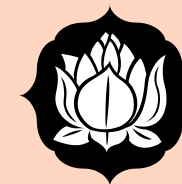


BUDDHISM Key Stage 2 Unit 1: The Buddha



<p>What this unit contains</p>	<p>The Buddha's life, enlightenment, teaching and death. How the Buddha changed people's lives. Wesak – festival remembering the life, enlightenment and death of the Buddha. Images of the Buddha.</p>		
<p>Where the unit fits and how it builds upon previous learning</p>	<p>This is the first unit of Buddhism for the primary phase; one of three units that together cover the Syllabus requirements for Buddhism in Key Stage 2. This unit introduces pupils to the life and impact of the Buddha.</p>		
<p>Extension activities and further thinking</p>	<ul style="list-style-type: none"> ➤ Describe key events in their lives and explain their significance. ➤ Explore beliefs about life and death by finding out more about Buddhist beliefs about reincarnation. ➤ Research the work of a person or organisation that has made a significant contribution towards improving the lives of others. ➤ Find out about the images that other faith communities use to help and inspire them. ➤ Complete the activity sheet from the LgFL & espresso Faiths-Buddhism unit 'What is meditation & why is it important to Buddhists?' 		
<p>Vocabulary</p> <p>Buddha Buddhism Siddhartha Gotama challenge</p> <p>prince Bodhi tree change image Bodhgaya</p> <p>pilgrimage mudra meditation holy suffering</p> <p>Angulimala truth enlightened meditate Wesak / Vesak</p>	<p>SMSC/Citizenship</p> <ul style="list-style-type: none"> ➤ Ultimate questions of life, death, meaning & purpose. ➤ Qualities that make someone 'good'. ➤ Spiritual development - Meditation - its importance to individuals of faith communities. ➤ Times of shared reflection and celebration within faith communities. 		

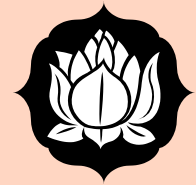
BUDDHISM Key Stage 2 Unit 1: The Buddha



Unit 1 Session 1

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know that Buddha was a human being; ➤ know that the Buddha was born a prince and that he wanted to find answers to the problem of suffering and dissatisfaction in life; ➤ know that Buddhists believe that 'all things change'; ➤ know that reflection and meditation are important to Buddhists. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p></p> <p>√</p> <p>√</p> <p></p> <p>√</p>	<p>Watch a video or read a story of the Buddha focussing on 'The Four Sights,' and the Buddha's desire to search for meaning. Make a class list of questions the Buddha might have been asking and discuss.</p> <p>Point out to pupils that the Buddha taught that 'all things change'. How did the four sights lead him to this teaching?</p> <p>Share ideas about how members of the class find the answers to questions. Talk about getting answers from people, books, places that are helpful. Consider why the Buddha left home looking for answers and why meditation might be so important to Buddhists. Continue the video/ story to find out about Buddha's meditation under the Bodhi tree – where the answer came to him. He was 'enlightened'.</p> <p>Explain to pupils that Buddhists believe in a cycle of life / death/ rebirth. Discuss what this belief means and impress on pupils that changes to how we live our lives can be influenced by human activity and inactivity, e.g. by not looking after yourself.</p> <p>Practice sitting quietly, thinking about someone who has helped to find an answer to a problem or a problem that is currently a worry.</p>	<p>Resources Video: Clearvision Trust: Buddhism for Key Stage 2</p> <p>LgFL & Espresso CD Rom or online Activity – 'Story of the Buddha'</p> <p>Picture of the Buddha meditating under the Bodhi tree.</p> <p>N.B. if pupils are concerned about the Buddha leaving his home and family, explain that in the palace there were many people who would care for his family and that it was accepted in their culture that people would go on spiritual journeys in their lives.</p>

