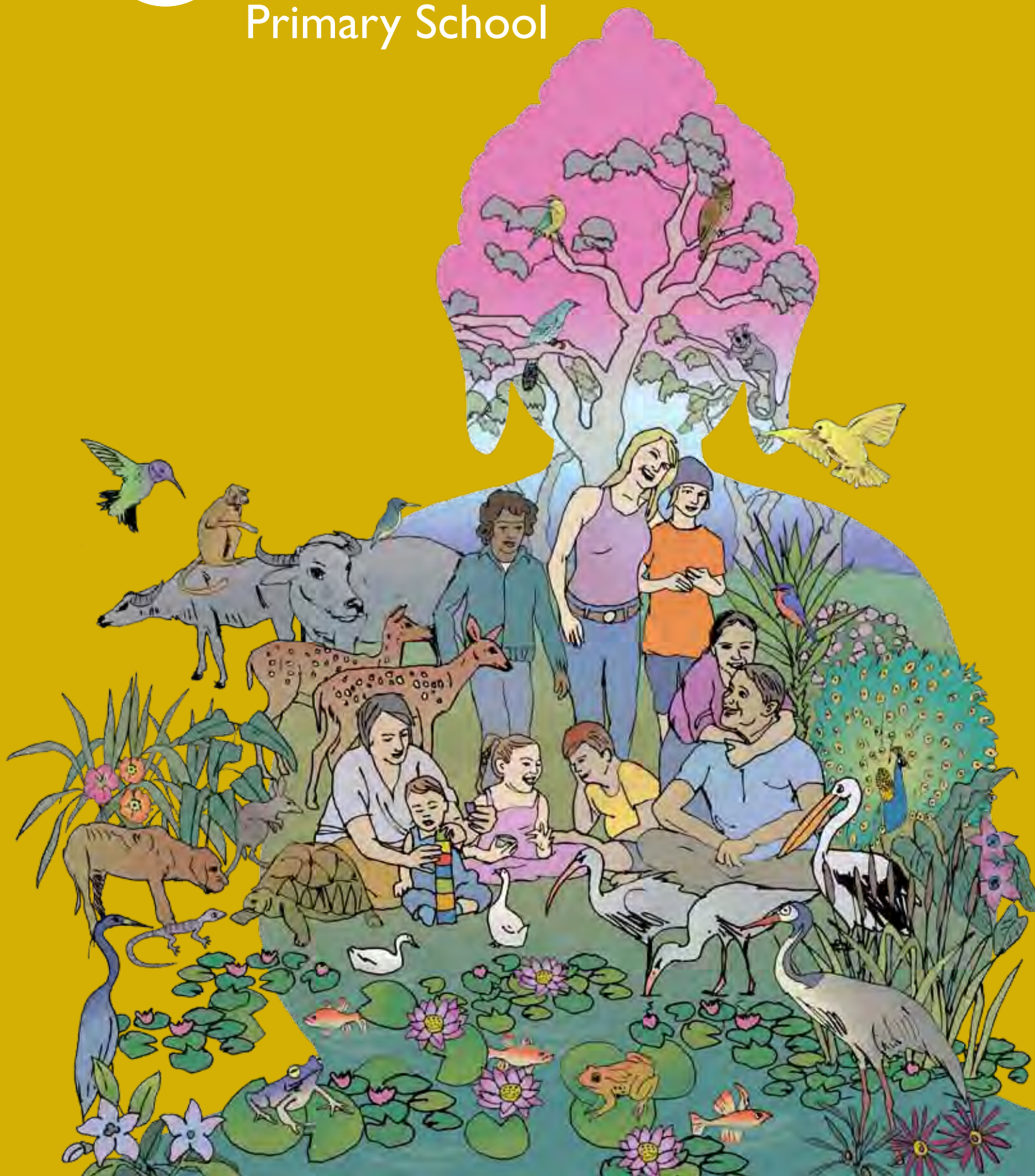




DISCOVERING BUDDHA

Lessons for
Primary School





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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.

Extension Activities



DISCOVERING
BUDDHA

Lessons for
Primary School

Key to Icons



Text



Activity



Creative Work



Meditation



EA1 . The Wheel of Life: Introduction and Background for Instructors

Using these Activities with Upper Primary Students

This is an extension module for Grade 5-6 students *only*. It is for students who have been in Buddhist classes for some years and would benefit from more challenging work. These students would have studied the Four Noble Truths and the Four Sights and have gathered some understanding about cause and effect, and the possibility of rebirth through the Jataka Tales. At times students will ask about karma and rebirth. This module will help you answer these questions from a Buddhist perspective. The emphasis here is on the various states of mind that we human beings experience *and the ways in which we can avoid unhappy experiences in the future*.

The cycles of change and inter-connection shown in the Wheel of Life also offer students new options to deal with adversity, and support them to see all beings with equanimity and compassion. If using this module you may have a coloured poster, or will download one, to introduce the Wheel of Life. Students find this fascinating. The explanation below will guide you through an introduction.

You will see in the notes and lessons that The Wheel of Life is presented as a series of possibilities, and changing experiences, not hard facts. Sections of this module were trialled in three schools. Students found the play was particularly enjoyable.

