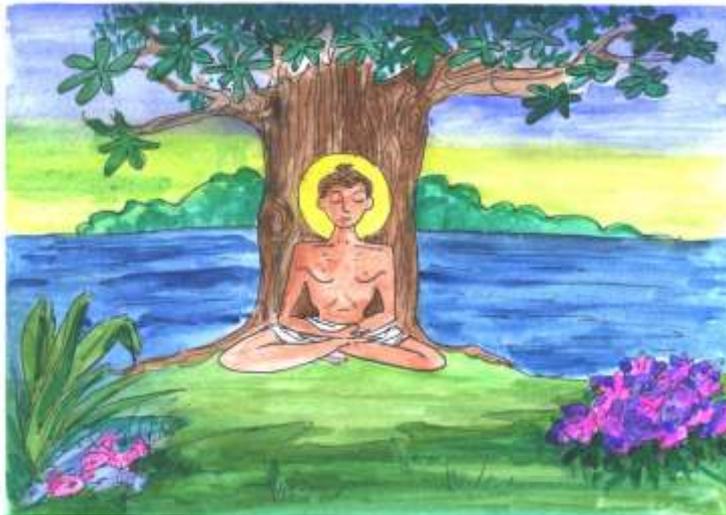


Saga Dawa



SAGA DAWA LEARNING ACTIVITIES

- Teachers and leaders can adapt the following to suit their own needs.
- The methodology that worked best on the pilots was 'circle time'. For more information about methodologies that build a positive learning environment please see the chapter on group work and facilitation in Lynagh N and M Potter, *Joined Up* (Belfast: NICIE, Corrymeela) 2005, pp 43 - 86. There is a hyperlink to this in the 'Getting Started' section of the 'Introduction'.
- Teachers/leaders need to explore and be comfortable with their own identity before discussing identity with the class/group. It is also important for us to accept others both for the ways in which we are different and also the ways in which we are similar. It is important to be positive and also to know more about our identity and express it in ways that do not harden boundaries with others. You can find out more about sectarianism and approaches to difference in the trunk and branches sections of the downloadable 'Moving Beyond Sectarianism'(young adults) at: www.tcd.ie/ise/projects/seed.php#mbspacks
- It is important that parents are aware of the issues in this unit. Write a letter to let them know what you will be covering and why. You could also involve parents/extended family by sending a 'knitted puppet' pattern home and ask if any of them could make some for you.

