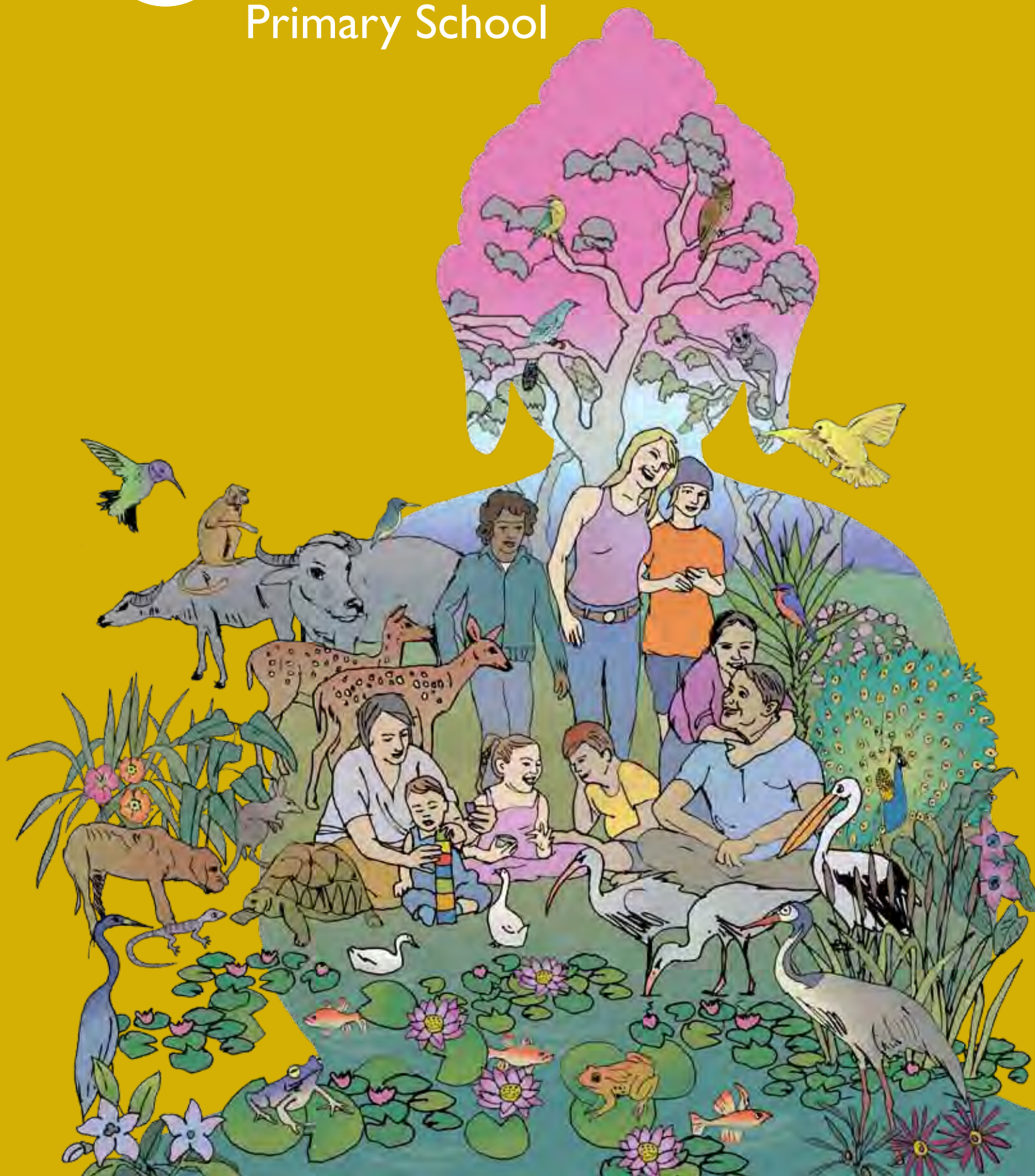




DISCOVERING BUDDHA

Lessons for
Primary School





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Lessons for
Primary School



Acknowledgements

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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.

