

Unit Y2 C1: WHAT DO BUDDHISTS REMEMBER AT WESAK?

Teacher's note:

This unit is part of a scheme of work designed to deliver the Agreed Syllabus. It has been written by the joint Enfield & Hackney RE Curriculum Development Group.

Teaching and learning activities plan for the two attainment targets for religious education – learning about and learning from religion. The planning promotes the spiritual, moral, social and cultural development of all pupils whether or not they are from a religious tradition.

On the right of this page is the full KS 1 Buddhism programme of study from the Agreed Syllabus. **This unit of work is planned to deliver in full the programme of study. This unit is not suitable for 'blocking' but should be taught in weekly lessons.**

The title of each new unit is in the form of a 'Big Question.' The sequence of lessons that follow is designed to cumulatively develop religious knowledge and understanding so that pupils can respond to that 'big question'. Each lesson has its own sub-question. These have the same function as a learning objective and could be used in the same way. The sub-questions are important steps in preparing children to respond to the 'Big Question.'

Schools are required to report pupils' achievement in RE in terms of the Enfield Agreed Syllabus level descriptions. To support teachers in their assessment of pupils' progress, this unit incorporates assessable activities and the learning outcomes are in pupil speak, 'I can' language.

Model, individual and paired group and whole class activities and tasks are included in the planning which teachers will need to adapt and differentiate to meet pupil needs.

Enfield Agreed Syllabus 2007 – KS 1 Buddhism Programme of Study:

- explore how the story of Siddhartha and the 'four sights' helps Buddhists to understand that nothing lasts forever and everything changes
- explore how in celebrating Wesak Buddhists remember the Enlightenment of the Buddha eg by retelling stories about his birth, life and death
- explore how celebrating Wesak together, develops a sense of belonging to the Buddhist community
- explore how through the objects and artefacts on a shrine (eg the Buddha rupa, candles, flowers, incense), Buddhists show reverence for the Buddha and his teachings
- explore the symbolism of light at Wesak, reminding Buddhists of the Buddha's teachings which are like a light, showing people how to be kind in everything they do, think and say

SESSION 1: WHAT STORY DO BUDDHISTS TELL ABOUT THE BUDDHA AT WESAK?

LEARNING OBJECTIVES	TEACHING ACTIVITIES	RESOURCES
<p>Children should learn:</p> <p>about the objects on a Buddhist shrine</p> <p>Siddhartha lived happily in a palace and never saw anything to make him sad</p> <p>Outside the palace Siddhartha saw 3 things which made him feel sad and a monk who seemed calm and happy</p> <p>Or</p> <p>about the story Buddhists tell about the Buddha at Wesak</p> <p>LEARNING OUTCOMES I can:</p> <p>name things that are on a Buddhist shrine</p> <p>tell the story of what the Buddha saw outside the palace</p> <p>talk about what made Siddhartha sad</p>	<p>The teacher introduces the Big Question: <i>'What do Buddhists remember at Wesak?'</i> Wesak is a festival Buddhists celebrate. Buddhists are people who try to live their lives by following the teachings of the Buddha.</p> <p>To help you answer the big Question, in this lesson we are going to find the answers to a smaller question: <i>'what story do Buddhists tell about the Buddha at Wesak?'</i></p> <p>You're going to hear a story told by a little girl who is a Buddhist. You'll learn about a man, whom people today call the Buddha but when he was born his name was Siddhartha.</p> <p>Read the text on page 1. The little girl says that Wesak is a special day. <i>What special things do we need to set up a table in our classroom like the little girl's?</i> Class produces a list and then instructs volunteers what to put on the display. Volunteers scribe labels naming each item. Leave space to add an explanation of their symbolic meaning/purpose in a future lesson.</p> <p>Look at the picture on page 3. The young man with black hair at the front of the picture is called Siddhartha. The two people sitting near him are his mum and dad. <i>What clues in the picture tell you about Siddhartha's life?</i></p> <p>Read the story on page 2. <i>What is the young man's name? What did a wise man tell the Queen about her son? What did the King and Queen want to happen to Siddhartha when he grew up?</i></p> <p>Look at the picture on page 5 The man in the chariot is Prince Siddhartha. He has gone outside the palace. <i>What sort of people does Siddhartha see on his journey? How do you think Siddhartha felt when he saw these things?</i> Read the story on page 4</p> <p>Look at the picture on page 7. Siddhartha is the man in the red robe. <i>What are the differences between Siddhartha and the other man? What can you guess about the way the man in the orange robe lives? What is Siddhartha thinking about? Can you guess how this makes him feel?</i> Read the story on page 6</p> <p>Individual activity Children sequence pictures and captions or write their own captions to accompany pictures, to tell the story of Prince Siddhartha growing up in a palace and then leaving the palace and seeing four sights which changed how he was feeling.</p>	<p>RESOURCES</p> <p>'Under the Bodhi Tree: A story of the Buddha' A 'big book' published by RMEP, ISBN 1 85175 203 X</p> <p>For the class display: a Buddharupa (figure of the Buddha) or picture of the Buddha, incense sticks in a holder, table covering, fresh flowers, and lamps or tea-lights. Blank cards for labels.</p> <p>POINTS TO NOTE</p> <p>Siddhattha / Sidhartha are variant spellings of the same name. Prince Siddhartha became known as 'the Buddha' when he had learned important truths about the nature of human life. The title 'Buddha' means 'Enlightened One.' The Buddha is not worshipped as a god by Buddhists but revered as a very wise human being, whose teachings and the way of life he modelled, can help others reach enlightenment, as he did.</p> <p>Page 1: Many Buddhists have a shrine in their home. On the shrine would be a Buddharupa, incense (symbolising the fragrance of the perfect life), flowers (the impermanence of life) and lights or candles (representing truth).</p> <p>It is essential that you put a vase of fresh flowers on the class display and that you do not replace these but allow them to wither and die over time. This demonstrates how everything changes and that all living things die. (You are recommended not to use carnations or chrysanthemums because these remain fresh for a long time! And do not add sachets of plant food or change the water.) The first two lessons must be taught over two weeks rather than blocked in one week, because children need to see the flowers gradually wither and die over time.</p> <p>Page 3: Clues that indicate Siddhartha's royal background, include: fine clothes and jewellery, being waited on by a servant, plentiful food, reclining on silk cushions, the setting looks like a palace. He had everything he wanted. His parents wanted to protect him from sadness.</p> <p>Page 7: the monk's robe is a bright colour so children may mistakenly think that he is wealthy like Siddhartha. The teacher should help children to see that he is simply dressed - no adornments, head shaved - and owns nothing except the alms bowl (not 'begging' bowl) he is holding.</p>

