

Medium Term Planning:

**Buddhism**

**Year: 5, 6**

Week	Learning Objectives	Introduction	Independent / Group activity	Assessment opportunities	Cross Curricular Links
<p>1</p> <p>Where happiness comes from</p>	<p>To know that Buddhists understand that happiness is a state of mind.</p> <p>To examine the idea that happiness comes from inside.</p> <p>To justify children's own beliefs about where they think happiness comes from.</p> <p><b>Vocab:</b> Happiness, peaceful, mind</p> <p><b>Resources:</b> Emotion graph example</p>	<p>Buddhists understand that happiness is a state of mind and comes from inside and not from things outside ourselves. We can prove this with an emotion graph (see example with graph for eating chocolate. Starts off feeling nice. But if kept eating, happiness would go down and down). Show and explain this.</p> <p>Then ask the children to do their own and see if they can prove this wrong with any external pleasure, e.g. computer game, sport, playing with friends, etc. If something is a true source of happiness then the more you had it the happier you should become. It is clear that this doesn't happen with e.g. eating chocolate.</p> <p>Explore do you think it does with a peaceful or loving mind?</p>	<p>Drama activity</p> <p>Act out a scenario where there is an everyday problem that you actually normally come across. E.g.:</p> <ul style="list-style-type: none"> <li>• Scoring badly in a test at school.</li> <li>• Someone asking you a question that you cannot answer.</li> <li>• Your friend wont talk to you.</li> <li>• You get picked for a team that you don't want to be in.</li> <li>• You got shouted at.</li> </ul> <p>Done in two parts.</p> <p>First part, acting with everyone having an unpeaceful mind. How does the situation turn out?</p> <p>Second part, acting out same situation and same characters, but everyone has a peaceful and caring mind. How does the situation turn out?</p> <p>Clearly shows that everything improves and everyone is happier if we have peaceful loving minds. They are the real source of happiness.</p> <p><b>Plenary:</b> Imagine the classroom is a continuum. One end is 'I do not believe that happiness comes from the mind' the other is 'I do believe that happiness comes from the mind'. Go and stand along the line somewhere. Asked to justify why they believe that.</p>	<p>The emotion graphs they produce</p> <p>Record drama and discussions</p> <p>Their own justifications</p>	<p>Numeracy (graphs)</p> <p>Drama</p> <p>Speaking and listening</p> <p>PSHE</p>

<p>2</p> <p>Meditation and mindfulness</p>	<p>To know what basic mindfulness is.</p> <p>To compare this with Buddhist understanding of mindfulness.</p> <p>To persuade others to understand Buddhist mindfulness.</p>	<p>Recap on where Buddhists understand lasting happiness really comes from – inside. From peaceful and positive states of mind.</p> <p>Could use diamond 6 template to write down 6 things that you normally go to to make you happy. What's at the top – most important? Why? (see example and use blank.)</p>	<p>Create own memory matching pairs game. Use resources to give examples. They create own pairs of cards of things that Buddhists try to be mindful of.</p> <p>Then get together in groups and play the memory matching game.</p> <p>Imagine you are a business person selling the idea of Buddhist mindfulness. How would you persuade others? Rehearse brief persuasive presentation. Could jot ideas down on rough paper/books.</p> <p>Show some to the whole class.</p>	<p>Persuasive ideas in rough books</p> <p>Record persuasive presentations</p>	<p>Speaking and listening</p> <p>PSHE</p> <p>Literacy (persuasive writing)</p>
	<p><b>Vocab:</b> Mindfulness, meditation</p> <p><b>Resources:</b> Diamond 6 template and example</p> <p>Memory matching cards</p> <p>Script for guiding meditations</p> <p><i>What is Meditation</i></p> <p>youtube video of guided meditation</p>	<p>What is mindfulness? Basic understanding is that mindfulness is memory.</p> <p>To demonstrate this, play a simple memory game, e.g. tray of 10 normal household items. Give the children thirty seconds to memorize the items. Then these are covered over and they have to write down as many as remember.</p> <p>But this is just basic memory. Buddhists try to improve their mindfulness of what are real causes of happiness. E.g. try to remember to keep peaceful minds, try to stay with a loving attitude, try to remember to let go of anger.</p>	<p><b>Plenary:</b> Meditation.</p> <p>Why do Buddhists meditate? To improve mindfulness of positive states of mind. To familiarise our minds with positivity. Teacher to guide a simple four minute Buddhist meditation using the script (see resources) or from book What is Meditation.</p> <p>(Teacher can refer to Tharpa book What is Meditation <a href="http://tharpa.com/uk/store/children-and-family/what-is-meditation-buddhism-for-children.html">http://tharpa.com/uk/store/children-and-family/what-is-meditation-buddhism-for-children.html</a>, and this youtube video, a simple guided 5 minute meditation for children <a href="https://youtu.be/yb9Tq0trm94">https://youtu.be/yb9Tq0trm94</a> )</p>		

