Buddhism in Australia: Wellbeing, Belonging and Social Engagement



LEARNING GUIDE

NAN TIEN INSTITUTE OF HIGHER EDUCATION
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We acknowledge the Traditional Owners and Custodians of Country throughout Australia and the Torres Strait Islands. We pay our respects to all First Nations peoples and acknowledge Elders past and present.

We recognise the Triple Gem of Buddhism: the Buddha, Dharma and Sangha. Together, they make up the lineage, philosophy, and community of Buddhism that the Buddhism in Australia Research Team has embraced to deepen our engagement, reflection and scholarly investigation.



Cooktown QLD. (Image: Filip Milovac)

This **Learning Guide** is a companion to the **Digital Atlas of Buddhism in Australia** which illuminates the rich history and contemporary lived experience of Buddhism across the country through interviews and video footage.

As you navigate this Atlas, consider the following questions which informed its development:

- Which communities first brought Buddhism to Australia in the 19th century? What remains of their material record, and how is this being preserved and shared with the wider community?
- How does Buddhism contribute to wellbeing and social engagement in Australia?
- What factors have enabled or impeded a sense of belonging for Buddhists in Australia?

The **Australian Curriculum (AC), Humanities and Social Sciences (HASS)** includes many opportunities for learning about Buddhism in Australia.

There are direct references to learning about Buddhist festivals, and religious and spiritual people and places in local communities across Foundation-Year 6 Humanities and Social Sciences.

In Years 7-10, learning about religion and Buddhism also feature in Australian History, Geography and Civics and Citizenship.

This learning is strongly linked to General Capabilities of Intercultural Understanding and Australia's Engagement with Asia.

Below you will find a series of inquiry learning questions appropriate for each year level, linked to AC content and relevant Buddhism in Australia Digital Atlas entries, that both teachers and learners can access to answer them.

We hope that you enjoy studying the historical and contemporary diversity of Buddhism in Australia, and Buddhism's rich contribution to wellbeing, belonging and social engagement on this continent.

The Buddhism in Australia project team



Stone Buddha, Kodoji Bush Zendo, Sydney Zen Centre, NSW. (Image: Filip Milovac)

HASS F-6 - FOUNDATION

AUSTRALIAN CURRICULUM

DIGITAL ATLAS

History

AC9HSFK02

The celebrations and commemorations of significant events shared with their families and others

Elaboration

responding to a provided calendar of events that students, their family and friends celebrate or commemorate; for example, birthdays; religious festivals such as Easter, Ramadan, Buddha's Birthday, Feast of Passover and Coming of the Light; family reunions; cultural festivals; and community commemorations such as NAIDOC Week and Anzac Day, and discussing why they are important

1. Which Buddhist festivals are celebrated in your family and community?
2. How long have these Buddhist festivals been practiced in Australia?

Use the Atlas as a starting point to explore the Buddhist places in your community. Listen to the interviews of community members in these places and visit their websites to find out more about which festivals they celebrate.

Scroll through the Atlas timeline to discover Australia's earliest Buddhist places and the festivals – for example in the Khemara Uttarangsi Temple, Quang Minh Temple, Chung Tian Temple, Christmas Island Mahayana Buddhist Society and Shinju Matsuri Festival entries.

HASS F-6 - FOUNDATION

AUSTRALIAN CURRICULUM

DIGITAL ATLAS

Geography

AC9HSFK03

The features of familiar places they belong to, why some places are special and how places can be looked after

Elaboration

identifying reasons why people live in or visit places, such as the provision of basic needs (water, food, shelter), to enhance lives (holiday places, places for recreation, for religious observance) and to maintain cultural connections to Country/Place

1. What are the main reasons people may visit a Buddhist temple or monument?
2. What kind of festivals, rituals and practices are held there?
3. Who lives in Buddhist temples or attends Buddhist retreats? What might they do there?