BUDDHISM Key Stage 2 Unit 1: The Buddha



Unit 1 Session 2

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ identify challenges they have to face; ➤ recall information about Buddha and his concern to find an answer to the problems of suffering and dissatisfaction in life. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>Share experiences of times when members of the class have done something that was extremely difficult, for example learning something new or embarking on something that will take a long time. Share views on how it feels when you know you are going to have to do something hard.</p> <p>Recall the story of the Buddha's life. What hard decisions did the Prince Siddhartha have to make to go to search for meaning?</p> <p>How hard would it have been for Prince Siddhartha to leave his palace and how might he have felt to see the four sights?</p> <p>How hard might it have been for him to finally leave the palace and his family after he had seen the 4 sights? (This activity could be done by hot seating).</p> <p>Complete a short response sheet 'I think the hard challenges the Buddha had to face were ...' explaining why you think these were hard challenges.</p>	<p>Resources 'Under the Bodhi Tree' by Lynne Broadbent & John Logan ISBN :185 175 203- X</p> <p>Videos Water, Moon, Candle Tree & Sword – section on 'Tree' Buddhism for Key Stage 2 Clearvision Trust</p> <p>Short response sheet (Page 9)</p>

BUDDHISM Key Stage 2 Unit 1: The Buddha



Unit 1 Session 3

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know ways in which suffering can be eased, e.g. know the moral drawn from the Angulimala story from the life of the Buddha; ➤ reflect on how they would respond to the Buddha's challenge to change their lives. 	<p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p>	<p>Use a picture/image of the Buddha as a focus. What can pupils recall about the Buddha as a teacher?</p> <p>Watch a video or tell the story of Angulimala – how did the Buddha change people's lives? How was Angulimala suffering? How did the Buddha's teachings change this?</p> <p>Discuss in small groups: If a holy man told you to give up your favourite things, pastimes you enjoy, games etc. what would be the good and bad thing about that decision?</p> <p>Explore what it means to be attached to 'things' and the feelings and attachments you have about them. How could not being attached make you appreciate the 'thing' even more? Which things would be hardest to give up and why? What would you gain? Feedback to whole class and discuss.</p> <p>Each pupil should record what would be the hardest thing for him / her to give up and explain why.</p>	<p>Resources 'Don't just do something, sit there' by Mary K Stone The Barefoot book of Buddhist Tales - Chodzin & Kohn</p> <p>Videos Buddhism for Key Stage 2 - Clearvision Trust</p>

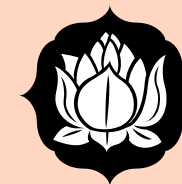
BUDDHISM Key Stage 2 Unit 1: The Buddha



Unit 1 Session 4

Learning objectives	A T 1	A T 2	Suggested teaching activities	Focus for assessment	Sensitivities, points to note resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know and understand that the Buddha image communicates values e.g. tranquillity, compassion; ➤ understand that the Buddha image is not worshipped as an idol; ➤ know that traditional postures and positions of the Buddha have meaning. 	<p>√</p>	<p>√</p>	<p>Examine images and postures of the Buddha including mudras (mudras – hand positions). Discuss the Buddha’s facial expressions and body language. How do the images look? What qualities are expressed through the Buddha image?</p> <p>Watch the short section in the Clear Vision video on ‘The Buddha’ explaining about the Buddha’s hand positions. Practice the mudras for fearlessness, teaching, generosity and meditation. Do close observational drawing of hands demonstrating one of these positions.</p> <p>Recall that the Buddha was not a God and that when Buddhists consider an image of the Buddha they are not worshipping him.</p> <p>Assessment Task Why is it that although the Buddha was not a God people look at his image to inspire them?</p>	<p>Assessment Levels</p> <p><i>Level 1 Attainment target 1</i> Pupils use some religious words and phrases to recognise and name features of religious life and practice.</p> <p><i>Attainment target 2</i> Pupils talk about what is of value and concern to themselves and to others.</p> <p><i>Level 2 Attainment target 1</i> Pupils use religious words and phrases to identify some features of religion and its importance for some people. They begin to show awareness of similarities in religions. They identify how religion is expressed in different ways.</p> <p><i>Attainment target 2</i> Pupils ask, and respond sensitively to, questions about others’ experiences and feelings.</p> <p><i>Level 3 Attainment target 1</i> Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They begin to identify the impact religion has on believers’ lives. They describe some forms of religious expression.</p> <p><i>Attainment target 2</i> Pupils identify what influences them, making links between aspects of their own and others’ experiences.</p>	<p>Resources</p> <p>Video: Buddhism for Key Stage 2 - Clearvision Trust</p> <p>LgFL & Espresso ‘Faiths’ – Buddhism images</p> <p>Posters or images of the Buddha http://www.buddhanet.net/mudras.htm</p>