<p>3</p> <p>Prayers and shrines</p>	<p>To know what a Buddhist shrine is.</p> <p>To explain to others the elements of a qualified Buddhist shrine.</p> <p>To invent a game that demonstrates the need to ask for help.</p>	<p>Breathing meditation from script or book <i>What is Meditation</i>.</p> <p>Discussion about how you feel before, during and after the meditation.</p> <p>If you were able to stay mindful of this throughout the day, how would this help?</p> <p>Therefore, is this Buddhist understanding beneficial? Why/why not?</p>	<p>Group work to produce a simple qualified Buddhist shrine (see picture).</p> <ol style="list-style-type: none"> <li>1. Need something to represent pure body – an image of Buddha. They draw their own image of Buddha (see qualified image).</li> <li>2. Something to represent pure speech – e.g. a prayer. E.g. Always be happy, be a friend to everyone, protect animals and the earth, love your parents, respect your teachers. They write their own Buddhist prayer asking for help to improve their good qualities.</li> <li>3. Something to represent a pure mind – a stupa. A stupa is a symbolic representation of Buddha's mind (see picture of stupa). Make a simple version of a stupa out of clay/plasticine or draw it.</li> </ol> <p>Could display on classroom wall/on a table.</p> <p>Could use co-operative games that show that you have to work with others, and get help from them, otherwise it is impossible to achieve what you want.</p> <p>E.g. parachute games, any relay races.</p> <p>Children come up with their own examples of games that require this. If have time and appropriate you could play some of these briefly.</p> <p>Understanding this Buddhists ask for help from enlightened beings/Buddhas to get the help they need. They use the shrine as a focus for their faith and requests.</p> <p>(Note: See lessons 14 and 15 for more detail on what a Buddha is and their qualities.)</p>	<p>Shrine display</p> <p>Games invented</p>	<p>Art</p> <p>Speaking and listening</p> <p>PSHE</p>
	<p><b>Vocab:</b> Shrine, stupa, Buddha, enlightened being</p> <p><b>Resources:</b> Script for guiding meditations,  picture of Buddha,  picture of shrine,  picture of a stupa</p>		<p><b>Plenary:</b> Play one/some of the co-operative games briefly. Children to explain how the game demonstrates the need to ask for help.</p>		