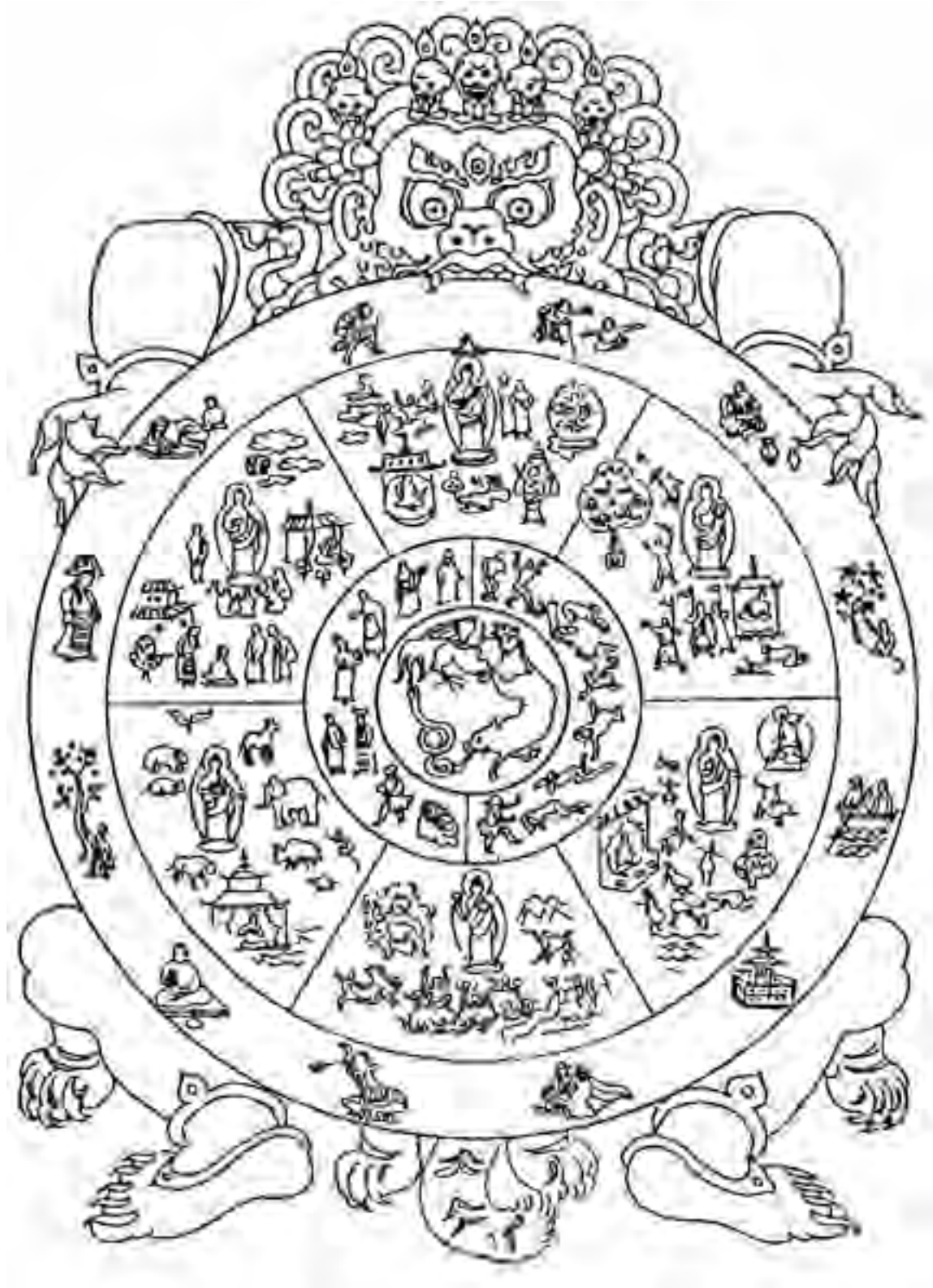
Information for Instructors: Introducing the Wheel of Life to Students

The Wheel of Life shows a way of looking at the world. It was taught by the Buddha to help people remember that what they think, say and do affects them in both the present time and the future. It is an explanation of how states of mind can inform life choices and can lead in various directions.

The Wheel of Life gives an explanation of how our minds work: how craving and obsession keep us stuck ‘in wanting this and not wanting that’. It also shows how awareness, and the lack of awareness, of what we think, say and do, create different experiences. It is how the Buddha explained every imaginable living creature is equal in sharing this same cycle. It also shows how rebirth is a possibility.

Some people who have reflected deeply on the Wheel of Life believe that it is true, although it is very difficult for us to prove one way or another. For those who are not sure, it can give a fresh way to understand why many marvellous and many terrible things happen *and* how the suffering that each situation brings can be avoided.

Examining the ideas and symbols in the picture of the Wheel of Life can be like a game. We can look at where our motivations for thoughts, words and deeds put us on the wheel, and where they might take us. The Buddha said that we do not need a fortune teller. We simply look at what we are doing now! The symbols also explain different states of mind people can experience. We can see these in ourselves and those around us.





An explanation of the Wheel of Life

The Inner Circle: Forces that Drive the Wheel (the causes of suffering)

The force that drives a wheel is at the hub in the centre. In the hub of the Wheel of Life is a rooster, a snake and a pig. The red **rooster** represents craving and greed, the green **snake** represents hatred and the black **pig** represents ignorance. These are the forces that keep the wheel turning and are the causes of unhappiness (suffering).

The Second Circle: The Light Path and The Dark Path

There are two paths: one light, the other dark

- The **Light** Path is the path of Great Happiness, happy worlds and the possibility of full Awakening. Saints, wise friends and Instructors lead the mindful to do kind, honest and helpful deeds along the path of Great Happiness.
- On the **Dark** Path, attitudes that do not further lasting happiness, sometimes called poisons, are shown as nasty creatures who lead the way to nasty results. Demons armed with nooses (demons are unhelpful attitudes) drive the ignorant and dishonourable, by the twelve interdependent causes and their effects, through the cycles of the Wheel of Life.

The Third Circle: The Six Symbolic Places

None of these places last forever.

