

BUDDHISM Key Stage 2 Unit 3: The Sangha



What this unit contains	This unit introduces pupils to the traditional Buddhist community, locally and worldwide.		
Where the unit fits and how it builds upon previous learning	This unit builds on Unit 1 'The Buddha' and introduces pupils to the idea of a faith community where people live their lives according to the teachings of their faith. It introduces the idea of the Buddhist community locally and worldwide. It enables pupils to complete learning from the Buddhism Key Stage 2 section of the Agreed Syllabus.		
Extension activities and further thinking	<ul style="list-style-type: none"> ➤ Write a diary entry for a day in the life of a monk or nun, showing how beliefs are put into action. ➤ Consider times when personal items are shared with others at school, home or place of worship. ➤ Find out how others put their beliefs into action in daily life. ➤ Consider the importance of pilgrimage in Buddhism and other faiths. How does this differ from a holiday and what are the benefits to the pilgrim? ➤ Reflect on the concept of the three jewels and identify 'three jewels' in their own lives. 		
Vocabulary Buddha Buddhism Buddhist mantra community lay ordained refuge nun shaven Three Jewels Triple Gem dhamma pilgrimage robe Bodhgaya symbol Dhamma Sangha bowl	SMSC/Citizenship <ul style="list-style-type: none"> ➤ What it is to belong or to outside of a community. ➤ Interdependent roles, contributions and responsibilities of people in communities. ➤ 'Sacred' space. ➤ The benefits of reflection. ➤ Personal values. 		

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Unit 3 Session 1

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know that to Buddhists the Three Jewels or Triple Gem. (Buddha, Teachings or Dhamma and Sangha or spiritual community) are very important; ➤ know that a Buddhist Community is made up of ordained and lay people. 	<p>√</p> <p>√</p> <p>√</p>		<p>As a whole class activity, recall what pupils know about the Buddha and his teachings.</p> <p>Show pupils the Triple Jewel image / symbol. Explain this is an important symbol for Buddhists. In the different sections record what they know about these areas – the Buddha, the Dhamma and the Sangha. Introduce the correct Buddhist vocabulary. Explain that in this unit pupils will find out about the Sangha, the community of Buddhists worldwide.</p> <p>Explain that there are different members of the Buddhist Community - monk, nun, priest, ordained and lay person. Compare the roles and lives of the different sections of the community, e.g. a lay Buddhist.... A Buddhist monk.... Draw out the fact that all Buddhists follow the Dhamma. You might use the section The Sangha (page 29) in Buddhism Key Stage 1 (Buddhist Education Foundation UK).</p> <p>Written Task Explain how a community pupils know well is made up of different members who all have their unique contributions to give.</p>	<p>Resources Buddhism Key Stage 1 (Buddhist Education Foundation UK)</p> <p>Video: Clearvision: 'Buddhism for KS2'</p> <p>Triple Jewel image</p> <p>Teacher note Dhamma / Dharma = Universal law; ultimate truth. The teachings of the Buddha. A key Buddhist term.</p> <p>Sangha = Community; assembly. Often used for the order of monks and nuns in Theravadin countries. In the Mahayana countries, the Sangha includes lay devotees and priests, e.g. in Japan.</p>

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Unit 3 Session 2

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know that in the Buddhist community there are ordained monks, nuns, priests and lay people; ➤ know that Buddhists 'seek refuge' in the Three Jewels or Triple Gem. (Buddha, Teachings or Dharma and community); ➤ understand what 'seeking refuge' means to Buddhists. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>Watch the section in the Clear Vision video – 'Thubten's Day' to find out how the Buddhist community is structured, everyone follows the Buddha's teaching and members of the community support each other. Explain that many Buddhist communities around the world are like this one</p> <p>In the school community members support each other. How do they do this? What are the different roles of monks/nuns and lay people in the Buddhist community? Suggest reasons for the lay members supporting monks. What do the monks do in return?</p> <p>Discuss what refuge means. What is a refugee? What makes a safe place? Share ideas of places that are safe to members of the class. Explore the difference between internal and external safe places.</p> <p>Why is the Triple Gem described as a safe place for Buddhists? What does it represent to them? (It symbolises all that matters to them. Good answers will include that because they are dependable, the Buddha and his teachings are always there).</p> <p>Either:</p> <p>a. On a triple gem image record what the 3 areas represent and why they are a 'refuge' to Buddhists. Consider what would be three things that are a refuge to each member of the class and record;</p> <p>Or</p> <p>b. Pupils should each draw a diagram to represent comparisons between Thubten's Day / a monk's day and the pupil's own day.</p>	<p>Resources Buddhist artefacts, resources, pictures showing what you would expect to see in a Temple.</p> <p>Videos Meridian trust - The Buddhist Community</p> <p>Clearvision: 'Buddhism for KS2'</p> <p>N.B. Yellow = Buddha (gold of preciousness) Blue = teachings (blue of unobstructed wisdom) Red = Sangha (red of compassion).</p>

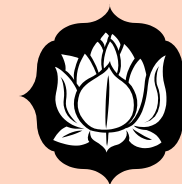
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Unit 3 Session 3