Use the Atlas as a starting point to explore the Buddhist places in your community and Australia. Listen to the interviews of community members in these places and visit their websites to find out who lives and visits there and what festivals they celebrate. – for example, the Bodhiyana Monastery and Jhana Grove, Chenrezig Institute, Cambodian Buddhist Society of Western Australia, and Nan Tien Temple entries

Chenrezig Institute, Eudlo QLD.
(Image: Filip Milovac)



HASS F-6 - YEAR 1

AUSTRALIAN CURRICULUM

DIGITAL ATLAS

History

AC9HS1K02

Continuity and change between aspects of their daily lives and their parents' and grandparents' childhoods

Elaboration

comparing what has changed in daily life over time; for example, homes, family traditions, diverse religious and cultural practices, leisure, school life, rules, and shopping/consumer habits.

1. When did Buddhism first come to Australia?
2. How has Buddhism in Australia changed over time?

Scroll through the Atlas timeline to discover when Buddhism first came to Australia and how its presence in Australia has grown over time. Listen to the interviews of community members in these places and visit their websites to find out more about them - for example, the Sri Lankan community of Thursday Island, Guan Di Temple in Tasmania, Cairns Lit Sung Goong, Chinese Temples on Christmas Island, and Prajna Temple



Thursday Island QLD. (Image: Filip Milovac)

HASS F-6 - YEAR 1



Prayer flags, Khamsum Zilnon Drukpai Lhakhang Bhutanese Temple, Balga WA. (Image: Filip Milovac)

Geography

AC9HS1K03

The natural, managed and constructed features of local places, and their location

Elaboration

listing the different types of buildings in their local area; for example, houses, shops, offices, factories, religious buildings and farm buildings

1. Identify the Buddhist temples and centres in your community and your state's capital city.

Use the Atlas as a starting point to explore the Buddhist places in your community and your state capital. Listen to the interviews of Buddhist community members in these places and visit their websites to find out more about them. You may start with The Great Stupa of Universal Compassion in Victoria, the Khamsum Zilnon Drukpai Lhakhang Bhutanese Temple in Western Australia, the Innisfail Lit Sing Gong Temple in Queensland, Wat Buddharangsee in New South Wales, Guan Di Temple in Tasmania, and the NT International Buddhist Centre in Darwin. From these starting points, continue to explore other Buddhist temples and centres in your state.

HASS F-6 - YEAR 2

AUSTRALIAN CURRICULUM DIGITAL ATLAS

History

AC9HS2K01

A local individual, group, place or building and the reasons for their importance, including social, cultural or spiritual significance

Elaborations

investigating the history of a chosen person, building, site or place in the local community, using provided sources (for example, the internet, books, newspapers, community information guides, audio-visual material, digital sources, photographs) and relating a story that these reveal about the past

discussing why a particular site has heritage significance or cultural value for present generations; for example, it provides a record of a significant historical event, has aesthetic value, reflects the community's identity

1. What is the cultural and spiritual significance of Buddhist buildings, trees and cemeteries in your area or state?

2. How do these places reflect the community's identity?

Use the Atlas as a starting point to explore the cultural and spiritual significance of Buddhist places in your community. Listen to interviews with Buddhist community members about how important these places have been for their community's identity – for example Nan Tien Temple, Khemara Uttarangsi Temple, Hou Wang Temple, Japanese cemetery on Thursday Island, and the Christmas Island Mahayana Buddhist Society



Bodhi tree, Christmas Island Mahayana Buddhist Society, Christmas Island. (Image: Filip Milovac)

HASS F-6 - YEAR 2



Nan Tien Temple & Nan Tien Institute, Wollonging NSW. (Image: Filip Milovac)

Geography

AC9HS2K03

How places can be spatially represented in geographical divisions from local to regional to state/ territory, and how people and places are interconnected across those scales

Elaboration

investigating the places locally and at a broader scale that they and their families visit for shopping, health, recreation, religious or ceremonial activities, or other reasons

1. Do you and your family visit any Buddhist places in your area?

2. Have you visited any Buddhist places in Australia?

Use the Atlas as a starting point to explore the Buddhist places and tourist attractions in your community and Australia. Listen to the interviews of community members in these places and visit their websites to find out who visits there and why. – for example, Great Stupa of Universal Compassion, Nan Tien Temple, E-Vam Institute and Maitripa Centre, Sydney Zen Centre and Kodoji, as well as Bodhinyana Monastery and Jhana Grove