- The first in the upper section is the **Land of Luxury**. It is a paradise achieved by good deeds. Here the Buddha with a lute is seen reminding those who live there of the limited pleasures and guarding them against pride, superiority and vanity. Even these ones are not yet free of sadness. After what can appear as a very long time – they think it will last forever – they too face ageing and death. Their suffering comes when they find out that they were mistaken.
- In the left upper half of the wheel, **Human beings** are shown. Driven by self-importance and ignorance, they suffer from the repeated cycle of birth, ageing and death. The Buddha with the begging bowl comes to help them. Here beings have the best chance of turning away from unhappy states. They can see where their attitudes can lead them, and can learn to choose happier and more helpful ways of thinking, speaking and acting to eventually break free of the wheel altogether.
- To the right, the place of **Warmongers** is pictured. They are always fighting against each other. They are jealous and angry and believe that the only way they can get what they want is by fighting. Never being satisfied, they keep on fighting for more.
- **Animals** in the left lower half of the wheel remind us of their special suffering. Animals are killed and eaten by one another. Some are used to work very hard. They have to bear all kinds of weather and often struggle to be sure of food, safety and comfort.
- The fifth place in the right lower half of the wheel is the place of **Relentless Hunger and Thirst**. The experience here is that their plight goes unnoticed, and even if they are surrounded by others with lovely food and drink, they cannot have any. Even when nutrition is provided eating and drinking will cause their bodies pain. (Here the Buddha appears with a jar of nectar to soothe them.)
- The last place in the circle shows how creatures suffer from **Relentless Heat and Cold**. These states can feel as though they last a very long time but in fact, they do not last forever. The Buddha taught that after using up the negative energy created by unkind actions, rebirth into an easier world is always possible.

This picture is a way of showing that each one can decide their fate by their own actions, and even in the darkest places the picture shows the Buddha bearing a flame to bring light and hope.

The Fourth Circle: The Twelve Interdependent Causes and Their Effects

These twelve pictures in the outer rim of the wheel show how one thing leads to another. They show how the desire for wanting, or not wanting, via the senses and thoughts, creates grasping after objects and hopes for them to last. This cycle shows how mistaken and unhelpful views lead to unhappiness *and* the possibility of developing positive attitudes with happy results.

The Twelve Interdependent Causes and Their Effects:

1. Unable to find the way

This picture of an old and sightless man with a stick who is unable to find his way, represents ignorance, which is blind to the way things are and what they can be.

2. Shaping the world

The second picture shows a potter. Throwing his pots on a wheel is symbolic of his thoughts, words and actions that mould his own destiny.

3. Uncontrolled Monkey Mind

A monkey in a tree springing from branch to branch symbolises how an uncontrolled and ignorant mind springs from object to object. By examining the outer world and the inner workings of the mind, Buddhist psychology aims to help people gain full control of their minds.

4. Self

The body and mind, physical and mental/spiritual energy, are like two people bobbing along in a boat together, floating on the stream of life.

5. A Self is like a House

A house with five windows and a door represents the five senses and thinking. It is through these entrances (touch, smell, taste, sight, sound and thoughts) that our world is experienced.

6. Grabbing what you want

A picture of a man and woman embracing demonstrates that after a sense experience the urge is to grasp after the object and claim it for one's own.

7. Wanting it badly

This picture shows the grip and power of emotions, like an arrow stuck in the eye.

8. Wanting more

The picture of a woman offering a drink to a man shows how sense perceptions, thoughts and emotions lead to the thirst for life, or an unquenchable desire for wanting more and more and more...

9. Keeping it all

The longing to keep everything that is desired is shown as a man picking fruits from a tree. He wants to keep the fruits, but they will not last.

10. Finding another – a new beginning

This picture of a beautiful bride symbolises the procreation of a new life, and the desire to keep on finding lastingly satisfying objects, or a new body.

11. A birth




Procreation is followed by a birth, a new beginning, or a new something...

12. Old age, sickness and death

The last picture shows old age and death, the inevitable end of all earthly existence. The picture of people carrying a dead body resting in a foetal posture shows readiness for the next rebirth and the possibility of further suffering in one of the six symbolic worlds.




EXTENSION ACTIVITIES FOR UPPER PRIMARY:

EA2: The Wheel of Life: Cycles of Change

Lesson Plan		Years 5-6	Lessons 1-2
1. Theme:	The Wheel of Life		
2. Topic:	Introduction to The Wheel of Life		
3. Values:	<ul style="list-style-type: none"> • Knowledge/Wisdom • Loving-kindness/Compassion 		
4. Aims:	Students will develop an understanding of how their mental attitudes shape their thoughts, words and deeds.		
5. Outcomes:	Students will understand that: <ul style="list-style-type: none"> • The Wheel of Life contains all of Buddha's teachings (and is therefore worthy of respect). • The Wheel of Life is an explanation of the causes of suffering. • The Wheel of Life shows how, with practice and mindfulness, this suffering can be avoided. • Living mindfully can lead to full and lasting happiness. 		
6. Preparation:	<ul style="list-style-type: none"> •  Provide an enlarged, colour version of the Wheel of Life as a focal point for class discussion (can be accessed from: http://www.buddhanet.net/wheel2.htm) * If you provide multiple copies for students to examine, collect them at the end of the lesson. These graphics could be easily misunderstood without proper explanation. 		
7. Activity:	 Present pictures of the Wheel of Life and allow the children time to look at the images. <ul style="list-style-type: none"> • Ask students what they see. Lead the discussion by referring to the explanation provided at the beginning of this module. 		

EXTENSION ACTIVITIES FOR UPPER PRIMARY:

