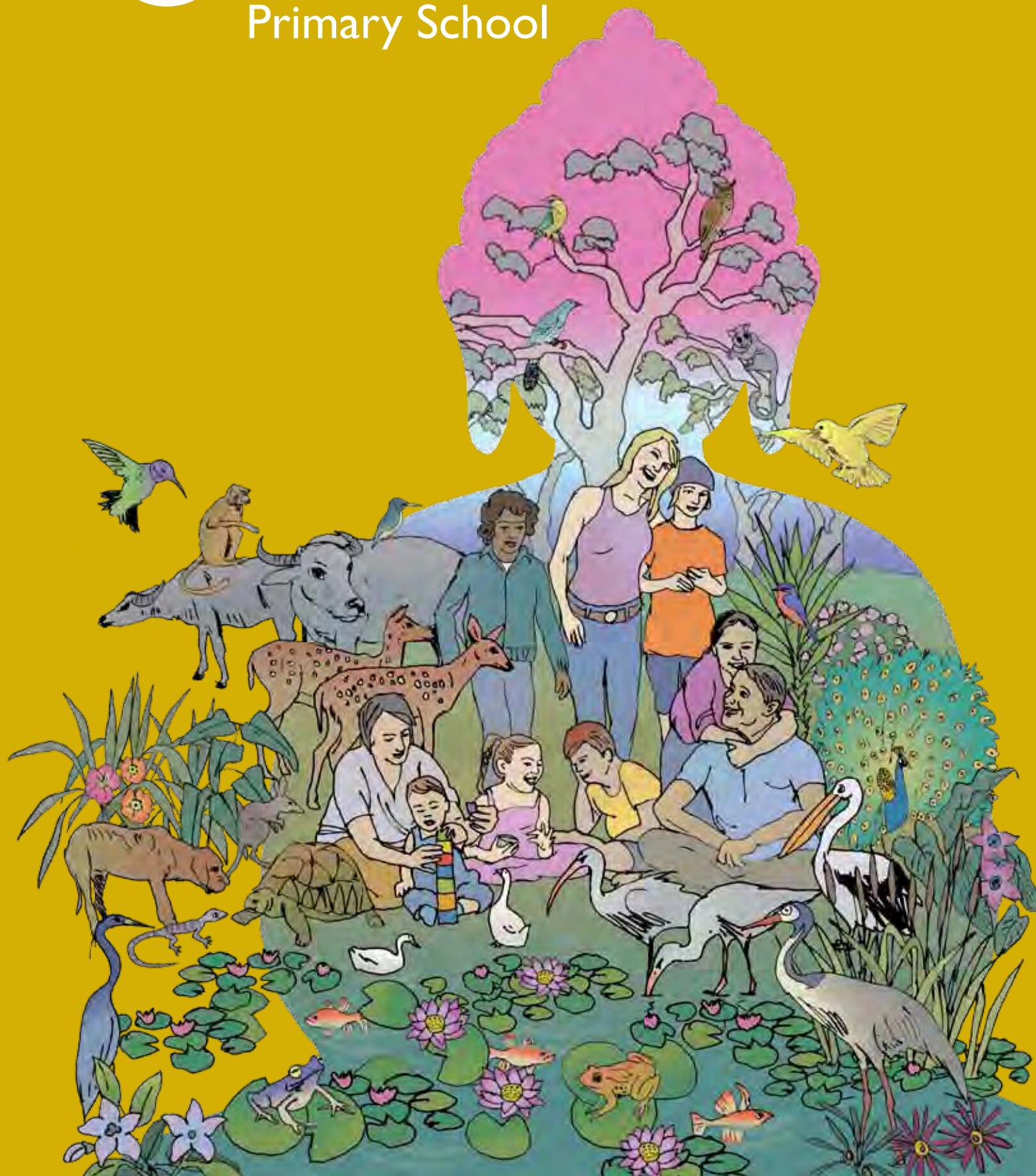




DISCOVERING BUDDHA

Lessons for
Primary School





Lessons for Primary School



Acknowledgements

Authors

Sue Erica Smith and Serena Seah

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Buddhist Council of Victoria, Inc

36 McDowall St, Mitcham VIC 3132

Email administrator@bcv.org.au

Tel: (03) 8822 2013



**Buddhist Religious Instruction
(bENGAGED) Program**

36 McDowall St, Mitcham VIC 3132

Email: bENGAGED@bcv.org.au

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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.