<p>4</p> <p>Offerings and Celebrations</p>	<p>To know what an offering is.</p> <p>To illustrate their understanding of offering by making their own.</p> <p>To transfer this understanding to their normal daily life.</p>	<p>Breathing meditation from script or book <i>What is Meditation</i>.</p>	<p>For the shrine to be a qualified, authentic, proper shrine it needs to have offerings on it. Traditionally there are one (or more) rows of seven offering bowls on a Buddhist shrine. The reason for making offerings is to develop the positive mind of generosity. The more we practice generosity in normal daily life the more we ourself and others around us benefit, it is not just about giving things, we can give our time, our skills and our good advice.</p> <p>Buddhists would offer water in the bowls and use their imagination to imagine giving and sharing all sorts of wonderful things with others. (Water for drinking, water for bathing, flowers, incense, lights, perfume, food and the eighth one doesn't have a bowl, we just imagine beautiful music.)</p> <p>Children to decorate and make origami offering bowls. Then write/draw/make something to represent their offering of what they want to share with others. Place these on their shrine.</p> <p>A Buddhist would have many celebrations each month. There are many special Buddhist days where they would make more elaborate offerings and prayers – see picture.</p>	<p>What they decided to offer in their bowls</p> <p>Record the discussions in plenary</p>	<p>Art</p> <p>Speaking and listening</p> <p>PSHE</p>
	<p><b>Vocab:</b> Offering</p> <p><b>Resources:</b> Offering bowl template,  extensive offerings picture.</p>		<p><b>Plenary:</b> Discussion about what we can learn from this Buddhist understanding about how to share our happiness with others.</p>		

<p>5</p> <p>Karma and Consequences</p>	<p>To know what karma is.</p> <p>To be able to explain this to others.</p> <p>To create a comic to demonstrate this understanding.</p>	<p>Breathing meditation from script or book <i>What is Meditation</i>.</p> <p>Brief explanation of karma using an example of a karma cartoon strip already made (see example).</p> <p>The law of karma is a law of cause and effect where all our actions of body, speech and mind are causes and all our experiences are the effects of these actions.</p> <p>If we do good, positive actions, we will experience good, happy results. If we do bad, negative actions, we will experience unpleasant, unhappy results.</p> <p>Karma explains why everything happens the way it does for us, why we experience things the way we do.</p> <p>Whether an action is a good or bad action depends upon our intention, whether it is kind or selfish.</p> <p>It can take a long time to experience the effects of an action, often it is not in the same life.</p> <p>If we have lots of unpleasant experiences this does not mean we are a bad person, it is just bad karma ripening.</p>	<p>Using any of the negative actions of killing, stealing, lying or hurtful speech, create a comic strip cartoon to show the effects of this action. The cartoon must include, the action, the short term effect (maybe getting what you want, or getting away with it), the long term effect (suffering, definitely cannot get a good result from a negative action) and how it feels or how it is experienced.</p> <p>(Extension activity, could do the same for a positive action and it's effect. E.g. helping someone, generosity, giving good advice or speaking kindly to others.)</p> <p>(Karma is an excellent topic for debate. If had time could discuss: Do you think all actions have consequences? Can you get away with some things? Are all consequences bad? When is a consequence a good thing? How can we use our understanding of karma and consequences to help us? Who's actions and effects are you responsible for? How can we help others to understand the consequences of their actions?)</p>	<p>Cartoons produced</p> <p>Record the explanations of their cartoons</p>	<p>Speaking and listening</p> <p>PSHE</p> <p>Literacy</p> <p>Art</p>
	<p><b>Vocab:</b> Karma, actions, effects, consequences</p> <p><b>Resources:</b> Example karma cartoon strips, blank karma cartoon strips, <i>What is Meditation</i></p>		<p><b>Plenary:</b> Show, share and explain the cartoons produced as a group.</p>		