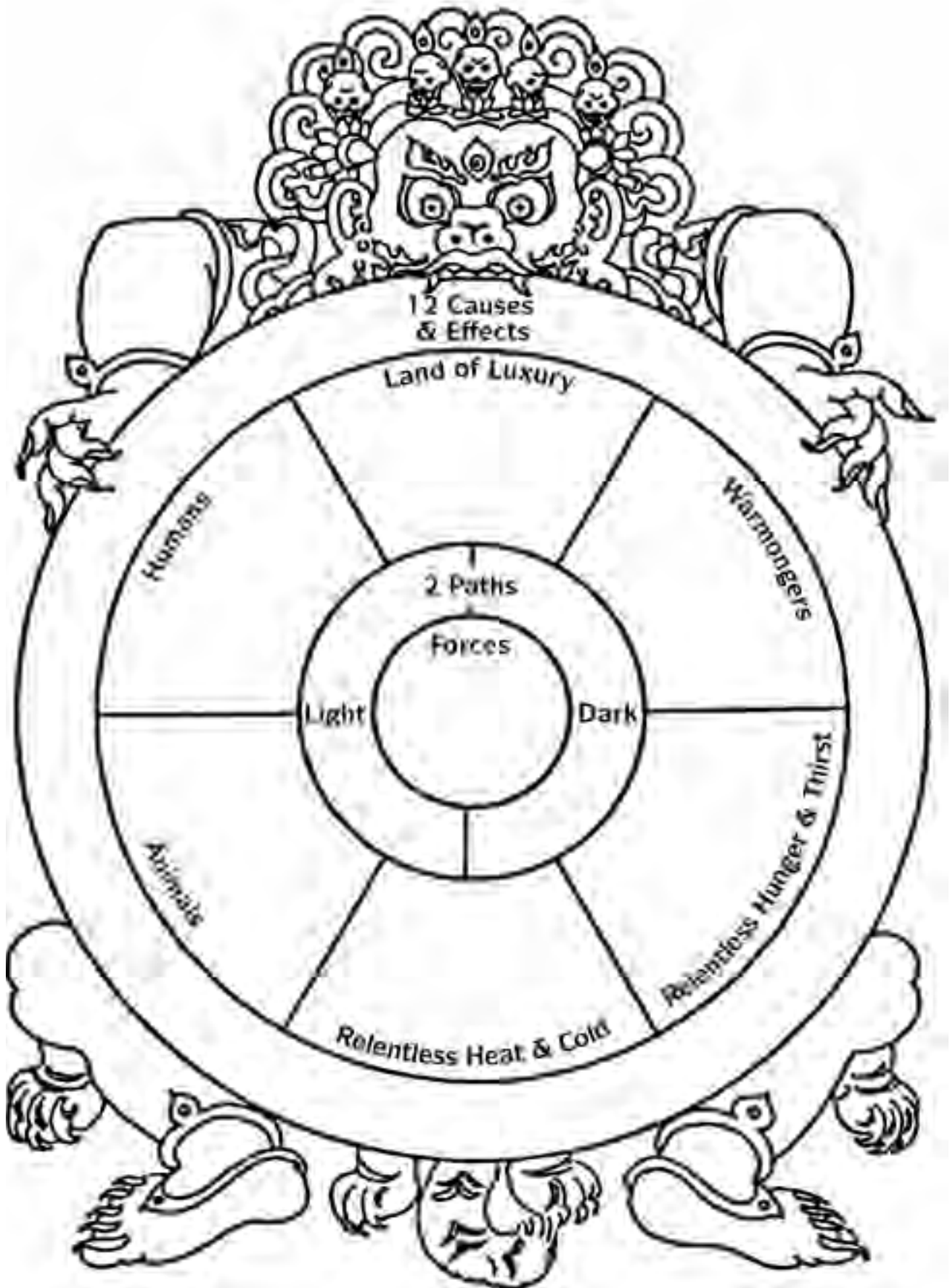
EA3. The Wheel of Life: The Pig

Lesson Plan		Years	Lessons
		5-6	1-2
1. Theme:	The Wheel of Life		
2. Topic:	Hub of the Wheel: Pig		
3. Values:	Morality, Loving-kindness/Compassion, Generosity, Knowledge/Wisdom		
4. Aims:	<ul style="list-style-type: none"> • For children to understand the difference between helpful and unhelpful attitudes • To consider the effects of these attitudes • To explore alternative attitudes and behaviours 		
5. Outcomes:	<ul style="list-style-type: none"> • Children will understand that ignorance is not considering effects/consequences of actions • Children will consider more useful ways of behaving 		
6. Preparation:	<ul style="list-style-type: none"> • Copies of Wheel of Life and worksheet <i>EA3. Activity. The Wheel of Life</i> for all students. A3 size is highly recommended. • White/black board and markers/chalk 		
7. Activity:	 Ask students if they remember the animals at the centre of the Wheel. <ul style="list-style-type: none"> • Introduce the Pig (ignorance and delusion). • Select a couple of students to act out a Pig. • What does a Pig do? • Put answers on the board eg. takes a bath in the mud, eats too much, doesn't know when to stop. • Ask students if this attitude only relates to food. What other examples can they think of? • Discuss the effects of ignorance for self and for others. • Ask students to provide useful behaviours eg. moderation, awareness of consequences of actions. • Students draw a pig in the hub of the wheel and complete the rest of the worksheet <i>EA3. Activity. The Wheel of Life</i>. 		
8. Lesson 2:	 Suggested story: see Jataka Tales <i>JP15. The Monkeys Water the Trees</i> <u>p3.38</u>		






EA3. Activity. The Wheel of Life

Listen for instructions then complete the worksheet.






EXTENSION ACTIVITIES FOR UPPER PRIMARY:

EA4. The Wheel of Life: The Rooster

Lesson Plan		Years	Lessons
		5-6	1-2
1. Theme:	The Wheel of Life		
2. Topic:	Hub of the Wheel: Rooster		
3. Values:	<ul style="list-style-type: none"> • Morality • Loving-kindness/Compassion • Generosity • Knowledge/Wisdom 		
4. Aims:	<ul style="list-style-type: none"> • For children to understand the difference between useful and unhelpful attitudes • To consider the effects of these attitudes • To explore alternative attitudes and behaviours 		
5. Outcomes:	<ul style="list-style-type: none"> • Children will understand that greed is wanting, or desiring obsessively for things • Children will provide examples of this behaviour • Children will consider useful behaviours 		
6. Preparation:	<ul style="list-style-type: none"> • Copies of Wheel of Life and worksheet <i>EA3. Activity. The Wheel of Life p9.7</i> for all students • White/blackboard and markers/chalk 		
7. Activity:	 Ask students if they remember the animals at the centre of the Wheel. <ul style="list-style-type: none"> • Introduce the Rooster (selfish desire). • Select a couple of students to act out a Rooster. • What does a Rooster do? • Write answers on the board eg. boasts, doesn't care if noise upsets others, bully, thinks only of what he wants, doesn't share, doesn't care if others are upset etc. • Ask students to provide useful ways of behaving eg. consideration, respect, humility • Students draw a rooster in the hub of the wheel and complete the rest of the worksheet <i>EA3. Activity. The Wheel of Life p9.7</i>. 		
8. Lesson 2:	 Suggested story: see Jataka Tales <i>JP18. The Drunken Beetle p3.43</i> .		