Special Days



DISCOVERING
BUDDHA

Lessons for
Primary School

Key to Icons



Text



Activity



Creative Work







Meditation



SPECIAL DAYS: WESAK FESTIVAL (1)

SD1. The Story of Wesak

<i>Lesson Plan</i>		<i>Years</i> 3-6	<i>Lessons</i> Over 2 weeks around the time of the Full Moon in May
1. Theme:	Celebration of the most important day in the Buddhist calendar		
2. Topic:	Wesak (also known as Vesak) Day – after “Vaisakha” the word for the Indian month of May		
3. Values:	<ul style="list-style-type: none"> • The value of celebrations • The value of the Buddha’s life and teaching 		
4. Aims:	<ul style="list-style-type: none"> • To celebrate with the class this important event in the Buddhist calendar • To revisit the story of the Buddha • To inform students of different religious festivals 		
5. Preparation:	<ul style="list-style-type: none"> • Wesak is a special day for Buddhists so it is good to approach this time as a celebration and to make the classes different in some way eg. a very wonderful Buddha statue, flowers etc. • Photocopy booklets of the short version of Life of the Buddha; enough for each child to keep one if they do not already have one. • Photocopy the information sheet: <i>SD1. Handout. Wesak – the Festival of the Buddha.</i> • Photocopy <i>SD1. Crossword. Wesak – the Festival of the Buddha.</i> 		
6. Lesson:	<p>Discuss with the children their experience of celebrations. What events do we celebrate? Why? How do we celebrate them? How do celebrations make us feel?</p> <ul style="list-style-type: none"> • Ask the children if they know why this is a special time for Buddhists. • Explain the meaning of Wesak. <p> Read, tell or remind the class of the story of the Buddha.</p> <p> In pairs or groups, children read the information sheet <i>SD1. Handout. Wesak – the Festival of the Buddha.</i></p> <p> Use the information to complete the <i>SD1. Crossword. Wesak – the Festival of the Buddha.</i></p>		



SD1. Handout. Wesak – the Festival of the Buddha

The word “Wesak” comes from “Vaisakha”, the Indian month of May.



It was on the full moon day in May that Prince Siddhartha was born.

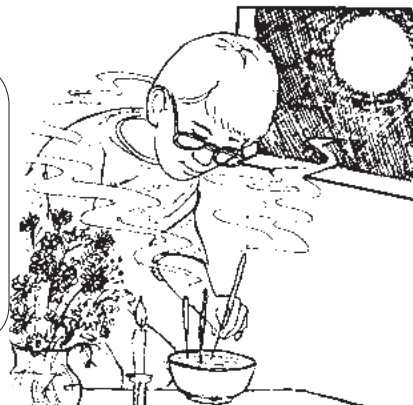
It was on the full moon night of Vaisakha that Prince Siddhartha sat under the bodhi tree and became Enlightened. In other words, he gained **Nirvana**, he became the Buddha.



The Buddha's death, or **Parinirvana**, was also on a full moon day.

The festival of **Wesak** celebrates the Buddha's Enlightenment. For some Buddhists, it also celebrates his birth and death.

Wesak is celebrated on the full moon day with a special puja. The shrine is often specially decorated.





SD1. Crossword. Wesak – the Festival of the Buddha

Name _____

Date _____

What does Wesak celebrate? Fill in the crossword and find the answer.



Across





4. Prince Siddhartha was _____ in May.
5. Another name for Enlightenment is _____.
6. The young prince was called _____.
8. The name for Buddhist worship is _____.
9. Wesak is on the full moon day of _____.

Down

1. The Buddha became Enlightened under the _____ tree.
2. The Buddha became Enlightened in the Indian month called _____.
3. The Buddha's _____ is known as the Parinirvana.
6. The _____ is especially decorated for Wesak.
7. Another name for Wesak is _____ day.

SPECIAL DAYS: WESAK FESTIVAL (2)

SD2. Making A Lotus Flower

Lesson Plan		Years 3-6 Lessons 2
1. Theme:	Wesak Day.	
2. Topic:	The meaning and significance of Wesak Day in the Buddhist calendar.	
3. Values:	Effort and perseverance	
4. Aims:	<ul style="list-style-type: none"> To understand the significance of Wesak Day To see the lotus flower as one of the symbols associated with Buddhism and to understand its significance 	
5. Outcomes:	Make a lotus flower folding and list the qualities of the Buddha.	
6. Preparation:	<ul style="list-style-type: none"> Large sheets of butcher's paper A real lotus flower or illustration or artificial flower. 	
7. Lesson 1:	This topic is spread over 2 lessons and is suitable to be taught in the month of May.	
		
