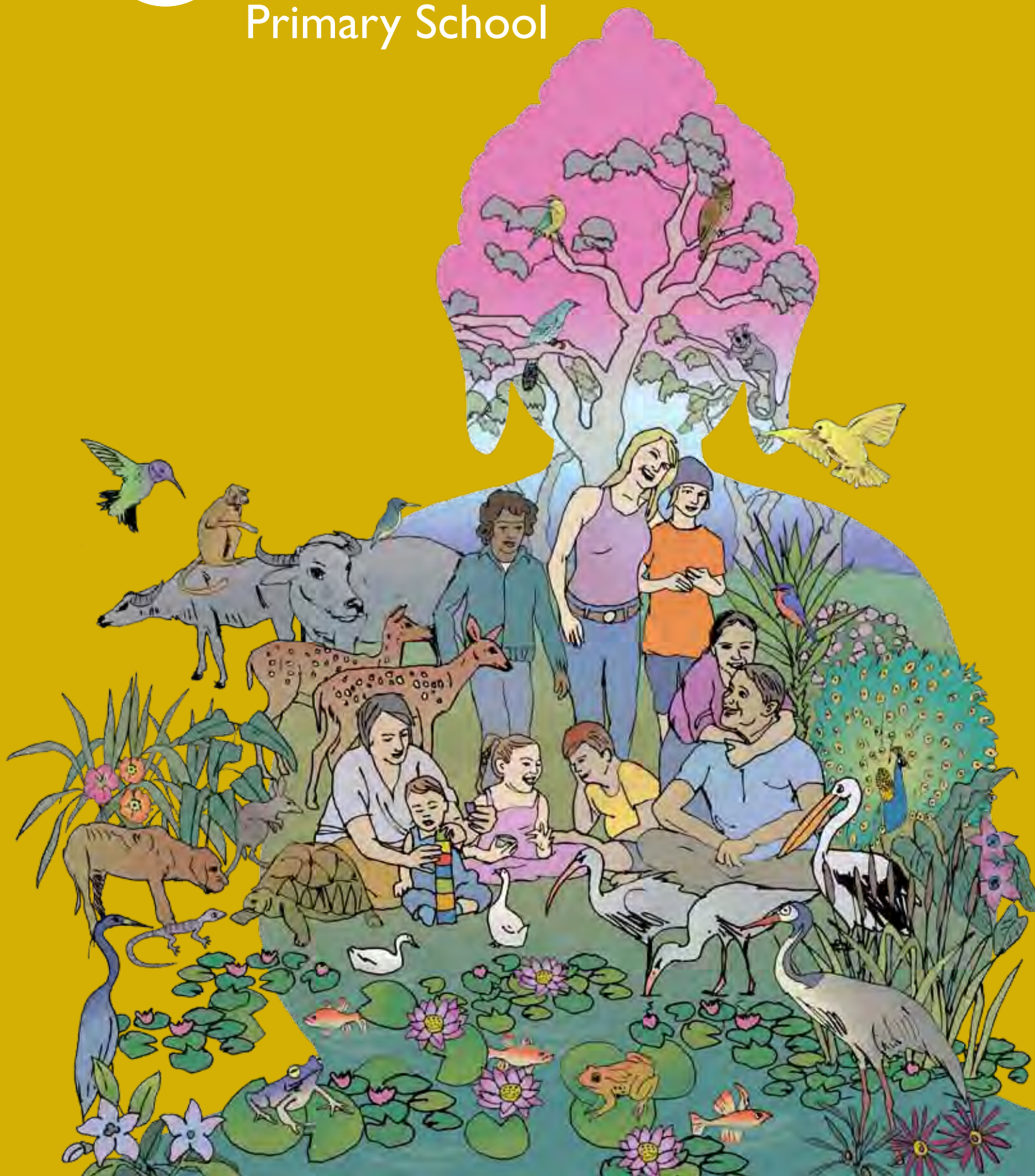




DISCOVERING BUDDHA

Lessons for
Primary School





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Welcome



DISCOVERING BUDDHA

Lessons for
Primary School

Key to Icons



Text



Activity



Creative Work



Meditation



Introduction

This resource book of ideas and inspirations for volunteer Buddhist Religious Instructors is relevant to today's primary age students and to mainstream instructors.

Based on the teachings of the Buddha, it provides practical, everyday applications of wise and skilful action. The reflective and inclusive approach is complementary to current Australian educational practices and values and will provide a significant addition to the revised Victorian Essential Learning Standards (VELS), especially in the domains of Thinking Processes, Personal Development and Inter-Personal Learning.

Buddhist Religious Instruction (bRI) classes have been offered in a small number of Victorian primary schools since 2004. The program was founded on collaboration with a cross-section of Buddhist communities and traditions under the umbrella of the **Buddhist Council of Victoria** (BCV). The ideas and lesson plans in this collection are a result of instructors' experiences, trialling of different approaches and feedback from both staff and students. Curriculum development days for the volunteer instructors of Buddhism have been a fruitful means of reviewing and consolidating the curriculum and resources.

This resource book would not have been possible without the hard work and commitment of the small team of **past and present bRI Instructors**: they are the heartwood of the program and this book is a special gift to them. In addition we are grateful to the schools which have welcomed the bRI program, and the class teachers for their willingness to be open to this possibility.

The BCV and its Buddhist Religious Instruction (bENGAGED) Program Committee, along with the spiritual advisors to the bRI program, have provided on-going support and encouragement. The organisation **Religions for Peace** provides an invaluable bridge for minority faiths to the mainstream Victorian education system and we thank them for that.

The **Victorian Multicultural Commission** (VMC) has made it possible to bring a dream to reality. We acknowledge with gratitude the financial contribution of the VMC to this publication and join with them in celebrating the rich diversity of faiths and communities that make up the State of Victoria.

May this book inspire, interest and fill with hope, all those who turn to it with that question: "What shall we awaken in mind tomorrow?"



How to Use This Resource: A Guide for Instructors

This is a resource to support a journey of learning that you will engage in with your students. It is not a textbook where you might start at page one and finish at the end of the year. Rather it is a compendium of lesson plans, resource materials and notes for instructors suitable for students in Grades 3-6.

It is not, however, a course *about* Buddhism. It is a course where the Dhamma/Dharma is presented in ways that encourage children to think, reflect, explore, act and create so that mindfulness and loving-kindness may develop within each child because he or she can see for themselves some direct benefits.

This manual is divided into nine sections: Introduction to Buddhism, Life of the Buddha, the Jataka Tales, More Virtuous Qualities, Change and Impermanence, Meditation, Special Days, Craft Activities and an extension activity on Cause and Effect for older students.

Section 1: Introduction to Buddhism: The starting point for any Buddhist class in our program is to introduce children to where Buddhism fits in the world – where and how Buddhism originated, where Buddhist people live today and some basic Buddhist principles and practices. In this section there is a choice of lessons, including a brief version of the life of the Buddha, because you may well find that some children in your class are new, and some would have attended before.

Section 2: The Life of the Buddha: After some introductory lessons, each class will learn in more depth about the Buddha's life story. The lessons are based on chapters in the recommended text *Prince Siddhartha* (Landaw and Brooke. Wisdom Boston. 2003) which is provided to every bRI instructor.

This epic tale exemplifies the important teachings of Buddhism and could take more than one year to work through. Included is a short version to give an overview, followed by detailed lessons from which you as a instructor may choose particular parts to focus on. For example, younger children might enjoy lessons around Prince Siddhartha's birth while older children may be quite excited by the years of asceticism. You do not have to teach every event in the one year. You will notice though, that the lessons that accompany this story, and the other stories in this manual, go beyond comprehension and lead the children towards personal experience.

Sections 3 and 4: The Jataka Tales, the Paramitas and More Virtuous Qualities are included for you to dip into as the need or occasion arises in your classroom. These stories with their suggested activities can be included at anytime and in any order.

Section 5: Change and Impermanence: You may choose to make this a special theme for a semester and work through all the lessons, or just choose one or two to include in your overall program. The choice is up to you.


Section 6: Meditation: This is an essential part of *every* Buddhist RI lesson. The meditations included have been selected because instructors who have pioneered this program have found them to be the most effective. There are many different meditations and too much variety can confuse children. We aim for a calm, stable routine where children develop concentration and loving-kindness and are allowed the opportunity to imagine and feel their own potential and the value in contributing to a better world.

Section 7 and 8: Special Days and Craft Activities: Variety too is most important, and this manual provides many choices. You may wish to suspend the Buddha's story, to respond to a classroom or topical issue, have some fun with a play, make a beautiful lotus or do some 'field work'. Here the instructor has the liberty to delve into the other sections in this book.

Section 9: Extension Activities for Upper Primary:

Buddhist RI classes have been offered for more than four years in some Victorian primary schools. Many students have studied Buddhism for all that time and in Years 5 and 6 are looking for more challenging content and ideas. *The Wheel of Life* section is intended only for those who have already studied some Buddhism and meditation and attempts to introduce the deeper concepts of cause and effect and interconnectedness.

Note: Located within the lesson plan, these notes are advice to the bRI Instructor or a warning that this lesson contains sensitive material.

 **Background Information Sheet:** These pages are intended to provide more depth for the instructor. It is not recommended that the notes be read to the students although instructors may share the extra information with the students in the course of the lesson.

Homework is not part of the regular routine for these weekly classes but may be set occasionally. By maintaining your weekly records you will easily be able to review the previous week's lesson with your class and provide continuity in learning.

At the back of this manual is a **Record and Planner** sheet (*EA12 p9.22*) where you can enter the lessons that you conduct with each grade in your school. This will provide a valuable record for you, and information for any instructor who might come into the school after you. In this way instructors will easily know if, for example, students in one year have done the play of *The Wounded Swan* then it need not be repeated the following year.

Relevance to current education practice: This course fits appropriately with the Victorian Essential Learning Standards (VELS). Religious instruction is an addition to schools' curricula but the contents of this manual are consistent with, and supplement students' formal learning in the VELS areas of: *Interpersonal Development, Personal Learning, English, the Humanities* and most significantly the *Thinking Processes* that span all disciplines. Our meditations and the excitement of moral imagination through stories provide fresh approaches to cognitive, affective, meta-cognitive and reflective ways of thinking. Instructors in your school may be interested in this program and at times you may have the opportunity to share our teaching methods and content with them.

The Dhamma/Dharma is a precious jewel to promote peace, joy and happiness. If you become familiar with the contents of this manual, you will find a treasury of stories, plays, games, quizzes and opportunities to have fun with your students.

Making Learning Fun: Strategies for Instructing

All teachers seek to engage their students in whatever activity they are presenting. Planning class-work that includes different kinds of learning styles (mental, physical, creative, visual, aural (hearing), kinaesthetic (movement), intuitive and emotional) is one way of achieving this. Most instructing is done through the visual and aural senses but many children learn just as well, and sometimes better, through other approaches.

Different learning approaches are also useful for students who are active and easily distracted, or for a tired and lethargic class. A change of pace and activity can give a lift from text-based work in the classroom. Fun learning wakes the students up.

In this section a number of different strategies are suggested, such as different ways to run a class quiz, or the more ambitious but very engaging, putting on a class play or organizing a charade. There are also craft activities and creative drawing and design: plenty of scope for everyone! So be courageous, try out these different approaches and watch how your class responds!

How to Apply these Strategies

1. For most of these interactive instructing strategies, guidelines have to be set to describe what is acceptable behaviour. For example, the waiting group must keep quiet while the active group is performing or answering a question, though some level of noise is acceptable since the students are all excited and involved. So whilst learning with these approaches may be a variation on their everyday activities, regular classroom standards still apply.
2. To have competition or co-operation – that is the question! Obviously a little competition is a good way to raise the energy and have fun, especially if everyone is in a win-win situation and the opportunity is used to share joy with others. In the end, it is the group effort that needs to be applauded and not just the winners. All are winners because they have demonstrated that they have learnt something.
3. Co-operative and group learning are important features of primary school classrooms and are qualities to be encouraged and practised in the bRI class as well. Many Buddhist virtues can be fostered and highlighted through opportunities such as working together, helping one another and sharing skills and resources. All of the lessons in this book include group activities.
4. Spontaneously including one of these activities in your lesson can lift a tired class or calm an over-stimulated one (eg. quiet drawing or colouring for a few minutes).

Story-telling

Whether you are a gifted dramatist or simply enjoy reading aloud to children, story-telling should be a regular activity. In this book there are many stories to choose from – the Jataka Tales, the Life of the Buddha and other stories, poems and verses.

Here are some points to think about as you prepare a story for your class:

- A picture is worth a thousand words. Use visuals wherever you can to bring the story alive.
- Use props such as puppets, dolls, masks or special clothing eg. put on a special shawl when you are telling a story or whatever you can think of to animate the story.
- Use simple words and FEWER of them. Don't confuse the children with too many words.
- Draw out the children's knowledge and experiences with open-ended questions (eg. NOT 'yes' or 'no' answers). Instead use questions such as: *What do you know about the figure in this picture?* Rather than *Do you know who this is?*
- For further ideas on story-telling, see *Section 3: Jatakas and Paramitas JP2. Telling a Story with a Virtuous Meaning, p3.4.*

Making Revision Fun

Re-capping and revising is not only a useful strategy but essential in the bRI classroom where students only attend once a week. So, always recap on the previous week's theme, new words and concepts etc.