HASS F-6 - YEAR 3

AUSTRALIAN CURRICULUM DIGITAL ATLAS

History

AC9HS3K02

Significant events, symbols and emblems that are important to Australia's identity and diversity, and how they are celebrated, commemorated or recognised in Australia, including Australia Day, Anzac Day, NAIDOC Week, National Sorry Day, Easter, Christmas, and other religious and cultural festivals

Elaboration

identifying and discussing the historical origins of an important Australian celebration or commemoration, including Australia Day, Anzac Day, NAIDOC Week and National Sorry Day, as well as significant religious or cultural festivals, such as Easter, Christmas, Lunar New Year, Diwali and Eid

1. Which Buddhist festivals are celebrated in Australia? And for how long have they been celebrated here?

Use the Atlas as a starting point to explore which Buddhist festivals are celebrated in Australia. Listen to the interviews of community members in these places and visit their websites to find out more about them.

Scroll through the Atlas timeline to discover Australia's earliest Buddhist places and the festivals – Shinju Matsuri Festival, Chinese Temples on Christmas Island, Ahimsa, Chung Tian Temple, Cambodian Buddhist Society of Western Australia, Quang Minh Temple, CADCAI and the Northern Territory Chinese Temple and Museum



Dharma wheel carving, Wat Buddha Dhamma, Wisemans Ferry NSW. (Image: Filip Milovac)

HASS F-6 - YEAR 3



Burnt incense, Hou Wang Temple, Atherton QLD. (Image: Filip Milovac)

Civics & Citizenship

AC9HS3K06

Who makes rules, why rules are important in the school and/or the local community, and the consequences of rules not being followed

Elaboration

exploring cultural norms behind some rulemaking; for example, removing shoes before entering places of cultural or religious significance

1. What customs are observed when you enter a Buddhist temple in your area, or on your travels with your family?

Use the Atlas as a starting point to explore the Buddhist temples and tourist attractions in your community and Australia. Listen to the interviews of community members in these places and visit their websites to find out more about their customs – for example, Newbury Monastery, Buddhist Society of Victoria, and Fo Guang Shan Buddhist Temple Western Australia

AUSTRALIAN CURRICULUM DIGITAL ATLAS

Civics & Citizenship

AC9HS4K09

Diversity of cultural, religious and/or social groups to which they and others in the community belong, and their importance to identity

Elaborations

identifying diversity through the different social, cultural and religious groups students belong to and describing what makes them feel that they belong to the groups

listing and comparing the different beliefs, traditions and symbols used by groups

1. Are there Buddhist families and communities in your class, local area or state?
2. What are their countries of origin and what types of Buddhism do they practice – Theravada, Mahayana, Vajrayana or Secular Buddhism?
3. What are their main beliefs, traditions and symbols?

Use the Atlas as a starting point to explore the cultural and religious diversity of Buddhist places in your community. Listen to interviews with Buddhist community members about how important these places are for their community's identity – for example, Khamsum Zilnon Drukpai Lhakhang Bhutanese Temple, Khemara Uttararangsi Temple, Japanese Cemetery in Broome, Nan Tien Temple, Mountain Spring Monastery



Mountain Spring Monastery, Bilpin NSW . (Image: Filip Milovac)

HASS F-6 - YEAR 5

AUSTRALIAN CURRICULUM | DIGITAL ATLAS

History



Newbury Buddhist Monastery, Newbury VIC. (Image: Filip Milovac)

AC9HS5K03

The role of a significant individual or group, including First Nations Australians and those who migrated to Australia, in the development of events in an Australian colony

Elaborations

investigating the experiences and contributions of a particular migrant group within a colony, such as the Germans in South Australia, Japanese in Broome, Afghan cameleers in the Northern Territory, Chinese at Palmer River, and Pacific Islanders in the Torres Strait

examining the development of at least one primary industry sector of the economy during the 1800s, such as wheat, wool, meat, whaling, sugar cane, pearling or mining, including the involvement of First Nations Australians

1. What contributions did the early Asian communities working in mining and pearling industries make to Australian life and how did they interact with First Nations, British and European Australians?
2. What were their religious lives like?

