is only in this way that the cycle of birth and rebirth and suffering can be escaped.

<p><b>Learning Context:</b></p> <p>The natural world</p> <p>The local environment</p> <p>Growing seasons</p>	<p><b>Learning Objectives:</b></p> <p>To give children opportunities to:</p> <ul style="list-style-type: none"> <li>• know about a significant religious leader;</li> <li>• understand that thinking happens in their heads;</li> </ul>	<p><b>Links to other areas of learning:</b></p> <p>P.S.E.D - Developing self awareness and thinking skills; - Understanding what is right and wrong;</p> <p>K.U.W - Investigating the natural world using all the senses;</p> <p>C.D - Exploring colour, texture and shape.</p> <p>C.L.L - Using talk to organise, sequence and clarify thinking; - Knowing that thoughts and ideas can be represented in writing.</p>	
<p><b>Prior experiences may include:</b></p> <ul style="list-style-type: none"> <li>• Classroom listening activities - sounds and silence.</li> <li>• Looking at, touching, sitting under trees.</li> <li>• Experiences of silent reflection during Collective Worship.</li> </ul>	<ul style="list-style-type: none"> <li>• experience and reflect on what it is to be still, to be quiet and reflective;</li> </ul>	<p><b>Resources:</b></p> <p>Bodhi leaf (available on loan from RE resources at Chapel Fields Centre).</p> <p>Shrine figure of meditating Buddha</p> <p>Circle time object.</p>	<p><b>Organisation</b></p> <p>Small group (10-15)</p>



## Focused Teaching:

We are going to think about thinking! Thinking is what happens to us inside our heads. Sometimes we like to tell our friends about our thoughts. Sometimes we like to think quietly on our own. Today I am going to tell you about a very good and wise man who taught people how to think quietly about what they should do if they wanted to live good lives.

*Light the story candle.*

A long time ago a little prince was born in a beautiful palace in India. His family loved him and gave him everything that money could buy. His name was Prince Siddharta. But as Prince Siddharta grew up he felt unhappy. He wanted to leave his palace and go out into the world to help people. He wanted to help everyone, old and young, rich and poor. He wanted to think of a way of living that would bring everyone happiness. One day he was sitting under a bodhi tree. The flat leaves of the tree shaded him from the hot sun. He thought about all the sadness in the world and wondered how he could help people to live happy lives. He sat under the tree, still and silent, until he knew how he could help people end their sadness. From then on he was called the Buddha. Buddha spent the rest of his long life teaching people how to lead good lives.

*Blow out the candle*

*Show the children a shrine figure of a meditating Buddha and encourage them to talk about it. Invite the children to close their eyes and sit quietly. Invite them to think about ways in which they can be good, kind, and helpful.*

*Allow the silence to last for as long as possible and remove Buddha.*

*Pass the circle time object to give all children an opportunity to share their thoughts.*

### For discussion:

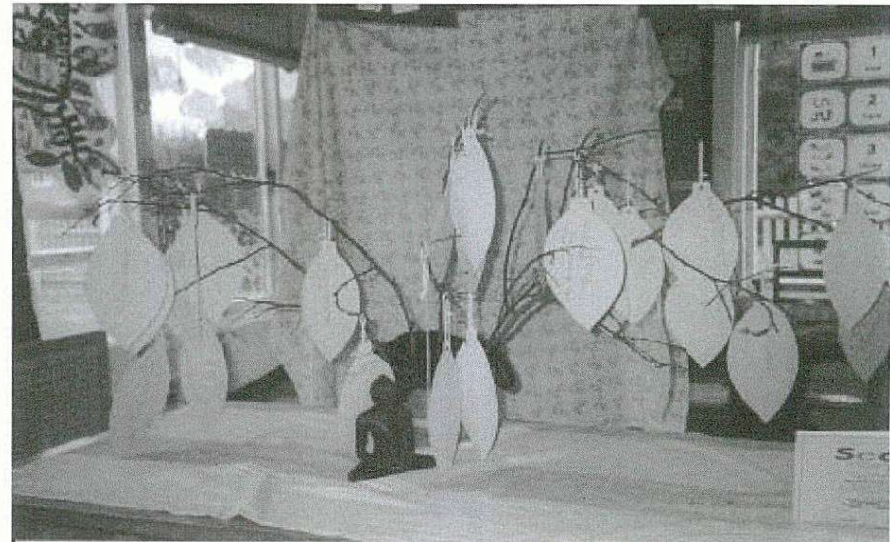
*What do you think it means to be good?*