Here are some ideas to get you started with quick revision exercises for each lesson:

I. Revising Stories:

- *Re-arranging text*
 - Students arrange jumbled sentences of a story into the correct order on the board or on pieces of card.
 - Students arrange jumbled parts of a sentence into the correct order.
- *Picture sequencing*

Students arrange jumbled pictures of a story into the correct order. They can then retell the story in their own words.
- *Matching text to pictures*

Students match pictures to text and then read the story as a whole.
- *Re-telling the story*

Go around the circle with each student adding the next part of the story. The instructor asks: *And what happened next?*

2. Word Games for reinforcing new words, terms and concepts:

New terms such as impermanence, wisdom, loving kindness and compassion, can be easily reinforced through word games such as:

- *Matching*
Students match concepts to the meaning of the words written on the board, or on card. Easily made into a pair game on the lines of *Snap!* or *Pelmanism*.
- *Fill in the Gaps*
Students are given a text where words are missing. It is helpful to provide a text box of words that students choose from.
- *Missing letters*
Students could be asked to learn the spelling of words and given a worksheet with letters missing from each word.
- *Crossword Puzzles*
Crossword puzzles reinforce meaning and spelling of new words.
www.buddhanet.net has some examples but making your own specially suited to a recent topic and to the level of your students is always best.
- *Word Searches*
Word searches help students learn the spelling of words as they have to look for the words in a sea of letters. See section 9: *Extension Activities EA11*, [p9.19](#))
- *Making 'Who Am I?' Riddles*
The instructor gives three clues about a person or a place from Buddhist history and the students have to guess who or what it is.
eg.
I have only one son.
I am a queen.
I died young and my sister took care of my son.
Answer: Queen Maya

3. Other Games and Activities:

Many well-known board games can be adapted for use in the Buddhist RI classroom. Snakes and Ladders or Q&A Ludo are just two.

The Wisdom Game (see *Section 3: Jatakas and Paramitas JP3 p3.5*) using knowledge from the Jataka Tales has been designed specially for this program and could be adapted for every Jataka Tale lesson.

Games and Performing Activities

1. Charades:

This is a fun activity for an end-of-term/year party.

- Create a list of words or story titles.
- Cut out small pieces of paper. Write a word on each piece of paper and fold in half.
- Put all the folded papers into a container.
- Divide the class into 2 groups. One group plays at a time.
- The *playing group* sends one representative who selects a piece of paper from the container. Without making any sound, the representative has to act out the word for the rest of the group to guess. If the group guesses the correct word within a set period (eg. 30 secs) then the group scores a point.
- The other group then gets a turn and then it comes back to the first group. This time a different student chooses the word and acts it out.
- Continue until all students in both groups have had their turn.

2. Passing Whispers:

- Students are divided into two groups and form a line one behind the other.
- The instructor stands a distance away from the two lines and asks the first student of each line to come forward.
- The instructor whispers a sentence into the ears of those two students who run back to their own line and whisper into the ear of the second student, who whispers into the ear of the third student, and on and on it goes.
- The last student goes to the board and writes down what was whispered to him/her.
- The group with the most accurate sentence gets one point. It is possible to give both groups points. It would be great if they get them right!
- Example of sentences could be, "One way of describing impermanence is nothing stays the same forever."
- The last student then comes up to the front of the line to become the first student. This way all students have a turn to write on the board.
- The object of this game is to encourage the students to think of ways to remember what they hear and to pass on the right message. This is a useful way for students to understand something, as the message has to make sense for them to remember it.

3. Quizzes:

- Students could be divided into two groups and run up to the board to write the correct answer.
- Students could be divided into two groups and the students take turns to be standing at the board to answer questions and to write the answer down.
- Students could be seated in groups and given paper to write down answers and to show their answers. This way the group can discuss their answers.
- Students could form two lines as in Passing Whispers and the instructor whispers the question into the ears of the first student. The question is then whispered down the line and any student who knows the answer would whisper the answer too. The last student will write the question and answer on the board. The last student then comes up to the front to become the first student.

4. Plays and Poems:

- All classes enjoy performing a play, either just amongst themselves or for an audience. Several plays are included in this resource book (see *The Wounded Swan* [p2.8](#) and several others) but as you grow in confidence, writing your own plays for the class will evolve naturally for you.
- Though plays may take up many lessons, they are interactive and require the student to understand the significance of the story and to act it out appropriately. Shy students can be involved in making props or improvisation. Others can provide sound and lighting support.
- *Props* can be simple and imaginative eg. a crown to represent a king or queen, a large green cloth held up to symbolize a forest, a cardboard cut-out for the wounded swan and so on. In fact, the simpler and more creative the props, the more fun the students will have.
- Once the play is well rehearsed, it can be presented to their mainstream class, parents, invited guests or at school assemblies. Make sure you ask permission of the class instructor, deputy principal and inform the Buddhist Education Program Co-ordinator if letters etc are to go home to parents.
- *Poems* are lovely to hear aloud and students enjoy reciting in groups or individually line by line (see *More Virtuous Qualities MV2: Happy, Peaceful and Kind* [p4.6](#)). Encourage your students to write their own poems about a new concept.
- *Recitation of Verses*: Students could learn to recite verses of motivation and dedication. The older students could write their own dedication and take turns to lead the dedication at the end of the class.

Craft and Drawing

Craft

Making things by hand caters to students who learn by doing. It also requires concentration which is good practice for mindfulness. Make sure your instructions are clear and simple and that you have all the materials needed. Creating the item yourself is the best way to ensure you know how to do it and it provides a model for the class to follow. The fruits of their labour could be used as gifts for someone deserving.

Section 8 contains several ideas for craft lessons.

Cartoons and Drawings

Cartooning and drawing are also good activities to make students think of the gist and significance of a story. Students can update a Jataka Tale by using a modern context to illustrate a point in the story and retell it with speech bubbles or cartoon squares or as a story-board. These can be shared with younger students in other classes or given as little gifts.

Making a Class Bodhi Tree

This activity can be an on-going class activity encompassing both craft work in making the tree itself and the leaves but more importantly playing a role in reinforcing positive and helpful behaviour.

For a full description of this activity, see CA5. *Growing our Bodhi Tree* [p8.9](#).

Bringing the Outside World into the Buddhist RI Class

Integrating the Buddha's teachings with everyday life is the ultimate challenge for us all. Doing this in the Buddhist RI classroom can be refreshing and stimulating, especially for older students.

For younger children, bringing in objects of both special and mundane significance (a feather, a Buddha image, a special stone, an elephant statue, a beautiful piece of cloth or a flower) can transform the atmosphere and point children towards the spiritual in everyday life.

Festivals and Special Days

Buddhist festival days are an excellent time to celebrate Buddhism and to share this with the rest of the school or class. Many schools now acknowledge the different religious festival days, so enquire as to whether your school does this. It may be a notice at assembly or in the newsletter that it is the Wesak Festival for instance with a short description of what it is.

Section 7 provides several lessons for observing Wesak. It is also a time when different cultures can express their particular way of celebrating this special time in the Buddhist calendar.

Life of the Buddha



DISCOVERING BUDDHA

Lessons for
Primary School

Key to Icons



Text



Activity



Creative Work



Meditation



LIFE OF THE BUDDHA:

LB1. A Fortunate Birth

| | | | |
|--------------------|---|---------------------|---------------------|
| <i>Lesson Plan</i> |  | <i>Years</i> 3-6 | <i>Lessons</i> 2 |
|--------------------|---|---------------------|---------------------|

- 1. Theme:** Life of the Buddha
- 2. Topic:** Birth and naming
- 3. Values:** Celebration of a precious human life, respect.
- 4. Aims:** To introduce children to the story of the birth and naming of Prince Siddhartha.

Note:

Many versions of the story relate a miraculous conception and birth. This part of the story, if included in your classes, should be approached with sensitivity, in order to include all approaches to the story.

5. Preparation:



Recommended text:

Prince Siddhartha. Jonathan Landaw and Janet Brooke. Wisdom Boston. 2003. See pp4-14.

Chapters: *A Fortunate Birth and A Wise Man's Visit*.

OR

Abridged version. See: *IB1. Activity C. Life of the Buddha p1.6*.

6. Lesson 1:



This lesson could be preceded by a meditation
ME15. Joy Meditation p6.30.

- Ask the children about the feelings around the birth of a new baby.

Activity:

- Read the story of the birth of Prince Siddhartha and the naming, while writing the names of people and places on the board.



Optional Homework Activity:

A possible homework activity would be for the students to ask their parents about the circumstances of their own births eg. in Australia? Which hospital? Any difficulties? Who was present at the birth? What time was it?

7. Lesson 2:

Theme: Life of the Buddha.

Topic: Birth and naming.

Values: Celebration of a precious human life, respect.

Aims: To revise with the class the previous lesson's story of the birth and naming of Prince Siddhartha.

Preparation: Copies of birth certificate worksheet.

Activity:



Start the class with the meditation
ME15. Joy Meditation (see previous lesson).

- Revise with class the story from the previous lesson. This is a good opportunity to play a game, quiz, lucky questions etc with the children. (For further ideas, see Welcome section: *Making Learning Fun pXI*).
- Check the homework responses, making sure that every child has the chance to talk about their own birth.



Fill in Birth Certificate worksheet.














LB1. *Activity.* Modern Version of Prince Siddhartha's Birth Certificate

| Birth Certificate | | Registration No: |
|--------------------------------------|---|------------------|
| 1. Child | <div>Surname</div> <div>Given Name</div> <div>Sex</div> <div>Date of Birth</div> | |
| 2. Mother | <div>Surname</div> <div>Maiden Surname</div> <div>Given Name</div> <div>Occupation</div> <div>Age</div> <div>Place of Birth</div> | |
| 3. Father | <div>Surname</div> <div>Maiden Surname</div> <div>Given Name</div> <div>Occupation</div> <div>Age</div> <div>Place of Birth</div> | |
| 4. Marriage of Parents | <div>Date of Marriage</div> <div>Place of Marriage</div> | |
| 5. Previous Children of Relationship | <div></div> <div></div> <div></div> | |
| 6. Registration Officer | <div></div> | |

LIFE OF THE BUDDHA:

LB2. The Wounded Swan

| Lesson Plan |     | Years | Lessons |
|------------------------|---|-------|---------|
| | | 3-6 | 6-8 |
| 1. Theme: | Loving Kindness | | |
| 2. Topic: | The Wounded Swan | | |
| 3. Values: | Loving kindness, tolerance, wisdom and respect | | |
| 4. Aims: | <ul style="list-style-type: none"> • For the children to experience the Buddhist value of loving kindness • To participate in a play for parents and the rest of the class | | |
| 5. Preparation: | There are many different activities for this lesson. You may choose to do all, some or just one. You will need: | | |
| |  | | |
| | Recommended text: Landaw and Brooke. <u>pp15-26</u> . Copies of worksheets. | | |
| | <ul style="list-style-type: none"> • Scissors, paste and small sheets of folding paper. • For the play – several copies of the play <i>LB2. Activity D. The Wounded Swan p2.8</i>. | | |
| 6. Lesson: | <ul style="list-style-type: none"> • From the recommended text, read the story of <i>The Wounded Swan</i>. • Students and Instructor list the characters in the story on the board. • Students recount the story and Instructor creates a summary on the board. | | |
| |  | | |
| | Do a jigsaw exercise where the story is jumbled up and the students work either in pairs or individually to re-arrange the story (see <i>LB2. Activity A. The Wounded Swan p2.5</i>). | | |
| | <ul style="list-style-type: none"> • Discuss what the actions/thoughts of the main characters show about their character (see <i>LB2. Activity B. What Kind of Person/Swan are They? p2.6</i>), OR | | |
| |  | | |
| | In groups, students write the script for the story, OR | | |
| | Use the script provided for the students to read through and practice a play | | |
| |  | | |
| | Students gather and make props for play, OR | | |
| | <ul style="list-style-type: none"> • Instructor supplies props eg. cut-out cardboard swan, crown for the king etc. (For further ideas, see section <i>Welcome: Making Learning Fun pXIII</i>) | | |
| | <ul style="list-style-type: none"> • Students perform the play for parents/other classes. OR | | |
| |  | | |
| | Make a folded version of a swan (see <i>LB2. Activity C. Making a Paper Swan p2.7</i>). | | |
| | Tips and Feedback: | | |
| | This activity worked really well. It required a lot of work with the children practising during recess and on their own at lunch time. The Grade 3-6 group performed superbly and everyone benefited from the experience. | | |



LB2. Activity A. The Wounded Swan

Name

Date

1. Cut out the 9 text panels below and sort them into the right order.
2. Paste them in the right order on a piece of paper.

✂ Devadatta saw the arrow Siddhartha had pulled out of my wing and saw me peeking out of the silk shirt. He tried to snatch me away and I was really frightened of what he would do to me.

✂ That was how I became famous!

✂ Soon, another boy came running, waving his bow in the air. He was shouting, "Siddhartha, did you see me? I hit the swan with my first shot!

✂ I saw it drop somewhere here."

✂ I landed with a loud thud and woke up to a soothing voice telling me not to be afraid. The boy was cleaning my wound and dressing me up with his own shirt. I felt warm and safe.

✂ Just then a very old man walked in and after he was told the story, he said, "Everyone values his or her life more than anything else. So the swan should belong to the person who tried to save it and not the one who tried to take its life away." What a wise man, indeed.

✂ However, Siddhartha refused to give me up because I was injured. Since both boys could not agree, they decided to take me to court so that the King and his wise ministers could sort it out.

✂ Prince Siddhartha took good care of me and when I was well, he let me go to join my family.

✂ The court looked huge and there were many men talking. Some ministers said, "Devadatta should have me because he shot me down." Others decided that Siddhartha found me so I should stay with him." Why was it that no one asked me what I wanted?

✂ It was a beautiful day and I was flying with my family. Suddenly I felt a sharp pain on my right wing. I looked down and saw an arrow sticking out. I fainted from the sight of my blood.



LB2. Activity B. What Kind of Person/Swan are They?

Swan

| What did the Swan do/say | Character Virtues |
|--------------------------|-------------------|
| | |
| | |

Prince Siddhartha

| What did he do/say | Character Virtues |
|--------------------|-------------------|
| | |
| | |
| | |

Devadatta

| What did he do/say | Character Virtues |
|--------------------|-------------------|
| | |
| | |
| | |



LB2. Activity C. Making a Paper Swan

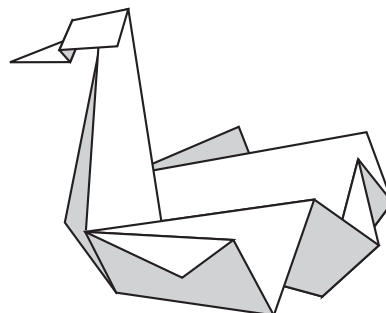
Name

Date

1. Have a square of coloured paper.
2. Follow the diagrams, folding as shown. *Handy Tip: Steps 1-6 folds are usually to the middle point of the panel indicated.*

| | | |
|---------------|---|---|
| 1 | 2 | 3 |
| 4 | 5 | 6 |
| 7 | 8 | 9 |
| | <p>Make creases and return it to the shape in 4</p> | <p>Fold it inward along the lines</p> |
| 10 | 11 | 12 |
| | <p>Make the beak by first making 'mountain' fold A and then 'valley' fold B</p> | <p>Do the same on the opposite side</p> |

10
Finished





LB2. Activity D. The Wounded Swan – A Play

Characters: Narrator or Chorus, Prince Siddhartha, Prince Devadatta, King Rajah Suddhodana, Wise Person 1, Wise Person 2, Old Man.