Craft Activities



DISCOVERING
BUDDHA

Lessons for
Primary School

Key to Icons



Text



Activity



Creative Work






Meditation



CRAFT ACTIVITIES:

CA1. Making a Mandala

Lesson Plan	Years 4-6	Lessons 2-3
		
1. Theme:	Mandalas in Buddhism	
2. Topic:	Making a mandala	
3. Values:	Patience, concentration and reflection	
4. Aims:	<ul style="list-style-type: none"> • To provide a task to cultivate patience • To provide a variety of teaching approaches to meet the needs of all students in the class • To encourage students to develop their concentration • To use this activity to teach the relationships between the Triple Gem, the Four Noble Truths, the Five Precepts and the Noble Eightfold Path. 	
5. Outcomes:	Students will create a drawing of a complete mandala	
6. Preparation:	A complete, coloured mandala – either one produced by the Instructor or a commercial illustration. Colouring pencils for class use.	
7. Lesson:	 Show the class an example of a completed mandala.  Explain the meaning and symbolism of a mandala and how it is used to aid concentration and for meditation. Remind the class of the sand mandalas which they may have seen the Gyuto Monks working on.	

Note

Symbolism of the traditional Buddhist mandala:

- the central dharma wheel has 3 rings (1 at the rim and 2 on the hub) which represent the Triple Gem (Buddha, Dhamma and Sangha).
- 4 segments inside the border represent the Four Noble Truths.
- 5 segments on the rim of the wheel represent the Five Precepts.
- 8 segments in the outer frame and 8 spokes on the wheel represent the Noble Eightfold Path.

- Explore with the class the relationships of the above Buddhist concepts and encourage any questions about mandalas.
- Point out how the design has to be symmetrical and beautiful to reflect the beauty of the concepts they represent.
- Explain how making a mandala develops the mind.
- Students draw their own mandala.