*What could you hear during the quiet time?*

*I wonder what you thought about in the quietness?*

*What helps you to think?*

*\*NB Some groups of children will find this difficult at first and will need practice at being quiet.*





## Suggested Activities

Area of Learning	Activity
K.U.W	<ul style="list-style-type: none"><li>• Look at, touch, and listen to trees. Sit under a tree and share observations.</li></ul>
C.D	<ul style="list-style-type: none"><li>• Make leaf and bark rubbings</li><li>• Print with leaves;</li></ul>
C.L.L P.S.E.D	<ul style="list-style-type: none"><li>• Provide an outline of a tree with branches on large paper or black/white board or use a branch. Invite children to work together to create a Bodhi tree.</li><li>• Encourage children to suggest qualities or actions that they think will contribute to living a good life. These can be written on leaf shaped paper and attached to branches of the tree. Writing can be done independently by the child, as a shared writing activity or modelled by an adult, depending on age/ability of children.</li></ul>

## Potential ELG Development

Personal, Social & Emotional Development			Communication, Language & Literacy		
Respecting Beliefs	Being aware of self	Being aware of others	Extending Vocabulary	Using language	Listening & Responding
Some people believe: <ul style="list-style-type: none"> <li>• Buddha is a great teacher;</li> <li>• they should follow his example;</li> <li>• thinking quietly can help us to lead good lives.</li> </ul>	I can: <ul style="list-style-type: none"> <li>• understand what is right and wrong and why;</li> <li>• be quiet by myself.</li> </ul>	I can: <ul style="list-style-type: none"> <li>• reflect on what I can do to be good, kind or helpful to others;</li> <li>• be quiet with others.</li> </ul>	Buddha silence/quiet thinking	in: <ul style="list-style-type: none"> <li>• discussion</li> <li>• describing</li> <li>• writing</li> </ul>	to: <ul style="list-style-type: none"> <li>• the story of Buddha;</li> <li>• silence;</li> <li>• the chance to think;</li> <li>• environmental sounds.</li> </ul>
<b>Buddha &amp; the Bodhi Tree</b>					
Knowledge & Understanding of the World			Creative Development		
Knowing about other cultures and beliefs	Finding out about the natural world	Asking questions	Expressing Ideas	Responding	
Buddhists: <ul style="list-style-type: none"> <li>• keep silence;</li> <li>• value quiet thinking;</li> <li>• follow Buddha.</li> </ul>	exploration of trees - leaves, bark	What can we feel, see, hear, smell?  How does it feel to be still and quiet?	through: <ul style="list-style-type: none"> <li>• observation</li> <li>• discussion</li> <li>• artwork</li> </ul>	to: <ul style="list-style-type: none"> <li>• silence</li> </ul>	



# Ganesha

Ganesha is the Hindu deity with the elephant head; he is popular with many people because they believe he removes obstacles with his trunk, so he is often worshipped at the start of devotions. He usually has one good tusk and holds the other, broken, in one of his four hands. He is frequently depicted wearing a snake tied around his fat belly. He is believed to be fond of sweet foods.

He is worshipped at times of new beginnings, at the start of a journey, and his image is often found on the first page of a book.

In the Hindu pantheon, Ganesha is the son of Shiva and Parvati.

