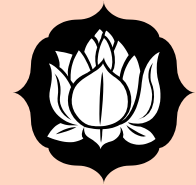


BUDDHISM Key Stage 2 Unit 2: Buddhist Teaching



<p>What this unit contains</p>	<p>This unit covers the Buddha's teachings of:</p> <ul style="list-style-type: none"> ▪ The Four Noble Truths, ▪ The Noble Eightfold Path, ▪ The Five Moral Precepts, ▪ Buddhist stories. 		
<p>Where the unit fits and how it builds upon previous learning</p>	<p>This unit builds on work covered in Buddhism Unit 1 'The Buddha' It is suggested that this unit should be covered in upper Key Stage 2</p>		
<p>Extension activities and further thinking</p>	<ul style="list-style-type: none"> ➤ Research aspects of the Noble Eightfold path in more depth - e.g. Right Meditation. ➤ Interview a practising Buddhist about how these teachings influence daily life. ➤ Link some of the teachings to the idea of actions having consequences. 		
<p>Vocabulary</p> <p>Buddhism noble change Dhamma Buddhist consequence suffering meditate moral eightfold truth precepts enlightenment path Dharmachakra wheel</p>	<p>SMSC/Citizenship</p> <ul style="list-style-type: none"> ➤ Responsible attitudes towards self and others. ➤ Ultimate questions of meaning & purpose. ➤ Behaviours that cause suffering - e.g. bullying, racism. 		

BUDDHISM Key Stage 2 Unit 2: Buddhist Teaching



Unit 2 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 the main message of Buddhist teaching is that life involves suffering and the Buddha found a way to end suffering; ➤ explore and share feelings about different types of suffering today; ➤ know the First Noble Truth – life involves suffering. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>Recall what is already known of the Buddha's search for an answer to the problem of suffering.</p> <p>Look at current national and local newspapers and identify articles that demonstrate suffering. As a class discuss different types of suffering, define what suffering is and discuss how it is more than feeling physical pain.</p> <p>Explain that the Buddha taught four statements called the Four Noble Truths. The first of these is 'life involves suffering'.</p> <p>In groups find examples of suffering caused by greed, hatred, and ignorance in the newspapers. Role-play or make a news report to demonstrate and explain this, linking to the Buddha's teaching.</p> <p>In class discussion link to local or national examples, e.g. local anti-racist issues and record what a Buddhist response to one of these issues might be. Do the class agree with the first Noble Truth?</p>	<p>Resources Newspapers containing examples of a range of types of suffering</p>

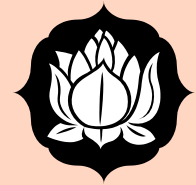
BUDDHISM Key Stage 2 Unit 2: Buddhist Teaching



Unit 2 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 that the last 2 Noble Truths teach about the Noble Eightfold Path; ➤ know the 8 spokes of the wheel and steps of the path; ➤ know that the Eightfold Path can be grouped into 3 main sections, for body, speech and mind; ➤ know that the Noble Eightfold Path is the way to end suffering and become enlightened. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>		<p>Recall work covered in the previous lesson. Display the wording of the last 2 Noble Truths; these are the topics of this lesson.</p> <p>Introduce the Buddha’s teaching of the Eightfold Path. This is the way he taught that people can escape suffering and become enlightened like him.</p> <p>Give out the Eightfold Path/ Dharmachakra information. Discuss and draw the 8-spoked wheel; label the spokes. Colour those that relate to body, speech and mind separately.</p> <p>Explain that Buddhists believe that the wheel is supposed to turn clockwise symbolising development in a positive direction – travelling forwards.</p> <p>Talk about how all parts of the wheel need to be included at all times otherwise a person’s development is not whole.</p>	<p>Resources Eightfold Path</p> <p>Worksheet – Clearvision Buddhism for Key Stage 2 booklet page 28</p> <p>Wheel template</p> <p>Buddhist wheels printed on card and cut out</p>

BUDDHISM Key Stage 2 Unit 2: Buddhist Teaching



Unit 2 Session 4

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
Pupils should: <ul style="list-style-type: none"> ➤ know the importance of good values in Buddhism; ➤ know how the Monkey King demonstrated compassion for his monkeys in the Buddhist Jataka Tale. 	√ √ √	√	Recall work done earlier in the unit on the first Noble Truth about suffering. Discuss what life would be like if there were no suffering of any kind. Create a thought bubble or short response sheet of pupils' views. Tell the Buddhist story of the Monkey King. How did the Monkey King in his suffering show compassion for others? Explain that Buddhists believe it is important to be kind and compassionate. In small groups talk about and then individually record how people can show compassion for others in school, locally or globally.	Resources The Monkey King – RE-tell Stories Volume 4, South London Multifaith & Multicultural Resources Centre. Clearvision Buddhism for Key Stage 2 Video or book 'The Monkey King'