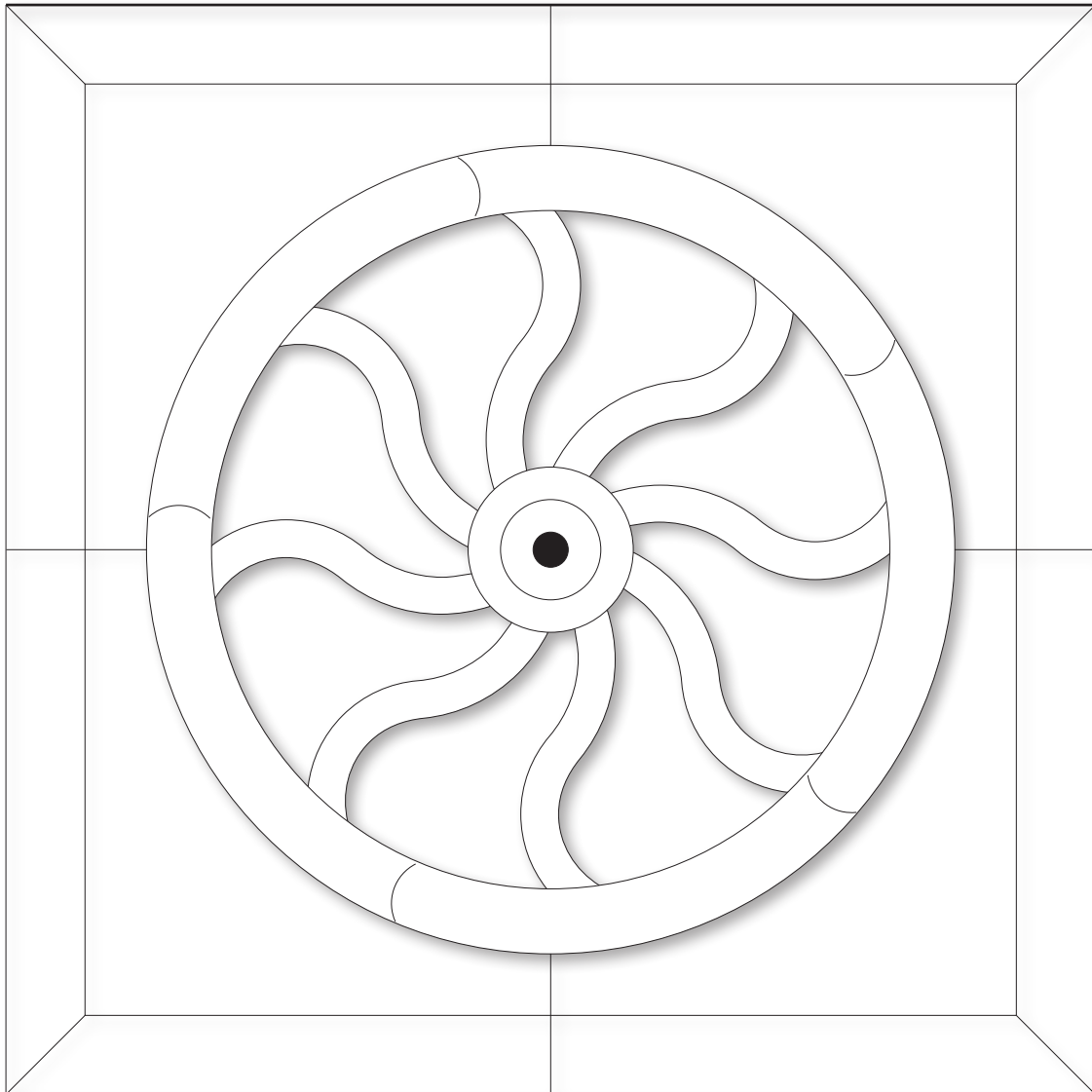
CA1. A Mandala

Name

Date








Find, label and colour in the part of the illustration that represents:

- 3 Triple Gems
- 4 Noble Truths
- 5 Precepts
- 8 Fold Noble Path





CRAFT ACTIVITIES:

CA2. Making a Book Mark

Lesson Plan	   	Years 3-6	Lessons 2-3
1. Theme:	Gratitude and generosity		
2. Topic:	Making a book mark		
3. Values:	Appreciation, concentration and reflection		
4. Aims:	<ul style="list-style-type: none"> • To provide a task to cultivate concentration • To recollect someone who has been kind to you • To reflect on a kind deed done by someone for you • To appreciate what others have done for you 		
5. Outcomes:	The students will make a bookmark to give to someone who has helped them.		
6. Preparation:	<ul style="list-style-type: none"> • Prepare a book mark from the worksheet as a model for the students. • Provide sequins, stickers, sparkles and craft glue. 		
7. Lesson:	<ul style="list-style-type: none"> • Start this lesson with a meditation such as a guided relaxation exercise similar to <i>ME3 p6.7</i>. • Follow with your own meditation on gratitude and happiness. <div>  <p>Talk about a happy experience with the person next to you.</p> </div> <div>  <p>Ask the students if they would like to share an experience of someone being kind or helpful to them.</p> </div> <ul style="list-style-type: none"> • Say: “Because that person has helped you and been thoughtful, we are now going to make a book mark for that person”. • Show the class your example of a completed book mark. • Explain that there should be a colourful version of that person’s name on one side of the book mark. Some children may need help with spelling their chosen person’s name. • On the reverse side, the students could choose to write a Buddhist quotation or use the quotation you provided. 		
8. Lesson 2:	<div>  <p>With the guided meditation or other lesson activities, this activity could be spread over several weeks.</p> </div> <ul style="list-style-type: none"> • Allow time in the following lessons for the children to complete their bookmark. • When they are all completed, collect and laminate them. • Students write a thank you note. • Ask students to present it to their chosen person. 		



CA2. Gratitude Bookmark

 who receives kindness never forgets it;
But  who performs it never remembers it.

Dear








I would like to thank you for doing
something kind for me the other day.

As a gesture of my appreciation, I have made
a book mark for you. I hope you like it.