BUDDHISM Key Stage 2 Unit 1: The Buddha



Unit 1 Session 5

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know that the Buddha spent 6 years in the forest learning meditation; ➤ know about Buddha's enlightenment and the importance of the Bodhi tree; ➤ experience a short meditation exercise to appreciate difficulties and benefits. 	<p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p>	<p>Discuss positions that people find comfortable for listening and thinking, e.g. lying down, sitting in an armchair. Read the story about Buddha at the Bodhi tree – and discuss where members of the class go to feel peaceful, quiet, and safe.</p> <p>Draw or collage pictures for post cards of 'My most peaceful/ special place' and describe in one sentence what makes this place special.</p> <p>Watch a short piece of Video showing pilgrims visiting Bodhgaya. What do people gain from such visits? What is the name given to visits to places of religious significance? Introduce pupils to the term 'pilgrimage' and encourage pupils to share anything they know about pilgrimage from their experience.</p> <p>In a meditation seating position pupils should try to meditate. How does this feel? – Discuss. How hard is it to cut out distracting sounds and sights around? What do you think about? What are the benefits of meditation? Record feelings and responses.</p>	<p>Resources 'Under the Bodhi Tree' by Lynne Broadbent & John Logan ISBN : 185 175 203–X</p> <p>Video: Buddhism for Key Stage 2 - Clearvision Trust beginning of programme 1</p> <p>N.B. Meditation is practiced by most religions that may use it for recalling their own teachings or contemplating on their beliefs and practice. Meditation has a physical element and a mental element, so encourage pupils to realise they need to be aware of what is happening to them.</p>

BUDDHISM Key Stage 2 Unit 1: The Buddha



Unit 1 Session 6

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know the festival of Wesak celebrates the birth, enlightenment and passing away of the Buddha; ➤ know that the lotus flower is a symbol of enlightenment; ➤ consider someone special to each member of the class. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>		<p>Explain that at Wesak Buddhists recall the story of the Buddha. Watch the section on Wesak from the 'Water, candle, moon, tree & sword' video. Discuss and record who celebrates the festival, where and why.</p> <p>Explore the Buddhist belief in the journey of life, death and rebirth and how the festival explores this through a focus on the Buddha.</p> <p>Show pupils lotus flower images. Explain that the lotus blossom starts out under water with its roots in the mud and emerges from the water to flower in the light. Show pictures / images of a lotus blossom. Discuss why this might be a symbol of enlightenment to Buddhists.</p> <p>Either:</p> <ol style="list-style-type: none"> a. Make a lotus candleholder and if possible float a lotus candle or nightlight on water as is done on the River Thames from the Peace Pagoda in Battersea. Write a note to someone special in his or her life to place with the candle. This could be a note of thanks, a message of peace or a statement intended to 'enlighten'. or b. Write a letter or diary entry about an experience of the Wesak celebration. or c. Engage in a piece of reflective writing about the concept of life as a journey. 	<p>Resources Video: Water, Moon, Candle Tree & Sword – section on 'Tree' Lotus flower images Origami paper for lotus flower candle holders nightlights</p> <p>Teacher note Wesak, or Vesak (Sinhalese) Buddha Day. Name of a festival and a month. On the full moon of Wesak (in May or June), the birth, enlightenment and passing away of the Buddha took place, although some schools celebrate only the birth at this time, eg Zen.</p>



Unit 1 Sessions 1 & 4 Information Sheet 1

The Buddha meditating under the Bodhi Tree





Unit 1 Session 2 Activity Sheet 1

Short Response Sheet

I think the hard challenges the Buddha had to face were.....