<p>6</p> <p>Ordination and Moral Discipline</p>	<p>To know what it means to be a Buddhist.</p> <p>To know what ordination actually is.</p> <p>To classify into Non/Buddhist.</p> <p>To compile a set of vows which they are happy to commit to.</p>	<p>Breathing meditation from script or book <i>What is Meditation</i>.</p> <p>Whole class sorting exercise. Two hoops in middle with the titles: Buddhist &amp; Non-Buddhist.</p> <p>Give the children pictures of people to sort into the hoops.</p> <p>Discuss how you categorised.</p> <p>Discuss also judgements and looks.</p>	<p>Discussion on what does it mean to be a Buddhist? What makes someone a Buddhist? Main points: Can't tell by looking. Don't have to look or eat a certain way. Anyone can be a Buddhist, young old/young, fe/male, eastern/western, any sexual orientation.</p> <p>Buddhism is the inner practice of training the mind, following the teachings of Buddha and putting them into practice in own normal daily life. Mainly, keeping a peaceful mind, letting go of negative minds, e.g. anger, selfishness, uncontrolled desire, confusion, and replacing them with positive minds, e.g. love, compassion, patience, generosity, faith, wisdom. Understanding that this is the best way to solve their own and others' problems.</p> <p>Most Buddhists are not ordained. Ordination is not the goal of Buddhism. No one is forced to get ordained, it is a personal choice.</p> <p>Could watch youtube video to become familiar with the Buddhist robes of an ordained person. <a href="https://youtu.be/Z279mmVK9yA">https://youtu.be/Z279mmVK9yA</a> Also see photo or a group of Monks and Nuns who have just got ordained.</p> <p>Conduct a mock ordination ceremony. (See Script, could use lots of props to help)</p>	<p>Pictures put in the categories</p> <p>Answers in discussion</p> <p>Vows they decide upon</p>	<p>Speaking and listening</p> <p>PSHE</p>
	<p><b>Vocab:</b> Vow, commitment, ordination, monk, nun, robes</p> <p><b>Resources:</b> <i>What is Meditation</i>, people pictures, youtube video or robes, photo of monks and nuns, ceremony script</p>		<p><b>Plenary:</b> Whole class task: Think of own commitments that want to make that would benefit themselves and others long term. Something that you know you would be happy to and able to keep. Bring together ideas and make classroom vows.</p>		

<p>7</p> <p>Buddhist Art and Symbols</p>	<p>To understand the reason for using a symbol.</p> <p>To design their own symbol.</p> <p>To justify the reasons for this symbol.</p>	<p>Breathing meditation from script or book <i>What is Meditation</i>.</p> <p>Show many images used in Buddhism, and just get the children to write an adjective to describe how they feel about that particular image on a post it note and place it on the display. This is to encourage them to think about symbols. What messages could each symbol represent?</p> <p>Lead in to discussion.</p> <p>(Could connect with other symbols, Olympic symbol and meaning, symbol used for the school and the meaning.)</p>	<p>Buddhists only use symbols to convey a meaning. It is this meaning that they try and practice in their daily life. Show example pictures.</p> <p>E.g. the lotus.</p> <p>This symbolises our potential. A lotus grows in the mud but flowers on the surface of the lake and looks nothing like mud. In the same way our mind can be muddy with negativity but can blossom into beautiful minds. We all have this potential and need to start to use this potential.</p> <p>(Could also use the symbol of Buddha and the annotation sheet.)</p> <p>Create own symbol. Something that represents what you believe in, your values and morals, your aspirations. The symbol needs to convey a meaning that you want to put into practice. Use e.g. clay, card, any material want to use.</p>	<p>Answers in discussion</p> <p>Actual symbols</p> <p>Justification of their symbol</p>	<p>Speaking and listening</p> <p>PSHE</p> <p>Art and design</p>
	<p><b>Vocab:</b> Symbol, meaning</p> <p><b>Resources:</b> <i>What is Meditation</i>, pictures of symbols, materials to create own symbols, Buddha annotation sheet</p>		<p><b>Plenary:</b> Justify and explain their symbol to the class.</p>		