Scroll through the Atlas timeline to discover more about the early waves of workers and migrants from China, Japan and Sri Lanka in Australia. Listen to the interviews of their descendants and visit their websites to find out more about them – for example, the Sri Lankan community of Thursday Island and Brisbane Buddhist Vihara, Japanese Pearling and Cemetery on Thursday Island, Broome Chinatown and cemetery, Hou Wang Chinese Temple and Museum in Atherton

HISTORY 7-10 - YEAR 10

AUSTRALIAN CURRICULUM

DIGITAL ATLAS

AC9HH10K04

The effects of the Second World War, with a particular emphasis on the continuities and changes on the Australian home front, such as the changing roles of women and First Nations Australians, and the use of wartime government controls

Elaborations

investigating the impact of Second World War at a local and national level, such as the bombing of Darwin, the Japanese submarine attack on Sydney and the sinking of ships off the Australian coast, the "Battle of Brisbane", the Cowra breakout and the Brisbane Line

describing the effects of changes to individual rights and freedoms because of the National Security Act 1939, such as censorship of the media; detention of Japanese, German and Italian residents; banning groups opposed to the war on either political or religious grounds; and controls over the workforce ("manpower controls")

1. What impact did the Second World War have on Asian Australian communities, particularly internment of Japanese and other communities?
2. What was the Cowra breakout?
3. What role has the Cowra Japanese Garden and Cultural Centre had in peacebuilding between Australia and Japan?
4. How have Buddhist community members participated in these rituals and commemorations?

Scroll through the Atlas timeline to find the entries related to the Second World War, Japanese internment, and the Cowra Japanese Garden and Cultural Centre. Listen to the interviews of descendants and curators and visit their websites to find out more about this period of history –the Broome interview with Philip Matsumoto, Chinatown interview with Chris Maher, Ron Laifoo interview on Thursday Island, Cowra entries and interviews with curator Lawrance Ryan and Buddhist priest Reverend Watanabe.

HISTORY 7-10 - YEAR 10

AUSTRALIAN CURRICULUM

DIGITAL ATLAS

AC9HH10K05

The significance of the Second World War to Australia's immediate post-war economic, political and social development, and Australia's international relationships in the 20th century

Elaboration

investigating the impact of the significant wave of post-war European and Asian migration, including the Colombo Plan, and views about race, including attitudes towards First Nations Australians

Scroll through the Atlas timeline to find the entries related to the Colombo Plan and increased migration from Sri Lanka and other Asian countries. Listen to the interviews of Buddhist community leaders to find out more about this period – for example, an interview with Graeme Lyall, Buddhist Society of NSW, E-Vam Institute, Prajna Temple

Multilingual streat sign, Broome WA. (Image: Filip Milovac)



HISTORY 7-10 - YEAR 10

AUSTRALIAN CURRICULUM

DIGITAL ATLAS

AC9HH10K07

The effects of significant post–Second World War world events, ideas and developments on Australian society

Elaborations

describing the main features of a government policy that affected migration to Australia, such as the government's "populate or perish" policy and the "White Australia" policy

investigating the nature of the waves of migration (for example, from Europe in the 1950s–1960s, from different parts of Asia in the 1970s–2000s, from the Middle East in the 1980s–1990s, from India in the 1990s–2000s or from Africa in the 2000s), the numbers of migrants from those countries since the Second World War and the reasons for those migrations, including push factors such as the effects of war, economic downturns or social upheaval, and pull factors such as Australia's peaceful democracy and economic and educational opportunities

1. Migration to Australia after 1945 is usually described as a series of waves: Europe in the 1950s–1960s, different parts of Asia in the 1970s–2000s, the Middle East in the 1980s–1990s, India in the 1990s–2000s or Africa in the 2000s. Using the Atlas timeline, work out when each Buddhist community in these entries arrived and established itself. Does the wave model account for what you find?

2. Why did Buddhist communities so often turn to education, from Sunday language schools to registered schools and institutes? How do communities understand their place in Australian society?