	Meditation:	
	Before starting the meditation, show the children a picture of a lotus flower and a lotus pond. If you can find a real lotus flower all the better!	
	<ul style="list-style-type: none"> Start the lesson with the following guided meditation <i>SD2</i>. 	
		
	Encourage the students to recall the qualities of the Buddha and the symbolism of the lotus flower.	
	<ul style="list-style-type: none"> Note the responses on butcher's paper under four headings and keep for the next lesson. The four headings are: <ol style="list-style-type: none"> Qualities of the lotus flower Significance of the lotus flower Qualities of the Buddha, and The lotus flower as a symbol of the Buddha. 	
8. Lesson 2:		
	Preparation:	
	Coloured paper cut to 5cm by 10cm.	
	<ul style="list-style-type: none"> Rubber bands. Scissors. Staplers. Model of a folded paper lotus flower. A4 sheets of pink paper Use the butcher's paper lists from the previous lesson to recall the qualities of the Buddha and the symbolism of the lotus flower. Distribute the materials to the students. Show them your model lotus-flower and take them through the following steps to make their own. 	



Make a paper-folded lotus flower (Simple version) *Activity A.*

OR



Make a paper-folded lotus flower (More difficult version)

Activity B. Demonstrate the first step in folding.

OR



For very young students or a short lesson, use worksheet *Activity C. The Sacred Lotus*

Remind the class of the significance of the bud and the many layers representing the good qualities of the Buddha that made him a special person.

Tips and Feedback:

It is quite a fiddly job to make this lotus flower but it gives the opportunity for some of the more adept children to help the others or the younger ones. The results were quite beautiful and the efforts were rewarding.

bRI Instructor. Eastern suburbs primary school.



SD2. Lotus Flower Meditation









Imagine yourself sitting beside a pond covered by lotus flowers. Look carefully at the water. It is muddy and still. Now look closely at the lotus flower. It is beautiful and healthy looking. The plant grows out of the water and rises above it on a long, sturdy stem. The bud at the tip of the stem grows into a beautiful flower. As the flower blooms, each layer of the flower opens and reveals the many layers of petals. It is an amazing flower.

As you look at the flower, think of its surroundings and think of how, despite its surroundings, it grows above them and becomes a beautiful flower. Why does the lotus flower grow upwards like that? What makes it grow upwards?

Now think why the lotus flower is one of the symbols of Buddha? What does it say about the Buddha?

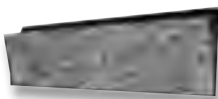


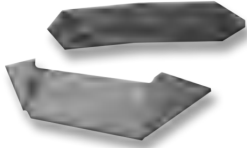
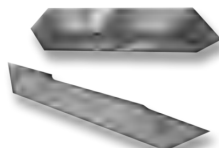
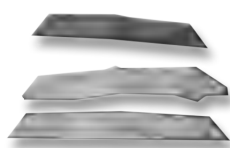
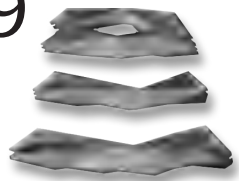



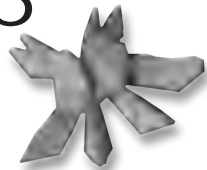

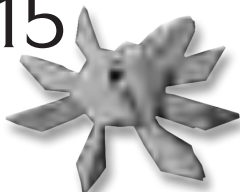
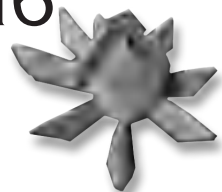

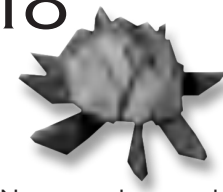
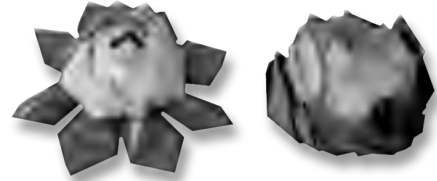


SD2. Activity A. Making a paper-folded lotus flower (Simple)