<p>8</p> <p>The Four Noble Truths</p>	<p>To summarise what truth is.</p> <p>To construct a flow chart to demonstrate an understanding of Buddhist truth.</p>	<p>Breathing meditation from script or book <i>What is Meditation</i>.</p> <p>(Could recap on symbols work from last session. Try and match symbols with meanings)</p> <p>Small group activity. Two truths and a lie game. (Say two things that are true about yourself and one that is a lie and the others have to guess which is which.) This can lead into a discussion about what is a truth.</p> <p>Bring it into the understanding that Buddhists are trying to discover the truth about how to be happy and solve our problems. Often we misunderstand what our problems truly are and how to truly solve them. Buddhists believe that the closer you get to living in accordance with the truth the happier and more meaningful your life will be.</p>	<p>The Four Noble Truths are:</p> <ul style="list-style-type: none"> <li>• What the problems are (True Sufferings), all our daily problems,</li> <li>• What are the causes of the problems (True origins), all our negative and unpeaceful minds,</li> <li>• What are the solutions (True Cessations), a mind filled only with positivity,</li> <li>• How do you get to the solutions (True Paths), practice keeping a peaceful and positive mind and letting go of negativity in daily life.</li> </ul> <p>Group activity. Given normal daily problem, e.g. difficult sibling, fallen out with best friend, pet dies, friend moves away, break something need/like, can't get something want, have to go somewhere don't want to, feel ill.</p> <p>Make a flow chart (see example) to show the problem, where it came from, the solution, how to get to the solution.</p>	<p>Answers in discussion</p> <p>Flow charts</p>	<p>Speaking and listening</p> <p>PSHE</p> <p>Numeracy</p>
	<p><b>Vocab:</b> Truth, flow chart</p> <p><b>Resources:</b> <i>What is Meditation</i>, example flow chart, blank flow charts</p>		<p><b>Plenary:</b> Show and tell of their flow chart.</p>		



<p>9 Reincarnation</p>	<p>To know what reincarnation is.</p> <p>To justify their personal belief about what happens after death.</p> <p>To design an advert that shows an understanding of the adv and disadv of the Buddhist way of life.</p>	<p>Breathing meditation from script or book <i>What is Meditation</i>.</p> <p>Using the possible answers for what happens when you die slips? (see resources) Place these around the classroom.</p> <p>Children to stand next to the one they believe in at the moment.</p> <p>Discuss briefly why they believe that?</p>	<p>The Buddhist belief is that because the mind is formless when the physical body dies, the non-physical mind does not, it just continues and goes to a new body and is reborn into this. This happens over and over again without end.</p> <p>Buddhists are aiming to take a pure rebirth free from any sufferings by training their minds to become pure.</p> <p>Produce an advert to promote the Buddhist way of life and how it leads to better and better rebirths, and also if you don't follow peaceful and positive minds, what this would lead to (suffering and problems).</p> <p>Present this to the class.</p>	<p>Answers in discussion</p> <p>Adverts in their workbooks</p>	<p>Literacy (persuasive writing)</p> <p>Speaking and listening</p> <p>PSHE</p>
	<p><b>Vocab:</b> Reincarnation, rebirth</p> <p><b>Resources:</b> <i>What is Meditation</i>,</p> <p>what happens when we die possible answer slips</p>		<p><b>Plenary:</b> Stand next to the possible answer that believe in now. And say why / why changed?</p>		