- Narrator:** The swans are happily flying in the sky.
- Narrator:** Enter Prince Siddhartha who is walking in the garden.
He looks up in the sky to see the swans.
- Siddhartha:** The swans are migrating south again. How beautiful they look.
- Narrator:** Enter Prince Devadatta, cousin of Prince Siddhartha.
- Devadatta:** I'm so excited today! This is my first bird hunt. I finally get to put all the archery lessons to good use.

Ah, there are some swans flying over there.

He shoots an arrow and hits a swan. The swan falls to the ground near Prince Siddhartha.
- Siddhartha:** Oh dear! What happened to you? Are you badly hurt? Let me pull this arrow out from you. *(He nurses the swan).*

(Devadatta comes running in, searching for the swan. Prince Siddhartha quickly blocks the swan from view)
- Devadatta:** Hello Siddhartha. Did you see my swan? My prize for my good archery? You should come and join me next time, it was good fun.

Wait a minute!

What's that on your hands?

Blood?

Where's my swan?
- Siddhartha:** No, you can't have it. You will kill it to keep it. It is wounded now and I want to nurse it and let it go. It deserves to be free and happy.
- Devadatta:** No, give it back. I shot it and it is my prize.
- Siddhartha:** No, I won't do that.

They continue to argue
- Siddhartha:** OK. If you won't let me keep it then we should go and ask the King what he thinks we should do. He is wise and fair and will give us good advice.
- Narrator:** They decide to go to the court where King Suddhodana is having a meeting with all his wise men over state matters.

Suddhodana: Hello my son and nephew. What brings you here? We are having serious discussions here, you know.

Siddhartha+Devadatta: Yes, Rajah.

Suddhodana: Why are the two of you upset? And what is this swan and arrow about?

Devadatta: Rajah, I went out bird hunting this morning and was good enough to hunt down this swan but Siddhartha refuses to give it back to me.

Siddhartha: Father, I found the swan hurt and in pain. I am not going to return it to Devadatta. He will kill it and keep it as a prize. I don't want the swan to die.

Siddhartha+Devadatta: Can you decide who deserves to have the swan?

Suddhodana: Well. One is my son and the other is my nephew, I want to be fair. Now, my wise people, what do you say?

Wise Person 1: I think the person who first saw the swan should lay claim to it. Since Prince Devadatta first saw it and he managed to shoot it down, he should have it.

Wise Person 2: No, I disagree. Finders keepers. The person who finds it should keep it. Since it was Prince Siddhartha who found it, he should keep it.

Narrator: The argument went on for a while and the Rajah found it hard to decide. Then a very old man walked into the court. No one had seen him before but he looked so wise that everyone became quiet and let him speak.

Old Man: I have heard everything you said. Life is the most precious thing for a living being so the person who tries to save life, rather than take life, deserves to have the swan. Prince Siddhartha has a kind heart and is trying to preserve the life of the bird. Good on you, child.

Siddhartha: Thank you, wise one.

Old Man: Prince Devadatta, you are a good marksman but you have to learn to treat other living things with compassion and kindness.






Devadatta: Yes, wise one.

Narrator: The matter was solved. The wise man went away and was never to be seen again. Thank you very much.

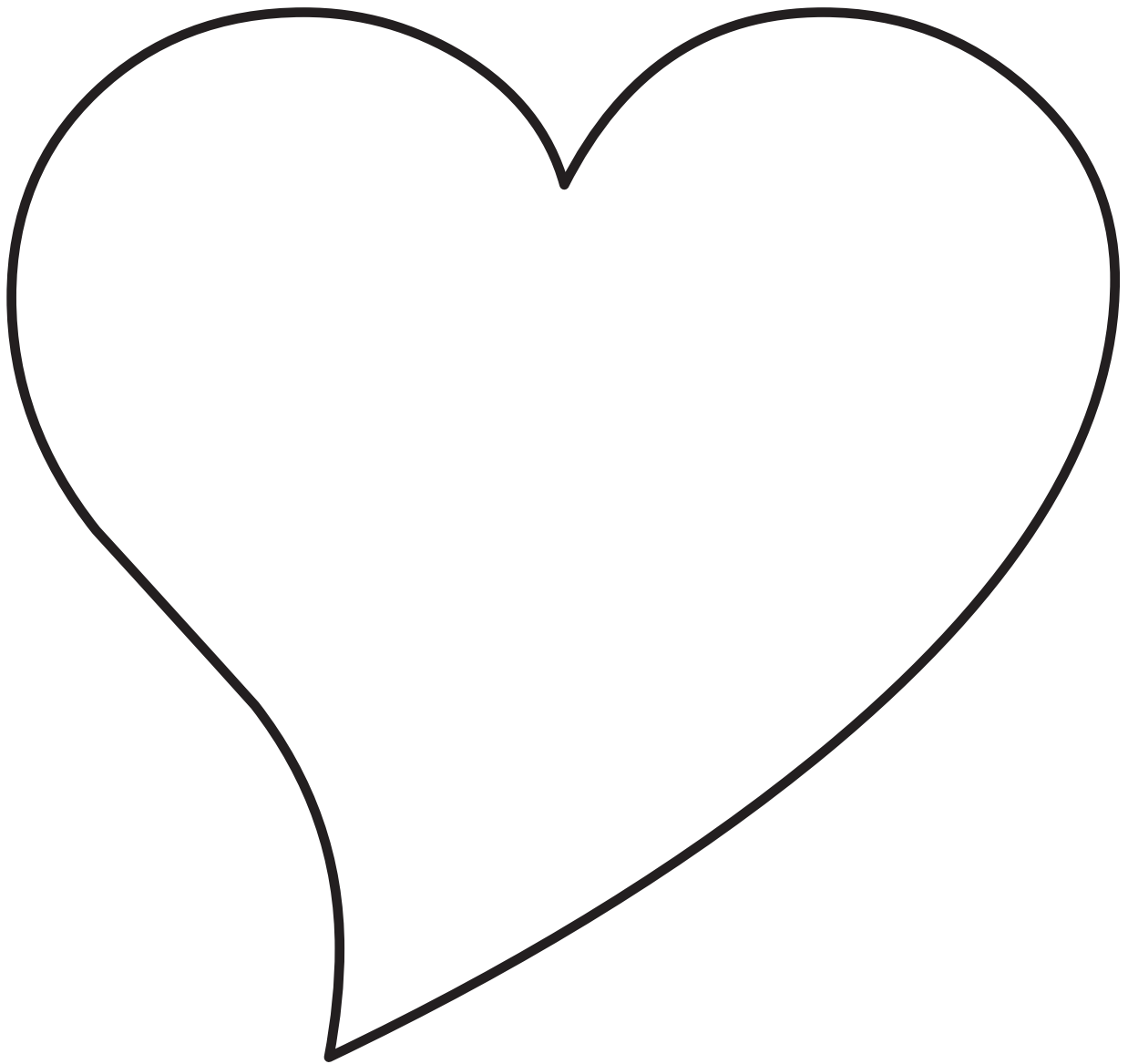
Performers form a line. Hold hands and bow.

The End

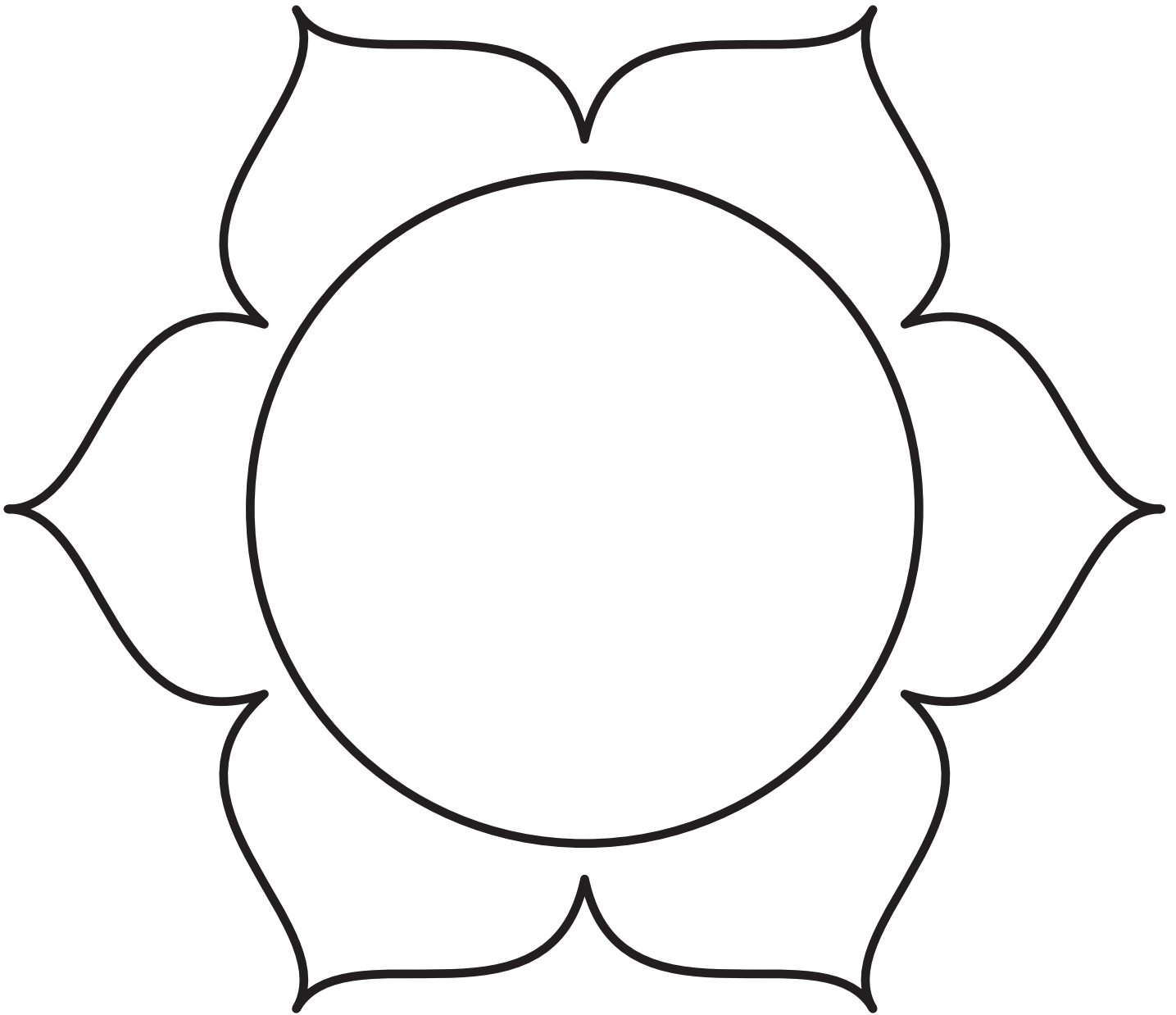
LB3. Love to All Creatures

| Lesson Plan | Years 3-6 | Lessons 1-2 |
|------------------------|--|----------------|
| | | |
| |  | |
| 1. Theme: | Loving Kindness | |
| 2. Topic: | Love to all creatures | |
| 3. Values: | <ul style="list-style-type: none"> Kindness is not weakness Kindness can be protection | |
| 4. Aims: | <ul style="list-style-type: none"> To examine the benefits of kindness To examine how kindness can help stop fear and give protection | |
| 5. Outcomes: | <ul style="list-style-type: none"> Students will identify behaviours that can put themselves and others' lives at risk Students will identify situations where seemingly good or harmless behaviours can create potential harm Students will develop appreciation for living a balanced life (Middle Way) and that living with mindful awareness can help protect them from harm. | |
| 6. Preparation: |  Copy a class set of the poem in the story. | |
| |  Provide a heart shape or mandala template (see worksheets) | |
| 7. Lesson: | <ul style="list-style-type: none"> Read the story | |
| |  Recite the poem several times. Ask the children to clap the beat while Instructor reads. Individual students can read the verses and the whole class can recite together. | |
| | <ul style="list-style-type: none"> Discuss the story. | |
| |  Draw 'creatures to love' inside the templates eg. with two feet, four feet, more or none. Include some scary ones! | |
| | <ul style="list-style-type: none"> This story is particularly good with younger students. | |

LB3. *Activity A.* Love to All Creatures Mandala



LB3. *Activity B.* Love to All Creatures Mandala





LB3. Jataka Tale: Love to all Creatures *Khanda – Vatta – Jataka*

A long time ago in ancient India there was a group of meditators who lived on the banks of the Ganges River high in the Himalayas. Although these meditators enjoyed blissful happiness from meditation, it was wild country inhabited by many poisonous snakes, and unhappily many of the hermits died of snakebite. Others became quite frightened.

The leader of the group, the most wise and compassionate one, considered the best form of defence. After much thought he made an announcement,

“Dear friends,” he began, “No one can tell what troubles and misfortunes might come our way and we cannot destroy every creature that threatens us. Killing one will not make sure that there won’t be another. Our best defence is to keep loving kindness in our hearts.”

