



<p><b>What this unit contains</b></p>	<p>The Sikh festival year, relating this to the lives, teachings and deaths of some of the Gurus. These are called Gurburbs or Melas. This unit also provides an opportunity to consider the age of the religion, the youngest of the six faiths studied. Issues of community, meaning and purpose in Sikhism. The concept of 'Saint-Soldier'.</p>		
<p><b>Where the unit fits and how it builds upon previous learning</b></p>	<p>This unit provides an opportunity to develop knowledge about the Gurus from Units 1 – 4. It introduces pupils to knowledge about the martyrdom of some of the Gurus and their families and followers.  As pupils collate information about the festivals studied and sequence them, they will develop further understanding about the context in which the religion developed.</p>		
<p><b>Extension activities and further thinking</b></p>	<ul style="list-style-type: none"> <li>➤ Consider the relevance of the inner meaning of one Sikh festival to Sikhs today.</li> <li>➤ Apply Sikh beliefs about equality and freedom of worship to a current world or national situation.</li> </ul>		
<p><b>Vocabulary</b></p> <p>Mela                      Gurburb                      diwa/diva Guru                        martyr                        persecute Kirtan                      karah prasad                persecution Katha</p>		<p><b>SMSC/Citizenship</b></p> <ul style="list-style-type: none"> <li>➤ Community celebrations</li> <li>➤ Learning from the past</li> <li>➤ Fighting / standing up for your values under persecution</li> <li>➤ Rights of the individual</li> </ul>	



### Unit 5 Sessions 1- 4

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"> <li>➤ consider why remembering the past can benefit the present;</li> <li>➤ know some of the festivals that are celebrated during the year by Sikhs;</li> <li>➤ know that some festivals recall the lives and deaths of the Gurus (Gurburbs), whilst others which are times of celebration are called Melas;</li> <li>➤ know when the festivals take place in the year; whether they are a gurburb or a mela and how they relate to the Gurus.</li> </ul>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p>	<p>Talk about why people like to remember things from their past and from the past of their family or country.</p> <p>Suggest lessons about oneself and one's beliefs that might be learnt from a range of celebrations or anniversaries. Consider for example Remembrance Day or the anniversary of someone's death, e.g. that of a member of the family or a Saint's day. Summarise why remembering the past is important to individuals and communities.</p> <p>Recall what is already known about Sikh festivals. Give out the Sikh calendar information sheet, locate recalled festivals and explain the difference between a mela and a Gurburb. Record definitions.</p> <p><b>Set up the group task for the next 3 lessons:</b> Explain that during sessions 2 - 4 pupils will work in groups to research one or two times of celebration and / or reflection from the Sikh calendar. Organise groups and allocate Festivals. Explain that homework will be further research.</p> <p>Give out the recording sheets and explain the process by which the research will be recorded. If necessary exemplify how the information sheet would work using the birthday of Guru Nanak as a model.</p> <p><b>Homework</b> Initial research on allocated festival.</p> <p><b>Festivals for research</b> Guru Nanak's birthday; Vaisakhi/ Baisakhi; Diwali Martydoms of Guru Arjan and Guru Tegh Bahadur Birthdays of Guru Ram Das and Guru Gobind Singh</p>	<p><b>Resources</b> Sikh calendar information sheet. Sikh festivals worksheet. Assessment sheet.</p>





### Unit 5 Session 5

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"> <li>➤ Understand that Sikhs have fought for religious freedom at significant times in their history;</li> <li>➤ Know that in Sikhism there is value in fighting for your beliefs.</li> </ul>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>Identify which Gurburbs studied recall a time of war. Explain that for a long period of their history Sikhs were fighting for the right of religious freedom. Retell the story of Guru Har Gobind from Divali. Groups should identify how this theme can or cannot be seen through the festivals that they studied.</p> <p>Look at relevant sections of the International Declaration of Human Rights.</p> <p>Record personal responses to the issue of the individual's right to religious freedom of belief and worship.</p> <p>Focus pupils on the symbolism of the Sikh Khanda symbol. Ask why there are 3 swords (kirpans) in this. (Those who have studied Baisakhi should have this knowledge from their research).</p> <p>Explain that Sikhs believe that there is respect for the 'saint / soldier' and that this role was particularly exemplified by Guru Gobind Singh.</p> <p>Discuss whether this concept is a contradiction in terms and record whether there can be such a thing as a 'saint soldier' and fighting for what you consider to be right.</p>	<p><b>Resources</b></p> <p>Story of Guru Har Gobind from Divali.</p> <p>Khanda symbol.</p> <p>International Declaration of Human Rights – extract.  <a href="http://www.un.org/Overview/rights.html">http://www.un.org/Overview/rights.html</a>  <a href="http://web.amnesty.org/pages/aboutai-udhr-eng">http://web.amnesty.org/pages/aboutai-udhr-eng</a>  <a href="http://www.un.org/cyberschoolbus/humanrights/declaration/index.asp">http://www.un.org/cyberschoolbus/humanrights/declaration/index.asp</a></p>



### Unit 5 Session 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"> <li>➤ Consider the courage and conviction needed in order to suffer and / or die for your beliefs;</li> <li>➤ Understand that people from many faiths have been prepared to stand up for their beliefs until death.</li> </ul>	√	√	<p>Compare the Martyrdom of a Guru to the death of someone from another faith, for example Martin Luther King or Oscar Romero.</p> <p>Discuss the qualities and convictions required to face death by standing up for your beliefs or values.</p> <p>Write a reflective personal response to the topic of martyrdom.</p>	<p><b>Resources</b> Video or information about either Martin Luther King or Oscar Romero.</p>



### Western Lunar Sikh Calendar Calendar Festivals

January		
February	Magh	
March	Phagan	Hola Mohalla (Mela with sporting events coinciding with a Hindu festival)
April	Chait	
May	Vasakh	Baisakhi (Mela - new year festival, celebration of initiation of the Khalsa)
June	Jaith	Martyrdom of Guru Arjan (Gurburb)
July	Har	Birthday of Guru Har Krishan (Gurburb)
August		
September	Sawan	
October	Bhadro	
November	Asun	Birthday of Guru Ram Das (Gurburb)
December	Katik	Birthday of Guru Nanak (Gurburb) Diwali (Mela)
January	Magar	Martyrdom of Guru Tegh Bahardur (Gurburb)
	Poh	Birthday of Guru Gobind Singh (Gurburb)



### *Sikh Festivals*

Name:

Type of Festival:

When:

#### **Story**

What story is retold at the festival?

#### **Ways of celebrating**

or what do people do?

#### **Symbolism**

Are any actions / artefacts symbolic?

#### **Community and historical or cultural context**

#### **Inner Meaning**

What does this mean to :

- a) individuals?
- b) the community?