<p>10</p> <p>Wheel of Life and realms of samsara</p>	<p>To know that the wheel of life represents the different experiences we can have.</p> <p>To interpret this understanding into normal daily life situations.</p> <p>To categorise responses according to their knowledge of the wheel of life.</p>	<p>Breathing meditation from script or book <i>What is Meditation</i>.</p> <p>Taste different foods that give a strong reaction, e.g. marmite, olives, coriander, avocado, iron bru, brussel sprouts, kale, sour sweet.</p> <p>This demonstrates that the same thing can be perceived in completely different ways by different people, and also that our mind can change over time towards things and that changes our experience of that thing, e.g. might not like avocados now, but as grow older start to love them.</p>	<p>(The Wheel of Life is not to be confused with the Dharma Wheel, which seems to often be seen as a symbol of Buddhism.)</p> <p>Show the Wheel of Life picture and explain with annotations.</p> <p>Children come up with a problematic situation that they have to think about how to deal with. They provide ideas about both negative and positive ways of dealing with it. (Think, Pair, Share.)</p> <ul style="list-style-type: none"> <li>• Reflect on this first individually.</li> <li>• Then in pairs.</li> <li>• Then share ideas with another pair.</li> <li>• Then pairs write down ideas on post it notes and display on a large circle.</li> </ul> <p>The circle is split in lower half (negative) and upper half (positive).</p> <p>Teacher to provide ideas for pure ways of dealing with things that are not just temporary but will lead to permanent solutions and therefore are outside of the cycle of problems. So on the circle, they would actually be outside of the circle completely, because they are not just positive, but completely pure. E.g. using the situation to improve your love and compassion. Using wisdom, realising the truth that the situation entirely depends upon the mind.</p>	<p>Answers in discussion</p> <p>Post it notes on display</p>	<p>Speaking and listening</p> <p>PSHE</p>
	<p><b>Vocab:</b> positive, negative, cycle, pure, delusions, anger, attachment, ignorance, wisdom, samsara</p> <p><b>Resources:</b> <i>What is Meditation</i>,  annotated picture of Wheel of Life,  big circle split in half.</p>		<p><b>Plenary:</b> Quick fire problem solving. Volunteers to sit at front and teacher asks quickly for solutions to various problems. E.g. difficult sibling, fallen out with best friend, pet dies, friend moves away, break something need/like, can't get something want, have to go somewhere don't want to, feel ill, have to do something don't want, have to eat horrible food, have to work with someone don't like. Whole class decides where the solutions that the volunteer says would go on the circle, lower/negative, upper/positive or leading to a permanent solution/outside.</p>		

<p>11</p> <p>Love and Compassion</p>	<p>To know that love and compassion are the main practices in Buddhism.</p> <p>To evaluate the strengths and weaknesses of love and compassion.</p> <p>To examine how love and compassion is applied in daily life.</p>	<p>Breathing meditation from script or book <i>What is Meditation</i>.</p> <p>Before say anything about love and compassion in Buddhism, do a SWOT analysis of it: Strengths, Weaknesses, Opportunities and Threats.</p>	<p>Explain what Buddhists believe about love and compassion.</p> <ul style="list-style-type: none"> <li>• Love is the wish for the other person to be happy.</li> <li>• Compassion is the wish for them to be free from their suffering and the real causes of their suffering – their negative minds.</li> </ul> <p>Buddhists understand that love and compassion are the source of all happiness and the solution to all problems.</p> <p>Why? Because when your mind is full of this positivity you are free from selfishness and any other negative state of mind which are the real causes of our problems.</p> <p>Show a recent news article.</p> <p>Discuss the thoughts and feelings of those involved.</p> <p>Children to write thinking, feeling, saying of some of the people in the situation (can use sheet to help).</p> <p>Discuss together as a group, understanding that everybody suffers. The person who is doing the negative action is suffering. Also that the most appropriate response to anyone in the situation is to have love and compassion towards them.</p>	<p>SWOT analysis</p> <p>Answers in discussion</p> <p>Thinking, feeling, saying sheet</p>	<p>Speaking and listening</p> <p>PSHE</p>
	<p><b>Vocab:</b> Love, compassion</p> <p><b>Resources:</b> <i>What is Meditation</i>,</p> <p>SWOT analysis sheet,</p> <p>thinking, feeling, saying sheet,</p> <p>recent news article</p>		<p><b>Plenary:</b> Plan random acts of kindness to do throughout the week.</p> <p>E.g. write a letter of appreciation to someone, help someone in a task, do something helpful without being told, make something for someone.</p> <p>Could keep a logbook/diary of acts of kindness done.</p>		