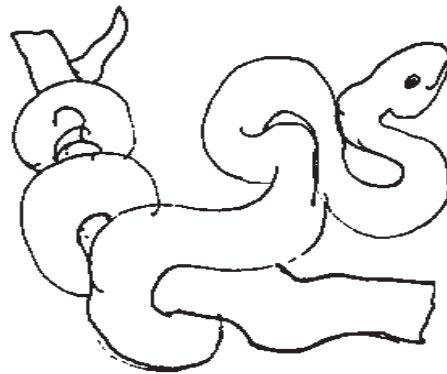
And he asked that each of them learn this verse and understand its meaning:

*Creatures all beneath the sun
Two feet, four feet, more or none,
How I love you every one.*

*Creatures all, two feet or four,
You with none and you with more
Do not hurt me, I implore!*

*All you creatures that have birth,
Who breathe and move upon the earth
I live happily with you all,
No harm from me will you befall.*

*Now, I am guarded safe and fenced around,
Let all creatures leave me to my ground.
All honour to the Blessed Ones I pay
And to the wise and good who have passed away.*



Over time the meditators found that wild animals and poisonous snakes were not so scared of them because the animals sensed that they would not be harmed.

The meditators also found that their group became happier and more harmonious.

Although the group had no material possessions they learned that loving kindness is the most welcome gift.



LIFE OF THE BUDDHA:

LB4. The Rose Apple Tree

| | | | |
|--------------------|---|---------------------|---------------------|
| <i>Lesson Plan</i> |  | <i>Years</i> 3-6 | <i>Lessons</i> 2 |
|--------------------|---|---------------------|---------------------|

- 1. Theme:** Life of the Buddha
- 2. Topic:** Childhood spirituality
- 3. Values:** Compassion for self and others
- 4. Aims:** To assist children to recognize their natural spirituality
- 5. Outcomes:** Children will value quiet times and the times when they contemplate their concern for others.

Note:

The story is about a young person awakening to his innate spirituality. Various commentaries place this significant incident at different stages of Prince Siddhartha's life: age twelve is the traditional view but you may choose whichever age is appropriate. This lesson is an opportunity to affirm children's perceptions of experiencing the world around them, feeling connected, wishing for good things and honouring peaceful times, especially with nature.

It is recommended that the children have had some meditation experience before attempting this lesson.


6. Preparation:



Recommended text: Landaw and Brooke pp61-69.
This is a classroom based activity.

- Plain circle drawn on paper if doing mandala drawing.
See worksheets: LB3 pp2.11-2.12

7. Lesson 1:

- Read/tell the story.
- This is a classroom based activity. If possible allow the children to go somewhere inside the room to find a quiet place. Tell them that they must stay within a given area, and this is their personal time. In order to respect everyone in the class they must remain quiet.
-  Let them sit in their chosen place and ask them to observe the sights, sounds and smells around them.

They can also do as Siddhartha did and meditate.
(This complete activity should take no longer than 12 minutes)



Ask the children to draw/write about what they saw/ heard/ smelled/ touched.

8. Lesson 2:

- In a second lesson explore their experiences.
Possible questions to ask:
What did they see/ hear/ smell/ touch?
- Write responses on the board.
- *Are any of these things linked together in any way? Where can we see links or relationships between any of these observations?*



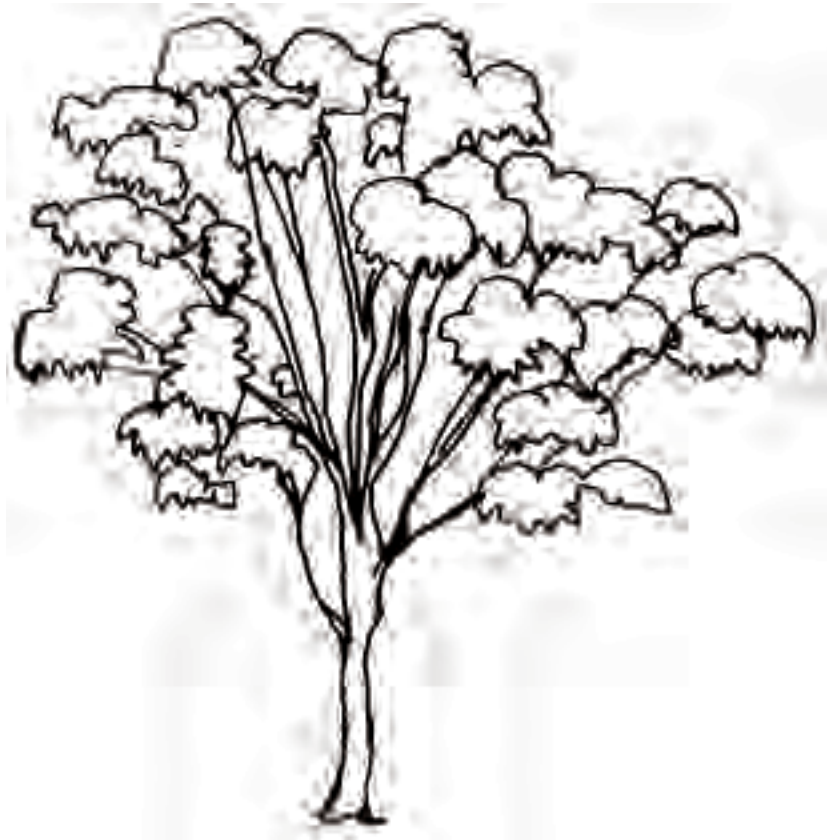
Map these on the board as a Mind Map (for an example of a Mind Map, see *MV6 p4.21*). Ask students to draw in connections between the things that they observed.

How many connections can we find?

- Depending on your group, you might also have a discussion about times when we have found a peaceful place.
Where? When? What happened? Was it a surprise?
Can you find that (inner) place again?






Let the children recall these experiences by drawing them as a pattern in a mandala (for an example of a mandala, see *CA1 p8.1*).



LIFE OF THE BUDDHA:

LB5. The Marriage Contests

| Lesson Plan | | Years | Lessons |
|---|--|-------|---------|
|  | | 3-6 | 2 |
| 1. Theme: | Life of the Buddha | | |
| 2. Topic: | Marriage | | |
| 3. Values: | <ul style="list-style-type: none"> • Knowledge • Positive values (strength, kindness, confidence, patience) | | |
| 4. Aims: | <ul style="list-style-type: none"> • To encourage children to think about positive values. • To see things from different perspectives. | | |
| 5. Preparation: | <ul style="list-style-type: none"> • Make copies of worksheet <i>LB5. Activity. King Suprabuddha's Three (3) Contests</i>.  Recommended text: Landaw and Brooke. <u>pp27-37</u> . | | |
| 6. Lesson: | <ul style="list-style-type: none"> • Read the story of <i>The Marriage Contests</i>. • Discuss with the class the following questions about the text: <ul style="list-style-type: none"> A) What qualities of Princess Yasodhara, daughter of King Suprabuddha, impressed Prince Gautama? B) King Suprabuddha wanted to choose the finest man to marry his daughter. He thought hard and decided on three (3) contests. What were the three (3) contests King Suprabuddha chose? C) What were the qualities the King was looking for in each contest? • Write all the suggestions on the board. • Explore why each quality is important.  On the worksheet, students write a record of the contests from the perspective of King Suprabuddha. | | |
| 7. Useful Tips: | <ul style="list-style-type: none"> • The students enjoy doing these activities and soon realize the real reasons behind the exercise. • With younger students (Years 3-4), the qualities can be written down and pasted in a heart cut-out shape. (See worksheets <i>LB3 p2.11</i>) | | |





LB5. *Activity.* King Suprabuddha's Three (3) Contests

Fill in the table to help you monitor the progress of the contests and decide who will be the winner. Complete the table with contests and values. The first event has been done for you.

| Qualities Demonstrated by: | Event 1 Archery | Event 2 Swordsmanship | Event 3 Horsemanship | Remarks about contestants |
|----------------------------|---|-----------------------|----------------------|---------------------------|
| The other men | Eg: They hit the bull's-eye of a target placed at a far distance. (Accuracy) | | | |
| Devadatta | Eg: He not only hit the bull's-eye but the arrow went right through the target to the other side. (Accuracy and strength) | | | |
| Prince Siddhartha | Eg: The target was moved still further away but the arrow hit the bull's eye, went through to the other side and continued to fly till it went out of sight. (Accuracy, strength and concentration) | | | |
| Why did he win? | Eg: He was able to concentrate and achieve greatness. | | | |




LB6. The Pleasure Palaces

| | | | |
|-------------|---|--------------|----------------|
| Lesson Plan |  | Years 3-6 | Lessons 1-2 |
|-------------|---|--------------|----------------|

1. **Theme:** Life of the Buddha
2. **Topic:** How much do we really need?
3. **Values:**
 - Understanding the difference between needs and wants
 - Understanding impermanence
4. **Aims:**
 - To realize that our wants can be unlimited.
 - To realize that excessive indulgence will not satisfy a person forever.
5. **Preparation:**  Recommended text: Landaw and Brooke, *pp38-42*.
6. **Lesson:**
 - From the recommended text, read *The Pleasure Palaces*.
 - Ask the children to brainstorm the objects that are essential for our daily life.
 - Make a list on one side of the board.
 - Ask what they would like to have in an ideal house (eg a swimming pool).
 -  Write their suggestions in a column on the other side of the board.
 - Ask what they think is the difference between the two lists. What things do we *need* and what do we just like to have?
 - By the end, the children should be able to differentiate between what they need and what they want, and to see that the “wanting” list is unlimited and no one can be totally satisfied by material things.



LB7. A Father's Concern

| Lesson Plan |  | Years 3-6 | Lessons 2 |
|------------------------|--|--------------|--------------|
| 1. Theme: | Life of the Buddha | | |
| 2. Topic: | A parent places restrictions | | |
| 3. Values: | Respecting the love of a parent | | |
| 4. Aims: | <ul style="list-style-type: none"> • To realize that it is difficult and unhelpful to try to deny the natural processes of life. • To understand the lengths to which the King went to protect his son from the outside world. | | |
| 5. Preparation: |  Recommended text: Landaw and Brooke <i>pp43-45</i> . <ul style="list-style-type: none"> • Make copies of worksheet <i>LB7. Activity. A Father's Concern</i>. | | |
| 6. Lesson: | <ul style="list-style-type: none"> • Read the stories of <i>The Pleasure Palaces</i> and <i>A Song of Beauty</i>. • On the board list what the King did to protect Prince Siddhartha from the sufferings of the world.  Distribute worksheets for children to complete. | | |





LB7. *Activity.* A Father's Concern

1. What did the King provide in the three palaces to make Prince Siddhartha's life comfortable for the different seasons?

a) Summer Palace

.....

.....

b) Winter Palace

.....

.....

c) Rainy Season Palace

.....

.....

2. What else did the King provide in the palaces for a perfect life?

a)

.....

.....

b)

.....

.....

c)

.....

.....

d)

.....

.....

3. Why did King Suddhodana make such an effort to contain Prince Siddhartha in a paradise world? What made him do that?

.....

.....

.....

.....

.....

4. Finally, what made the prince curious about the world outside the palaces?

.....

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.....

LB8. The King's Order

| | | | |
|-------------|---|--------------|--------------|
| Lesson Plan |  | Years 3-6 | Lessons 2 |
|-------------|---|--------------|--------------|

- 1. Theme:** Life of the Buddha
- 2. Topic:** Youthful time of the Buddha's life
- 3. Values:** Respecting the love of a parent.
- 4. Aims:** To see how King Siddhodana tried to shield Prince Siddhartha from the suffering of the world.
- 5. Outcomes:** To write a King's decree to his people.
- 6. Preparation:**  Recommended text: Landaw and Brooke *pp46-47*
 - Make copies of worksheet *LB8. Activity. The King's Order.*
- 7. Lesson:**
 - Read from the text or tell the story – *An Unexpected Sight.*
 - Discuss what the King did to prevent any sighting of suffering on Prince Siddhartha's trip outside the palace wall.
 - List suggestions on the board and discuss each one.
 - Explain that the King decided to write a decree to his people to prevent Prince Siddhartha from seeing any suffering in the outside world.
 - Discuss what the language would be like and what words might be used. List words on the board.

 Write the decree in a royal way. The students could choose to write in 'old English' or modern language.





LB8. Activity. The King's Order

The King sent an order to his people in preparation of Prince Siddhartha's visit.

The people of Sakya are hereby ordered to:

1.

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.....

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2.

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.....

.....

3.

.....

.....

.....

.....

4.

.....

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.....

.....

Signed by

on this day

LB9. The Four Sights

| Lesson Plan |  | Years 3-6 | Lessons 3-4 |
|------------------------|---|--------------|----------------|
| 1. Theme: | Life story of the Buddha | | |
| 2. Topic: | The Four Sights | | |
| 3. Values: | Empathy and understanding | | |
| 4. Aims: | To understand the effect on Prince Siddhartha of seeing old age, sickness and death, and a holy man. | | |
| 5. Preparation: |  Recommended text: Landaw and Brooke <u>pp46-57</u> and <u>pp61-69</u> | | |
| | <ul style="list-style-type: none"> • Make copies of the worksheet <i>LB9. Activity A. The Four Sights</i>. • Make copies of the play <i>LB9. Activity B. The Four Sights – a play</i>. | | |
| 6. Lesson 1: | Ask the children if they have ever seen something which shocked them. Discuss why they were shocked and how they felt about what they saw. | | |
| | Tell/read the story: <i>An Unexpected Sight</i> from the text. | | |
| | Follow-up questions to check understanding. | | |
| | Show the pictures to the class. | | |
| | Ask the children to talk about how and why Prince Siddhartha felt that way and if they have ever seen anything like that. | | |
| 7. Lesson 2: | Use a quiz to revise the previous lesson. | | |
| |  Tell/read the story: <i>The Second Journey</i> and <i>The Final Shock</i> . | | |
| | Follow-up questions to check understanding. | | |
| | Show the pictures to the class. | | |
| 8. Lesson 3: | Do a quick revision game eg. jumbled sentences of the previous lessons. | | |
| | Then revisit the lesson <i>A Vision of Peace</i> <u>pp61-69</u> . Remind the students of how Prince Siddhartha meditated under the Rose-Apple Tree and was visited by a holy man. He recalls the holy man and his peaceful attitude and realizes that is the way to find the answer to happiness and the end of suffering. | | |
| |  Worksheet: <i>LB9. Activity A. The Four Sights</i> | | |
| | OR | | |
| |  Students practice acting out the play <i>LB9. Activity B. The Four Sights – a play</i> . Use props and presentation ideas as outlined in chapter <i>Making Learning Fun – Strategies for Instructing: Putting on a Play</i> <u>pXVII</u> . | | |



LB9. Activity A. The Four Sights

Name

Date

Draw and write what Prince Siddhartha saw, or the four sights as you might see them today.