<p>STEPPING OUT LEARNING ACTIVITY</p> <p>SAGA DAWA</p> <p>A programme for 4 sessions of 30 - 40 minutes</p> <p>LEARNING INTENTION:</p> <p>In sharing our stories of the celebrations of events throughout the year and focusing on Saga Dawa, we recognise the similarities and differences amongst us as citizens of different ethnic/cultural background in the local and wider community</p>	<p>SUGGESTED SUCCESS CRITERIA:</p> <ul style="list-style-type: none"> • We will explore and discuss community events and learn more about Saga Dawa and how it is celebrated • We will share our knowledge and understanding of similarities and differences amongst people of different ethnic/cultural background in the local and wider community • We will encourage active listening, empathy and interactive storytelling • We will share the story of Prince Siddhartha and reflect on what we can learn from the story • We will learn more about the Buddha and Buddhism • We will learn more about difference and inclusion/exclusion • We will share and evaluate what we have learnt from a baseline
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<p>SAGA DAWA This column gives suggestions for a lesson outline</p> <p>SESSION 1 Opening Activity Events Calendar - Talk about celebrations and events throughout the year. How many events can we recognize; talk about? Use this group activity as an opportunity to construct a baseline. Talk about celebrations and events throughout the year. How many events can we recognize; talk about? Focus on Saga Dawa - an event which celebrates the birth, enlightenment and passing of Prince Siddhartha Gautama the founder of Buddhism. Saga Dawa is an event in June in Tibetan Buddhism - other Buddhists remember these events in the Buddha's life in May as Wesak. By comparison some Christians (Orthodox) celebrate Christmas on 7th January.</p> <p>Buddhist monk/nun puppet or picture - Introduce the puppet, giving her a name, or the picture of the Buddhist nun and using the Buddhist Robes information in this section point out the different pieces of clothing, name them and talk about the meanings of the colours.</p> <p>Closure - All Change, Try using specific statements about customs & traditions around celebration e.g. whether they ever:- visited a Buddhist temple; sent cards to people for celebrations other than their own; went to church on Christmas day; celebrated Saga Dawa or Wesak; have done a meditation; etc.</p>	<p>DETAIL OF WHAT TO DO This column lists resources needed and gives sources for background information for each lesson</p> <p>SESSION 1 Opening and Closing activities - Choose appropriate activities for opening and closing each session from 'Games' in the Resources section Events Calendar - Print out your own copy from the 'Resources' section. Use this group activity as an opportunity to construct a baseline. Religious Calendars www.support4learning.org.uk for religious Calendars - see also www.shap.org Information about the Buddha and Buddhism - see www.bbc.co.uk/religion/religions/buddhism/history a really good website for information on Buddhism for children and their leaders is www.dharmaforkids.com Information about Saga Dawa see http://www.rabten.com/page.cfm?ID=62 Information about W/Vesak see http://en.wikipedia.org/wiki/Vesak Flashcards - You will need these to help remember the new words - Buddhism; Siddhartha; Saga Dawa etc. and the different items of clothing. Knitted puppet print out the instructions from the 'Resources' section and think of sending them home with the children - perhaps parents/extended family would make some for you? Dress the puppet in Buddhist robes using the pictures in this section to help. Map of the world - Invest in an inflatable globe. Passing it around the circle as an opening or closing activity, inviting people to find the country - where they live now; have lived before; have visited or know someone. All Change Game - read the instructions for playing this game in 'Games' in the Resources section. Think about how you will use it.</p>
<p>SESSION 2 Opening Activity - Clumps Discussion - Talk about our behaviour - do we choose to be near our 'friends' or find the person nearest in order to play the game. Talk about feelings - being 'in' or 'out' of a clump. Acknowledge difference. Sharing - Share what we remember from last week about Saga Dawa. Story of the Buddha Look at the first 4 pictures. Tell the story about Prince Siddhartha up to the point where he meets the old man seeking enlightenment under a tree. Talk about 'enlightenment' or 'awakening' and the four noble truths - there is suffering; suffering has a cause (origin of suffering); the cause can be removed (cessation of suffering) and the middle way (the 8-fold path) Symbols/pictures - Talk about the 8 auspicious symbols and performing the prayers. Closure - think about doing a meditation which can be carried out by many faiths including the Christian faith.</p>	<p>SESSION 2 Clumps - This game breaks people into clumps. Story and Pictures - print out your own copy of the Story of Prince Siddhartha and the accompanying picture set from this section. You might want to read a fuller account. See Giovanni Mastrangelo, <i>Little Buddha - The Story of Prince Siddhartha</i> (Bristol: Barefoot Books) 1994. Background information - get a copy of James Nelson and Norman Richardson's, <i>Local People, Global Faiths book 2: Muslims, Buddhists and Baha'is in Northern Ireland, 2006</i> available from Colourpoint Educational, price £7.99 (028) 9182 0505. For other background information see www.bbc.co.uk/northernireland/schools/11_16/citizenship Flashcards - to help us remember the 4 noble truths and 8 auspicious symbols - see background information on any of the websites named. Symbols - Collect some symbols if possible - a Buddha; pictures of the 8 auspicious symbols etc.</p>

SESSION 3**Opening Activity - Gate Game**

Discussion -Talk about the word 'minority' and what it means to be in the smaller 'minority' group re gender; eye colour; whether or not you wear glasses/a brace etc. Express preferences for a particular group over the other - e.g. boys are stronger than girls; people who wear glasses are more intelligent etc. Talk about 'discrimination' against people according to gender; eye/hair colour; age; skin colour; or religion and introduce the terms racism; sectarianism if appropriate.

Recap of the story of Prince Siddhartha - first 4 pictures

Next 3 pictures -Share the last bit of the story about Prince Siddhartha. What do we learn? Themes - attitudes to others, different from us; crossing boundaries; finding peace.

Buddhist Robes

If you have a visitor who can talk about the robes this will be good. Alternatively print out the picture poster in this section or use a knitted puppet dressed in the robes. Talk about the significance of the colours and folds using the community of inquiry method.