BUDDHISM Key Stage 2 Unit 2: Buddhist Teaching



Unit 2 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 has given some guidelines on behaviour which should form attitudes of mind called the Five Moral Precepts; ➤ identify the difference between guidelines and rules. 	<p>√</p> <p>√</p> <p>√</p>	<p>√</p>	<p>Watch Programme 2 Sequence 5 of the Clearvision Buddhism for Key Stage 2 video and discuss the differences between guidelines and rules.</p> <p>Introduce the Five Moral precepts and discuss how these have two aspects - behaviour that should be avoided and behaviour that should be cultivated.</p> <p>List the bad habits that Buddhists try to avoid and good actions that they try to develop.</p> <p>Clarify the difference between precepts and rules and then as a class make up a set of class precepts that everyone should try to follow.</p>	<p>Resources Video: Clearvision Trust: Buddhism for Key Stage 2</p> <p>For years 3 - 4 teachers may wish to rephrase the term 'sexual misconduct'</p> <p>In years 5-6 this may link to sex education in a positive way: e.g. monogamy, being faithful to a partner, not causing hurt or suffering to others, protecting oneself and others.</p>

BUDDHISM Key Stage 2 Unit 2: Buddhist Teaching



Unit 2 Session 6

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 that Buddhist stories exemplify Buddhist teachings; ➤ know one or more of these stories and understand the teaching that lies behind the story. 	√	√	<p>Through a class concept mapping activity recall the Buddhist teachings covered in the unit under the headings, Four Noble Truths, Eightfold Path etc.</p> <p>Listen to / read one or two Buddhist short stories, drawing out the moral / meaning of the story and relating it to one of the teachings.</p> <p>Assessment Task Pupils should:</p> <ul style="list-style-type: none"> ▪ describe how a Buddhist teaching can be understood from one of the short stories they have read, ▪ explain how the story might have something to say to anyone whether they are a Buddhist or not. 	<p>Assessment Level <i>Level 2 Attainment target 1</i> Pupils use religious words and phrases to identify a Buddhist teaching and explain its importance for some people. <i>Attainment target 2</i> Pupils recognise that some questions cause people to wonder and are difficult to answer or in relation to matters of right and wrong, recognise their own values and those of others. <i>Level 3 Attainment target 1</i> Pupils use a developing religious vocabulary. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression. <i>Attainment target 2</i> Pupils identify what influences them, making links between their own and others' experiences. They make links between values and commitments, and their own attitudes and behaviour. <i>Level 4 Attainment target 1</i> Pupils use a developing religious vocabulary to describe and show understanding of, beliefs, ideas, feelings and experiences. They make links between them, and describe some similarities and differences both within and between religions. They describe the impact of religion on people's lives. <i>Attainment target 2</i> Pupils raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments. They apply their ideas to their own and other people's lives. They describe what inspires and influences themselves and others.</p>	<p>Resources Short stories from the Jataka Tales or the Buddhist tradition with a Buddhist moral.</p> <p>http://watthai.net/talon/jataka/jataka.htm http://www.mainlesson.com/display.php3?author=babbitt&book=morejataka&story=_contents http://www.buddhanet.net/bt_conts.htm</p>



Unit 2 Sessions 1 & 2 Information Sheet 1

The Four Noble Truths

Life involves suffering

The origins of suffering lie in wanting (which is made more intense by greed, hatred & ignorance).

The ending of suffering is possible.

The Noble Eightfold Path is the way to end suffering and become enlightened



BUDDHISM Key Stage 2 Unit 2: Buddhist Teaching

Unit 2 Session 2 Story Sheet 1

The Old Woman Who Lived in a Vinegar Bottle

There once was an old woman who lived in a vinegar bottle; don't ask me why. It was a common old vinegar bottle, maybe a little larger than most, but, still, it made a very small house. The old woman would often sit on her front steps and complain. "Oh, what a pity! What a pity, pity, pity it is that I should have to live in a tiny house such as this. I should be living in a charming cottage with a thatched roof and roses growing up the walls, that's what I deserve."