Based on material originally developed by The Clear Vision Trust, © Clear Vision www.clear-vision.org



LB9. Activity B. The Four Sights – a play

Characters: Prince Siddhartha, Channa, Narrator, Young person, King, Wandering man, old person, sick person, dead person, townspeople

Scene I: An Unexpected Sight

Narrator: The King was pleased Siddhartha wanted to leave his palaces and see the city he would some day rule. He wanted to be certain the Prince would not see anything on his trip that might disturb his mind. So the day before, he sent a message to all the people.

(Loudly) "By order of the King! Tomorrow the royal prince Siddhartha will visit the capital city of Kapilavastu. Decorate your houses and streets and let everything be colourful in his honour. Let those who are sick or old stay indoors tomorrow."

Siddhartha and Channa, his charioteer, go out into Kapilavastu riding their horses.

Young Person: How tall and good-looking he is! How bright his eyes and noble his face. We are indeed fortunate that someday he will be our king.

Narrator: The people laughed and cheered and joyously threw flower petals at their beloved prince. *(Throw flowers over Siddhartha and Channa)*

Siddhartha: *(to Channa)* This is indeed a golden, beautiful and wonderful city!

Narrator: But as the Prince and his charioteer were riding by, they saw what no one else could see, a bent, sad-looking person among the joyous crowd. The Prince had never seen anything like this before.

Siddhartha: *(pointing)* Channa who is that person over there? Why is he stooping over and not smiling like the others? Why is his face pale and wrinkled? Why is he so different from the others?

Channa: Why Sir, that is just an old man.

Siddhartha: Old? Was this man always 'old,' or did it happen to him recently?

Channa: Neither, Oh Prince. Many years ago that wrinkled man was as young and strong as all the others you see here today. Slowly he lost his strength. His body became bent, the colour faded from his cheeks, he lost most of his teeth, and now he appears the way he does.

Siddhartha: Poor man. Is he the only one suffering from old age or are there others?

Channa: Surely you know, Oh Prince, that everyone must experience old age. You, me, your wife Yasodhara and son Rahula, everyone at the palace – we are all growing older every moment. Someday most of us will look like that man.

Narrator: These words so shocked the gentle Prince that for a long time he remained speechless. He looked like a person who had just been frightened by a sudden flash of lightning.



Siddhartha: Oh, Channa, I have seen something today that I never expected to see. This vision of old age frightens me. Turn back to the palace, I wish to see no more. *(They turn around and go back.)*

Narrator: The Prince entered the palace and hurried up to his room, greeting no one. He stayed alone in his room for a long time. Everyone tried hard to cheer him up, but nothing helped. He sat by himself thinking about old age...old age...old age.

Scene 2: The Second Sight

Narrator: The king heard about Siddhartha's unhappy mood, and thinking he needed more variety in his life, arranged a second trip for him into the city. The streets were decorated as before, and the people were again happy to see their Prince.

Prince Siddhartha and Channa ride out into the city again.

Then a sick person appeared in the crowd of laughing people.

Siddhartha: Look Channa, who is that woman who coughs so violently, who shakes her body and cries so pitifully?

Channa: That is a sick person, Oh Prince.

Siddhartha: Why is she sick?

Channa: People become sick for many reasons, Sire. Perhaps she ate some bad food or became too cold. Now she has a fever.

Siddhartha: Do happy people like those in the crowd ever become sick?

Channa: Oh yes. A person might be healthy one day and sick the next. No one is safe from illness.

Narrator: The Prince was again deeply shocked.

Siddhartha: *(Shaking his head)* I cannot understand how people can be so carefree and happy knowing that they might get sick at any time. Please, let us turn back, I have seen more than enough for one day.

They turn around their horses and ride back to the palace.

Narrator: When Siddhartha returned to the palace he was even more unhappy than before. Nothing anyone did could make him smile, and he did not want to speak to anyone. The King became very worried and confused.



Scene 3: The Third Sight – The Final Shock

- Narrator:** Siddhartha and Channa rode out of the city for the third time. The King had made the city even more beautiful than before. For the third time a vision appeared that only the Prince and Channa could see. This time they saw a group of sad people gathered around a body covered by a white sheet, and lying on the ground.
- Siddhartha:** Channa, why is that man lying so still? Is he asleep? And why are all those people crying?
- Channa:** He is a dead person, Sire.
- Siddhartha:** What do you mean by 'dead'? Please explain so I can understand?
- Narrator:** Channa explained to the Prince the truths his father had tried to hide from him all these years.
- Channa:** That person was once alive, as you and I are now. He was born, grew into a child, then he became a young person. He experienced the many pleasures and pains of life, and grew older. He began to feel weaker and weaker and was confined to his bed. He grew worse and eventually his breath left his body. Now he is dead.
- Siddhartha:** Tell me Channa, is it unusual for people to die like this?
- Channa:** No, my Prince, not at all. It is true that some people never get the chance to grow old, and there are some people who rarely get sick. But everyone without exception must one day die.
- Narrator:** These words, spoken so innocently by Channa, shocked Prince Siddhartha deeply.
- Siddhartha:** Do you mean that one day my wife, my child, my friends and myself will all be dead? How blind the world is that it can sing and dance while death waits. Channa, let us turn around, I wish to return to the palace to think.

Scene 4: The Fourth Sight – A Vision of Peace

- Narrator:** The Prince sank deeper and deeper into gloom. He seemed to lose interest in everything. He hardly ate anything anymore and began to look pale and unhealthy. The King and everyone were very upset that these changes had come over their beloved Prince.
- One day Siddhartha went to see his father.*
- Siddhartha:** Father, lately my mind has been very troubled. I feel restless and would like your permission to leave the palace once again. Perhaps a change of scenery will do me good.
- King:** I would do anything to make you happy again. Of course you have my permission to leave the palace.



-
- Narrator:** This time Siddhartha rode out of the palace by himself. He searched for some beautiful countryside. Finally, he dismounted at the edge of some farmland where a man and his ox were ploughing the ground in the sun.
- Siddhartha sits down under a tree and looks out on the farmland.*
- Siddhartha:** It is so beautiful here.
- Narrator:** As Siddhartha relaxed and he looked closer at the scene, he began to notice things he had not seen before. He saw that the blade of the plough cut the bodies of hundreds of insects in the ground, that the birds were not playing, but swooping down to eat them. Bigger hawks circled hungrily above the smaller birds. He noticed that the ox laboured heavily and the farmer worked very hard.
- Siddhartha:** Such a circle of misery. The farmer and his ox, the birds and the insects. They work all day trying to be happy and comfortable to have enough to eat, but they are constantly killing and hurting each other. *(He meditates.)*
- Narrator:** The Prince's heart was filled with compassion for all these suffering creatures. He hated to see them so unhappy. Under the tree he meditated deeply on what he had seen. He looked into the nature of suffering. His mind became more and more concentrated and calm. He experienced a quietness unlike anything he had known before.
- When the Prince had finished his compassionate meditation he opened his eyes. Standing before him was a man dressed like a beggar. His eyes were calm and bright and he had a look of great peace on his face.
- Siddhartha:** Please tell me, who are you?
- Wandering Man:** I am someone who has become frightened by the sufferings of the world. I have grown tired of the changing pleasures of this world and now wander about alone. I have given up my home and now live and sleep in caves, or in the forest. My only interest is in finding the highest and most perfect happiness.
- Narrator:** The man disappeared as if by magic. The Prince was astonished and overjoyed.
- Siddhartha:** *(Happily)* At last, I have found the true purpose of my life. I too shall give up my home and begin my search for true happiness and the end of all suffering.
- The Prince gets on his horse and rides back to the palace.*


The end.

(Adapted by Helen Ponder)

LIFE OF THE BUDDHA:

LB10. Revision of Lessons 5-9

| | | | |
|--------------------|---|---------------------|---------------------|
| <i>Lesson Plan</i> |  | <i>Years</i> 3-6 | <i>Lessons</i> 2 |
|--------------------|---|---------------------|---------------------|








- 1. Theme:** Life of the Buddha
- 2. Topic:** Revision of Siddhartha's life in the palaces and The Four Sights.
- 3. Aim:** To revise the lessons on the contest for Princess Yasodhara, The Pleasure Palaces they lived in and The Four Sights.
- 4. Preparation:**
 - Photocopy cut-outs of charade words and worksheet (see *LB10. Activity A. Revision: Charades*).
 - A basket/container for folded charade words.
- 5. Lesson:**
 -  Charade preparation: Divide the class into 2 groups and give each group a charade word eg. Prince Siddhartha, impermanence. Explain the purpose of the game – to guess the action, person or idea/concept which is being acted out.
 - One group plays at a time. Ask one student from the first group to start by choosing a word from the container.
 - The student reads the word and silently acts out the meaning. The rest of the group has to guess the meaning.
 - Make sure that some ground rules are set. Such as the following:
 - 1) The playing group has 1 minute to act out as many words as possible.
 - 2) There is a time keeper from the other group.
 - 3) The playing group can call out.
 - 4) The waiting group has to keep quiet.
 - Play the charade, making sure each group has equal time.
 - Ask the students to organize the charade answers into 3 groups and give a title to each group. Ask the students to explain how they organized their answers. Write the words on the board under the headings.
 - Complete the worksheet *LB10. Activity B. Revision: Prince Siddhartha's Life in The Pleasure Palaces and The Four Sights*.





LB10. Activity A. Revision: Charades

Charade Words Cut-Outs

| | | | |
|---|---------------|------------------------|---------------|
|  | Archery | Swordsmanship | Horsemanship |
|  | Winter Palace | Rainy Season Palace | Suffering |
|  | Strength | Old Man | Sick Man |
|  | Holy Man | Compassion | Concentration |
|  | Youth | Beauty | Health |
|  | Agony | Impermanence | Change |
|  | Summer Palace | Dead Man | |
| | | | |
| | | | |
| | | | |



LB10. *Activity B*. Revision: Prince Siddhartha's Life in The Pleasure Palaces and The Four Sights

List Words

| | | | | |
|---------------|---------------------|--------------|---------------|---------------|
| Winter Palace | Impermanence | Horsemanship | An old man | Summer Palace |
| Compassion | Archery | A sick man | Swordsmanship | Concentration |
| A holy man | Rainy Season Palace | Musicians | A dead man | Dancers |
| Food | Sufferings of life | | | |

1) The three events in the contest for Princess Yasodhara's hand in marriage were:

| | |
|------------------|--|
| Name of Contest: | What qualities helped Prince Siddhartha win? |
| 1. | |
| 2. | |
| 3. | |




2) What did King Suddhodana build for Prince Siddhartha and Princess Yasodhara to live in after their marriage?

The _____, the _____
and _____. King Suddhodana wanted to surround
them with (1) _____, (2) _____ and (3) _____
so that Prince Siddhartha would be contented with life.

3) On his trips outside the palaces, Prince Siddhartha saw four sights for the first time in his life.

They were (1) _____, (2) _____,
and (3) _____.
He saw _____ and that made
him think about _____.

LB11. The Decision to Renounce

| Lesson Plan |  | Years | Lessons |
|------------------------|--|-------|---------|
| | | 3-6 | 2 |
| 1. Theme: | Life of the Buddha | | |
| 2. Topic: | Prince Siddhartha's decision to search for the truth | | |
| 3. Values: | <ul style="list-style-type: none"> • Letting go of wanting • Delaying immediate wants for future benefit to self and others • Integrity – to do what you think is right. | | |
| 4. Aims: | <ul style="list-style-type: none"> • To understand what Prince Siddhartha had to give up in order to begin his search for truth. • To understand why Prince Siddhartha made that decision. | | |
| 5. Outcomes: | <ul style="list-style-type: none"> • To engage in the ethical struggle behind Prince Siddhartha's decision. • To recognize that important activities in their own lives often require sacrifices. | | |
| 6. Preparation: |  Recommended text: Landaw and Brooke <u>pp70–76</u> Make copies of worksheet <i>LB11. Activity. A Difficult Heart-Breaking Decision.</i> | | |
| 7. Lesson: | Ask the class if anyone plays a musical instrument? <ul style="list-style-type: none"> • Then ask the following questions: <i>What does it take to play beautifully?</i> <i>What do you have to give up in order to do something great?</i> <i>Think of other examples eg. athletes, swimmers, dancers.</i> • Ask the class: <i>If they know what a junior school councillor is?</i> <i>What are their duties? When do they perform these duties?</i> • <i>Why do we need such roles? What do they have to give up in order to carry out these duties?</i> • Discuss Prince Siddhartha's decision to renounce. <i>Why did he make that decision? What did he have to consider giving up? Was it a hard decision for him? Why did he make that decision?</i> <p>(Answer: He realized that his time with his family would eventually end in suffering and it would benefit everyone if he could find the answer to the end of suffering).</p> | | |
| |  Students work individually or in groups on the worksheet <i>LB11. Activity. A Difficult Heart-Breaking Decision.</i> | | |



LB11. *Activity*. A Difficult Heart-Breaking Decision

What was troubling Prince Siddhartha and what did he think he had to do?

.....

.....

.....

.....

.....



Why was it such a difficult decision? List what he had to give up if he were to decide to follow his search?

| | |
|---------|----------|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

Of all the above reasons to not go, what do you think would be the most difficult to let go of? Why?

.....

.....

.....

.....

.....

Why did he still choose to go on his search?

.....

.....




.....

.....

.....