.....

.....

.....

I feel.....

.....

.....

.....





Unit 1 Session 3 & 4 Activity Sheet 2

The Buddha





Unit 1 Session 4 Activity Sheet 3

Images of the Buddha





Unit 1 Session 3 Story Sheet 4

Angulimala, the Bandit

When a son, called Ahinsaka, was born to the adviser of the King of Kosala, all the weapons in the country shone brightly. The king was disturbed by this, and the next morning he called his adviser to find out the reason why the weapons were shiny. The adviser said, "My wife has given birth to a son, Your Majesty."

"Why do all the weapons shine so much?" asked the king.

"Your Majesty, his horoscope predicts that my son will be a bandit."

"Will he rob alone or with a gang?" asked the king.

"He will be alone, Your Majesty," replied the boy's father.

"We should kill him now," said the king.

But the baby's loving father exclaimed "No! When it happens, as he will be alone we shall be able to catch him easily." Time went on and when Ahinsaka was old enough his father sent him away to a school. Ahinsaka was the strongest, brightest and the most obedient child of all the children in the whole school. Other children became jealous of him and behind his back made the teacher hate him. So when he had finished his education, the teacher said, "Now you must pay me my tuition fee."

"How much should I pay, teacher?" asked Ahinsaka.

BUDDHISM Key Stage 2 Unit 1: The Buddha



Unit 1 Session 3 Story Sheet 4 Continued - Angulimala, the Bandit

"I don't want money," replied his angry teacher, "I want one thousand right-hand human fingers. And remember not to bring two right-hand human fingers from the same person."

Although it was a most difficult thing for him to do, Ahinsaka was in debt to his teacher and had vowed to obey him. He promised to pay his teacher. Taking a sword, off he went until he reached his homeland.

Hiding near a jungle clearing, he waited for passers by. When someone came he would rush out and kill them, cutting off a right-hand finger and hanging their corpses on a tree for the vultures and crows. He made a necklace and out of the finger bones and soon became known as "Angulimala" (anguli means fingers, mala means garland).

Angulimala went to another district and began to kill again. Because he was murdering so many people, the King of Kosala decided to go with his army to capture the bandit. Ahinsaka's mother and father knew that this bandit was their son and his mother wanted her husband to try to get him to save their son.

"He is very fierce and dangerous now," he said. "He may have changed completely, and if I go there he may even kill me." But the boy's mother loved her son more than she loved herself. She thought, "I must go to the jungle myself and save him."

By now Angulimala had killed 999 people. He had spent months and months in the jungle without proper food, sleep or comfort, and was bitter from having to do such horrible deeds. He was impatient to pay off his debt and live a decent life. He thought, "Today if even my own mother comes I will kill her and cut off a finger to make one thousand fingers." Now that day the Buddha had set out towards the jungle. The villagers, seeing the Buddha, cried out, "Teacher, don't go that way, it is too dangerous. Return home quickly." Three times they warned him but the Buddha continued, thanking them for their concern.



Unit 1 Session 3 Story Sheet 4 Continued - Angulimala, the Bandit

When Angulimala's mother entered the jungle, Angulimala saw her approaching and thought, "My poor mother, I love and pity her but it cannot be helped. I must keep my word and kill her."

Just as he was about to the Buddha appeared between them. Angulimala thought, "It is very good that this man comes in front of my mother. Why should I kill her? I will leave her alone and kill this stranger." So with his sword he ran towards the Buddha.

The Buddha walked slowly away from him, thinking, "Let this young man see me running." Angulimala ran and ran towards the Buddha, but he could not catch up with him. Eventually he became weak and could not run any further. Then he shouted at the Buddha, "Stop! Stand still!"

The Buddha talked to Angulimala and showed him how he could stop his actions and start to lead a good life. Angulimala was distressed when he thought of all the bad he had done and was determined to turn away from his evil ways and follow the Buddha's teachings. Throwing away his sword he knelt before the Buddha, who blessed him and took him to a monastery, where he became a monk.





Unit 1 Session 6 Activity Sheet 5

Lotus Flowers