With best wishes,

CRAFT ACTIVITIES:

CA3. Making a Name Tag

Lesson Plan	   	Years 3-6	Lessons 2
1. Theme:	Craft lesson		
2. Topic:	Making a name tag		
3. Values:	Appreciation, concentration and reflection		
4. Aims:	<ul style="list-style-type: none"> To provide a task to cultivate concentration To make a gift for a classmate To appreciate what others have done for you 		
5. Outcomes:	The students will make a name-tag to give to someone who has helped them.		
6. Preparation:	<ul style="list-style-type: none"> In advance, the Instructor will prepare a name-tag from the worksheet as a model for the students. Provide sequins, stickers, sparkles and craft glue. 		
7. Lesson 1:	 Instructor leads the class in a guided relaxation exercise like <i>ME3 p6.7</i> , followed by <i>ME19. Meditation for a Friend p6.36</i> .		
	 Arrange the students in friendship groups of 2, 3 or 4.		
	Make sure everyone has a group.		
	<ul style="list-style-type: none"> Ask the students to share their thoughts of their friend while they were meditating. Talk about your friendship and how good your friend makes you feel. Thank your friend. 		
8. Lesson 2:	 With the guided meditation or other lesson activities, this activity could be spread over several weeks.		
	Allow time in the following lessons for the children to complete their name-tags.		
	<ul style="list-style-type: none"> Show an example of a completed name tag. Provide sequins, stickers, sparkles and craft glue for decoration. Explain that you would like a colourful version of the chosen person's name on one side of the name-tag. On the reverse side, the students could choose to write a Buddhist quotation or use the quotation you provided. Collect completed work and laminate. Ask students to present it to their friend. 		






CA3. Meditation for a Friend Nametag

  <p>May you be happy, May you be peaceful, May you be free from harm.</p>	<hr/>
  <p>May you be happy, May you be peaceful, May you be free from harm.</p>	<hr/>
  <p>May you be happy, May you be peaceful, May you be free from harm.</p>	<hr/>
  <p>May you be happy, May you be peaceful, May you be free from harm.</p>	<hr/>
  <p>May you be happy, May you be peaceful, May you be free from harm.</p>	<hr/>
  <p>May you be happy, May you be peaceful, May you be free from harm.</p>	<hr/>
  <p>May you be happy, May you be peaceful, May you be free from harm.</p>	<hr/>
  <p>May you be happy, May you be peaceful, May you be free from harm.</p>	<hr/>
  <p>May you be happy, May you be peaceful, May you be free from harm.</p>	<hr/>

CRAFT ACTIVITY:

CA4. Making a Buddha Bird



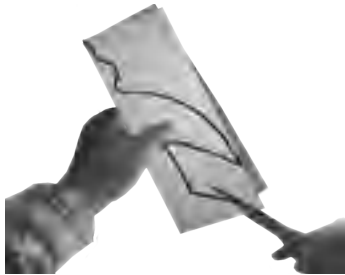
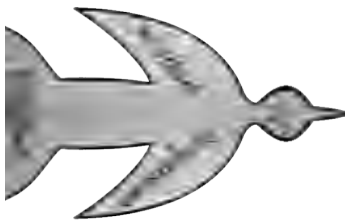
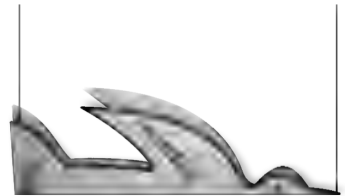
Lesson Plan		Years 3-6	Lessons 2
1. Theme:	Symbols in Buddhism		
2. Topic:	The Buddha Bird symbolises wisdom and compassion		
3. Values:	Wisdom and compassion		
4. Aims:	For students to realize that all the teachings of the Buddha can be put under two headings – wisdom and compassion		
5. Preparation:	<ul style="list-style-type: none"> • Sheets of suitable white paper for making the bird • Scissors, pens etc. • Fine fishing line • An already-made up model of the Buddha Bird • Pictures of birds and other peace symbols 		
6. Lesson 1:	<p>Discussion:</p> <ul style="list-style-type: none"> • On the board write: W _ _ _ _ _ and C _ _ _ _ _ and ask students if they can fill in the spaces. • Explain the meaning of wisdom as understanding our world and compassion as kindness for oneself and others. These are the two wings of the Buddha's teaching and practising both allows the bird of Enlightenment to fly. • Draw an outline of the Buddha Bird on the board or show the class a ready-made model. • Ask students: <i>What symbols of freedom, peace and happiness do they know?</i> <p> Explain the instructions of how to make the bird as follows (See CA4. Activity. Making a Buddha Bird):</p> <ul style="list-style-type: none"> – Fold paper in half – Draw the beak, head, wings, body and tail – Cut out and label – – <i>Body = Awakened Mind</i> – <i>Wing = Wisdom. Other wing = Compassion</i> – <i>Freedom can be written on the tail.</i> – Decorate and hang by knotting fishing line in the top and bottom of the bird. 		
8. Lesson 2:	<p> Meditation: Breath awareness such as ME7 p6.15. Recap Wisdom and Compassion with a word game. (see <i>Making Learning Fun</i> pXV)</p> <ul style="list-style-type: none"> • Finish making the Buddha Bird and hang in the classroom. • Finish with a dedication of merits ME20 p6.37. 		