<p>12</p> <p>Life of Buddha and Previous Lives of Buddha</p>	<p>To know the Life of Buddha story and The Monkey King story.</p> <p>To be able to explain the main points of the stories.</p> <p>To illustrate this understanding with a puppet show.</p>	<p>Breathing meditation from script or book <i>What is Meditation</i>.</p> <p>Discuss how they got on with their acts of kindness, and it made you feel.</p> <p>Revisit SWOT analysis for love and compassion, remembering their experience from the acts of kindness task.</p>	<p>Read through and discuss the Life of Buddha book.</p> <p>Main points: When he saw others suffering he had a mind filled with compassion and wanted to help everyone be permanently free. He wasn't distracted from helping others by just his own enjoyments even though he was a Prince and could have had anything. He engaged in sincere meditation and got rid of all of his negative minds and was then able to help everyone.</p> <p>Watch the youtube video of the Monkey King Play (<a href="https://www.youtube.com/watch?v=5ZkVDyDD4f8">https://www.youtube.com/watch?v=5ZkVDyDD4f8</a>).</p> <p>This is a story about one of Buddha's previous lives and how he was born as a king of monkeys and helped others. Discuss some of the main points: The Monkey King was very kind in looking after all his subjects even one that hated him. He showed the incredible example of giving his own life to benefit others. He helped the Human King of the City through the power of his example.</p> <p>Half group will put on finger puppet shows of Life of Buddha and other half The Monkey King.</p>	<p>Any changes made to SWOT analysis</p>	<p>Drama</p>
	<p><b>Vocab:</b> Buddha, previous lives, reborn</p> <p><b>Resources:</b> <i>What is Meditation</i>, Life of Buddha book, youtube video for Monkey King, art and craft supplies for puppet shows</p>		<p><b>Plenary:</b> In small groups, plan to deliver finger puppet shows next week.</p>		

<p>13</p> <p>Life of Buddha</p> <p>and</p> <p>Previous Lives of Buddha</p>	<p>To know the Life of Buddha story and The Monkey King story.</p> <p>To be able to explain the main points of the stories.</p> <p>To illustrate this understanding with a puppet show.</p>	<p>Breathing meditation from script or book <i>What is Meditation</i>.</p>	<p>Continue to plan their puppet shows.</p> <p>Deliver puppet shows.</p>	<p>Record puppet shows</p> <p>Feedback provided</p>	<p>Speaking and listening</p> <p>Drama</p>
	<p><b>Vocab:</b> Buddha, previous lives, rebirth</p> <p><b>Resources:</b> <i>What is Meditation</i>, Life of Buddha book, Youtube video for Monkey King, Art and craft supplies for puppet shows</p>		<p><b>Plenary:</b> Feedback from other groups. Two stars and a wish. This feedback could be linked to their understanding of the main points of the story to show depth of understanding.</p>		

<p>14</p> <p>Enlightenment and the Six Perfections</p>	<p>To know what enlightenment is and that to achieve it you need to practice 6 things.</p> <p>To compare my ideas of a perfect pure person to the Buddhist view.</p> <p>To understand whether or not certain qualities are relevant to solving problems and finding happiness.</p> <p>To develop practical methods to apply the 6 perfections.</p>	<p>Breathing meditation from script or book <i>What is Meditation</i>.</p> <p>Ask what is a perfect and pure person for you? What qualities would they have? What would they do in their lives? Draw a quick sketch of the person and annotate to show their qualities and way of life.</p>	<p>Teacher to explain Buddhist view on what is a pure and perfect person. Buddhists believe that enlightenment is the highest attainment. It is the perfection of all good qualities and the complete eradication of all negative qualities. A Buddha has no selfishness, greediness, anger, sadness or any unpeaceful mind, they always have pure love, compassion, skill and wisdom. They are always happy and joyful. They are not all powerful but they know everything and are in the best position to help all living beings.</p> <p>Using a venn diagram the children sort their ideas they had of a pure perfect person and now the ideas they know about a Buddha's qualities. See which overlap.</p> <p>Discuss how the qualities that are not like a Buddhas are not helpful in achieving lasting happiness and solving problems, e.g. having lots of money, having some great physical talents. There's nothing wrong with them but they don't help long term.</p> <p>The practice of the six perfections is the way to achieve full enlightenment. 6 things that Buddhists try to do in their daily life to make it purer. Split into 6 groups, each being given one of the six perfections: <u>Giving</u>, things, time, energy, skills, protection, love, good advice. Has to be with a good motivation, not with a wish to get things back in return. <u>Moral Discipline</u>, refraining from bad habits that we might do with our body, speech and mind, e.g. killing stealing, lying, hurtful speech. <u>Patience</u>, accepting things rather than getting frustrated and annoyed. Dealing with things without anger. <u>Effort</u>, joyfully training our mind. Overcoming the laziness of not bothering, getting distracted by other things and getting discouraged. <u>Concentration</u>, concentrating on positive minds, like love and compassion, not just focussing on what you are doing, but the good mind you're trying to do things with. <u>Wisdom</u>, realising that our mind creates our experience. Things aren't good or bad out there, we can change our mind towards them and therefore experience them completely differently.</p> <p>Each group to think of practical ways they would develop this quality. Write ideas on post it notes that could be used in a simple display.</p>	<p>Their sketch and the qualities listed.</p> <p>Venn diagrams</p> <p>Post it note display</p>	<p>Numeracy</p> <p>Speaking and listening</p>
	<p><b>Vocab:</b> Buddha, pure, perfections <b>Resources:</b> <i>What is Meditation</i>, Blank venn diagram</p>		<p><b>Plenary:</b> Each of the six groups to present their ideas to the rest.</p>		