<p>1</p> 	<p>2</p> 	<p>3</p> 
<p>Fan fold an A4 paper lengthwise.</p>	<p>Fold the fan fold into 2 halves.</p>	<p>Staple the mid point where it bends.</p>
<p>4</p> 	<p>5</p> 	<p>6</p> 
<p>Draw an arc on the other end of the fan fold.</p>	<p>Cut out the arc.</p>	<p>Open up the fan fold so that it forms a circle.</p>
<p>7</p> 	<p>8</p> 	
<p>Staple the two lengths of fan fold together to form a lotus flower.</p>	<p>Write on each petal a quality of the Buddha.</p>	

SD2. Activity B. Making a paper-folded lotus flower (Difficult)



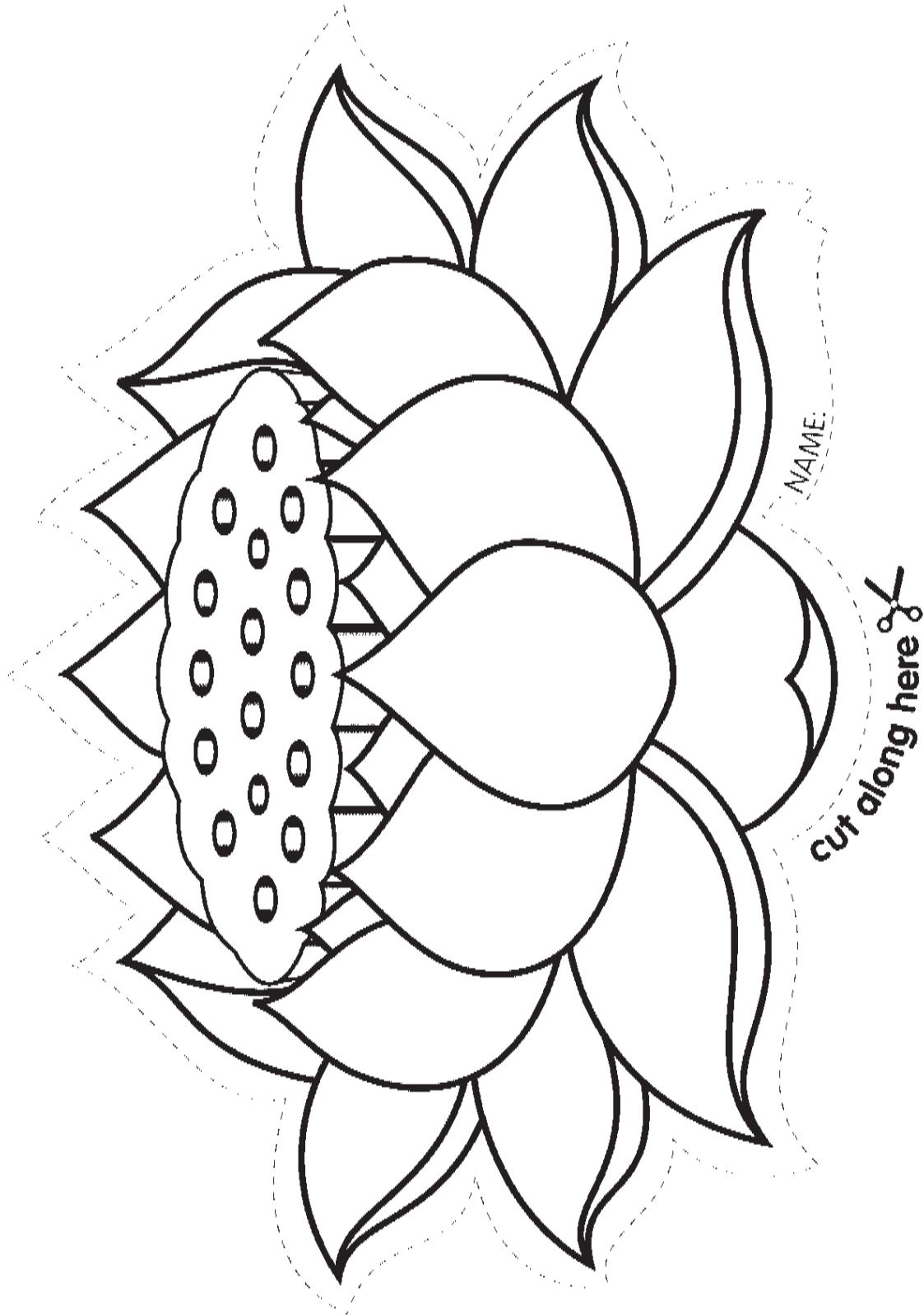
<p>1 Have 4 square pieces for the base (one dark colour) and 8 square pieces for the bud (one bright colour).</p>	<p>2</p>  <p>Fold each of the base sheets lengthwise in half.</p>	<p>3</p>  <p>Unfold the base sheet and use the half mark to fold in the 4 corners.</p>	<p>4</p>  <p>Fold each of the halves lengthwise again.</p>
<p>5</p>  <p>Now bring the two ends of the lengths to meet each other.</p>	<p>6 Do the same for the other 3 base sheets.</p>	<p>7</p>  <p>Likewise fold each of the petal sheets (repeat steps 4 to 6), except folding the petal sheets inside out instead.</p>	<p>8</p>  <p>Take one base and two petal branches.</p>
<p>9</p>  <p>Stack them so that the base layer is inside and face up for each of the four stacks.</p>	<p>10</p>  <p>Bind them in the centre either via a rubber band, staple or string.</p>	<p>11</p>  <p>Turn it over, and open up the fan fold so that it forms a circle</p>	<p>12</p>  <p>Peel up the first layer of one of the branches carefully.</p>
<p>13</p>  <p>Skip the petal next to it, peel up the third petal.</p>	<p>14</p>  <p>Skip the fourth, open the fifth, skip the sixth and open the seventh. The first layer is complete.</p>	<p>15</p>  <p>Now go back to the second petal and bend the first layer. See how it starts a second layer of the petals of the bud.</p>	<p>16</p>  <p>Then bend the fourth, sixth and eighth petals. The second layer is complete.</p>
<p>17</p>  <p>Now open the second layer of the first, third, fifth and seventh petals. The third layer is complete.</p>	<p>18</p>  <p>Now open the second layer of the second, fourth, sixth and eighth petals. The fourth layer is now complete.</p>	<p>19</p>  <p>The last layer is the base of the flower. You can leave it as it is (step 18), flatten the petals without peeling it (left), or peel the last layer like a bud (right).</p>	