LIFE OF THE BUDDHA:

LB12. The Strings of the Lute

| Lesson Plan |  | Years | Lessons |
|------------------------|---|-------|---------|
| | | 3-6 | 2-3 |
| 1. Theme: | Life of the Buddha | | |
| 2. Topic: | The Middle Way | | |
| 3. Values: | Moderation | | |
| 4. Aims: | <ul style="list-style-type: none"> To understand that going to extremes can create difficulties. To understand that moderation is often the best policy. | | |
| 5. Outcomes: | By using the example of tuning a guitar string to just the right tension to realize that the middle path is the best policy. | | |
| 6. Preparation: | This is a wonderful lesson for a musical Instructor who can play the guitar or lute. If not, you could arrange for a special visitor to come to the class for this lesson. | | |
| 7. Lesson: | <ul style="list-style-type: none"> Instructor brings in a guitar (with loose strings) to class and asks: <i>"Can anyone here play the guitar?" Or "Does anyone know how to tune a guitar?"</i> If there is a student, ask him/her to play a tune. (The student will have difficulty with the loose strings and will attempt to tighten it.) Instructor asks student what he/she is attempting to do and asks student why he/she is tightening the strings. Instructor says, <i>"Let me try it,"</i> and tightens the strings as much as possible.  Instructor returns the guitar to the student and asks him/her to play a tune. (Again the student will have problem with playing because the strings are too tight now.) Ask the student what is wrong and what has to be done about it. Allow student to loosen the string a little and play a tune. Thank student for the performance and say how beautifully it was played. Ask the class about the problem and what made the difference. Ask if anyone else plays a stringed instrument and if the same logic applies. Ask class if they can apply the same "just right" logic to other things in life? Elicit examples from the students. What does "just right" mean? Introduce and explain the term Middle Path or Middle Way. | | |
| 8. Lesson 2: |  The <i>Story of the Lute</i> , is a good follow-up to this lesson. You could use the following version, <i>LB12. The Right Tune</i> , or read the story from Buddhahet. Choose one or adapt any to make it suitable for your class. | | |

Note:

Some further notes on The Middle Way: The Story of the Lute

We use the example of the three strings of the lute to illustrate the Middle Path. The Buddha once had a disciple by the name of Sona who practised meditation so intensely that he could not progress in his meditation. He began to think of abandoning his life as a monk. The Buddha, who understood his problem, said to him, “Sona, before you became a monk you were a musician”. Sona said that was true. So the Buddha said, “As a musician which string of the lute produces a pleasant and harmonious sound. The over-tight string?” “No,” said Sona, “The over-tight string produces an unpleasant sound and is moreover likely to break at any moment.” “The string that is too loose?” Again, “No, the string that is too loose does not produce a tuneful sound. The string that produces a tuneful sound is the string that is not too tight and not too loose.” So here the life of luxury is too loose, without discipline. The life of mortification is too tight, too tense, too likely to cause the breakdown of the mind and body just as the over-tight string is likely to break at any moment.

(Taken from Buddhahet: Studies for Primary Students.)





LB12. The Right Tune

Many different types of people joined the Buddha's community of monks and nuns after he began teaching. Some were lazy and the Buddha encouraged them to put in more effort and do their best.

Some tried too hard. Like the monk Sona. He wanted to be the best monk, and the best meditator. He wanted to sit the straightest and sit for the longest amount of time.

In fact he tried so hard he made himself sick. He developed headaches and couldn't sleep properly and couldn't concentrate on his lessons or meditate.

The Buddha knew what the problem was. He also knew that Sona had been a musician, before he became a monk. So he lead Sona to see the problem for himself.

"Sona," he asked, "Does the very tight string on a lute produce the most beautiful sound?"

"Oh no. The too tight string makes an ugly sound and the string could break at any time," replied Sona.

"What about a very loose string?" asked the Buddha.

"No, that does not make a tuneful sound either. The strings must be not too tight or not too loose to make the beautiful music," replied Sona, with confidence.








The Buddha raised an eyebrow and looked at his student.

"Oh, I see...." said Sona.



LIFE OF THE BUDDHA:

LB13. The Easy Path, the Hard Path and the Middle Path

| Lesson Plan |     | Years 3-6 | Lessons 2-3 |
|------------------------|---|--------------|----------------|
| 1. Theme: | Life of the Buddha | | |
| 2. Topic: | The Middle Path | | |
| 3. Values: | The importance of moderation | | |
| 4. Aims: | <ul style="list-style-type: none"> To understand that extremes can create difficulties To understand that moderation is often the best policy | | |
| 5. Outcomes: | To understand why Prince Siddhartha took the Middle Path | | |
| 6. Preparation: |  Recommended text: Landaw and Brooke <i>pp70-91</i> . Copies of worksheet: <i>LB13. Activity A. What is good for me? How do I know?</i> <ul style="list-style-type: none"> Copies of matched pairs exercise: <i>JB13. Activity B. Journey to the Middle Path.</i> | | |
| 7. Lesson 1: | <ul style="list-style-type: none"> Ask the class about their experiences learning something new, eg. riding a bicycle, a new sport or a new craft. Ask how much time they spent on it? Ask how often they practised? How did they know if that was enough practice? What is too little? What will happen if they practice too little? What is too much? What happens when they try too hard? How much is enough? How do they know? From the recommended text, read from the pages cited above and show the illustrations. Eg. the skeletal image could be used to explain asceticism.  Students complete the worksheet <i>LB13. Activity A. What is good for me? How do I know?</i> | | |
| 8. Lesson 2: | <ul style="list-style-type: none"> Do a quick revision of the last lesson. (See ideas for revising in <i>Welcome section: Making Learning Fun.</i>) Discuss why Prince Siddhartha made the decision to give up asceticism.  Arrange students in pairs or small groups. Give out the worksheet <i>LB13. Activity B. Journey to the Middle Path</i> . Ask students to complete the sentences and write them in their books. <ul style="list-style-type: none"> Pairs/groups read out their answers. | | |



LB13. Activity A. What is good for me? How do I know?

Name

Date

Mark on the scale what you think is the best behaviour for you and explain why.

1. For my next spelling test, would it be best to:

| | | | | | | |
|------------|--|--|--|--|--|----------------|
| do nothing | | | | | | copy 100 times |
|------------|--|--|--|--|--|----------------|

Why?

2. For dinner tonight, it would be best to:

| | | | | | | |
|-------------|--|--|--|--|--|---------------------|
| eat nothing | | | | | | eat until I am sick |
|-------------|--|--|--|--|--|---------------------|

Why?

3. For my next swimming visit, it would be best for my swimming if I:

| | | | | | | |
|---------------------|--|--|--|--|--|--------------------------|
| did not swim at all | | | | | | swam until my legs cramp |
|---------------------|--|--|--|--|--|--------------------------|

Why?

4. To improve on my piano playing, it would be best to:

| | | | | | | |
|-----------------|--|--|--|--|--|---------------------|
| Not play at all | | | | | | play 24 hours a day |
|-----------------|--|--|--|--|--|---------------------|

Why?

5. When watching TV, it would be best if I:
















| | | | | | | |
|-------------|--|--|--|--|--|----------------------|
| don't watch | | | | | | watch 24 hours a day |
|-------------|--|--|--|--|--|----------------------|

Why?



LB13. Activity B. Journey to the Middle Path

1. Cut out the boxes below and find its dotted lined partner.
2. Arrange the events in the order that they happened.

| | |
|--|---|
|  Next Prince Siddhartha went to Nairangana River where he met the five ascetics |  as a significant act of renouncing his luxurious palace life. |
|  He then realized that both the path of luxury and path of deprivation did not work |  he meditated under the rose apple tree and that gave him a sense of calmness and he could see things clearly. |
|  He made a vow under the Bodhi Tree |  and learnt many things from Arada and Udraka. |
|  He then travelled to Magadha |  and he had to look for a middle path. |
|  Siddhartha also remembered that as a young child |  that he would not rise from this position until he reached his goal. |
|  Prince Siddhartha cut off his hair |  from Sujata and that gave him strength. |
|  For 6 long years, he practised hard |  who practised an extreme form of mastering pain. |
|  Prince Siddhartha accepted the offering of milk |  and almost starved himself to death. |







LB13. *Activity B. Journey to the Middle Path* **Answers**

(Refer to Landaw and Brooke)

| | |
|--|---|
| Prince Siddhartha cut off his hair | ✓ as a significant act of renouncing his luxurious palace life. |
| He then travelled to Magadha | ✓ and learnt many things from Arada and Udraka. |
| Next Prince Siddhartha went to Nairangana River where he met the five ascetics | ✓ who practised an extreme form of mastering pain. |
| For 6 long years, he practised hard | ✓ and almost starved himself to death. |
| He then realized that both the path of luxury and path of deprivation did not work | ✓ and he had to look for a middle path. |
| Siddhartha also remembered that as a young child | ✓ he meditated under the rose apple tree and that gave him a sense of calmness and he could see things clearly. |
| Prince Siddhartha accepted the offering of milk | ✓ from Sujata and that gave him strength. |
| He made a vow under the Bodhi Tree | ✓ that he would not rise from this position until he reached his goal. |

LIFE OF THE BUDDHA:

LB14. Going To Extremes

| Lesson Plan |  | Years 5-6 | Lessons 3-4 |
|-----------------|--|--------------|----------------|
| 1. Theme: | Life of the Buddha | | |
| 2. Topic: | Going to extremes | | |
| 3. Values: | <ul style="list-style-type: none">• Moderation• Taking personal responsibility | | |
| 4. Aims: | <ul style="list-style-type: none">• To examine extreme activities to see dangers and shortcomings• To appreciate the value of living according to the Middle Way | | |
| 5. Outcomes: | <ul style="list-style-type: none">• Students will identify behaviours that can put themselves and others' lives at risk.• Students will identify situations where seemingly good or harmless behaviours can create potential harm.• Students will develop appreciation for living a balanced life and that living with mindful awareness can help protect them from harm. | | |
| 6. Preparation: | <ul style="list-style-type: none">• Find pictures of extreme sports, yogis, etc. from magazines such as National Geographic, Wild etc. <div> Copies of play version of Jataka Tale: <i>LB14. The Drummer – A Modern Play</i>.</div> | | |
| 7. Lesson 1: | <p>Show the collected pictures and use examples as discussion starters. Discussion may lead in several directions. These can be pursued keeping in mind the aims and intended outcomes to guide the discussion.</p> <p><i>Possible themes for discussion are:</i></p> <ul style="list-style-type: none">• What is the difference between a hero and a fool?• What are the differences between trying hard to do your best and going too far? Eg. studying or sports training.• Does this Middle Way principle apply to other things too? Eg. eating grapes or chocolate, talking, playing computer games.• Does the Middle Way make for more fun or less fun? Why? <div> Students can write their own responses and discuss in groups and/or as a class.</div> | | |
| 8. Lesson 2: | <div> The students act out the modern play version of the Jataka story: <i>LB14. The Drummer – A Modern Play</i>.</div> <ul style="list-style-type: none">• Students practice acting out the play. Use props and presentation ideas as outlined in Section: <i>Making Learning Fun: Putting on a Play pXVII</i>. | | |



LB14. *Activity.* The Drummer – A Modern Play *Berivada – Jataka*

Characters: Narrator 1, Boy, Narrator 2, Father, Mother, Thugs (two or more), Narrator 3

Scene 1: At the family's home.

Narrator 1: There was once a man who was a drummer in a band. He had a son and the young man was also into the drums. He would listen to his dad practising with his band, and then the young man would go to his room and copy what he had heard.

(Father and band play on one part of the stage, the young man listens to them and then goes to play his drums on another part of the stage)

Narrator 1: Eventually he became quite good – much to the relief of his mother.

(Mother stands outside room and sighs)

Narrator 1: One day during the holidays, the boy's father suggested that the boy come and do a gig with the band.

(Centre stage the father speaks to the boy, they shake hands.)

Boy: Awesome! Trust me dad, I will back you all the way.

Narrator 1: So he practised long and hard in his room – much to the discomfort of his mother.

(Boy plays his drums, mother stands outside room and sighs.)

Scene 2: At the Gig.

Narrator 2: On the eve of a long weekend it was time for the gig. The men came onto the stage, rocking hard. The young man kept driving the back-beat.

(The band plays on centre stage.)

Narrator 2: The crowd loved them. It was the best night of the young man's life. He didn't want it to end.

(The band members put their instruments away and move off stage.)

The father hands the young man his money. The family members get into their car.)

Narrator 2: After the show had ended, he drummed all the way home in the car.

(Young man drums in the back while his mother and father sit in the front. The father is driving.)

Father: *(Tired)* Give it a rest son.

Boy: I'm being creative. Besides, I'm a musician now, you can't tell me what to do.

Narrator 2: At home he kept it up louder than ever.



Scene 3: At the Family's Home

(Family gets out of car and goes inside the house. Boy goes to his drum kit and plays. Mother and Father sit down.)

Boy: I'm hot! I'm cool! I'm lean! I'm mean! I'm si-i-i-ck!

Mother: *(Crying)* Oh! Settle down son, for goodness sake! It's late. People in the street will think that we are having a party.

Narrator 3: Then a carload of people drove past. They saw lights on and heard loud music coming from the house, and the front door was still open. People tumbled from the car and stormed into the house.

Thugs: *(Fighting amongst themselves- get into the car and drive to the house, screeching to a halt. They get out, and go into the house looking around for the party).*

Narrator 3: Seeing the boy drumming, and his parents getting ready for bed, they were very angry. One rough fellow grabbed the boy and held him against the wall.

Thug: *(Holding the boy against the wall.)* So you're the one making all the racket, where's the party?

Boy: *(Trying to be brave)* Oh there's no party. I played a gig tonight and I even got paid.

Thug: Did you now, you little shrimp. Then give us your money!

Narrator 3: Feeling in no position to argue, the hard earned dollars were handed over. The ruffians then left the house, but not before punching a hole in the wall on the way out. It all happened very quickly.

(Boy hands over money purse. Thug punches hole in the wall. They leave the house.)

The mother is shaking. The father puts his arm around his wife and shakes his head.)

Father: Don't go too far, excess shun.
Drumming lost what drumming won.

Narrator 3: The young man slunk off to bed.






(Boy, sad faced, shoulders slumped, goes to his room. Deep in thought he lies down on his bed).

Narrator 3: He didn't get much sleep that night. As he lay in bed he thought about his father's advice, and how he would be a much happier person if he took heed when to stop. He learned his lesson. But he didn't tell his parents.

