

Unit: Questions of Identity: Buddhism – Expressions of Worship – The Sangha

Key areas of enquiry: B,D

This is a recommended unit.

About this unit

Students will learn about the Sangha, the life of lay Buddhists and their commitment to practice dharma, to develop loving kindness and compassion, support the Sangha, accumulate merit and practise ethical living. They will learn about the additional responsibilities of those who are ordained as monks and nuns. Students will raise their own questions about the way in which they and others choose to live their lives in the light of their learning.

I am grateful to Ali Beecham and Ruth Perry for developing this unit.

Prior learning	Technical Vocabulary	Resources
It would be helpful if students have completed the units on The Buddha asks “Why is there suffering?” and What are the consequences of actions. It also be helpful if students have studied Searching for Happiness in Buddhism.	In this unit children will have an opportunity to use words and phrases related to:- Sangha Bhikku/bhikkuni Shrine Dana Metta Rupa Lay/laity Vihara Friends of the Western Buddhist Order (FWBO) Theravada Precept Meditation dharma	<u>The Buddhist Experience</u> , Mel Thompson, Hodder and Stoughton (also teachers’ resource book) <u>This is RE Book 1</u> <u>This is RE Book 1</u> , Cath Large, John Murray <u>Buddhism for Today</u> , Chris Wright, Oxford University Press <u>Faiths in Britain Today: Voices from Within</u> , Ed. Rosemary Rivett, RE Today Services <u>Faiths in Britain today: Voices from within’</u> in the Developing secondary RE: RE Today services Worlds of Faith, Channel 4 (DVD also available through www.teachers.tv) Living Buddhism, The Clear Vision Trust (DVD resource pack) www.buddhanet.net www.do-not-zzz.com Buddhist statues and images Items used in Buddhist worship (incense x3, flowers, candles, bell, bowl)

Skills	Attitudes
Investigation – I can search for answers: I can gather evidence from many different sources e.g. people, texts, artefacts, media, ICT Interpretation – I can interpret words, actions, events, symbols and artefacts	Respect for all Self-awareness

Expectations At the end of this unit	
<i>Most children will:</i> Level 5	<p>Students are able to explain, demonstrating detailed knowledge and understanding, the Buddhist teachings, ideas and principal practices associated with meritorious work (e.g. Dana Metta, chanting, recitation of Scriptures and meditation).</p> <p>Students are able to review, conclude and express their values and commitments in the light of Buddhist values (e.g. non-violence and loving kindness, generosity, choosing to belong to a community).</p>
<i>some children will not have made so much progress and will:</i> Level 4	<p>Students are able to describe in more detail the symbolic meanings of the main features of a Buddhist Sangha for monks, nuns, lay people (e.g. statues of Buddha, shrine room, stupa, meditation hall/garden, Vinaya).</p> <p>Students are able to share what is inspiring and of value to them and to others and how such values are expressed e.g. by membership of a faith community, club, organisation, and through symbols. Students are able to raise and suggest answers to a range of questions in connection with Buddhist community life of monks, nuns and lay people e.g. celibacy, abstinence from alcohol, communal living, poverty.</p>
<i>Some children will have progressed further and will:</i> Level 6	<p>Students are able to evaluate the Buddhist practices of meditation and meritorious work.</p> <p>Students are able to evaluate the powerful emotions associated with worship, both for self and others, religious and secular.</p>