Scroll through the Atlas timeline to find entries related to the "White Australia" policy, and Asian migrant communities contributing to education and social harmony. Listen to interviews such as those with Rose Mar and Kerry King from Atherton, Khamsum Zilnon Drukpai Lhakhang Bhutanese Temple, Daylesford Dharma School, Hoa Nghiem Buddhist College, Chung Tian Temple, Pal Buddhist School, Nan Tien Institute, Hsing Yun Education Foundation

HISTORY 7-10 - YEAR 10



Alms round at Mahadana organised by Metta Centre, Burwood NSW. (Image: Freeman Trebilcock)

AC9HH10K08

The causes of changes in perspectives, responses, beliefs and values on migration that have influenced Australian society since 1945

Elaboration

discussing the contribution of migration to Australia's changing identity as a nation; for example, the influence of different cultural and religious groups with the arrival of different waves of migrants, such as those from Europe in the 1950s–1960s, from different parts of Asia in the 1970s–2000s, from the Middle East in the 1980s–1990s, from India in the 1990s–2000s or from Africa in the 2000s

1. What have Buddhist communities contributed to the places they settled, and how has that contribution been described by others: as cultural diversity, as tourism, as heritage, as social harmony?

2. What difference has a religious minority such as Buddhism made to how Australia understands itself as a nation?

Scroll through the Atlas timeline to find entries related to Asian migrant values and identity. Listen to interviews such as those at Nan Tien Temple, Chua Chanh Giac Temple, Mountain Spring Monastery, Khemara Uttararangsi Temple, BSV CityZen

HISTORY 7-10 - YEAR 10



Prayer wheels, The Great Stupa of Universal Compassion, Bendigo VIC. (Image: Filip Milovac)

AC9HH10K12

The significant events, individuals and groups in the women's movement in Australia, and how they have changed the role and status of women

Elaboration

examining the contributions of significant female leaders in Australian public life; for example, political leaders and activists, social reformers, sporting identities, artists and entertainers

1. Buddhist women in Australia have led in different ways: seeking full ordination, founding temples and schools, editing publications, caring for a temple over decades. Compare the lives and contributions of two or three of these women.

Visit Sakyadhita Australia and the Australian Sangha Association entries and listen to the interviews of Buddhist community leaders who have contributed to greater gender quality in Buddhism in and beyond Australia – Venerable Chi Kwang Sunim, Venerable Chokyi, Venerable Nirodha, Ajahn Brahm, Bhante Sujato. Examine the contributions of other Buddhist women in entries such as Ahimsa, Metta Centre, Nan Tien Temple, Hwa Tsang Monastery

HISTORY 7-10 - YEAR 10



Quang Minh Temple, Braybrook VIC. (Image: Filip Milovac)

AC9HH10K17

Changing social, political, economic, cultural, environmental and technological conditions, and the causes of a major global influence in Australia

Elaboration

describing the impact of the Vietnam War on Vietnam and how the communist victory in Vietnam in 1975 resulted in the arrival of refugees into Australia

1. What impact did the Vietnam War and the lifting of the 'White Australia Policy' have on Asian migration and the uptake of Buddhism in Australia from the 1970s onwards?

Scroll through the Atlas timeline to find the entries related to this 'Buddhist Boom', increased migration from Asia and the counter-culture period. Listen to the interviews of Buddhist community leaders to find out more about this period – for example in the Wat Buddha Dhamma, Wat Pa Buddharangsee, Quang Minh Temple, Hwa Tsang Monastery, Khemara Uttararangsi Temple entries.

HISTORY 7-10 - YEAR 10

AUSTRALIAN CURRICULUM

DIGITAL ATLAS

AC9HH10K18

Continuities and changes in perspectives, responses, beliefs and values that have influenced the Australian way of life

Elaboration

examining the nature of religion in Australia; for example, the changing attitudes to religious practice, the increase of non-Christian religions and non-traditional Christian churches



Hoa Nghiem Buddhist Primary School, Springvale VIC. (Image: Filip Milovac)

1. Watching the highlight video, what do you see as similarities and differences between the early practices of Buddhism and contemporary practices? Where are the turning points?

2. Compare how Buddhism is practised across temples, online groups, educational institutions, and hospices today.

Watch the highlight video of this project that documents the chronological development of Buddhism in Australia. Then, select a few entries that highlight the contemporary religious landscape in different settings, such as Buddhist Society of Victoria and Newbury Monastery, Metta Centre, Pal Buddhist School, Karuna Hospice

The Great Stupa of Universal Compassion, Bendigo VIC. (Image: Filip Milovac)



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