<p><b>Learning Context:</b></p> <p>All about me</p> <p>Animals</p> <p>Families</p>	<p><b>Learning Objectives:</b></p> <p>To give children opportunities to:</p> <ul style="list-style-type: none"> <li>• know two traditional Hindu stories;</li> <li>• understand that people have lots of different ideas about God;</li> <li>• understand that God is important for some people;</li> <li>• think about what makes them angry and how that feels;</li> <li>• talk about where they belong.</li> </ul>	<p><b>Links to other areas of learning:</b></p> <p>P.S.E.D - Developing an awareness of their own feelings and those of others;          - Developing respect for their own cultures and beliefs and those of other people;          - Forming good relationships with adults and peers;</p> <p>K.U.W - Finding out about and identify some features about objects and events;</p> <p>C.D - Responding in a variety of ways to what they see, hear, touch, smell and taste;</p> <p>C.L.L - Listening with enjoyment and respond to stories.</p>	
<p><b>Prior experiences may include:</b></p> <p>Talking about God and people worshipping God.</p>		<p><b>Resources:</b></p> <p>a candle;          a shrine figure of Ganesha;          a mystery bag;          a shrine;          a puja tray;  <i>A Story of Ganesha</i>  <i>Kedar's Book</i>          from  <i>A Gift to the Child.</i></p>	<p><b>Organisation:</b></p> <p>Small groups.</p>

### **Focused Teaching 1:**

*Begin by asking children to imagine a little boy with four arms, two legs and an elephant head. It may help to get the children to close their eyes and then you can ask them to describe the pictures in their heads.*

What does an elephant's head look like?

Can you see his big ears, long trunk and curved tusks?

I am going to tell you his name.

His name is Ganesha. (NB: The final 'a' is not sounded.)

Can you say Ganesha?

Would you like to hear a story about him?

*Light the story candle.*

Once, long ago, there was a beautiful goddess called Parvati. She was beautiful but she did not smile very much because she was sad. Do you know why she was sad?

She was lonely and more than anything else she wished she had a little boy of her own. She often said to her husband, who was the great god Shiva, 'Please can I have a little boy of my own? But Shiva was always very busy so he did not take any notice of Parvati.

One day, when she was in her bath, Parvati felt lonelier than ever. Suddenly she thought, 'I know, I'll make a little boy myself.' So she rubbed together all the little bits of soap and the flakes from her skin and out of these she made a little boy and breathed life into him. Parvati called her son Ganesha.

Ganesha was a good little boy and did everything his mother told him to do. He felt very important when she told him to stand outside her door and guard it while she bathed. But while he was standing there, Shiva, Parvati's husband, came and demanded to be allowed in. He did not know who Ganesha was, but he did not like being told by anyone that he could not go in. He was angry so he took his very sharp knife and cut off the little boy's head.

Parvati heard the noise and when she saw what had happened to her precious little boy, she cried and cried. Shiva knew he had to do something to put things right so he said he would find a new head for Ganesha and bring him back to life.

He set off and on the way he decided he would take back the head of the first animal he saw. The first animal he saw was an elephant. So Shiva, who was a great hunter, killed the elephant, cut off his head and carried it back to put on Ganesha's body.

Parvati was very pleased to have her little boy alive again and she cuddled him. The more she cuddled him, the more she loved his big ears and very long trunk. She was happy to think that now Ganesha was made by Shiva as well as by her.

Ganesha was so special that he became a god too, like Shiva and Parvati. From that day to this, Hindu people worship him and say their prayers to him.

*Blow out the story candle.*

#### **For discussion:**

*What did you like about the story?*

*Was it a frightening story?*

*Which bits were frightening?*

*How did it turn out in the end?*

*Who put everything right?*

*Reveal the shrine figure of Ganesha to children slowly and dramatically, allowing them to recall features from the story.*



## Focused Teaching 2:

*Begin by asking the children whom they talked about in the previous session. Re-introduce the shrine figure on his tray.*

Would you like to have another story about Ganesha and hear about his friends?