	Students are able to evaluate how the beliefs and daily practices of Buddhism might be applied to a range of their own and others experiences (e.g. why be generous?)
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Learning Objectives	Possible Teaching Activities (<i>Select from</i>)	Learning outcomes	Contribution to other Curriculum Areas/ other information
<p>Students will: be given the opportunity to recall the key teachings of Buddhism be able to identify qualities which they admire in others understand the qualities of the Buddha</p>	<p>Recap previous units to draw out key principals of Buddhism – pupils lead spider diagram</p> <p>Use a selection of pictures of famous people (e.g. Prime minister, sports personality, actor, singer etc). Students vote with feet – who do you admire the most? Who would you most like to meet/have dinner with? Lead into discussion about the positive qualities these people have. Card sort activity – qualities we admire/these famous people have. Draw out why people are admired.</p> <p>Use image of the Buddha – students to list qualities of the Buddha that would lead a Buddhist to admire him/re-do the card sort. Card sort includes The Six Perfections. Link into discussion about why the Buddha is respected. NB remind students that Buddha is revered not worshipped as a God.</p>	<ul style="list-style-type: none"> • <u>Reinforcement:</u> Learners are able to share what is inspiring and of value to them and to others • <u>Core:</u> Learners are able to review, conclude and express their values • <u>Enrichment:</u> 	<p>Card sort provided with this pack</p>
<p>Students will: be able to identify key features of a Buddha rupa</p>	<p>Give students a range of images of the Buddha – students to try and identify common features. Feedback as a class and decide on</p>	<ul style="list-style-type: none"> • <u>Reinforcement:</u> Students are able to describe in more 	<p>This is RE Teacher's Resource Book 1, p68</p>

<p>understand the symbolism of these features</p> <p>understand how rupas help Buddhists in worship</p> <p>Be able to evaluate how rupas help Buddhists in worship</p>	<p>the features to be studied.</p> <p>Students to suggest meanings for these features (teacher to model thinking process e.g. What could a halo mean? Where have I seen it before?).</p> <p>Give student's correct meaning. Students to try and match the meaning to the correct feature.</p> <p>Students to apply understanding of symbolism to create an image of the Buddha or one of their chosen individual from the previous lesson.</p> <p>Share images and evaluate effectiveness of symbolism.</p> <p>Level 6: Take two of the images from the images of Buddha sheet. How helpful would Buddhists find your two chosen images? Explain how your designed image would be helpful for you.</p>	<p>detail the symbolic meanings of the Buddha rupa</p> <ul style="list-style-type: none"> • <u>Core:</u> Students are able to explain, demonstrating detailed knowledge and understanding, the meanings of the Buddha rupa • <u>Enrichment:</u> Students are able to evaluate how the daily practices of Buddhism might be applied to their own and others experiences 	<p>Living Buddhism – programme 1: Buddha Image</p>
<p>Students will:</p> <p>know the items to be found on a Buddhist shrine</p> <p>understand the meaning of the items used in Buddhist worship</p>	<p>Use image of Buddhist shrine – recap image of the Buddha</p> <p>Students to identify other items on the shrine & suggest possible meaning and uses</p> <p>Alternatively students to explore artefacts & suggest possible meanings and uses</p> <p>Use clue cards placed around the room to prompt students' thinking</p> <p>Watch DVD/use a range of texts to support students' learning about how puja is</p>	<ul style="list-style-type: none"> • <u>Reinforcement:</u> Students are able to describe in more detail the symbolic meanings of the Buddha shrine • <u>Core:</u> Students are able to explain, demonstrating 	<p>Buddhist bingo activity included</p> <p>Living Buddhism – programme 2: worship and ritual – east & west</p>

	<p>conducted</p> <p>Buddhist shrine bingo – to check knowledge and understanding</p>	<p>detailed knowledge and understanding, the meanings of the Buddha shrine</p>	
<p>Students will:</p> <p>know what being a bhikku entails</p> <p>understand the benefits of being a bhikku</p> <p>evaluate the benefits and challenges of monastic life</p>	<p>Odd one out - give students three pictures (Buddhist monk, Pope and Buddhist celebrity e.g. Orlando Bloom). Use to draw out the idea that there are lay and monastic Buddhists.</p> <p>Students to look at a picture of a monk and respond with thoughts and questions (P4C).</p> <p>Provide students a true or false statement sheet about the sangha. Discuss.</p> <p>Watch clip – how many of their questions can they answer? What surprised them most? What was most interesting?</p> <p>Pyramid activity – reasons for belonging to the sangha</p> <p>Use pictures of bhikkus to explore what students have that the bhikkus don't. Then explore what bhikkus have that we may not. Use www.do-not-zzz.com to help draw out understanding of what bhikkus have. NB allow students to opt out of meditation if they wish.</p>	<ul style="list-style-type: none"> • <u>Reinforcement:</u> Students are able to raise and suggest answers to a range of questions in connection with Buddhist community life of monks, nuns and lay people • <u>Core:</u> Students are able to review, conclude and express their values and commitments in the light of Buddhist values • <u>Enrichment ;</u> Students are able to evaluate the powerful emotions associated with worship, both for self and others, religious and secular 	<p>Worlds of Faith, Channel 4 (DVD also available through www.teachers.tv)</p>