Closure - .meditation or

Pass the globe inviting people to find India where Siddhartha was born and where the Dalai Lama lives ; Tibet; other countries where you may find Buddhists; Countries any of us have visited; have lived before or know someone.

SESSION 3

A Buddhist visitor - This would be a good session to have a Buddhist present so invite someone or arrange a visit. Contact the Tashi Khyil Trust in Saintfield, Co. Down and/or the Potala Centre and see if you can arrange for someone to visit the class/group during one of the sessions - See '**Contacts**' in the Resources section.

Gate Game - read the instructions for playing this game in 'Games' in the Resources section. Think about how you will use it. This game, which 'sorts' people into categories according to gender; appearance; clothes worn etc. helps us experience what it's like to be 'grouped' together.

Flashcards - for new terms - minority; majority discrimination etc.

Save the Children have produced a booklet, '**Think of me, Think of you**' and another with Barnardo's entitled, '**Fair Play**' either of which you will find very useful for this session.

Story; pictures

Buddhist Robes - print out the information on these from this section

SESSION 4

Opening Activity - pass an object associated with the Buddha and your name

Hand puppet of Buddhist monk - naming the robes

Colouring in activity - Name and colour in the robes using the correct colours How much does the class/group remember?

The Story of Prince Siddhartha - share the story using the pictures - what can we remember?

Other puppets - If you have a set of puppets of varying colours and wearing badges of the different world faiths, find out how much knowledge there is in the group of the other main religious faiths in NI. Are there any surprises? Is there any difficulty recognising/acknowledging the Christian? (Or do they have to be Catholic or Protestant?)

Wool Web - Pass the ball of wool around the group until everyone has received it and passed it on once. Web pattern connects everyone up. Talk about connections with one another; similarities and differences in how we celebrate events; what we have learnt from Saga Dawa, about identity; co-operation; different skills and characteristics; and interdependence.

SESSION 4

Colouring in activity. Use the activity sheet in this section.

Puppets - As a 'whole school' activity why not make a few of these (for a whole school resource) inviting staff, governors, parents and extended family members to participate?

Wool Web - read the instructions for playing this in 'Games' in the Resources section. This is an affirmation exercise as well as a closure. An evaluation can be made of the learning from this and the baseline after the first session.

The Story of Prince Siddhartha

1. Two thousand five hundred years ago, in the city of Kapilavastu, in India, Queen Maya had a dream about a big white elephant that filled her with joy. Her husband, Suddhodhana interpreted the dream - soon they would have a son - a prince. Sure enough, Prince Siddhartha was born soon after in the Lumbini wood not far from the city. Asita, a local hermit predicted that he would be a wise teacher and show the world how to escape pain and death.

2. Although Siddhartha lived in luxury, he would often put his toys aside to sit quietly and meditate. The Prince loved animals and also became a great athlete and horseman. Through meditation, he stayed calm and alert in everything he did. His father was pleased with him but worried about Asita's prediction. He decided to protect Siddhartha from knowing about pain and death by keeping him in the palace seeing only joy, youth and beauty.

3. Deciding it was time for his son to marry, the king invited princesses to come to the palace. Siddhartha fell in love with Yashodara at first sight. He chose her as his bride by offering her a garland of fragrant flowers. The newly weds were very happy amusing themselves in the palace gardens and the following spring, they had a son, Rahula. Suddhodhana was no longer worried about Asita's prophecy.

4. One day Siddhartha asked his father if he could visit the city, 'How can I be king of a people I have never seen and who haven't seen me?' Suddhodhana agreed but ordered that the old, the poor, the sick and the dying were to be kept away from the streets and squares. Channa, his charioteer, drove Siddhartha through the streets of Kapilavastu. He became troubled and full of questions when he saw an old man. On a second visit to the city he saw a sick woman. The king tried to distract Siddhartha from his sad thoughts but Siddhartha wanted to return to the city and this time he saw a funeral. Learning of the existence of death, Siddhartha wondered how he could meet and defeat it. On the way back to the palace they saw a beggar under a tree who told them he was seeking enlightenment.