SD2. Activity C. The Sacred Lotus



Instructions


1. Cut out the drawing of the Lotus along the dotted lines.
2. Colour in.

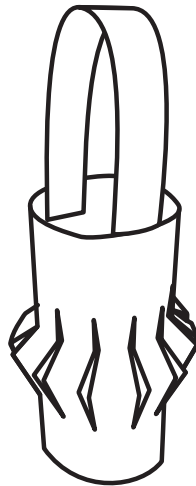


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SD3. Making a Wesak Day Lantern







<i>Lesson Plan</i>		<i>Years</i> 3-6	<i>Lessons</i> 2
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- 1. Theme:** Celebrating Wesak Day
- 2. Topic:** The lantern as a symbol of light.
- 3. Aims:** To understand some of the symbols of Buddhism and Wesak Day.
- 4. Outcomes:** Students will be able to explain the significance of Wesak Day and the significance of the symbol of light in Buddhism.
- 5. Preparation:**
 - A4 coloured paper, staples, marker pens or coloured pencils.
 - A pre-made lantern.
 - For Lesson 2, coloured pencils need to be on tables in advance.
- 6. Lesson:**
 -  Ask students what light symbolizes in Buddhism. Why are candles lit as offerings to the Buddha? (*Light offerings are used to symbolise wisdom and mental clarity, prayers (mantras) made whilst offering a candle represent the light extinguishing darkness in the same way that wisdom dispels ignorance.*)
 - Show the class the pre-made lantern.
 - Demonstrate the steps in making the lantern.
 - Encourage the students to work in pairs to make a lantern.





SD3. Making a Wesak Day Lantern

<p>1</p>  <p>Fold the A4 paper into half lengthwise.</p>	<p>2</p>  <p>Make another small fold lengthwise.</p>	<p>3</p>  <p>Cut the small fold through.</p>
<p>4</p>  <p>Open up the paper. Decorate the top and bottom roll.</p>	<p>6</p>  <p>Staple a handle across the lantern.</p>	
<p>5</p>  <p>Overlap the ends of the paper breadthwise. Staple the two ends.</p>		

SPECIAL DAYS: WESAK FESTIVAL (4)

SD4. Wesak Day in Different Cultures

<i>Lesson Plan</i>		<i>Years</i> 3-6	<i>Lesson</i> 1
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1. Theme: Celebrating Wesak Day in different cultures

Note

Wesak Day is a celebration of the birth, enlightenment and passing away of Sakyamuni Buddha.