	<p>Use the interviews with two young Buddhists in <i>'Faiths in Britain today: Voices from within'</i> in the Developing secondary RE</p> <p>The worksheet Interview with a Buddhist provides a structure for this although more able students will need a more open ended writing frame.</p>		
<p>Students will: understand the relationship between bhikkus and the laity evaluate the benefits and challenges of belonging to the sangha</p>	<p>Use a clip/picture of a football match – students to describe to role of the players and that of the fans. Which is most important? Lead students to realisation that both are mutually supportive. Make comparison with link between the bhikkus and laity of the sangha.</p> <p>Use a range of resources to complete a Venn diagram to show the similarities and differences between bhikkus and the laity.</p> <p>Evaluation activity – Which is the most important group in the sangha? What are the advantages and challenges of belonging to a sangha in Britain today? Return to starter activity – how is the Buddhist sangha like a football club?</p>	<ul style="list-style-type: none"> • <u>Reinforcement:</u> are able to make links between the similarities and differences between Bhikkus and lay members of the sangha. Describe the impact of membership of the sangha on peoples lives • <u>Core:</u> describe why people belong to the sangha. • <u>Enrichment:</u> are able to consider the challenges of belonging to a sangha in the 	<p>Venn Diagram resource for Smart Board</p>

<p>Students will: understand how some Buddhists have adapted the practise of Buddhism to suit living in the West</p> <p>explore what it is like to be a young Buddhist in Britain</p>	<p>Use world map showing spread of world religions to discuss location of Buddhists both internationally and nationally.</p> <p><i>Some statistics on Buddhism world wide are included on the support material but I was unable to locate numbers or centres for FWBO</i></p> <p>Look at maps/charts to show number of Buddhists/Buddhist communities in the UK. Does this surprise student? Why?</p> <p>Discussion – based on your knowledge of Buddhism, what challenges would a Buddhist face living in your area? Develop students’ ideas to explore how Buddhism may face these challenges.</p> <p>Introduce idea that The Friends of the Western Buddhist Order (FWBO) has developed a form of Buddhism that they believe is more suited to life in the West. Read case study of Santavajira in This is RE Book 1 (or similar – there are links on REonline). Students to compare the life of this Buddhist to what they already know about this faith and look at the impact Buddhism has on her life. There is a worksheet in the Teacher’s Resource Pack.</p>	<p>contemporary world</p> <ul style="list-style-type: none"> • <u>Reinforcement:</u> are able to describe and some similarities and differences within Buddhism. • <u>Core:</u> are able to understand the similarities and differences within Buddhism today • <u>Enrichment:</u> are able to give an informed account of the reasons for diversity within Buddhism today. They are able to consider the challenges of belonging to a sangha in the contemporary world 	<p><u>Buddhism for Today</u>, p50 <u>Faiths in Britain Today</u>, p3 <u>This RE Book 1</u>, p78 and worksheet p83 (Teacher’s Book)</p>
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	<p>Reflect on the impact that Buddhism might have on a student at our school – how would belonging to the sangha help them in their day to day life and what challenges would they face.</p> <p>Alternatively, students could design a school for Buddhists – to include buildings and rules.</p>		
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