<p>15</p> <p>Enlightenment and own potential</p>	<p>I know what my potential is.</p> <p>I can identify this potential in others.</p> <p>I can see my own pure potential.</p>	<p>Breathing meditation from script or book <i>What is Meditation</i>.</p> <p>Everyone told that whatever they find imagine that's how they see themselves, e.g. a broken pen = pretty useless!</p> <p>In groups to search in a tray of sand for items, like an archaeological dig. To list these items and write down ideas about how you might think about yourself in this way.</p>	<p>Discuss how we view ourself is what creates us. Buddhist understand that if we see ourself as limited and not very good, then we will not achieve much, because of that view. However if we see ourself as having a pure potential and able to achieve all good qualities, then we will be able to and will put effort into this, because we believe that we can.</p> <p>Often we find it hard to see our own potential, but others can.</p> <p>Working in pairs to write a list of the other person's good qualities.</p>	<p>Results from archaeological dig</p> <p>Lists of good qualities</p>	<p>PSHE</p> <p>Speaking and listening</p>
	<p><b>Vocab:</b> Potential, enlightenment, qualities</p> <p><b>Resources:</b> <i>What is Meditation</i>, trays, sand from reception class, a beautiful jewel, and other items: broken pen, a ball, paperclips, stones, blue tac, screwed up bits of paper</p>		<p><b>Plenary:</b> Share some ideas with the whole class. Understand that everyone has good qualities and the potential to improve. That potential is always there no matter what.</p>		

<p>16</p> <p>Comparison to other religions</p>	<p>I know that religions have similarities and differences.</p> <p>I can research these.</p> <p>I can identify the similarities and differences.</p>	<p>Breathing meditation from script or book <i>What is Meditation</i>.</p> <p>Explain that we will be researching to discover the similarities and differences between Buddhism and other religions, using: books, the internet, school resource box, other methods you may have in your school.</p>	<p>Pupils to discover at least 10 different important/key elements to that religion they have chosen, Islam, Sikhism, Judaism, Hinduism, Atheist, Christianity (choose which work best for you). And compare these findings to Buddhism.</p> <p>This could be done using a jigsaw display, using the template and the completed Buddhist jigsaw, slotting in the pieces that are similar from their religion they researched.</p> <p>In the end each group will have three jigsaws. A Buddhist only, a Buddhist and their religion and just their religion.</p>	<p>Completed jigsaws</p>	<p>Speaking and listening</p>
	<p><b>Resources:</b> <i>What is Meditation</i>,  jigsaw template,  Buddhist jigsaw</p>		<p><b>Plenary:</b> Present their findings to the other groups. To conclude by understanding that although everyone is different this is fine and something to be celebrated. Each person's religious beliefs work for them to make them happier and this is wonderful.</p>		