5. Siddhartha escaped from the palace on Kanthaka, king of the horses, and took Channa with him. They went to Bhargava, where Siddhartha asked

Channa to return to the palace with the horse and messages for his family. He was 29. He swapped his grand clothes with those of a beggar dressed in an ochre coloured robe and met Arada, a master of wisdom, who told him about enlightenment.

6. He chose hunger as his enemy and for six years he meditated under a banyan tree in the forest surviving on less and less food every day. Then seeing that fasting didn't work, he began to take food again until he regained his strength. He continued to meditate until he learnt about the cycle of birth and rebirth. Then he became the 'Buddha' or 'awakened one'.

7. After two months, the Buddha decided to share his teachings about 'the Middle Way' between having too much and too little, both of which he had found wanting. His 'Four Noble Truths' and the foundation of all Buddhist beliefs are:

- 1 All human life is suffering.
- 2 All suffering is caused by human desire
- 3 An end of human desire is the end of human sufferings.
- 4 An end to all the desire can be achieved by following the 'Eightfold Noble Path' of

- 1 Right Understanding
- 2 Right Thought
- 3 Right Speech
- 4 Right Action
- 5 Right Livelihood
- 6 Right Effort
- 7 Right Mindfulness
- 8 Right Concentration

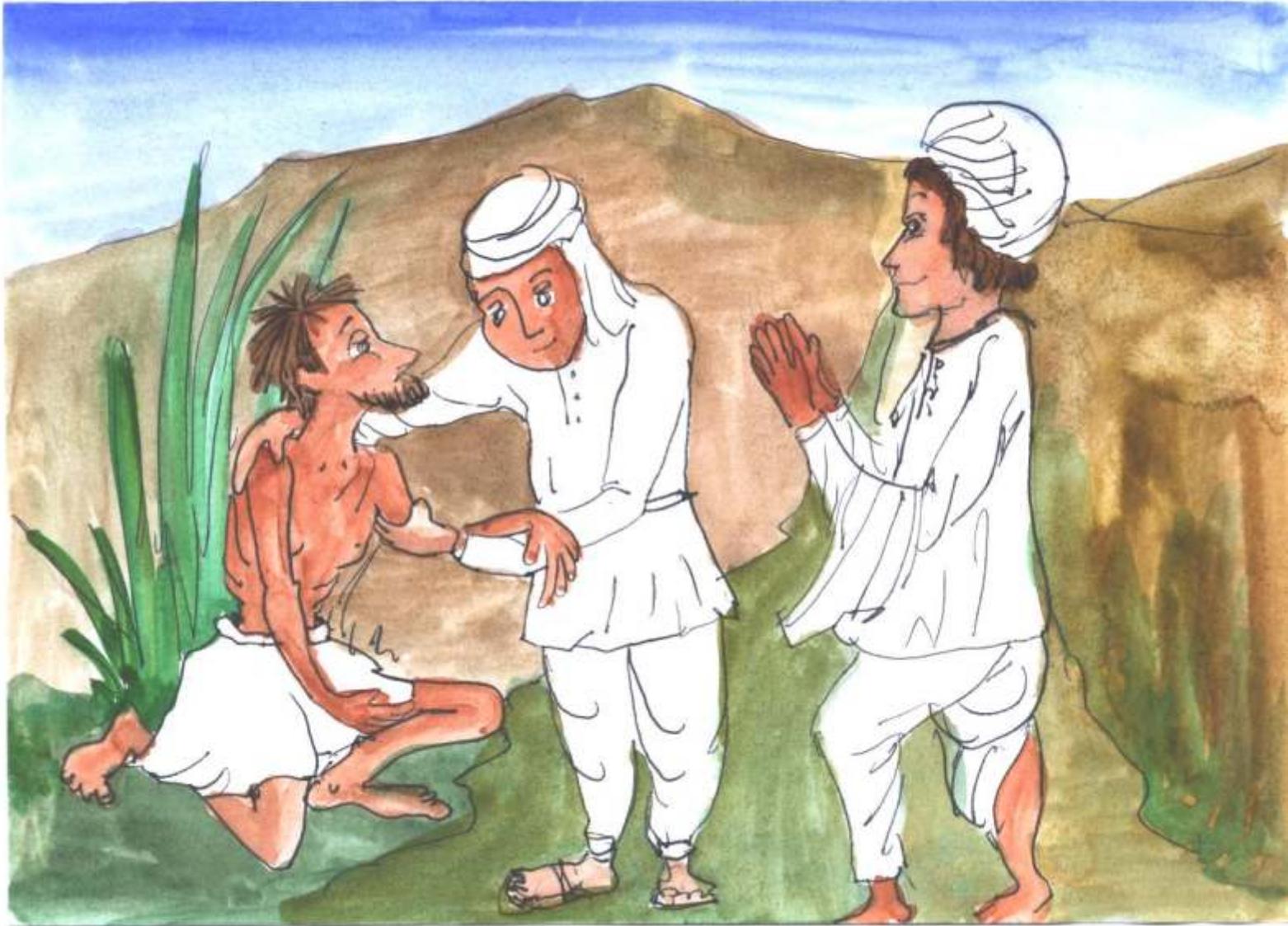
For the next forty-five years the Buddha founded an order of monks and at the age of eighty, attained Parinirvana (freedom from the cycle of birth and death).