One day a fairy happened to be flying overhead and she heard the old woman's complaint. "I can do that," thought the fairy. "If that's what she wants...that's what she'll get." And to the old woman she said, "When you go to bed tonight, turn round three times and close your eyes. In the morning, just see what you shall see."

Well, the old woman thought the fairy was probably telling tales, but she decided to give it a try. When she went to bed that night she turned round three times and closed her eyes. When she opened them again in the morning ... She found herself in a charming cottage with a thatched roof and roses growing up the walls! "It's just what I've always wanted," she said. "I know I will be so happy here." But not a word of thanks did she give to the fairy.

The fairy went north and south and east and west. She did all the business she had to do, then she began to think about the old woman. "I wonder how that old woman is getting along, the one who used to live in the vinegar bottle. I think I'll just stop round and see."

When she got to the charming cottage, the fairy found the old woman sitting and complaining. "Oh, what a pity! What a pity, pity, pity it is that I should have to live in a tiny cottage like this. I should be living in a smart house with lace curtains at the windows and a brass knocker on the door! That's what I deserve!"



BUDDHISM Key Stage 2 Unit 2: Buddhist Teaching

Unit 2 Session 2 Story Sheet 1 Continued – The Old Women who lived in a Vinegar Bottle

"Well," said the fairy, "I can do that. If that's what she wants ... that's what she'll get." And to the old woman she said, "When you go to bed tonight, turn round three times and close your eyes. When you open them again in the morning, just see what you shall see."

The old woman didn't have to be told twice; she went right to bed. She turned round three times and closed her eyes and when she opened them again in the morning, she found herself in a smart house with lace curtains at the windows and a brass knocker on the door. "It's just what I always dreamed of!" she said. "I know I'll be so happy here!" But not a word of thanks did she give to the fairy.

The fairy went north and south. The fairy went east and west. She did all the business she had to do, then she began to think about the old woman. "I wonder how that old woman is getting along, the one who used to live in the vinegar bottle. I'll just go round and see."

When she got to the smart house, there sat the old woman in her brand new rocking chair ... rocking and complaining. "Oh, what a pity! What a pity, pity, pity it is that I should have to live in this house with common neighbours on either side. I should be living in a mansion on a hilltop with a manservant and a maidservant to do my bidding. That's what I deserve!"

When the fairy heard this, she was amazed, but she said, "Well, if that's what she wants ... That's what she'll get." And to the old woman she said, "When you go to bed tonight, turn around three times and close your eyes. When you open them again in the morning, just see what you will see!"



BUDDHISM Key Stage 2 Unit 2: Buddhist Teaching

Unit 2 Session 2 Story Sheet 1 Continued – The Old Women who lived in a Vinegar Bottle

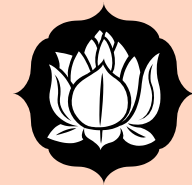
The old woman turned round three times and closed her eyes. When she opened them again the next morning ... She found herself in a mansion on a hilltop with a manservant and a maidservant to do her bidding! "This is just what I've always deserved," said the old woman. "I know I will be so happy here!" But not a word of thanks did she give to the fairy.

The fairy went north and south and east and west doing all the work she had to do. Then she began to think about the old woman. "I wonder how that old woman is getting along, the one who used to live in the vinegar bottle. I think I'll just go round and see."

But when she came to the mansion on the hilltop she found the old woman in her velvet chair and complaining! "Oh, what a pity! What a pity, pity, pity it is that I should have to live in such a drafty old mansion. Why, I should be living in the palace. Oh, yes, I should be the queen with musicians to entertain me and courtiers to bow to me. That's what I deserve."

"Good heavens," thought the fairy. "Will she never be content? Well, if that's what she wants ... that's what she'll get." And to the old woman she said, "When you go to bed tonight, turn round three times and close your eyes. When you open them again in the morning, just see what you shall see!"

The old woman could not wait to go to bed that night. She turned round three times and closed her eyes. When she opened them again the next morning, she found herself in the palace and she was the queen, with musicians to entertain her and courtiers to bow to her. "Oh, yes! This is what I've always dreamed of. I know I will be so happy here!" But again not a word of thanks did she give to the fairy.



BUDDHISM Key Stage 2 Unit 2: Buddhist Teaching

Unit 2 Session 2 Story Sheet 1 Continued– The Old Women who lived in a Vinegar Bottle

The fairy went north and south and east and west doing all the work she had to do. Then she began to think about the old woman. "I wonder how that old woman is getting along ... the one who used to live in the vinegar bottle. I think I'll go round and see."