EXTENSION ACTIVITIES FOR UPPER PRIMARY:

EA5. The Wheel of Life: The Snake

Lesson Plan		Years 5-6	Lessons 1-2
1. Theme:	The Wheel of Life		
2. Topic:	Hub of the Wheel: Snake		
3. Values:	Morality, Loving-kindness/Compassion, Generosity and Knowledge/Wisdom		
4. Aims:	<ul style="list-style-type: none"> • For children to understand the difference between useful and unhelpful attitudes • To consider the effects of these attitudes • To explore alternative attitudes and behaviours 		
5. Outcomes:	<ul style="list-style-type: none"> • Children will understand that hatred is hurtful and destructive behaviour • Children will provide examples of this behaviour • Children will consider useful behaviours 		
6. Preparation:	<ul style="list-style-type: none"> • Copies of Wheel of Life and worksheet <i>EA3. Activity. The Wheel of Life p9.7</i> for all students • White/blackboard and markers/chalk 		
7. Activity:	 Ask students if they remember the animals at the centre of the Wheel. <ul style="list-style-type: none"> • Remind students that these animals represent Attitudes/States of Mind • Introduce the Snake (hatred and aversion). • Select a couple of students to act out a Snake. • What does a Snake do? • Put answers on the board eg. kills, bites, harms, is sneaky, untrustworthy • Ask students if this attitude only affects someone who is directly harmed, or could harm spread wider? • Discuss the effects of this behaviour on self and others • Ask students to provide useful ways of behaving eg. loving-kindness, honesty, being reliable and responsible • Students draw a snake in the hub of the wheel and complete the rest of the worksheet <i>EA3. Activity. The Wheel of Life p9.7</i>. 		
8. Lesson 2:	 Suggested story: see Life of the Buddha <i>LB3. Love to All Creatures p2.13</i> .		

EXTENSION ACTIVITIES FOR UPPER PRIMARY:

EA6. The Wheel of Life: The Light Path and the Dark Path

Lesson Plan	Years 5-6	Lessons 1-2
		
1. Theme:	The Wheel of Life	
2. Topic:	The Light Path and the Dark Path	
3. Values:	<ul style="list-style-type: none"> • Change/Impermanence • Knowledge/Wisdom • Responsibility – for own actions 	
4. Aims:	<ul style="list-style-type: none"> • To encourage children to appreciate how life circumstances change • To explore the causes of changed circumstances • To consider how favourable circumstances might be achieved 	
5. Outcomes:	<ul style="list-style-type: none"> • Following on from previous lessons, students will identify the types of actions that lead along different paths • Students will draw/ write their Light Path and Dark Path. 	
6. Preparation:	<ul style="list-style-type: none"> • Copies of Wheel of Life and worksheet <i>EA3. Activity. The Wheel of Life p9.7</i> for all students • White/black board and markers/ chalk 	
7. Activity:	 Recap previous lessons.  Look at the Light Path and the Dark Path on the Wheel of Life.	
	<ul style="list-style-type: none"> • Ask students why they think that one path might be light and the other dark. 	
	 Discuss the types of actions that lead along the Light and Dark Paths. <ul style="list-style-type: none"> • Students draw their Light Path and Dark Path. 	

EXTENSION ACTIVITIES FOR UPPER PRIMARY:

EA7. The Wheel of Life: Six Symbolic Places

<i>Lesson Plan</i>		<i>Years</i> 5-6	<i>Lessons</i> 1-6
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1. Theme: The Wheel of Life
2. Topic: The Six Symbolic Places
3. Values:
 - Change/Impermanence
 - Loving-kindness/Compassion
 - Knowledge/Wisdom

Note

These lessons are optional. You may select parts of this module and use only the hub of the wheel, the Light Path and the Dark Path and the play. If your students are very interested you may choose to explore the different places. This lesson plan is a basis for other lessons on the different places.

4. **Aims:**
 - To encourage children to appreciate how life circumstances change
 - To explore the causes of changed circumstances
 - To consider how favourable circumstances might be achieved
5. **Outcomes:**
 - Students will identify the different 'Places' (sometimes called worlds) from their own observations
 - Students will predict the types of actions that might lead to different places or experiences.
6. **Preparation:**
 - Copies of Wheel of Life and worksheet *EA3. Activity. The Wheel of Life p9.7* for all students
 - White/black board and markers/chalk
 - Cut out pictures of famous people (pop stars, politicians, cartoon characters etc) for a collage
 - Scissors, glue

7. Lesson I

Activity:



- Explain that there are many ways to interpret this picture, and it is very hard to know for sure which way is correct.
- Some people believe these places to be real, some people think the places are where their thoughts, words and actions might lead them. Some other people view the different places exist as temporary states of mind. It makes us think about where our thoughts and actions could possibly lead us.
- Start with the *Warmongers* in the top right section.



Why are they always fighting? What satisfaction do they get from fighting? Can this satisfaction last? Why not?

- Ask students if they can think of any person they know who might be living like this? eg. bullies, gangsters, people who are waging war
- Ask students to imagine the sorts of extreme Rooster, Snake or Pig-like activities that could lead to these experiences.
- In the space on the wheel, draw this world, or stick on a picture.

8. Lessons 2-6:

In the following lessons consider the other 'places' in the same way.

Below are some discussion questions to get started:

Animals:



Do most animals in the world live in family homes? Can your pet go for a walk and get dinner whenever they feel like it? The pet is dependent on the family's kindness.