SESSION 2: HOW DID SIDDHARTHA CHANGE HIS LIFE?

<p>LEARNING OBJECTIVES Children should learn:</p> <p>Siddhartha realised that everything in the world changes</p> <p>Siddhartha realised that simply having everything doesn't make people happy</p> <p>Or about how Siddhartha changed his life</p> <p>LEARNING OUTCOMES I can:</p> <p>talk about the four sights and that they taught the Buddha everything changes</p> <p>tell the story of the Buddha under the Bodhi tree and say that he learnt about why people are unhappy</p> <p>talk about things that change in my life and around me and how it makes me feel</p>	<p>TEACHING ACTIVITIES Today's question is 'How did Siddhartha change his life?'</p> <p>In the last lesson we found out about someone called Prince Siddhartha., whom Buddhists now call the Buddha. <i>What can you remember about how Siddhartha grew up?</i> <i>What did he see one day when he left the palace?</i> <i>How did those things make him feel?</i> <i>Then Siddhartha saw a monk. How did he think the monk was feeling?</i></p> <p>Project a picture of a Buddharupa. <i>Where have we seen a statue like this?</i> <i>Who is this a statue of? How is he sitting?</i> <i>When do people sit cross-legged? Why do you think people sit this way?</i></p> <p>Look at the picture on page 9. The man sitting under the tree is Siddhartha. He has changed his way of life. <i>What has changed? Why do you think he has dressed this way? What is different about the way he lives now from the way he used to live?</i> Read the story on page 8.</p> <p>Look at the picture on page 11. In the blue sky there is a sun that tells us it's daytime. Now look at the other side of the sky. <i>How has the picture changed?</i> <i>How are things around Siddhartha changing?</i></p> <p>Read the story on page 10. <i>What do you think the Buddha is he thinking about?</i></p> <p>Look at the display made in the last lesson. <i>How have the flowers changed?</i> <i>What sort of things change in our lives and in the world?</i> <i>What do you think the flowers on a shrine to the Buddha help Buddhists to remember?</i></p> <p>Paired activity With picture and word cues to support children as necessary, children talk about things that change around us and how this makes them feel. The pictures on page 11 provide some clues. Children record their ideas using photographs, drawings, objects and captions. These could be stuck as a collage onto pieces of sugar paper folded into halves or thirds so that children can 'map' the changes in people and natural objects. The heading 'everything changes' is used to explain what their collage shows.</p>	<p>RESOURCES 'Under the Bodhi Tree: A story of the Buddha' A 'big book' published by RMEP, ISBN 1 85175 203 X</p> <p>Class display prepared and labelled in session 1: a Buddharupa (figure of the Buddha), incense sticks in a holder, table covering, flowers, and lamps or tea-lights.</p> <p>Photographs and objects which demonstrate the Buddhist concept of change in the natural world and in human life: eg photographs of the teacher as a baby, as a child and as an adult; photographs of a garden in the spring and in the winter; a seed packet, a growing plant and a dead plant.</p> <p>POINTS TO NOTE Buddharupa: the Buddha is often depicted sitting in the lotus position, with eyes which are either closed or half closed/half open. His straight back shows that he is not asleep but meditating. The hand positions, or mudras, in images of the Buddha vary and symbolise aspects of his character and teachings. On page 9, he is sitting under the Bodhi Tree with his hands in his lap, a sign of meditation. Many people from Asian cultures sit cross-legged to pray or meditate. Where that position is the norm from a young age, it is a comfortable sitting position that encourages stillness. In assembly children often sit cross legged and one of the reasons for this is so that they can sit quietly and concentrate/think/listen and not be disturbed by others.</p> <p>Page 9: the monk under the Bodhi tree is Siddhartha. He has decided to leave behind the royal, privileged life in the palace. He has discovered that having everything didn't make him happy and that the monk who lived simply <u>seemed</u> content and at peace.</p>
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SESSION 3: HOW IS WESAK CELEBRATED?