CA4. *Activity.* Making a Buddha Bird

Name

Date

1 Fold paper in half.	
2 Draw the beak, head, wings, body and tail.	
3 Cut out.	
4 Label: <i>Body</i> = Awakened Mind <i>Wing</i> = Wisdom. <i>Other wing</i> = Compassion <i>Tail</i> = Freedom	
5 Decorate and hang by knotting fishing line from the top and bottom of the bird.	

CRAFT ACTIVITY:

CA5. Growing our Bodhi Tree

Lesson Plan		Years 3-6	Lessons 1-10
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This activity could run in conjunction with your normal program for a term or semester.

- 1. Theme:** Virtues
- 2. Topic:** Skilful values and behaviour
- 3. Values:**
 - Appreciation of oneself, cultivation of virtues,
 - Appreciation of the virtues of other people.
- 4. Aims:**
 - To understand what virtues are
 - To cultivate skilful values and behaviour
 - To encourage classmates to cultivate skilful values and behaviour
- 5. Outcomes:**
 - To collect leaves for the Bodhi Tree
 - To watch the Bodhi Tree grow
- 6. Preparation:**
 - A large and colourful cut-out of a Bodhi tree with trunk and bare branches pinned to the classroom wall. (See illustration [p8.10](#))
 - Print and cut out many Bodhi leaves. (Different coloured leaves make a bright and interesting tree.)
 - A good supply of thumb tacks to attach leaves with virtues to the branches.
- 7. Lesson:**
 - Ask the students to think of the qualities that they wrote about the Buddha in an earlier lesson. Try to remember as many qualities as possible.
 - Now ask the students to think of which qualities they have. Now think of what other qualities they can grow within themselves.
 - Ask the students to look at the qualities of the Buddha. Which qualities do they remember and which can they see in themselves? Which do they think they can show while in the class? How can they encourage themselves and classmates to show these qualities?



Making the Bodhi Tree:

Ask the children if they recognize or can guess what it is on the wall. (It is the cut-out of the empty bodhi tree) How is a tree useful and important? For animals? For humans? What do you feel when you see a tree? What is a healthy tree? Well, let me introduce our own Bodhi Tree. Tell me what is missing here? For the rest of the year we are going to grow this tree. Every time you demonstrate a good value or behaviour, you will be given a leaf. At the end of the lesson, you will write your name on the leaf and your good behaviour or value, and pin it on the tree. Watch as our tree grows and watch as we grow with the tree. Encourage your classmates to collect as many leaves as they can so that our Bodhi Tree can grow. Tree must be removed at the end of the bRI class.

Note

Useful Tip:

Remember to give as many leaves as you can to reward the students for any modelling of kindness, generosity, concentration, effort and all the other virtues. Encourage them to keep collecting leaves. Once the tree is quite full, you can come up with a scheme to exchange ten leaves for one flower and then ten flowers for one fruit.





CA5. *Template.* Growing Our Bodhi Tree Leaves