The End

LIFE OF THE BUDDHA:

LB15. Sujata's Offering: Breaking from the Peer Group

| Lesson Plan |  | Years | Lessons |
|------------------------|---|-------|---------|
| | | 5-6 | 3 |
| 1. Theme: | Life of the Buddha | | |
| 2. Topic: | The Middle Path | | |
| 3. Values: | The importance of moderation. | | |
| 4. Aims: | <ul style="list-style-type: none"> To understand that extremes can create difficulties. To understand that moderation is often the best policy To understand that it is important to do what you think is right. | | |
| 5. Outcomes: | To be able to resist peer pressure. | | |
| 6. Preparation: | <ul style="list-style-type: none"> Recommended text: Landaw and Brooke <i>pp88-91: An Offering</i>. Copies of one scenario for each group. | | |
| 7. Lesson 1: |  From recommended text, read <i>An Offering</i>  Show illustrations and ask the class to retell the story. | | |
| 8. Lesson 2: | <ul style="list-style-type: none"> Ask students to share an incident where they wanted to do something and their friends wanted to do something else. Ask how they felt and what they ended up doing. How did they make that decision? Discuss what peer pressure is. Why it is important to keep the peace with friends? What is at stake? When will you say, "No" to your friends?  Divide class into small groups (eg 3-4).  Give one scenario to each group for discussion. Allow 5 minutes for group discussion. <ul style="list-style-type: none"> One student from each group reports back on the group's decision. | | |
| | Follow-Up: If students completed the worksheet for homework, recap the lesson by asking them to perform the scenarios and discuss the different responses. | | |



LB15. *Activity A.* Breaking from the Peer Group

Scenario 1:

Meg is preparing for a spelling test in school. Kate, who is the most popular girl in class, stops her outside the classroom to tell Meg to let her copy her spelling words.

In your group, help Meg think through the series of questions and help her decide what to do.

1. What will happen to me if I listen to Kate? Would it help me make more friends?
Will I be more popular if she lets me hang out with her? Do I want to be like her?
2. What risks will I take if I help Kate? Will I be happy with my action?
3. What is that the right thing to do?
4. How will my decision affect me?
5. What am I going to say to Kate?

| | |
|------|--|
| | |
| | |
| | |



LB15. Activity B. Breaking from the Peer Group

Scenario 2:

Jack is only 11 years old but he looks more like a 9 year old boy as he is really small. He is often pushed around by the bigger boys in school and at recess his friend Tom saw three big boys surround him and take his snack away from him. Tom went to him after the big boys ran away. Jack was crying and very upset. Tom was very sorry for him.

In your group, help Tom think through what he saw and help him decide what to do.



1. How do you think Jack would feel towards his schoolmates and towards going to school?
2. What can Jack do to stop the bullying?
3. What can Tom do to help Jack?
4. Should Tom tell a teacher what he saw? What will his schoolmates think of him if he does?
5. What are the consequences if he doesn't?
6. Decide what action Tom should take.



LIFE OF THE BUDDHA:

LB16. The Great Battle

| | | | |
|--------------------|---|---------------------|--------------------|
| <i>Lesson Plan</i> |  | <i>Years</i> 3-6 | <i>Lesson</i> 1 |
|--------------------|---|---------------------|--------------------|

- 1. Theme:** Life of the Buddha
- 2. Topic:** The Great Battle
- 3. Values:** Integrity, perseverance, right effort
- 4. Aims:**
 - To understand that all great achievements require effort, perseverance and holding on to what you believe is right.
 - Students will understand that not all goals meet with immediate success, but it is worthwhile to persevere.
- 5. Outcomes:** Students will each identify a personal goal and list the steps needed to achieve it.
- 6. Preparation:**  Recommended text: Landaw and Brooke *pp92-97*.
- 7. Lesson:**
 - With the students, consider some of the goals students might have eg. selection in the basketball team, passing a maths test.
 - Read chapter *The Great Battle* from the recommended text.
- 8. Activity:**  In their books or on a prepared sheet, students write:

My goal is

 - Steps I need to take to reach my goal are:*
 1.
 2.
 3.

Prince Siddhartha had to be very strong to resist all the attacks from Mara. We all get criticized or attacked for doing what we think is right at some point.

Complete these sentences:

When I am criticized or put down for doing what is right I will say to myself





The story tells us that it took the Buddha many, many lifetimes to achieve his goal of Enlightenment. He tried many different ways, many times.

If I do not reach my goal this time I will say to myself

Share answers with the class.





LIFE OF THE BUDDHA:

LB17. Awakened!

| Lesson Plan | Years 3-6 | Lesson 1 |
|---|---|-------------|
|  | | |
| 1. Theme: | Life of the Buddha | |
| 2. Topic: | Awakened! | |
| 3. Values: | Wisdom, compassion and making an effort to do your best | |
| 4. Aims: | For students to appreciate the highest human potential. | |
| 5. Outcomes: | <ul style="list-style-type: none"> • Students will imagine what the fully awakened (enlightened) mind could be like. • Students will identify world leaders and historical figures who have led great lives. • Students will identify qualities in those persons that have made them great. | |
| 6. Preparation: | <ul style="list-style-type: none"> • Sheets of drawing paper, glitter, paints etc. for mandala drawing. <i>Note: A mandala is a drawing made inside the shape of a circle. The shape is unifying. Mandalas create a unified context for symbols, ideas and imaginings to be explored.</i> • Pictures of Gandhi, the Dalai Lama, Jesus Christ, Nelson Mandela or other great world figures. | |
| 7. Activity: |  Meditation: Start the lesson with a suitable meditation from the Meditation section of this book. <ul style="list-style-type: none"> • At the end of the meditation, ask students if they would like to share their experiences in meditation. If not, that is appropriate also. Drawing can show the state of the mind sometimes more accurately than words.  Students draw a mandala that depicts for them a clear, open, fully awakened mind. (For mandala template see LB3 p2.12) <ul style="list-style-type: none"> • Present pictures of great world figures and/or ask students to name anyone who has lived a truly great life. What did that person do that was great? What qualities did that person have? Eg. brave, peaceful, helped others.  If there is space in the classroom, this activity could be put up on the wall as a “Great Lives” collage. This must be removed at the end of the bRI session. | |

LIFE OF THE BUDDHA:

LB18. Under the Bodhi Tree and Enlightenment




| Lesson Plan |  | Years 3-6 | Lessons 3-4 |
|------------------------|---|--------------|----------------|
| 1. Theme: | Life of the Buddha | | |
| 2. Topic: | The Enlightenment | | |
| 3. Values: | Concentration, moderation and a clear mind | | |
| 4. Aims: | <ul style="list-style-type: none"> To understand that the mind is a powerful tool To understand that concentration clarifies the mind | | |
| 5. Outcomes: | To follow the process of Prince Siddhartha's enlightenment and to draw a diagram to represent it | | |
| 6. Preparation: | <ul style="list-style-type: none"> Blank sheets of drawing paper  Recommended text: Landaw and Brooke <i>pp79-91</i> and <i>pp99-101</i>. | | |
| 7. Lesson: | <p>Ask the class about their meditation experiences. Do they think meditation has affected their minds? How does a clear and concentrated mind change one's behaviour?</p> <ul style="list-style-type: none"> From the recommended text, read the different stages of Prince Siddhartha's struggle for enlightenment. Discuss the process of Prince Siddhartha's enlightenment and his becoming a Buddha. Write the stages on the board.  Ask the class how they could represent that process in a drawing eg. Draw a pyramid divided into sections (see Note below) or draw an upside down ice-cream cone divided into sections. Students draw their own diagrammatic representation.  Encourage them to draw slowly and thoughtfully. Collect and display. | | |

Note:

In the base or first level, draw the luxurious life in the palaces (easy path), in the second level draw the yoga life, in the third level draw the ascetics (hard path), in the fourth level the milk offering (middle path), in the fifth level the battle with Mara, in the sixth level draw the Buddha with the Bumispara mudra (fingers touching the earth) and end with Enlightenment at the pinnacle.

LIFE OF THE BUDDHA:

LB19. The First Teaching

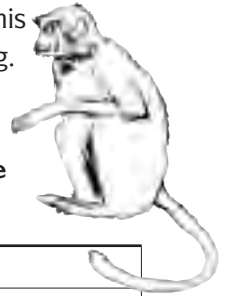
| Lesson Plan |  | Years 3-6 Lessons 2-3 |
|------------------------|---|--------------------------------|
| 1. Theme: | Life of the Buddha | |
| 2. Topic: | The First Teaching | |
| 3. Values: | Clarity, loving kindness and compassion | |
| 4. Aims: | <ul style="list-style-type: none"> To understand the reasons why the Buddha decided to teach To understand the importance of the First Teaching | |
| 5. Outcomes: | Students will understand the Four Noble Truths as the foundation of Buddhism and how they came about | |
| 6. Preparation: |  Recommended text: Landaw and Brooke <u>pp104–111</u> . <ul style="list-style-type: none"> Copies of worksheet <i>LB19. Activity. The First Teaching</i> and information sheet <i>LB19. Notes on Sarnath and the Deer Park</i> | |
| 7. Lesson: | <ul style="list-style-type: none"> From the recommended text, read chapters <i>Whom to Teach?</i> and <i>The First Teaching</i>. Check for understanding: (Chapter: <i>Whom to Teach?</i>) <ul style="list-style-type: none"> Why did the Buddha not want to teach at the beginning? What changed his mind? And what was the Buddha's reason for leaving the comforts of the princely life? Why did he think of his first two teachers, Arada and Udraka? Then who did he remember? Where did he decide to go to meet the five holy men? Picture questions: <ul style="list-style-type: none"> Show the illustration <u>p110</u>. What is the Buddha doing with his hands? What is the name of the mudra he is forming? (<i>Introduction to Buddhism: IB4 p1.19</i>) Why do you think he is making this mudra? Ask the children if they remember the Four Noble Truths. (<i>Introduction to Buddhism: IB6 p1.25 and IB7 p1.29</i>) Look at the illustration in the information sheet. How many figures can you see beside the Buddha? Who are they? How are they dressed? What else is in the picture? Why? Where else do you see these animals? | |
| |  The Four Noble Truths: You may choose the following activity or use the lessons in <i>Introduction to Buddhism IB6 p1.25 and IB7 p1.29</i> to revise this section. <ul style="list-style-type: none"> See worksheet <i>LB19. Activity. The First Teaching</i>. | |



LB19. Activity. The First Teaching

When we get sick, we go to a doctor. A good doctor first finds out what illness we have. Next she decides what has caused it. Then she decides what the cure is. Finally, she gives the medicine that will make us well again.

In the same way, the Buddha showed that there is suffering in the world. He explained the cause of this suffering. He taught that this suffering could be ended. Finally, he showed the way leading to the end of suffering.



Look at the table. The monkey has jumbled the meanings. Can you match the correct meanings to see the connection between a doctor and the Buddha?

| A Doctor tells us | Buddha tells us the truth about |
|-----------------------|---------------------------------|
| What is wrong with us | |
| | The cause of suffering |
| That there is a cure | |
| | The way to the end of suffering |

Match these words with the correct pair:

- The presence of suffering (*hint: the Buddha says*)
- The end of suffering (*hint: the Buddha says*)
- What we have to do to get well (*hint: a Doctor tells us*)
- What is the cause of our illness (*hint: a Doctor tells us*)

Write the 4 sentences in the correct order:

1.
2.
3.
4.

Answer:

| | |
|----------------------------------|---------------------------------|
| A Doctor tells us | Buddha tells us the truth about |
| What is wrong with us | The presence of suffering |
| What is the cause of our illness | The cause of suffering |
| That there is a cure | The end of suffering |
| What we have to do to get well | The way to the end of suffering |

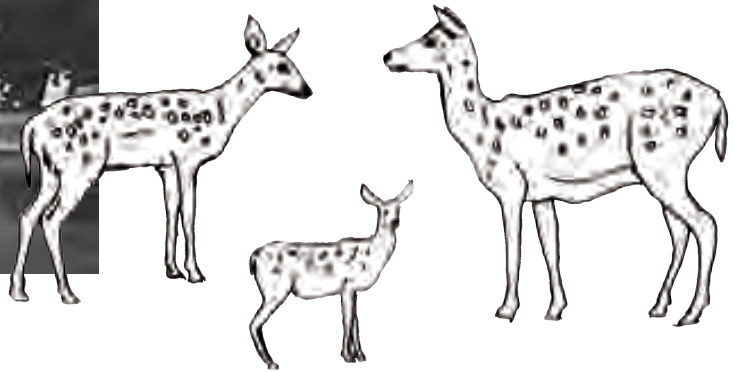
LB19. Notes on Sarnath and the Deer Park

After attaining enlightenment at Bodh Gaya the Buddha went to Sarnath; and it was here that he preached his first discourse in the deer park to set in motion the 'Wheel of the Dharma'. It is one of the most holy sites as in this place the stream of the Buddha's teaching first flowed.

The Dhamekha stupa is considered to be the sacred place where the voice of Buddhism was first heard. Many dignitaries of Buddhist countries visit this place for circumambulation of this sacred stupa and to worship the Buddha. The first discourse of the Buddha was on The Four Noble Truths. The wheel symbolises samsara (world), the eternal round of existence which goes on and on, life after life because of ceaseless cravings and desire. The Buddha taught that Nirvana was possible by living the path that overcomes cravings and desire.







The Dhamekha Stupa, Sarnath



Source: Bas-relief Sarnath Museum, India.