Discuss what life might really be like for other animals eg. kangaroos in drought or koalas in bushfires

- Ask students if they can think of any person they know who might be living in this type of 'place' eg. slaves, child labourers, lazy people who do not take advantage of education
- Ask students to imagine the sorts of extreme Rooster, Snake or Pig-like activities that could lead to these experiences.
- In the space on the wheel, draw this place, or stick on a picture.

Relentless Heat and Cold:



Have you ever experienced being terribly hot, or cold? eg. badly sunburned, playing winter sport, bad weather when camping, sick with a fever. Notice how the time seems to be much longer. You might have been feverish overnight, but the night seemed very, very long.

- Ask students to imagine the sorts of extreme Rooster, Snake or Pig-like activities that could lead to these experiences.

Relentless Hunger and Thirst:



Have you ever felt that the food and drink that you have is not satisfying? Can we think of people who live in this way? eg. people starving from famine, beggars, homeless people who watch other people having lovely food and drink but cannot have any themselves

- Ask students to imagine the sorts of extreme Rooster, Snake or Pig-like activities that could lead to these experiences.

Land of Luxury:



Living in the world of sense delights, they are beautiful and have everything. They do not think that their lives will change. Can we think of people who live like them? eg. famous people like actors or sports people

- Ask students to imagine the sorts of extreme Rooster, Snake or Pig-like activities that could lead to these experiences.

Humans:





What makes humans so special? How can we live differently to the other realms?

- What kinds of thoughts, words and actions might lead to having such wonderful opportunities?
- What is so wonderful about being you?

EXTENSION ACTIVITIES FOR UPPER PRIMARY:

EA8. The Wheel of Life – A Play

Lesson Plan		Years 5-6	Lessons 1-6
1. Theme:	The Wheel of Life		
2. Topic:	A play		
3. Values:	Change/Impermanence and Knowledge/Wisdom		
4. Aims:	<ul style="list-style-type: none"> • To encourage children to appreciate how life circumstances change • To explore the causes of changed circumstances • To consider how favourable circumstances might be achieved 		
5. Outcomes:	<ul style="list-style-type: none"> • Children will participate in a play. • By acting out the play, children will gain a deeper understanding of the principles of cause and effect 		
6. Preparation:	<ul style="list-style-type: none"> • Copies of the play. • Props: there are many different characters in the play. For ideas of simple costumes, hats, masks etc, see notes in section <i>Making Learning Fun: Putting on an RE play pXV</i>. 		
7. Lessons 1-2:	 Explain to the class that they are going to do a play depicting the Wheel of Life. <ul style="list-style-type: none"> • Distribute roles: rooster, snake, pig, Buddha, animals, warmongers, those living in luxury, burning and freezing sufferers and human beings • The class reads the play. • After the first run-through, ask them how they feel about the play. Is it easier to understand now? Can they explain cause and effect? • Repeat the reading with a change of characters. • Repeat with different characters for as many times as the students are interested. 		

EA8. The Wheel of Life: A Play for Many People

Cast: Rooster, snake, pig, Buddha, and students numbered off to be animals, warmongers, those living in luxury, burning and freezing sufferers, humans – or the group can recite together.

The group forms a circle with the rooster, snake and pig in the middle.

Rooster: *(strutting)* “Gimmee, gimmee, gimmee! More! More! More!”

Snake: *(slithering)* No! No! No! Get lost!

Pig: *(snuffling)* Dunno. Don’t care! Dunno. Don’t care!

Group moves around in a circle while the rooster, snake and pig are chanting their lines.

Group: Around we go, around we go, around we go, around we go....

Buddha: *(from outside the circle):* But wait, we have a choice!
You can choose the light path or the dark path.

Group: What’s the light path?

Buddha: It’s the way out. Avoiding harm to any living creature, telling the truth, not taking what isn’t given to you, being a kind and loyal friend and not clouding your mind with drink or drugs protects you from harm. That is the Light Path.

Group: *(moving in a circle, the creatures in the middle are hunched up and silent):* Around we go, around we go, not giving harm, telling the truth, being a good friend, not clouding out minds with drink and drugs keeps us on the happy path. Around we go, around we go.
Group stops.

Group: What is the dark path?

Buddha: The Dark Path is when we let the rooster rule what we think and say and do.

Rooster: Gimmee, gimmee, gimmee! More! More! More!

Buddha: The Dark Path is when we let the snake rule what we think and say and do.

Snake: No! No! No! Get lost!

Buddha: The Dark Path is when we let the pig rule what we think and say and do.

Pig: Dunno. Don’t care! Dunno. Don’t care!

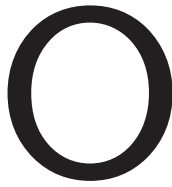
Group: *(Moving around in a circle. This time the rooster, snake and pig are leaping about in the centre):* Around we go. Around we go.
Group stops.

Group:	Where does this lead us Buddha?
Buddha:	So many places, and in each you will find ageing and death. But none of them last. Then there will be another birth, in another place, with much the same old story.
Group:	What sorts of places Buddha?
Buddha:	Animals <i>Two students act like dogs wanting their dinner or to go for a walk. Rooster, snake and pig say their lines.</i>
Buddha:	Very, very hot and terribly, terribly cold places. <i>One student acts like s/he is dying of thirst. Another student is freezing cold and can barely move but for shivering. Rooster, snake and pig say their lines.</i>
Buddha:	Poor creatures with relentless hunger and thirst. <i>One student is a beggar looking enviously at the others. Rooster, snake and pig say their lines.</i>
Buddha:	Some have everything and they think it will last forever. Sadly, it won't. <i>Student mimes living in the lap of luxury (eg. sunglasses, cameras, admires self in a mirror) Rooster, snake and pig say their lines.</i>
Buddha:	Warmongers want what someone else has got. They think they have to fight to get what they want and they think they have to fight to keep what they have got. <i>Two students mime fighting over an article (of clothing). Rooster, snake and pig say their lines.</i>
Group:	Where does that leave us Buddha?
Buddha:	We Humans are the most fortunate of all, because we can make a choice between the Dark Path.... <i>Rooster, snake and pig say their lines.</i>
Buddha:	and the Light Path....
Group:	<i>(moving in a circle, the creatures in the middle are hunched up and silent)</i> Around we go, around we go, giving kindness, not giving harm, telling the truth, being a good friend, keeping a clear mind clear keeps us on the happy path. Around we go, around we go. <i>Group stops.</i>