LEARNING OBJECTIVES	TEACHING ACTIVITIES	RESOURCES
<p>Children should learn:</p> <p>Buddhist monks and people celebrate Wesak together</p> <p>Buddhists bring things to the shrine to show how special the Buddha and his teachings are for them</p> <p>Or about how Wesak is celebrated</p> <p>LEARNING OUTCOMES I can:</p> <p>talk about the festival of Wesak and know that what happens reminds Buddhists of the Buddha</p> <p>say what the objects on a Buddhist shrine are for</p>	<p>Look at the picture on page 13. The man in orange is the Buddha. <i>What are the other people in front of him doing?</i></p> <p>Read the story on page 12. <i>Why do people today call Siddhartha ‘the Buddha?’</i> The Buddha lived and died a long time ago. <i>How do you think Buddhists today still know about the Buddha and what he taught?</i></p> <p>The teacher introduces the idea of festivals as special days. We all have special days. <i>What are some of the special days your family celebrates? What are some of the things you do on special days that you don’t do every day? How do you feel when you’re waiting for the special day to arrive?</i></p> <p>One special day for many Buddhists is Wesak. On this day they remember the life of the Buddha and what he taught them about how to live a good life.</p> <p>Look at the picture on page 13 and read page 14. <i>What are some of the things Buddhists do at Wesak?</i> <i>Can you remember some things Buddhists do which remind them of the Buddha?</i></p> <p>Group activity Each group has one photograph (from Buddhapadipa Wesak CD ROM issued with this unit). They talk in their groups about the things in the photograph they recognise/understand from their prior learning on Wesak.</p> <p>Show the PowerPoint presentation of Wesak celebrated at the Buddhapadipa Temple (from Buddhapadipa Wesak CD ROM issued with this unit). (The photographs children discussed in groups are all included in this presentation.)</p> <p>Depending on ability, children write their own explanations or match prepared captions to accompany photographs of the community celebrating Wesak.</p> <p>Explanations of the purpose/symbolic meaning of each item, on the class Buddhist shrine display, are added to the labels (prepared in session 1) by more able pupils.</p>	<p>RESOURCES</p> <p>‘Under the Bodhi Tree: A story of the Buddha’ A ‘big book’ published by RMEP, ISBN 1 85175 203 X</p> <p>Buddhapadipa Wesak CD ROM issued with this unit for: 1. PowerPoint presentation of Wesak celebrated at the Buddhapadipa Temple, May 2008. 2. Photographs of Wesak celebrated at the Buddhapadipa Temple, May 2008: Wesak 2, Wesak 4, Wesak 6, Wesak 9, Wesak 11</p> <p>Class display prepared and labelled in session 1: a Buddharupa, incense sticks in a holder, table covering, flowers, and candles, lamps or tea-lights.</p> <p>POINTS TO NOTE</p> <p>Page 12: people are sitting listening to the Buddha, learning from him about how to live good lives and how an acceptance that nothing lasts forever, that everything changes, can help them to live contented lives. The Buddha’s teachings were passed on through spoken instruction from monks to lay Buddhists. The Buddha often taught through story and anecdote and these are recorded in Buddhist scriptures. Buddhist traditions also often use pictures and three dimensional images to communicate the Buddha’s messages.</p> <p>Page 14: A festival is a valuable opportunity for a community to reaffirm its religious beliefs and, because of the enjoyable elements of festival, believers, especially children, are likely to remember them.</p> <p>Wesak falls in the summer, around the full moon in May/early June. Wesak commemorates the birth, enlightenment and death of the Buddha. Wesak is not celebrated in all Buddhist traditions. The ‘sangha’ or community is one of the ‘three jewels’ of Buddhism. Monks provide a living example of how to follow the Buddha’s teaching, they provide religious instruction and guidance for the lay community, and lead them in religious observances. As a mark of respect for the monks and what they contribute to the sangha, lay Buddhists give gifts of food, clothing and other necessities to provide for the monks’ daily life. They also make donations for the upkeep of the temple.</p>

