



What this unit contains		<p>Guru Nanak was the first of the Sikh Gurus or teachers - stories about his life & teachings about equality. Celebration of Guru Nanak's birthday. The Guru Granth Sahib - the last of the Gurus. The Gurdwara - a special place where Sikhs gather to pray, worship, sing hymns, accept blessing by taking karah prasad and the Langar where Sikhs sit and share food together from the Guru's kitchen. The Khanda symbol.</p>		
Where the unit fits and how it builds upon previous learning		<p>This is planned as the introductory unit on Sikhism.</p>		
Extension activities and further thinking		<ul style="list-style-type: none"> ➤ How are people treated as equal or not in school and in society? ➤ What does it mean to belong or to not belong to a community? ➤ Find out about other Sikh Gurus. 		
Vocabulary				SMSC/Citizenship
Sikh Guru Nanak service langar	share Sikhism Bhai Guru Granth	Sahib Gurdwara Guru equal	belief worship Khanda	<ul style="list-style-type: none"> ➤ Understanding that Sikhs believe all people are equal. ➤ Community responsibilities. ➤ Consideration of what worship means to Sikhs. ➤ Concept of equality in social terms.

Unit 1 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"> ➤ consider why it might be important to remember people in the past; ➤ know that Sikhs celebrate the birthday of Guru Nanak a person who lived a long time ago and who was the first of their teachers; ➤ know that Guru means teacher; ➤ know that Guru Nanak lived and taught in India. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>Share ideas about people who members of the class might want to remember and why ...discuss topical examples of people. Consider the types of people who are remembered for a long time by many people.</p> <p>Explain that during this unit pupils will find out about a special person called Guru Nanak who lived in India a long time ago and who founded Sikhism. Show the pupils the Sikh Khanda symbol and explain that this can be seen on the flag outside Sikh Temples, called Gurdwaras.</p> <p>Look at a large picture of Guru Nanak. Read and discuss "A Birthday to Celebrate - a story of Guru Nanak" by Lynne Broadbent and John Logan. (On each page is a hidden picture of Guru Nanak - find the picture on each page).</p> <p>Either re-read page 6 of the book or talk about the story of Nanak feeding the holy men. Discuss what Nanak might have said to his father.</p> <p>Written task Write a short note from Nanak to his father explaining his behaviour.</p>	<p>N.B. Be sensitive to the needs of pupils who have been bereaved or suffered a loss.</p> <p>Resources Sikh Khanda symbol. Picture of Guru Nanak.</p> <p>'A Birthday to Celebrate - a story of Guru Nanak' by Lynne Broadbent and John Logan pub: RMEP (big book)</p>

Unit 1 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 Sikhs believe in one God who made everything; ➤ know that Sikhs believe that God told Guru Nanak to teach people how to behave; ➤ consider how pupils would like to be treated and how they should treat others. 	<p>√</p> <p>√</p>	<p>√</p> <p>√</p>	<p>Either revisit 'A birthday to remember' page 8 or watch the section on Guru Nanak meeting God from 'Animated world faiths -The Life of Guru Nanak' video or read relevant section from the book that accompanies the video.</p> <p>Explain that Guru Nanak believed in a God, who made everything. He also believed that God wanted him to tell everyone about God and to remind people of how they should behave towards each other.</p> <p>Discuss as a class and then individually create statements of what Guru Nanak might say and what pupils themselves would say about how everyone should behave towards people, the world and God.</p> <p>Each pupil should write a statement how they expect others to treat them. These should be discussed as a class and a class code of conduct developed from them.</p>	<p>Resources Video Animated world Faiths (Channel 4)</p> <p>'The life of Guru Nanak' (Animated world faiths)</p>

Unit 1 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"> ➤ consider what it means for everyone to be equal; ➤ know that Guru Nanak taught that everyone is equally important. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>Use the 'equality activity' modified for the class. Talk about what 'equal' means in the context of people not Maths.</p> <p>Explain that Guru Nanak saw that people were not treating others equally - they would only be friends with certain people because they thought they were better for different reasons. Nanak believed that God wanted everyone to be equally important. Do members of the class agree?</p> <p>Develop a shared class statement about how everyone in the class should be treated equally.</p> <p>Tell the story of Dunning Chand and the needle. Talk about why wealth and possessions did not make him a better person and how he came to realise that.</p> <p>Write a note from Dunning Chand to Guru Nanak thanking him for the lesson he had learnt.</p>	<p>Resources 'Equality Activity'</p> <p>Story of Dunning Chand and the needle.</p>