*Light the story candle.*

*Use the picture book, A Story of Ganesha to illustrate this story.*

Ganesha has a very fat tummy because he loves to eat sweet things, like jellies and cakes. Tonight he has enjoyed a really big feast of all the things he loves to eat and he decides to go for a ride on his friend the rat. Tonight is a good night for a ride because the moon is big and round and is lighting the way. So off they go enjoying themselves until suddenly something moves on the path and frightens the rat. It is a snake. The rat stops so quickly that Ganesha falls off and as he hits the ground, pop! His tummy bursts open. All the cakes and jellies come tumbling out.

Ganesha picks himself up and pulls his tummy together. "Come on snake," he says, "you'll have to be my friend and help me."

He picks up the snake and ties it around his tummy to keep it together.

Then he hears someone laughing. It is the moon laughing at him. Ganesha is very cross. "Don't you laugh at me," he cries to the moon and he is so angry that he breaks off one of his tusks and throws it at the moon to put out its light. The moon throws back the tusk so Ganesha picks it up and rides home on his rat.

*Blow out the story candle.*

## For discussion:

*Who were Ganesha's friends in the story?*

*How did they help him?*

*How did Ganesha feel?*

*What makes you angry?*

*How did Ganesha show how he felt?*

*What do you do when you're angry?*

*What or who makes you feel better?*

## Focused Teaching 3:

*Begin by inviting the children to talk about Ganesha.*

For some people Ganesha is so special that they worship him. For them he is God. We're going to hear about a little boy called Kedar who worships Ganesha. The way Kedar worships God is called *puja*.

*Use Kedar's Book to illustrate this story.*

It is morning and Kedar is just waking up. Soon it will be time to go to school so he hurries into the bathroom to wash and get dressed. When he has put on his clean clothes he goes downstairs but before he has his breakfast he has something important to do.

He begins to collect together the things he will need and carries them into the living room. First he brings in a bell on a tray called a *puja* tray.



When everything is ready, Kedar sits down on his mat in the corner of the room. He sits very still. He has come to worship God. For Kedar, Ganesha is God. He rings the bell to wake Ganesha.

Ganesha is in his shrine and on the floor in front of him are all the things that Kedar has gathered together for his worship. Kedar lights an incense stick to make the air around Ganesha smell sweet. The *diva* lamp is lit too. It shows that, for Kedar, the place is holy.

Kedar uses a special spoon to mix the red powder, called *kum kum*, into a paste. Carefully he makes a mark on Ganesha's forehead. Then, to show that he belongs to Ganesha, he puts a red spot on his own forehead.

Kedar believes that God created everything and he wants to say thank you. He puts flowers at Ganesha's feet and offers him fruit to eat and water to drink. He also gives him sugar lumps because he knows how much Ganesha loves to eat sweet things. To Kedar light is a blessing, a special gift from God. He gives the light to Ganesha by moving the lamp round in a big circle to remind him of the sun.

At the end of the worship Kedar lies down in front of Ganesha, making sure his body is completely straight. He is showing how his whole life belongs to Ganesha and how everything he does is for him. Now Kedar feels happy and ready for his day. He goes to join his family for breakfast. Each member of his family will pray during the day, for worship is a very special part of their lives too.

**For discussion:**

*What Kedar does every day is very important to him. What do you do every day that is very important to you?*

*What do you say thank you for?*

*Whom do you say it to?*

**Focused Teaching 4:**

*This session offers the child a first-hand experience of the worship of Ganesha. It does so in the context of the previous story, using Kedar as a distancing device.*

*Begin by asking the children what Kedar did to worship Ganesha. Draw together their contributions by inviting them to watch while you show them what Kedar does every day. A shrine can easily be made by covering a cardboard box with fabric or paper and decorating it with tinsel and fairy lights.*

This is a shrine, a bit like the one Kedar had for Ganesha.