When she got to the palace there sat the old woman on her throne ... sitting and complaining! "Oh what a pity! What a pity, pity, pity it is that I should be queen of such an insignificant little kingdom. Why I should be Empress of the Universe. Oh, yes, Empress of the Universe! That's what I really deserve!"

"Well!" said the fairy. "There is no pleasing some people! If that's what she wants, that's what she'll not get!" And to the old woman she said, "When you go to bed tonight, turn round three times and close your eyes. When you open them again in the morning, just see what you shall see."

The old woman hurried to bed that night. She turned round three times and closed her eyes. When she opened them again the next morning, she found herself right back in her vinegar bottle!

"And there she shall stay!" exclaimed the fairy. "If she can't be happy here, she won't be happy there. For, after all, happiness comes from the heart, not from the house!"





BUDDHISM Key Stage 2 Unit 2: Buddhist Teaching

Unit 2 Session 3 Information Sheet 2

The Noble Eightfold Path (The 8 spoked wheel)

Right Understanding (seeing the world as it is, in terms of the Four Noble Truths)

Right Thought [or intention] (commitment to follow the path)

Right Speech (truthfulness; gentle and useful speech)

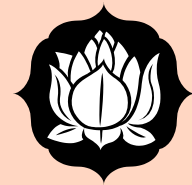
Right Action (following the Five Precepts with love and compassion)

Right Livelihood (avoiding work that causes harm or injustice, choosing one which is beneficial to others)

Right Effort (avoiding bad thoughts, encouraging good)

Right Mindfulness (attentiveness and awareness)

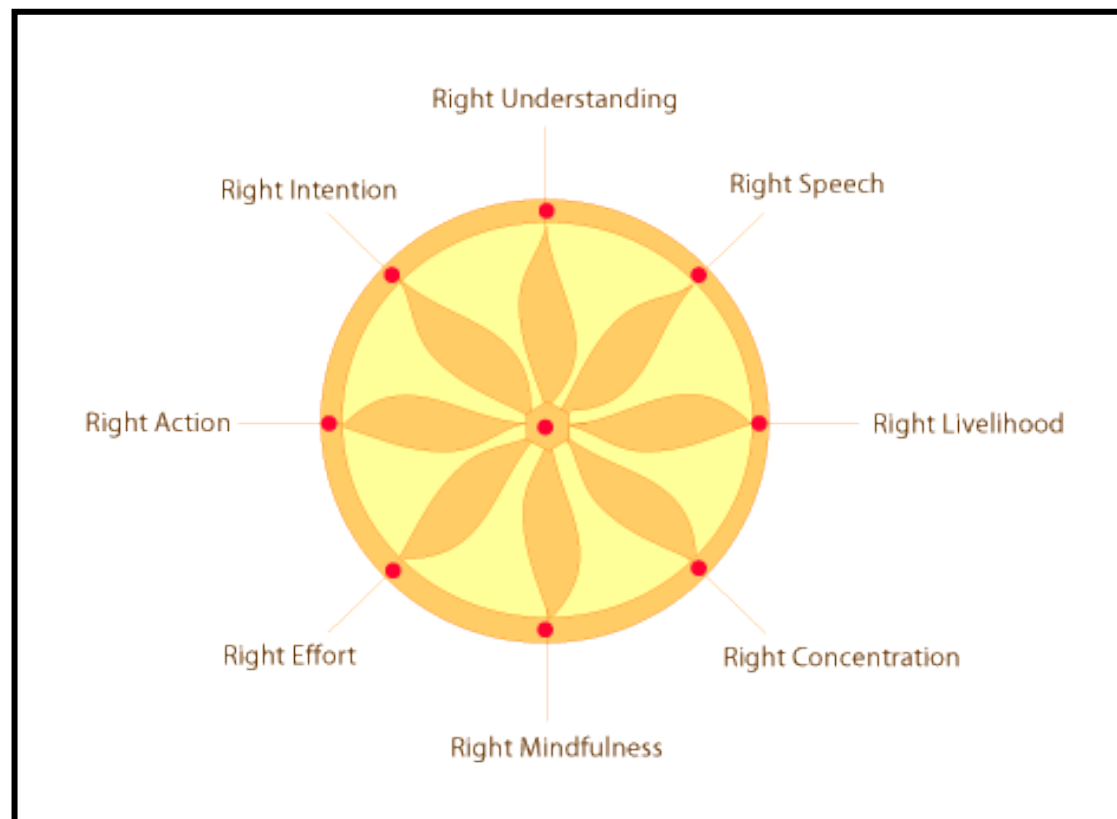
Right Meditation [or concentration] (training the mind in meditation)