There are different cultural variances to its celebration by Buddhists from different traditions. The Chinese tradition has a bathing ceremony, while the Sri Lankan tradition may erect a giant pandol and have a display of lanterns. The timing can also vary, though in the Theravadan tradition it is taken to be at the time of the Full Moon in May.

Feel free to share any custom from your own tradition. The following is an example from the Chinese tradition but it could be adapted to other cultures and ways of celebrating Wesak. Use the one you are most familiar with.

For further information: www.buddhanet.net/e-learning/history/festival.1.htm

- 2. Topic:**
- Wesak Day in the Chinese Buddhist tradition.
 - Remembering Buddha and clearing our minds to be more Buddha-like.
- 3. Values:** Respect and appreciation
- 4. Aims:**
- To understand the significance of Wesak Day.
 - To understand how water is a symbol of the cleansing of the mind.
 - To appreciate different cultural approaches to celebrating Wesak Day.
- 5. Outcomes:** Students are able to explain the significance of the ceremony of bathing the Buddha and of the offerings to the Buddha.
- 6. Preparation:** Copies of worksheet *SD4. Activity. Bathing the Buddha*.
- 7. Lesson:** If you choose to teach this lesson, it is recommended that you refer to background material on the internet.



Meditation: Lead the students in the Waterfall Meditation.
(See ME16 [p6.31](#))



Ask students who have participated in the Bathing the Buddha ceremony to share their experiences.

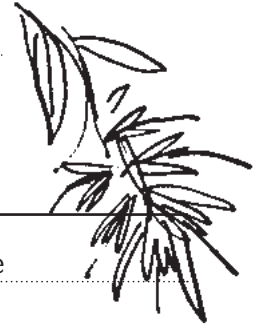
(This is done every May at the Buddhist Festival in Federation Square, Melbourne, and you may find that some of your students have attended this festival.)

- Show the drawings of the Festival and explain what was happening.
- Ask students about the significance of the bathing ceremony.
- Ask students if they have noticed some of the common offerings to the Buddha. Talk about their significance.
- Students read the internet print out and complete the worksheet.





SD4. *Activity.* Bathing the Buddha



Name

Date

1. What does Wesak Day celebrate?

.....

2. Why is fragrant water used for bathing the Buddha?

.....

.....

3. What is the significance of the act of bathing Buddha?

.....

.....

4. What is the universal message of this act?

.....

.....

5. What do you chant while bathing the Buddha?

.....

.....

6. What is the symbolism of the following:

a) flowers

.....

b) fruits

.....

c) incense

.....

d) light

.....

e) water







.....

f) wishing bell

.....

SPECIAL DAYS:

SD5. Appreciating Special People

Lesson Plan	   	Years 3-6	Lessons 2-3
1. Theme:	Special Days – World Teachers’ Day (26 Oct), Mothers’ Day, Fathers’ Day, Grandparents’ Day		
2. Topic:	What these special people do for us		
3. Values:	<ul style="list-style-type: none">• Appreciation and gratitude• Loving kindness		
4. Aims:	<ul style="list-style-type: none">• To encourage the children to understand what these people do for them• To show gratitude and appreciation <p>This lesson is tailored to Mothers’ Day but it can be changed to be suitable for other special people and special days.</p>		
5. Lesson:	 Meditation: Lead the students in a quick body relaxation as found in <i>ME3 p6.7</i> , then follow with the recommended guided meditation. <ul style="list-style-type: none">• Ask the students to share their thoughts about what they can do to show appreciation to their mothers (fathers, grandparents, teachers). Using the worksheet <i>SD5. Activity A</i>, discuss what this special person does for them.• Discuss the different roles that mothers (fathers, grandparents, teachers) have to perform.• Discuss why some of these roles are difficult.• Write a specific thing that your mother (father, grandparent, teacher) has done for you and thank her for it.		





Make a card (SD5.Activity B) to show appreciation.

You will need:

- Card paper cut to correct size, pens, stickers, cut out heart shapes, sprinkles, craft glue and sequins etc. to decorate cover of card, adhesive tape, a tea-bag (to attach to inside page) Photocopies of the inside page.



Students fold and decorate their own cards or cut the cards to a suitable shape (eg heart shape), gluing the worksheet to the inside of the card.