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know the importance of reflection and meditation to Buddhists; ➤ consider how people should treat special objects and how people should behave in a special place. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p>	<p>Explain that Buddhist use meditation to train the mind and develop wisdom. Look at pictures of Buddhists meditating and the Buddha’s meditating mudra. Recall how it felt to meditate or think deeply during Unit 1.</p> <p>Recall times when it is useful to be quiet and still. List some thoughtful times e.g. Remembrance Day, Holocaust memorial day, and times of sadness or thanksgiving. Point out that Buddhists develop the capacity to meditate for long periods of time. How does this help them?</p> <p>Examine a range of Buddhist artefacts and images showing items that you would expect to see in a Temple or Centre. Talk about why the items are special. Using textbooks or the internet research the items and how they are used. Create a display in the classroom showing the items and labels of pupils’ explanations of them.</p> <p>Watch a section in a video that shows the Buddhist community in a shrine room. Discuss why this is a special place for Buddhists, the items that are found there and how people should behave in a special place.</p>	<p>Resources Questions and behaviour rules generated in previous lesson</p> <p>Resources to research for information about artefacts Video – Clearvision Buddhism for Key Stage 2 – section showing worship in a shrine room</p> <p>LgFL & Espresso ‘Faiths – Buddhism’ section showing temple worship.</p> <p>Artefacts Prayer wheel Mala Offering bowl Incense holder Buddha image</p>

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Unit 3 Session 4

Learning objectives	A T 1	A T 2	Suggested teaching activities	Focus for assessment	Sensitivities, points to note resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know that Bodhgaya is a special place for Buddhists worldwide, why that is so and how Buddhists visit it on Pilgrimage. 	<p>√</p>	<p>√</p>	<p>Watch a video to find out about Bodhgaya. Locate this place on a large map of India. Discuss what Buddhists do when they visit Bodhgaya and the story that they recall.</p> <p>Assessment Task Pupils should devise a travel advertisement for pilgrims to Bodhgaya, making sure that this is promoted as a pilgrimage and not a holiday. The advertisement should explain what such a visit would mean to a Buddhist.</p>	<p>Assessment Levels <i>Level 3 Attainment target 1</i> Pupils use a developing religious vocabulary. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression. <i>Attainment target 2</i> Pupils identify what influences them, making links between their own and others' experiences. They ask important questions about religion and beliefs. They make links between values and commitments, and their own attitudes and behaviour. <i>Level 4 Attainment target 1</i> Pupils use a developing religious vocabulary to describe and show understanding of, beliefs, ideas, practices, feelings and experiences. They make links between them, and describe some similarities and differences both within and between religions. They describe the impact of religion on people's lives. <i>Attainment target 2</i> Pupils raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments. They apply their ideas to their own and other people's lives. They describe what inspires and influences themselves and others.</p>	<p>Resources Videos Meridian trust - The Buddhist Community</p> <p>Clearvision: 'Buddhism for KS2'</p> <p>Map of India</p> <p>http://www.pilgrimage-india.com/buddhist-pilgrimage/bodhgaya.html</p> <p>http://www.cultureholidays.com/cities/bodhgaya.htm</p> <p>http://www.travelmasti.com/budhist_sites/bodhgaya.htm</p>

BUDDHISM Key Stage 2 Unit 3: The Sangha



Unit 3 Session 5 & 6

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know that Buddhists try to follow the example of Buddha and live by his teachings; ➤ know that Buddhists try to alleviate suffering by practising the Dhamma and being kind to other people and all life; ➤ consider how the class can alleviate suffering and help those around them. 	<p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p>	<p>Buddhists practice the Dhamma. In groups pupils should either watch a video, research websites or talk to Buddhists to find out some ways in which Buddhists try to put the Buddha's teachings into practice today, particularly in relation to alleviating suffering. Link to teaching from unit 1 and earlier in Unit 2.</p> <p>Present findings to the class.</p> <p>List some of the ways that Buddhists respond to their teachings and talk about how hard or easy this might be – e.g. 'right speech'. Recap what is already known.</p> <p>Focus on Right Livelihood. Using a list of possible occupations, in groups discuss those which Buddhists would find appropriate and those they would discount.</p> <p>Feed back to whole class.</p> <p>As a class activity decide on ways to make the school a better place to work in or the world a better place to live in and explain how this might alleviate suffering.</p>	<p>Resources List of occupations Noble Eightfold Path</p> <p>Websites http://www.rokpa.org/int/eng/index.htm http://www.karuna.org/ http://www.geocities.com/Tokyo/Pagoda/8118/at.htm http://www.tzuchi.org/global/about/index.html http://www.bpf.org/html/whats_now/events/tsunami.html</p>



Unit 3 Session 1 Activity Sheet 1

The Three Jewels

This woven image of the Three Jewels is a photograph of the emblem on the kesa worn by ordained Buddhists in the Western Buddhist Order as shown in the smaller photograph.



With thanks to Clear Vision trust for the use of their Kesa image and photograph.



BUDDHISM Key Stage 2 Unit 3: The Sangha



Unit 3 Session 4 Activity Sheet 2

Bodhgaya