BUDDHISM Key Stage 2 Unit 2: Buddhist Teaching

Unit 2 Session 3 Information Sheet 3

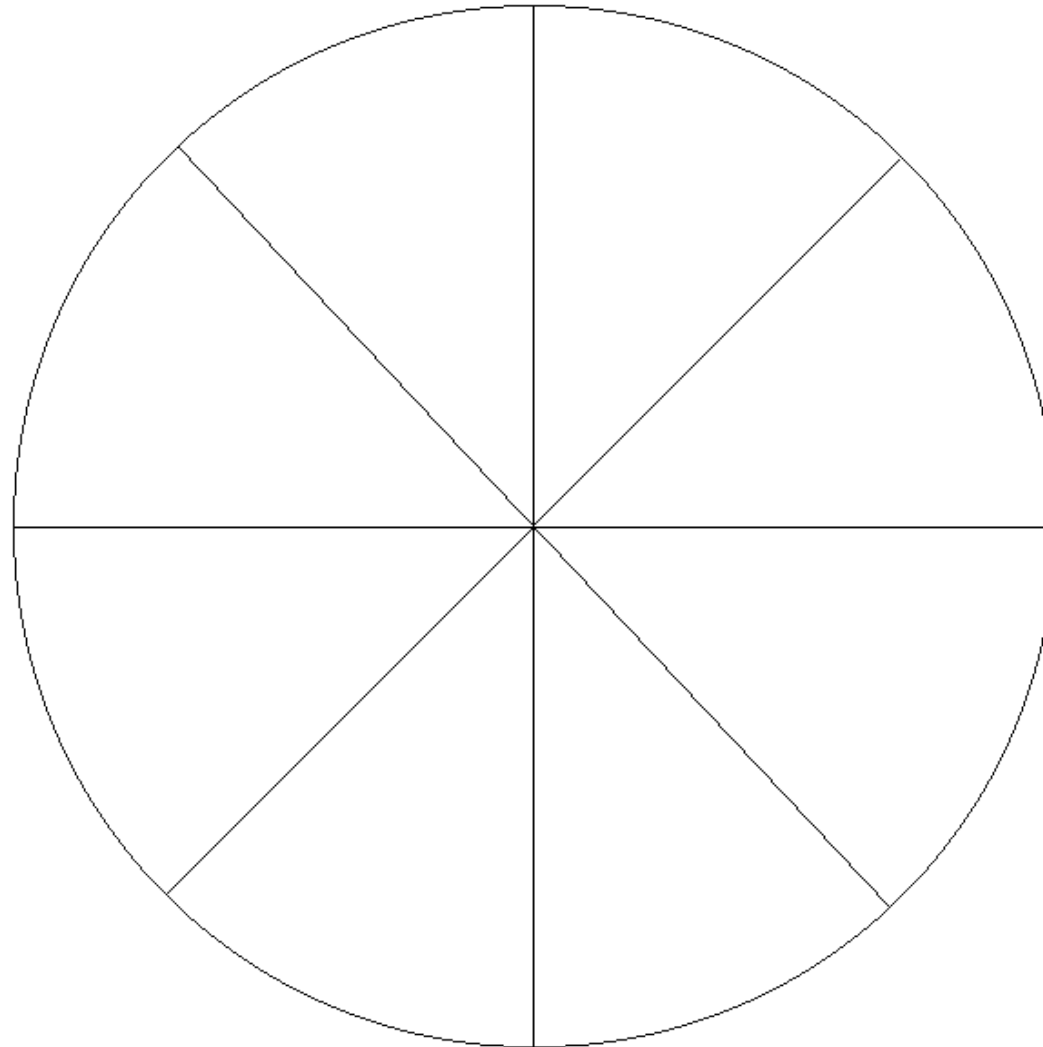
The Eight Spoked Wheel





Unit 2 Session 3 Activity Sheet 2

Wheel Template





BUDDHISM Key Stage 2 Unit 2: Buddhist Teaching

Unit 2 Session 5 Information Sheet 4

The Five Moral Precepts

These are important in forming attitudes of mind and as guidance for living.

Buddhists should refrain from:

Harming and killing living beings

Activities that cause people to suffer

Taking drugs or drink that confuse the mind

Taking what is not freely given

Wrong (harmful) speech