LIFE OF THE BUDDHA:

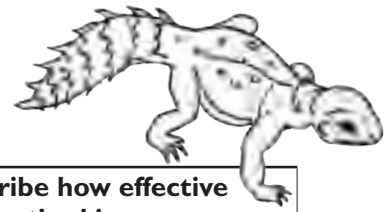
LB20. A Rude Man

| Lesson Plan |  | Years 3-6 | Lessons 2-3 |
|-----------------|---|--------------|----------------|
| 1. Theme: | Life of the Buddha | | |
| 2. Topic: | Anger management | | |
| 3. Values: | Taking responsibility and loving kindness | | |
| 4. Aims: | <ul style="list-style-type: none">• To take responsibility for our anger• To understand that loving kindness is the antidote for anger | | |
| 5. Preparation: |  Recommended text: Landaw and Brooke <u>pp115-116</u> . <ul style="list-style-type: none">• Copies of worksheet <i>LB20. Activity. Effectiveness Test</i>. | | |
| 6. Lesson 1: | <ul style="list-style-type: none">• From the recommended text, read the story <i>A Rude Man</i>.• Write some of the important quotations on the board.• In small groups, choose a quotation and explain its meaning. | | |
| 7. Lesson 2: |  Meditation: Lead students in the meditation for Managing Strong Emotions. (See <i>ME17 p6.32</i>) <ul style="list-style-type: none">• Ask the children when they last felt angry or irritated.• Discuss what you can do to calm yourself down when you become angry or irritated.  Ask the children to try these methods the next time they experience angry feelings and test how effective they are. | | |
| 8. Lesson 3: | <ul style="list-style-type: none">• Class discussion of tests carried out and the effectiveness for each student. <p>Suitable follow-on lesson: <i>LB12. The Strings of the Lute p2.35.</i></p> | | |





LB20. *Activity.* Effectiveness Test






| Describe why you got angry | Methods to calm down | Describe how effective the method is |
|----------------------------|----------------------|--------------------------------------|
| | | |
| | | |
| | | |
| | | |



LIFE OF THE BUDDHA:

LB21. Words of Praise

| Lesson Plan |  | Years 4-6 | Lessons 3-4 |
|------------------------|--|--------------|----------------|
| 1. Theme: | Life of the Buddha | | |
| 2. Topic: | Teachings of the Buddha | | |
| 3. Values: | To think for yourself and to show respect | | |
| 4. Aims: | <ul style="list-style-type: none"> • To understand that actions speak louder than words • To test and think carefully before accepting any teachings • To respect other great teachers in the world | | |
| 5. Outcomes: | <ul style="list-style-type: none"> • To write some examples of where actions have spoken louder than words • To think of ways to test for the truth of a statement • To research some great teachers of the world | | |
| 6. Preparation: |  Recommended text: Landaw and Brooke <u>pp117-118</u> . <ul style="list-style-type: none"> • Photocopy worksheets. | | |
| 7. Lesson 1: | <ul style="list-style-type: none"> • From the recommended text read: <i>Words of Praise</i>. • Ask the students about times when they have been praised. • Write the examples on the board. • Discuss why people like to receive praise (to feel good about themselves) and why people give praise (to make the person like them, to give the person feedback about what they have done etc.) • Discuss when it is good to receive praise (when intentions are genuine, when it is to help that person) and when it is not so good? (When it is not true or you are only trying to flatter someone). • Discuss what would be better than to praise someone. (eg. treat that person well) • Write "Actions speak louder than words" on the board. Discuss what it means. | | |
| |  Do worksheet <i>LB21. Activity A. Actions Speak Louder Than Words</i> . | | |

LB21. Words of Praise

8. Lesson 2:

- Do a quick revision of the previous lesson, eg. jumbled sentence.
Write the sentence: **“Praises are warm for the heart if they come with the right intention but actions speak louder than words”**
jumbled up on the board before the students come into class.



Ask the class to work together to put the sentence in order.
OR

To make it easier, jumble chunks of the sentence, eg.

“if they come with/ louder than words/ for the heart/ but actions are/ praises are warm/ the right intention”.

- Discuss what it means to test before accepting a teaching.
Ask for an example that the class has done before.
(eg. Change and Impermanence: *CI4. Life Story of a Flower p5.6*)
- Discuss how they can test if a statement is true or false.
What methods of investigation can they use?
- Do worksheet *LB21. Activity B. What Test Can We Do?*





LB21. *Activity A.* Actions Speak Louder Than Words

Name

Date

Copy the quotation on the board into the speech bubble below.



Write some examples where actions speak louder than words.

.....

.....

.....

.....

.....



LB21. Activity B. What Test Can We Do?

1. In small groups think about how you can **test whether the statements are true**.
2. Write your answer in the space provided



1 The temperature yesterday was 24 degrees.

.....

.....

2 We can fit 12 socks into a pair of shoes.

.....

.....

3 More than half of the students in the class love ice cream.

.....

.....

4 In 2006 there were more migrants to Australia from
China than anywhere else in the world.

.....

.....

5 People live longer now than they did 10 years ago.

.....

.....

6 When people lie, they blink.

.....

.....

7 The most a 10-12 year old child can carry is 8 school bags.

.....




.....

8 Everything changes.

.....

.....




LB22. The Power of Love

| Lesson Plan |  | Years 4-6 | Lessons 1 |
|-----------------|---|--------------|--------------|
| 1. Theme: | Life of the Buddha | | |
| 2. Topic: | Loving Kindness. (Teachings of the Buddha) | | |
| 3. Values: | <ul style="list-style-type: none"> • Loving Kindness • Fearlessness | | |
| 4. Aims: | <ul style="list-style-type: none"> • To understand that hate only creates more hatred • To understand that love is the antidote to hate • To practice loving kindness towards others | | |
| 5. Preparation: |  Recommended text: Landaw and Brooke <i>pp121-126</i> . | | |
| 6. Lesson: |  Lead the children in a suitable loving kindness meditation. (See Meditation section <i>ME10 pp6.20-6.29</i>) <ul style="list-style-type: none"> • From the recommended text, read <i>The Power of Love</i>. • Discuss how the Buddha stopped the drunken elephant. • Demonstrate the <i>abhaya mudra</i> (see Introduction to Buddhism 4) and ask the children to try it also. Explain how the Buddha may have used this sign, along with his powerful loving kindness, to calm the wild elephant. • Ask: <i>When do they think it could be effective? Would it have the same effectiveness if the fearlessness does not come out of love?</i> | | |



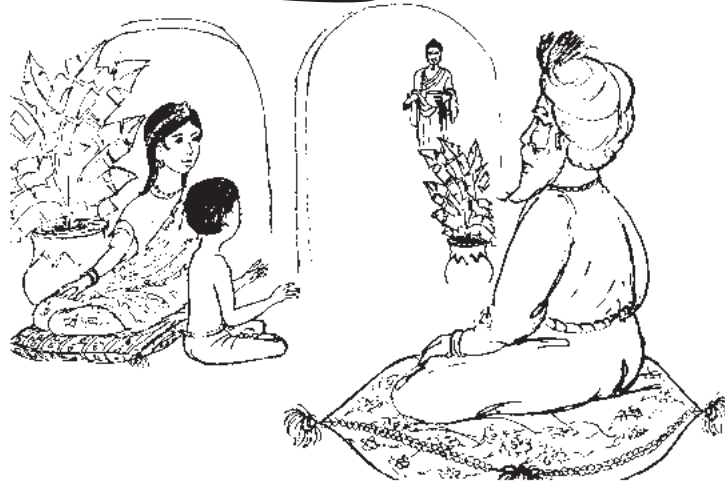
LIFE OF THE BUDDHA:

LB23. The Buddha Returns to His Family

| Lesson Plan |  | Years 4-6 | Lessons 2 |
|-----------------|--|--|--------------|
| 1. Theme: | Life of the Buddha | | |
| 2. Topic: | The Buddha returns to his family | | |
| 3. Values: | Respect, responsibility and compassion | | |
| 4. Aims: | <ul style="list-style-type: none">• To better understand the relationship between motivations, actions and their results• To appreciate the importance of family and repaying their kindness• To show how the Buddha's father was able to forgive his son | | |
| 5. Outcomes: | <ul style="list-style-type: none">• To understand why Prince Siddhartha left his home and family, and why, after achieving what he set out to do, he returned to them.• To empathise with each persons point of view. | | |
| 6. Preparation: |  | Recommended text: Landaw and Brooke <u>pp127-131</u> . | |
| | | <ul style="list-style-type: none">• Photocopy worksheet. | |
| 7. Lesson: | <ul style="list-style-type: none">• Read the chapter <i>The Return</i> in recommended text.• Lead the students in a discussion on the following aspects of the topic of the Buddha returning to his family after his Enlightenment.• <i>Although the Buddha was completely Awakened and liberated, why did he return to his family? (eg. thanking them for their love and care, had not forgotten them, had learned things that would help them, came to share what he had learned)</i>• <i>Do we know of situations when parents have been angry or disappointed with a son or daughter? Why might it be important to return to the parents even if it is a difficult situation?</i> | | |
| |  | Choose one of the family members and draw them with a speech bubble with what they might have said when they first saw Prince Siddhartha return as a monk. | |
| | | <ul style="list-style-type: none">• Draw them with a speech bubble with what they might have said after he explained what he had realized and learnt through becoming Enlightened. | |



LB23. Activity. The Buddha Returns to His Family









Before



After

LB24. The Tale of the Tree Spirit

| Lesson Plan | | Years | Lessons |
|---|--|-------|---------|
|     | | 4-6 | 3-4 |
| 1. Theme: | Life of the Buddha | | |
| 2. Topic: | Teachings of the Buddha | | |
| 3. Values: | Acceptance, loving kindness and empathy | | |
| 4. Aims: | <ul style="list-style-type: none">To understand that the Tree Spirit accepted that he was going to be cut down and, out of empathy and loving kindness, was willing to endure pain to save other trees and creatures of the forest.To understand why the King decided not to cut the tree down. | | |
| 5. Outcome: | To write an award speech for Loving Kindness. | | |
| 6. Preparation: |  Recommended text: Landaw and Brooke <u>pp132-135</u> . <ul style="list-style-type: none">Tell students a story of braveryBranches or leaves from a green tree or other suitable props for the Tree Spirit. | | |
| 7. Lesson: | <ul style="list-style-type: none">Ask the students if they know someone who has acted bravely. Discuss the brave action of the child or adult.<i>What were the consequences of his/her action? How did it affect other people? Why do we celebrate bravery?</i>From the recommended text, read <i>The Tale of the Tree Spirit</i>.Discuss the plea of the Tree Spirit. <i>Why did the Tree Spirit do that?</i>Discuss the new plea after the Tree Spirit accepted that it was to be cut down. <i>What were the reasons for doing that? Was the King surprised by the new request? Why? What was the King's decision? Why did he change his mind?</i>Discuss the value the Tree Spirit was demonstrating. <i>Was that a courageous thing to do?</i>Ask the class to think of someone who deserves to be nominated to win an award for loving kindness or if they like, they can nominate a Tree Spirit. | | |
| |  In pairs or small groups, the class writes an award presentation speech. | | |
| | <ul style="list-style-type: none">After writing the speech, ask each group to read their speech and present the award. If the group chose the Tree Spirit, they can use props to depict the Tree Spirit. | | |



LB24. Activity. The Tale of the Tree Spirit



Siddhartha Award for Loving Kindness

This award is presented to

.....

for showing Loving Kindness to

.....

.....

.....

.....

Siddhartha Gautama

.....

| | |
|------------------------|-------------|
| <i>Issuing Officer</i> | <i>Date</i> |
| | |

Now write a speech to accompany this award presentation ceremony. The speech must include:

- the name of the recipient
- the special action of the recipient
- the reasons for this being an admirable action

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LIFE OF THE BUDDHA:

LB25. The Final Days: Be A Lamp Unto Yourself

| | | | |
|--------------------|---|---------------------|-----------------------|
| <i>Lesson Plan</i> |  | <i>Years</i> 4-6 | <i>Lessons</i> 3-4 |
|--------------------|---|---------------------|-----------------------|

- 1. Theme:** Life of the Buddha
- 2. Topic:** Teachings of the Buddha
- 3. Values:**
 - Impermanence – everything changes – we all will die.
 - The teachings live on
- 4. Aims:**
 - To understand that everything is impermanent.
 - To understand the relevance of the teachings in today's world.

Note:

Background Information:

The traditional story tells that the Buddha's final words were "Be a lamp unto yourself", though this is not recorded in all texts. The intention behind these words was that by following the teachings he had given (the Dhamma/Dharma), it was possible to become our own Buddhas/teachers and to live a happy and moral life: that was all that was needed. It is still relevant today. These lessons could be used in combination with Wesak celebrations. (See Special Days *SD1. Wesak 1 p7.1*)

5. Preparation:



Recommended text: Landaw and Brooke *pp137-143*.
Map from Introduction to Buddhism: *IB5. Where are Buddhists Found? p1.22*

- If using Lesson 2, you will need materials for lantern-making.
- For Lesson 3 – drawing paper, coloured pens/pencils.



6. Lesson 1:



Lead a meditation on *Change*. (See *ME18. Reflection on Change p6.34*)

Think about the life of a pet from birth to old age and finally passing away. Be aware that children may have had a pet that has recently died.

Read: From recommended text: *The Final Days* and *The Teachings Still Live pp137–143*.

Discuss: How the Buddha is survived by his teachings. Return to the map of the spread of Buddhism in Introduction to Buddhism: *IB5. Where are Buddhists Found? p1.22*

Use the map to talk about the different schools of Buddhism and their spread around the world, including Australia and other Western countries, of how Buddhism has survived for so many years and our program is a result of the Buddha's teachings.

Ask the class to list the fundamental values of Buddhism. This is a good revision to see if they can name the Four Noble Truths or the Paramitas, and if they understand the concepts of impermanence, change and cause and effect.

7. Lesson 2:

Write the quotation, “*Be A Lamp Unto Yourself*” on the board. What did the Buddha mean when he said that before his death? How can it be applied to our lives today?



Make a Wesak lantern. (See instructions: *Special Days: SD3. Wesak Festival (3): Making a Wesak Lantern p7.9*)

You could also ask the students to write about what they think the quotation *Be A Lamp Unto Yourself* means or draw the words as a border around the top and bottom of the lantern.

OR

8. Lesson 3:

Discuss the main events in the life of the Buddha.

List them chronologically on the board as they are suggested by the students.

Draw the journey of the Buddha's life.



They can draw a windy cobble path with lamp posts along the way to shine light on the path. At each lamp post write a main event in the Buddha's life that contributed to his life journey.

9. Lesson 4:



Make the drawing of the path into a jigsaw puzzle. The drawings can be laminated and the students can cut them into jigsaw pieces. They can then exchange their puzzle pieces to reform the drawings.