Buddha:	This is the happy path.
Group:	But Buddha, why do you say that this leads on to other lives?
Buddha:	I know, not everyone will agree with me, but I see it like this. If you have a rooster mind, a snake mind and a pig mind you are like a blind man who cannot see what results from his thoughts and words and deeds. But the habits of greed, hatred and ignorance do have their results. I call it a monkey mind that springs from one thing to another, and when one body wears out, it looks for another.
Group:	Around we go, around we go.
Buddha:	Or you can look at it this way. You have body and mind, like two people in a boat. You have five senses and thinking. With them, if you don't pay attention to what you do, you will want things very badly, want things more and more, you will want to hold onto everything you have, but what happens when you pick fruit and leave it on the dish for weeks?
Group:	The fruit goes bad, we cannot keep it. But we would still like to have another piece...
Buddha:	And then what might happen?
Group:	We start again. Around we go, around we go. A new fruit, but if we try to keep it, the fruit goes bad. A new birth, and ageing, and death... We all are in the same boat.
Buddha:	This is why I say to you. Be smart, think about what you do and the effects they have on others. Remember that what you do affects you too. Be kind and do no harm. This is what I know. It is the Happy Path.
Group:	<i>(moving in a circle, the creatures in the middle are hunched up and silent)</i> Away we go, away we go, not giving harm, telling the truth, being a good friend, keeping a clear mind keeps us on the happy path. Away we go, away we go!



EA9. Links to Other Useful Resources



nly the material available in the *Discovering Buddha* resource manual and available on the nominated website(s) for parents and schools is permitted to be used in the classroom.

For general information and contacts:

- *Buddhist Council of Victoria* homepage has an extensive list of useful websites under the Education Program: www.bcv.org.au
- *Buddhist Council of New South Wales* has a blog of Instructors' experiences and insights: <http://walkingbuddhaspath.blogspot.com/>



EA10. List of Plays Included in This Resource

LB2. The Wounded Swan	2.8
LB9. The Four Sights	2.25
LB14. The Drummer	2.42
JP12. The Lesson from a Monkey	3.31
CI5. Gotami and the Mustard Seed	5.18
EA8. The Wheel of Life.....	9.14



EA1 1. Word Games and Other Puzzles



Puzzle 1

Name

Date

K	R	D	H	K	U	I	F	G	M
F	I	J	K	B	C	P	S	D	G
C	F	N	T	W	V	L	I	L	E
Z	O	W	D	H	U	I	K	D	N
E	Y	M	L	F	E	A	T	D	T
G	H	F	P	F	R	U	K	C	L
Z	L	L	W	A	G	I	C	M	E
L	E	K	Q	Y	S	F	E	K	G
H	T	D	I	R	A	S	R	N	L
W	P	W	E	T	N	J	I	L	D
L	O	V	I	N	G	D	V	O	Z
T	D	F	E	J	H	Q	L	D	N
D	H	A	M	M	A	V	U	S	M
P	J	U	H	Q	O	D	T	G	E
L	H	D	I	B	Y	H	A	G	U
B	K	E	T	L	R	J	S	J	D

Find these words:

COMPASSION DHAMMA FRIEND
GENTLE HELPFUL KIND
LOVING SANGHA



Puzzle 2

Name

Date

K	R	D	H	A	U	I	F	G	M
F	I	J	K	B	N	P	S	D	G
C	S	N	T	W	V	G	I	L	E
Z	O	W	D	H	U	I	E	D	N
E	R	M	L	F	E	A	T	R	T
G	R	F	P	F	R	U	P	A	L
Z	Y	L	W	A	G	I	C	M	E
L	E	K	Q	Y	S	F	A	K	G
H	T	D	I	R	A	L	R	N	L
W	P	W	A	T	U	J	I	L	D
L	O	V	D	H	A	M	A	Z	
T	D	F	A	J	D	Q	L	D	N
D	H	R	M	M	A	D	U	S	M
P	J	U	H	Q	O	D	U	G	E
L	H	D	I	B	Y	H	A	B	U
B	K	E	T	L	R	J	S	J	A

Find these words:

ANGER BUDDHA DHAMMA
RAHULA RUPA SORRY





Puzzle 3

Name

Date

W	M	V	S	B	N	G	R	D	V
B	G	E	N	T	L	E	U	H	B
K	U	E	H	A	X	M	A	G	R
Y	R	D	N	H	J	L	N	V	F
P	D	F	D	E	U	I	G	H	Y
L	P	H	U	H	R	E	M	J	A
R	W	L	A	E	A	O	Y	M	T
B	K	R	F	S	K	T	U	E	R
X	S	F	G	V	O	A	E	S	Q
L	U	A	R	T	A	R	M	A	S
S	H	A	R	I	N	G	R	N	X
N	K	S	A	G	I	M	U	G	Z
G	A	U	H	A	V	A	P	H	M
S	W	A	U	S	A	Q	A	A	H
H	F	G	L	I	N	S	L	V	W
Z	J	R	A	F	A	X	M	F	R

Find these words:

BUDDHA NIVANA SHARING
 GENEROUS RAHULA SUFFERING
 GENTLE SANGHA



Puzzle 4

Name

Date

W	M	V	S	B	N	E	R	D	V
F	G	L	Q	F	L	W	U	H	B
K	H	E	L	P	F	U	L	S	R
Y	R	B	M	H	J	M	D	V	F
P	D	E	H	N	K	O	G	H	Y
L	T	H	A	N	A	N	D	A	H
R	W	L	V	W	N	K	H	M	T
B	K	Q	E	D	K	T	A	E	R
X	S	A	R	V	M	A	M	T	Q
L	K	A	S	M	A	T	M	T	S
Q	T	Y	I	U	J	D	A	A	X
N	K	S	O	Q	N	W	P	Y	Z
G	X	U	N	A	M	Z	A	H	M
S	W	K	M	S	V	Q	D	B	H
M	A	H	A	Y	A	N	A	V	T
Z	J	R	N	F	B	X	W	F	R