Unit 1 Session 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"> ➤ reflect on times when members of the class have shared food with others; ➤ know that a Gurdwara is a special place for Sikhs; ➤ know that Sikhs sit and share food together in the Gurdwara and that this shows their belief in equality. 	<p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p>	<p>Share some carefully selected food with the class and explain how this food is acceptable to everyone regardless of their religion or health.</p> <p>Talk about times when pupils have shared meals with others. Explore what it feels like to share good things with others and how people might feel who have not been included. Recall how Guru Nanak told people that everyone is equal.</p> <p>Watch a video clip of people eating in a Gurdwara. Talk about how the way people are eating together there shows that everyone is equal (all sitting on the same level, can sit with anyone, no special menus, service or tables, rota for preparation...)</p> <p>Either organise a visit to a Gurdwara to find out about how all the tables are the same, people can sit anywhere and everyone is treated the same or as a class prepare to find out about what happens in a Gurdwara through films or videos..</p> <p>In groups generate questions to ask in the Gurdwara or to research from non-fiction texts / the internet in the next lesson about what happens in a Gurdwara if a visit is not going to be possible.</p>	<p>Resources Food appropriate for all of the class.</p> <p>Videos Pathways of Belief – Sikhism</p> <p>Water, candle, moon, tree and sword (sword section)</p> <p>CD Rom: Faiths Volume 1 – Espresso & LgFL – film ‘Community’.</p>

Unit 1 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"> ➤ know that a Gurdwara is a special place for Sikhs where: <ul style="list-style-type: none"> ▪ there are several things in the Gurdwara that show that Sikhs believe everyone is equal, ▪ the Guru Granth Sahib, the special book of the Sikhs is given a central position, ▪ the Khanda symbol is displayed outside and inside; ➤ recognise the Sikh symbol, the Khanda and know how it is made up of different items placed together. 	<p>√</p> <p>√</p>		<p>Either: Visit a Gurdwara to see:</p> <ul style="list-style-type: none"> ▪ How people prepare to enter the worship area and how they sit when they are there; ▪ How responsibility can be taken by men or women; ▪ How everyone sits together to eat in the langar; ▪ How respect is paid to the Guru Granth Sahib in the way it is placed and treated; ▪ The Khanda symbol on the flag outside and on items inside the Gurdwara; ▪ The significance of the Khanda symbol, shown on the Nisan Sahib flag outside the Gurdwara. (the 2 kirpans, the chakkar and the double-edged sword in the symbol). <p>Or</p> <p>Using 'My Sikh Faith' big book or 'My Sikh Life' as an information text find out about the Gurdwara and the Guru Granth Sahib. Support this with video clips and film footage from the 'Faiths' CD Rom showing the information interactively or supplement with information from the internet.</p> <p>Draw the Khanda symbol on a flag and label the different parts from which it is made up.</p> <p>Enter information on a class chart manually or electronically and display in class with pictures of a Gurdwara.</p>	<p>Resources Videos Pathways of Belief –Sikhism</p> <p>Water, candle, moon, tree and sword (sword section)</p> <p>Books 'My Sikh Faith' big book 'My Sikh Life'</p> <p>CD Rom: Faiths Volume 1 – Espresso & LgFL – film Worship' parts 1 & 2 and 'Holy Book'. Images of female Granthi and raggees.</p> <p>Websites The Sikh Net: http://www.sikhnet.com/ The Sikh Home Page: http://www.sikhs.org/ The Guru Granth Sahib http://www.sikhs.org/granth.htm</p> <p>After a visit send thank you notes to the Gurdwara</p>

Unit 1 Session 6

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 Guru Nanak's birthday is celebrated in the Gurdwara; ➤ know that as part of the celebration people retell stories about Guru Nanak. 	<p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p>	<p>Share information about how members of the class celebrate their birthdays.</p> <p>Recall or research information from books used earlier in the unit to find out how Guru Nanak's birthday celebrations take place. Talk about how people have new clothes, send cards and visit the Gurdwara to share the festival.</p> <p>Retell a story of Guru Nanak about equality, e.g. the story of Bhai Lalo, and draw out the meaning of the story.</p> <p>Assessment Task Make a card for Guru Nanak's birthday containing appropriate images and a statement explaining how equality is important to Sikhs.</p>	<p>Assessment Levels</p> <p><i>Level 1 Attainment target 1</i> Pupils use some religious words and phrases to name features of religious life and practice. They can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression.</p> <p><i>Level 2 Attainment target 1</i> Pupils use religious words and phrases to identify some features of religion and its importance for some people. Pupils retell religious stories and suggest meanings for religious symbols.</p>	<p>Resources</p> <p>Videos Pathways of Belief – Sikhism</p> <p>Candle, water, moon, tree and sword</p> <p>Story of Bhai Lalo</p>

Unit 4 Information Sheet 1



Women Raggees



Woman Granthi

Unit 1 Session 3 Activity Sheet 1

Equality Activity

Imagine that your teacher has some sweets, biscuits or other treat but tells the class that these will be given to only some children e.g. those wearing watches, tall children or blue eyed children.

Is this fair?

Explain what you think.

Are members of the class being treated equally if only a small group are rewarded for no good reason?



Unit 1 Session 3 Story 1

Dunni Chand and the Needle

Guru Nanak spent much of his life travelling and teaching. During his travels he visited Lahore a city in the country now known as Pakistan. This is a famous story of his meeting with a rich banker.

Once, long ago, in Lahore there lived a banker called Dunni Chand who was well known throughout the city for being greedy. Dunni Chand lived in a beautiful palace, which shone with gold, marble and precious jewels.