Variations:

- 1) For the second year, the lesson could be varied slightly. The students could make a **mind map SD5. Activity C** of the roles of that special person. The card could also be modified with a simpler message or the students could write their own messages. The card could also be trimmed into a heart shape card.
- 2) Make a **gift voucher SD5. Activity D** for the special person to redeem a treat, such as, giving a massage, doing the dishes or making a cup of tea. Another variation is to make something like a book mark or a key ring tag. (Refer to the section 8. *Craft Activities pp8.1–8.12.*)

Feedback:

The students enjoyed making the card and some reported that their mothers were surprised when they sat them down and made a cup of tea for them. However, the next time I would devote two lessons to this topic. In the first lesson we would do the worksheet and in the next lesson, the card making.





SD5. Appreciating Special People Meditation

Think of the last time you were sick. You were feeling very ill and needed a lot more care than usual. Who was the person who nursed you? Was it your mother, father, grandparent? Who took you to see the doctor? Who made sure you took your medicine and ate and drank enough? Who checked on you to see that you were comfortable, warm and happy? Who cuddled you when you cried? Who reassured you with their smile? Who kept you company? Who made you feel that little bit better? Who made you feel loved? Hold that person in your heart and feel that loving feeling for a while.

Now think of how you can make that special person feel the same way. What can you do or say to show your gratitude for taking care of you your whole life. Think about that for a while.

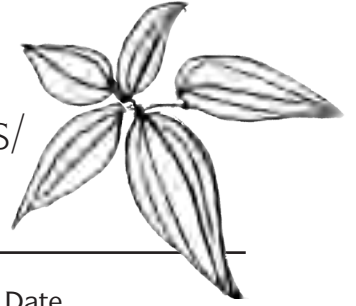
Slowly come back to this room. Remember that you are sitting in your classroom, with your friends. Open your eyes and give the person next to you a big smile.





Special Days:

SD5. *Activity A.* What Our Mothers/Fathers/
Grandparents/Teachers Do for Us



Name

Date

A) Think of a special person in your life and list 10 things that he/she does for you.

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

B) What are 5 qualities a mother/father/grandparent/carer/teacher should have:

1.
2.
3.
4.
5.

C) Think of one specific time this person did something for you. Draw that event.





Special Days:

SD5. *Activity B*. Card Inserts (Cut-out to fit the card)



To My Dear

I must have good karma to be your child.
To be loved and cared for in every way.
Upset you I do sometimes
but you know how I feel most of the time.
To show my gratitude to you,
please sit down and accept this cup of tea.

Happy Mother's Day

Yours lovingly,

Dear,

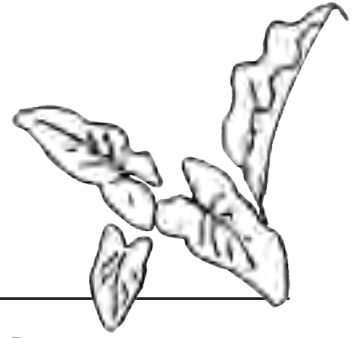
I know you do a lot of things for me out of love.
I do appreciate that everyday, especially today.