Find these words:

ANANDA HELPFUL MONK
 AVERSION MAHAYANA TEMPLE
 DHAMMAPADA



Puzzle 5 The Four Attributes

Name

Date

K	L	D	H	K	U	K	F	G	E
C	O	M	P	A	S	S	I	O	N
D	V	N	T	O	V	K	N	S	E
Z	I	U	M	H	H	A	K	Y	R
E	N	A	F	G	H	A	P	M	T
G	G	F	M	F	R	M	G	P	L
Z	K	A	R	U	N	A	C	A	Y
S	I	N	U	T	D	R	E	T	G
K	N	D	P	Z	A	P	I	H	G
W	D	R	E	T	N	M	B	E	D
L	N	N	K	N	I	E	A	T	G
T	E	F	K	N	H	T	L	I	A
D	S	V	A	N	I	T	U	C	M
P	S	U	U	D	E	A	T	J	K
L	Q	D	U	B	Y	S	M	O	P
E	X	M	T	L	R	J	S	Y	D

Find these words:

METTA COMPASSION
 KARUNA MUDDITA
 LOVING KINDNESS EQUANIMITY
 SYMPATHETIC JOY UPEKKA



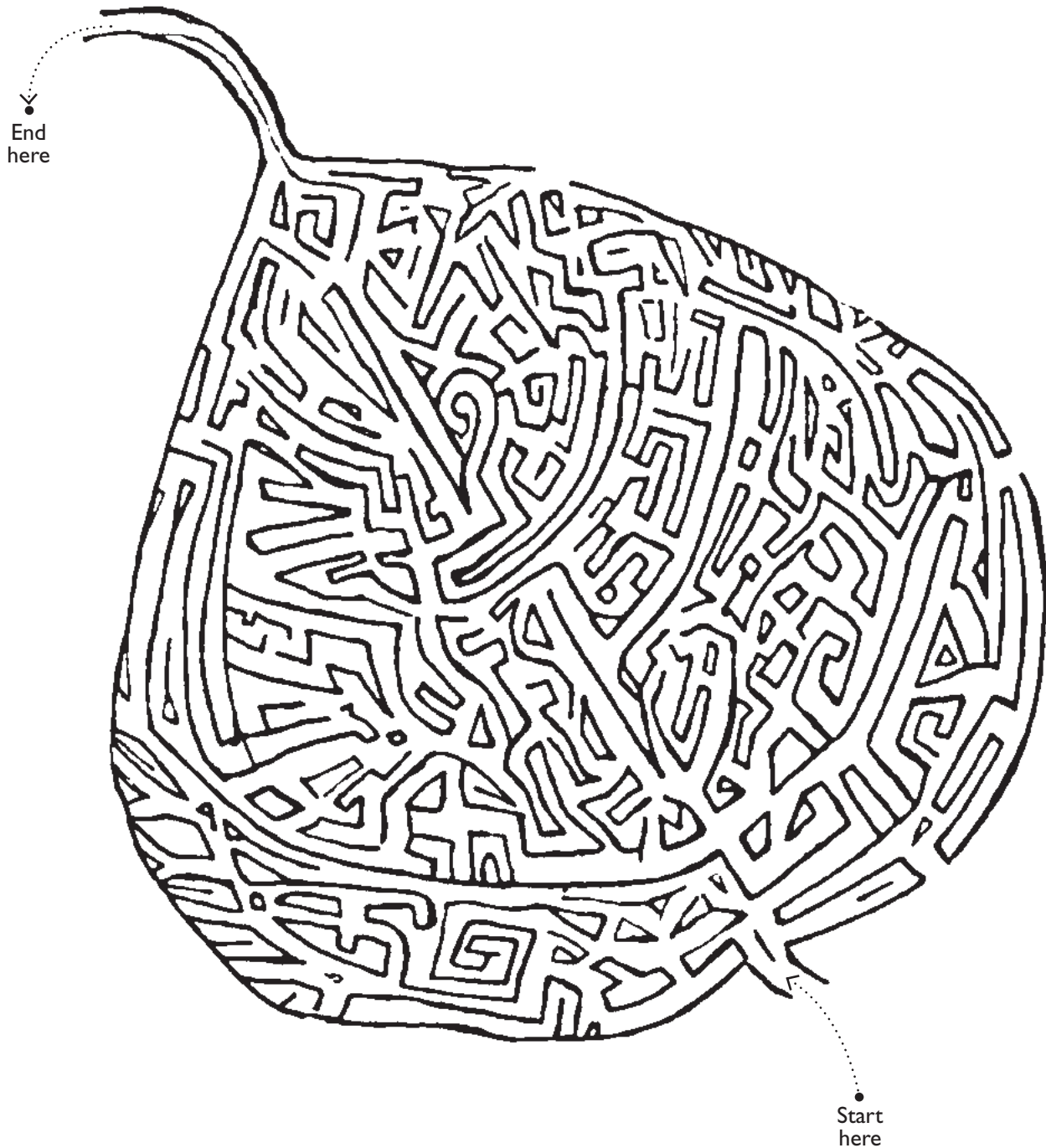


EA1 1. A Bodhi Leaf Maze

Name

Date

Can you find your way through the Bodhi Leaf?



Based on material sourced from *Symbols, Mudras, Statues, Puzzles*
compiled by Kusalo Bhikku, Amaravati Buddhist Monastery, UK

DISCOVERING BUDDHA



EA12. Record and Planner

Photocopy this page and insert the number codes and topics as a record of lessons and meditations studied.

School:

Year Levels:

Year:

Weeks	Term 1	Term 2	Term 3	Term 4
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

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