One day, Dunni Chand learnt that Guru Nanak had arrived in the city. At once he rushed to find the Guru to invite him to a special feast, thinking it would make him look very important to have such a famous guest. Guru Nanak accepted the invitation and preparations for the feast began.

It was a wonderful occasion. There were tasty dishes for the guests who all agreed that it was a magnificent feast.

When everyone had finished, Dunni Chand turned to Guru Nanak.

'I am a wealthy man,' he said. 'If I can do anything for you, please tell me.'

Guru Nanak sat and thought for a moment. He looked around at the wonderful palace, the rich carpets hanging on the wall and the fine golden dishes. Then, fumbling in his pocket, he drew out a small case which contained a tiny, thin sewing needle.

Unit 1 Session 3 Story 1 – Dunning Chand and the Needle

‘Yes, there is something you can do for me,’ he replied, holding up the needle. ‘I want you to keep this needle very safe and give it back when we meet in the next world.’

Dunning Chand felt full of importance. The Guru had given him a very special task. He took the needle and showed it to his wife, explaining what the Guru had told him. To his surprise, she burst into laughter.

‘You poor man,’ she laughed, ‘go and ask Guru Nanak how you can take it to heaven with you.’

Feeling confused, Dunning Chand hurried to find the Guru.

‘Guru Nanak, Guru Nanak,’ he called. ‘Please tell me one thing before you go away. How can I take this needle with me when I die?’

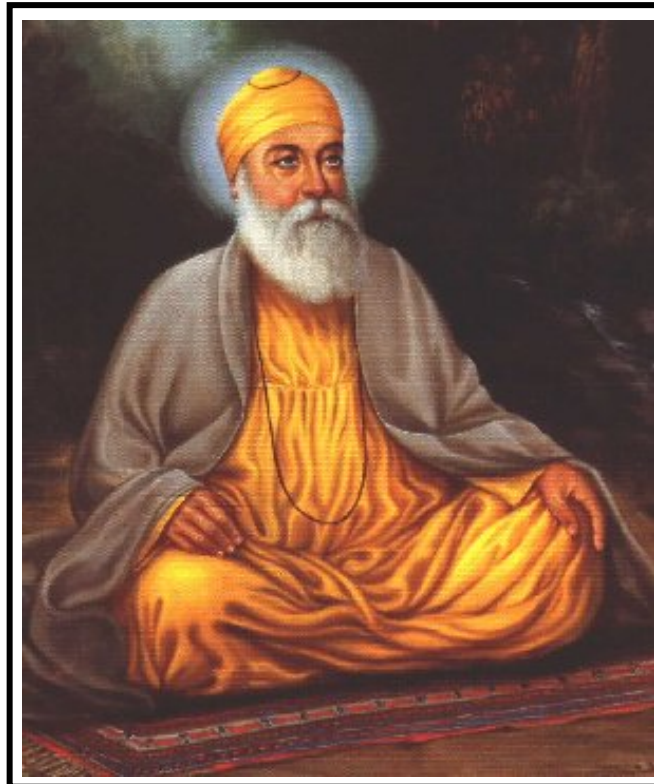
The Guru looked at Dunning Chand kindly and said, ‘If you cannot take a tiny needle with you when you die, how are you going to take all your riches? You will only be remembered for the good things you have done in this world when you go to the next.’

Dunning Chand realised the truth of the Guru’s words. He felt ashamed of the way he had lived his life and from that day on, he and his wife used their wealth to help the poor.



Unit 1 Information Sheet 2

Guru Nanak



Unit 1 Session 6 Story 2 – The Story of Bhai Lalo

The Story of Bhai Lalo

Guru Nanak was travelling again, visiting villages and towns and meeting many different kinds of people. Nearing one village, Nanak decided to spend a few days resting.

A poor man called Lalo, who worked hard as a carpenter, invited Nanak to stay at his house and Nanak was happy to accept.

When a rich man who lived in the same village, heard that the Guru was visiting the village, he sent his servants to invite Nanak to stay with him. "I will give an enormous feast for all the important people in the area and Nanak, as my guest of honour, can sit by my side".

Over a hundred people came to the feast, but Nanak did not come. This made the rich man very angry and he sent his servants to fetch Nanak.

Guru Nanak came to the house where a crowd had gathered, sensing that something was going on.

The rich man met Nanak at the door. "Why did you refuse to come to my feast?" he asked. "I have rich food and cakes for you but you prefer to eat coarse bread".

Guru Nanak asked for a piece of the cake from the feast and took from his bag a piece of simple bread which had been given to him at Lalo's house. He took one in each hand and squeezed them both.

Unit 1 Session 6 Story 2 Continued – The Story of Bhai Lalo

To everyone's surprise drops of milk trickled from the bread, while from the cake came drops of blood.

The rich man was horrified and he shouted, "You are trying to trick me!"

Guru Nanak answered, "This is no trick. Lalo's simple bread was earned by his own honest work, but your fine cake, and all your wealth, were gained by cheating the poor".

The rich man thought about what Guru Nanak had said and felt ashamed of the way that he had lived.

From then on, he changed his ways and followed the teachings of Guru Nanak.





Unit 1 Information Sheet 3

The Khanda Symbol