The Story of Prince Siddhartha

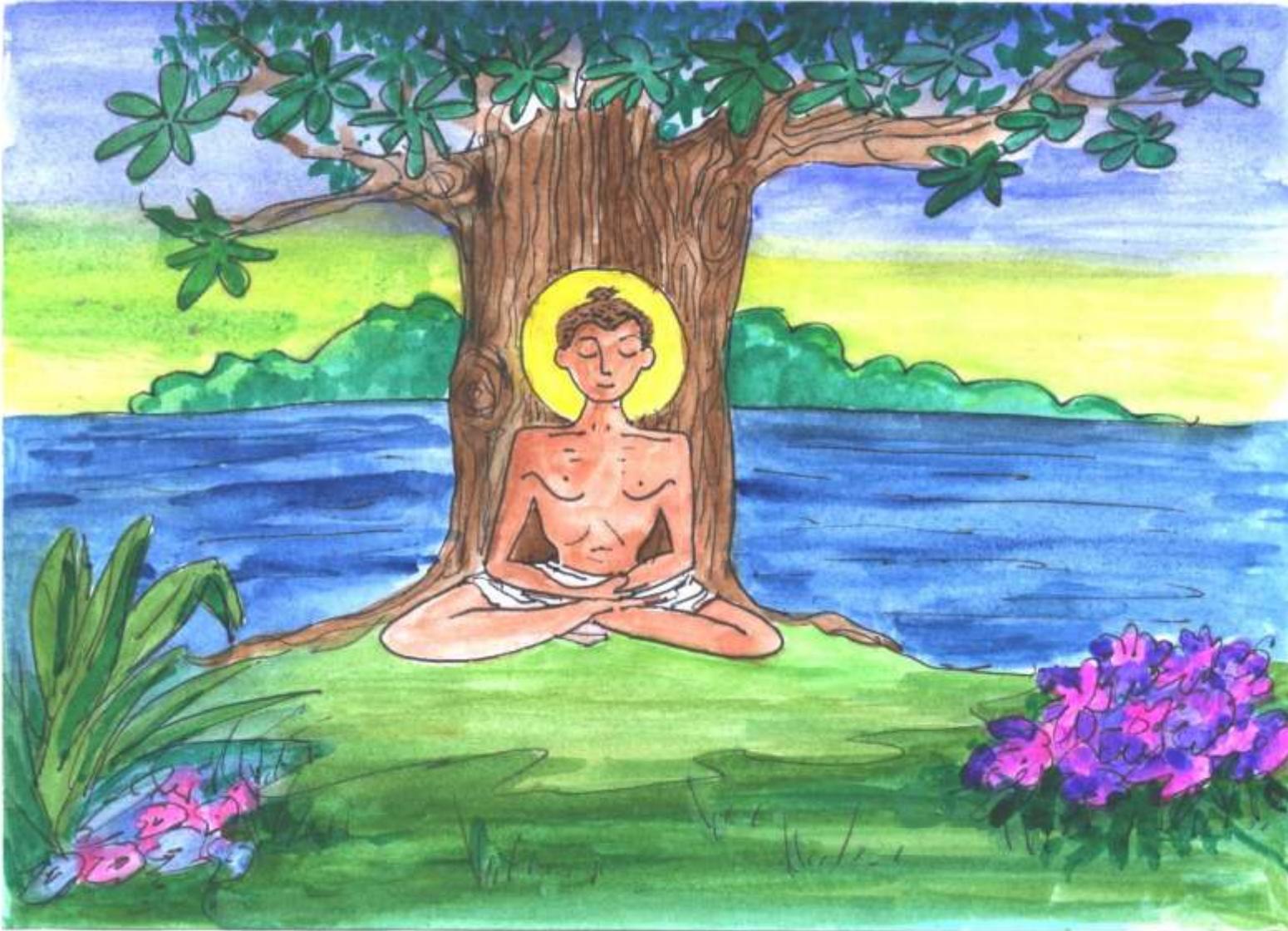






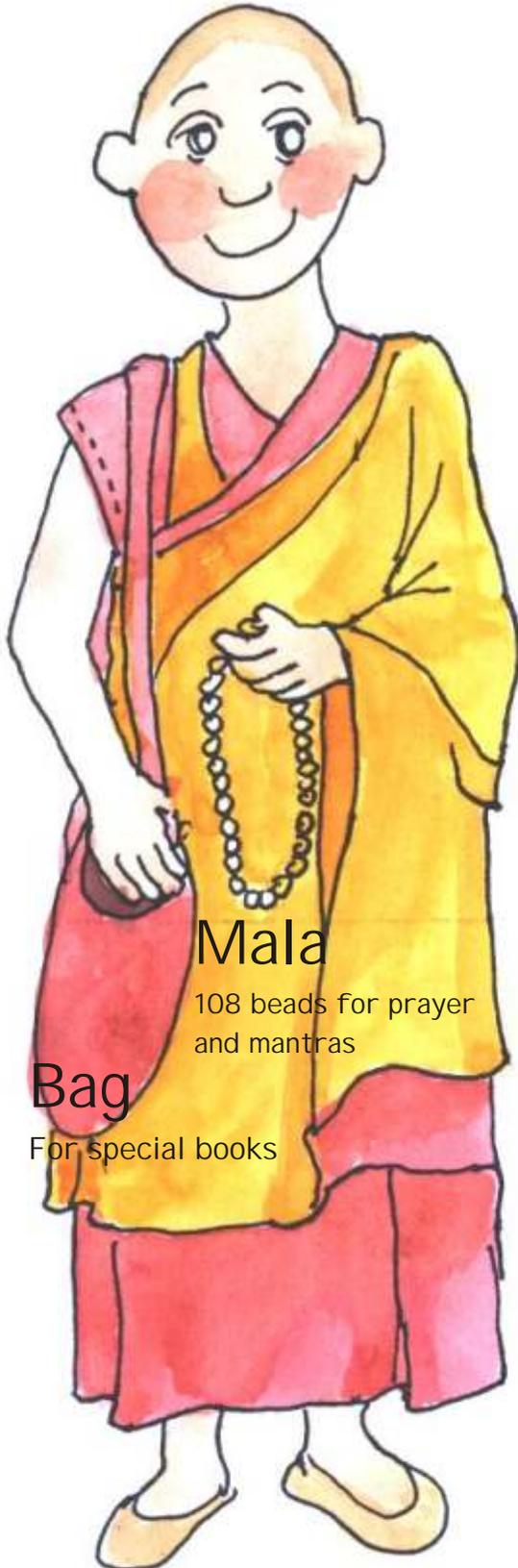








Buddhist Robes



Shaved Head

To overcome vanity and attain happiness

Donka - Upper Garment

V-neck collar representing jaws of death

Make every moment of life meaningful

Thin blue thread on sleeves represents

Buddha's teachings - remember to practice them

Chogyu

Yellow robe for wisdom

Many different pieces are stitched together

representing Buddha's teaching on interdependence

Zen

Red robe under the yellow is for concentration

Shamtas - Lower Robe

4 folds represent the 4 noble truths

2 folds facing front (to be achieved)

represent true cessations and true path

2 folds facing back (to be abandoned)

represent sufferings and causes/origins



Picture to Colour