Happy Mothers' Day

☺Lots of hugs and kisses,



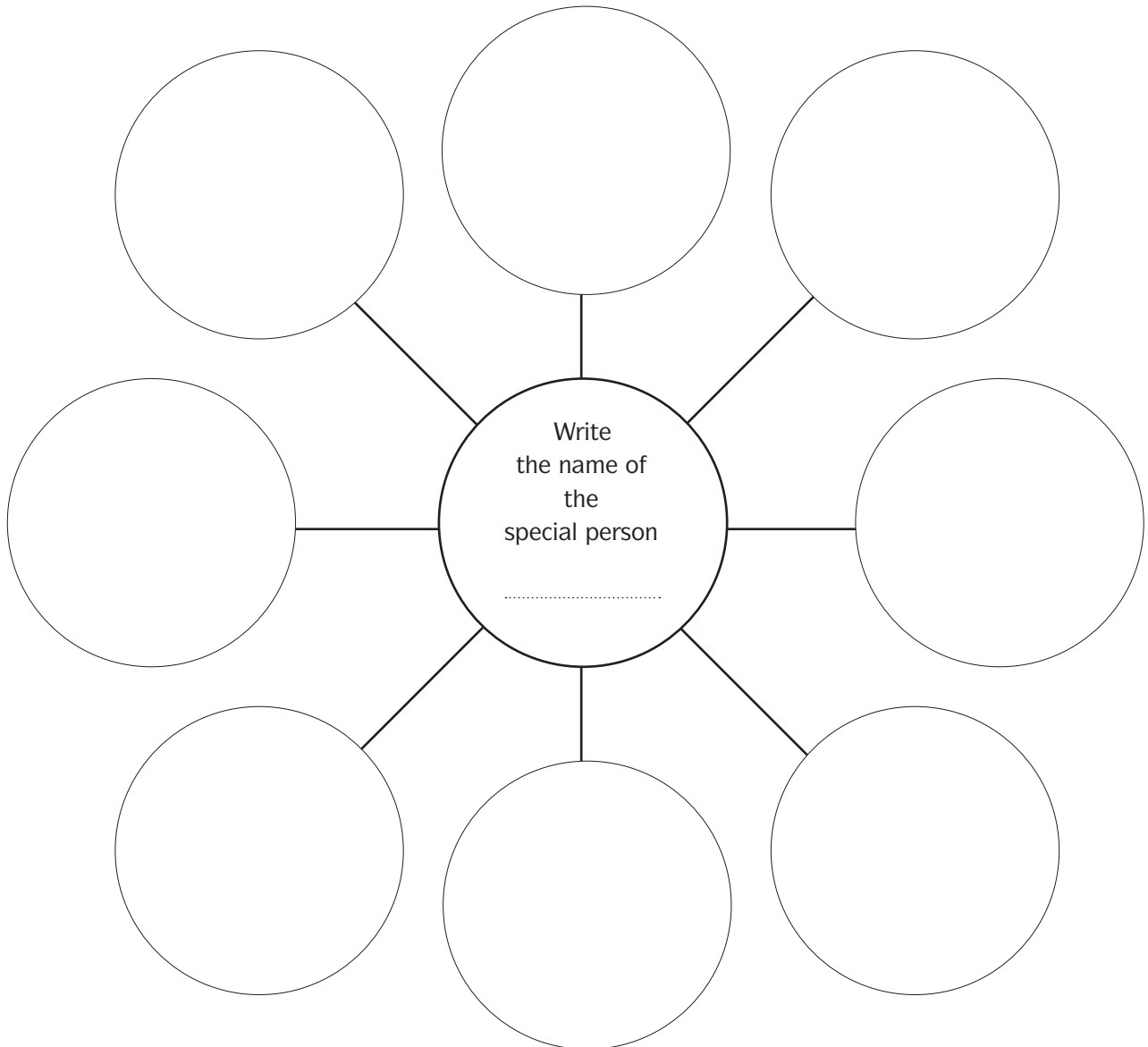
Special Days: SD5. *Activity C.* Special Person Mind Map



Name

Date

1. Think of a special person in your life and write their name in the centre balloon.
2. List 9 virtues, one in each balloon, that this special person has/shows.





Special Days:
SD5. *Activity D*. Gift Voucher



Gift Voucher

.....




At the back of the Voucher, there could be a template for the younger children.

Dear


Thank you for

SPECIAL DAYS: END OF YEAR ACTIVITY

SD6. A Buddhist Charade

Lesson Plan	Years 3-6	Lessons 2-3
		
1. Theme:	End-of- year combined session	
2. Topic:	Revision	
3. Values:	Celebration	
4. Aims:	<ul style="list-style-type: none"> • To have fun while revising term's work • To learn organizing skills • To work in a group 	
5. Outcomes:	To play a charade game	
6. Preparation:	Paper, scissors, markers, pens	
7. Lesson:	<p>Organising a Charade: (For further notes, see section <i>Welcome: Making Learning Fun pXVI.</i>)</p> <p> Suggest to the students that they organize a charade for the end of year party. Establish with the students that they will be organizing the activity but you are there to help. Ask them what they think they would need. (Below is a suggested list that Instructors can refer to and make sure the students include in theirs.)</p> <p> What do you need? Appropriate words from Buddhist stories. Brainstorm these and record them.</p> <ul style="list-style-type: none"> • Coloured paper • Make sure the children understand the rules of the game and write them on a large sheet of paper. Rules should include: <ul style="list-style-type: none"> – length of each turn – number of words to be guessed at each turn – who will do the guessing? Visitors? Rest of class? • Discuss how to get the attention of the audience • Discuss what might be some of the challenges • Discuss how we can deal with these challenges 	

Who do you need?

- Discuss with the students the different roles needed to run the charade. Here is a suggested list:
 1. Host/Compere
 2. Time Keeper
 3. People to write up the rules neatly
 4. People to organize the words
 5. Someone to organize and look after the basket or container to hold the clues
-  Trial run the charade and make sure all the props are ready.
- If issues arise during the rehearsal, ask the students to suggest changes to the rules in order to make the charade run more smoothly.