What does Kedar do first?

First he rings a bell to wake up Ganesha.

*Ring the bell. Light the incense sticks.*

Then he burns some incense sticks because Kedar thinks Ganesha likes the sweet smell. Can you smell them?

*Light the diva lamp.*

*Explain what it is made of; explain the oil and wick.*

This light is to remind Kedar that this is a special, holy place.

*Mix the red powder, called Kum Kum, with a little water until it is a sticky paste.*

This is the *Kum Kum* that Kedar makes into a paste and uses to put a mark on Ganesha's forehead. He also marks himself to show that he belongs to Ganesha.

*Using the third finger of your right hand, show the children how Kedar marks Ganesha, then gesture a marking on yourself. Ask the children what Kedar offers to Ganesha. Show them the flower petals, fruit and water and explain how precious these gifts are. Show them the sugar lumps.*



Why does Kedar offer all these to Ganesha?

He wants to say thank you for all the good things God has given him.

*Show the children the arti lamp, light it and circle it, three times clockwise, in front of Ganesha.*

Kedar wants to say thank you for light so he makes a shape that is like the sun.

Kedar does all this every day.

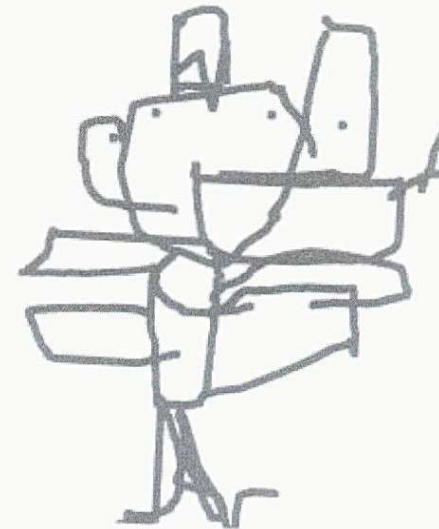
**For discussion:**

*Kedar does these things because he belongs to Ganesha. Who do you belong to?*

*How do you show where you belong?*

*If you do something special like Kedar does, can you tell us about it?*

Ganesha



## Suggested Activities

Area of Learning	Activity
C.D	<ul style="list-style-type: none"><li>• Make a collage picture of Ganesha;</li><li>• Draw yourself with an animal head or make animal masks;</li><li>• Make a 'thank you' card and give it to someone;</li><li>• Make a badge to show belonging;</li></ul>
P.S.E.D	<ul style="list-style-type: none"><li>• Talk about and role play a time when you were angry;</li></ul>
C.L.L	<ul style="list-style-type: none"><li>• Use key vocabulary in talking about Ganesha;</li></ul>
K.U.W	<ul style="list-style-type: none"><li>• Talk to a Hindu about her/his worship shrine at home.</li></ul>



## Potential ELG Development

Personal, Social & Emotional Development			Communication, Language & Literacy		
Being aware of self	Respecting beliefs	Responding to significant experiences	Extending vocabulary	Using language	Listening and Responding
I get angry;  I can help someone else who feels angry;  I enjoy stories;  I know where I belong.	For Kedar Ganesha is: • God; • worshipped; • important.	of: • belonging; • laughing; • being frightened; • feeling angry.	God  Shrine  worship	in: • discussion; • role play.	to: • the story of Ganesha's elephant head and Ganesha's broken tusk; • Kedar.
<b>Ganesha</b>					
Knowledge and Understanding of the World			Creative Development		
Finding out	Asking Questions	Looking at objects	Imagining	Responding	
about: • Kedar and what he believes.	Who or what might God be?  What could God be like?  What makes me angry?  Where do I belong?	Ganesha has: • a long tusk; • big ears; • four arms; • a snake round his tummy.	• having an animal head; • being angry.	to the stories through: • role play; • talking.	