SESSION 4: WHY IS THE BUDDHA LIKE A LIGHT FOR BUDDHISTS ?

<p>LEARNING OBJECTIVES Children should learn:</p> <p>the symbol of light at Wesak is a reminder that the Buddha and his teachings are like lights for Buddhists</p> <p>in (other) religions there is often a person who is special and shows people how to live kind, good lives</p> <p>Or about why the Buddha is like a light for Buddhists</p> <p>LEARNING OUTCOMES I can:</p> <p>talk about some things the Buddha taught and about rules for life which are important to me</p> <p>talk about the Buddha as a light and can name people who are like lights in other religions</p>	<p>TEACHING ACTIVITIES</p> <p>Return to the Big Book 'Under the Bodhi Tree' pages 12 and 13. The Buddha had learned lots of important things about how to live a good life and he shared them with other people. <i>What are some of the things that people learned from the Buddha?</i> <i>Which of these do we have in our school rules?</i> <i>Which rules do you and your family think are important for living a good life?</i></p> <p>Return to the Big Book 'Under the Bodhi Tree' pages 14 and 15 <i>What are the children doing?</i> <i>Who do the lights remind Buddhists of?</i> Buddhists think that the Buddha's teaching is like a light to show people the way to live good lives.</p> <p>Project photograph Wesak 16 (from Buddhapadipa Wesak CD ROM issued with this unit) The Buddha is very special to Buddhists. The Buddha and his teachings are like lights for Buddhists. <i>What are the clues in this photograph of the shrine at the Buddhapadipa Temple?</i> <i>Can you remember the name of the man that Christians regard as a light?</i> <i>What's the name of the prophet/messenger of Islam who is an example which Muslims try to follow?</i> <i>Can you name any other people who are like lights for people to follow?</i></p> <p>Individual activity Sit in a circle as at circle time. Remind the children that the Buddha taught that people should be kind in everything they do, think and say. The teacher models examples of a kind thought and a kind deed s/he will try to do today. Around the circle children each articulate their kind thought and a kind deed they are going to try to do today.</p> <p>Children write their kind thoughts on a piece of paper and position them in lotus flowers. The teacher could put night-lights in some of the strongly constructed lotus flowers and float these on a bowl or tank of water.</p>	<p>RESOURCES</p> <p>'Under the Bodhi Tree: A story of the Buddha' A 'big book' published by RMEP, ISBN 1 85175 203 X</p> <p>Buddhapadipa Wesak CD ROM issued with this unit for: photograph Wesak 16</p> <p>POINTS TO NOTE The main theme of Wesak is enlightenment. The title 'Buddha' means "One who is fully awake" or "Enlightened Being." Although Buddhists believe many others have since reached the same state of awareness, the title Buddha commonly refers to Siddhartha Gautama, who through his own efforts, became enlightened as to his own potential and the nature of the world around him, and who taught others the path to Enlightenment.</p> <p>Photograph Wesak 16: Christians regard Jesus as a light. This is explored in the Y2 unit: 'How do children learn about belonging in the Christian family?' For Muslims, the Prophet Muhammad (pbuh) is the final prophet. His life is regarded as a shining example for Muslims to follow. However it is Allah (God) whom Muslims call 'The Light.' Children in KS 1 also learn about how Sikhs revere Guru Nanak, as someone very special from the moment of his birth, whose teachings enable them to live good lives and reflect upon God.</p> <p>The concepts being discussed in this lesson are important in relation to learning <i>about</i> (AT 1) and learning <i>from</i> (AT 2) Buddhism. Evidence of pupils' achievements against the learning outcomes, could be gained by teachers (and TAs supporting pupils):</p> <ul style="list-style-type: none"> • taking notes of individual contributions to each part of the discussion (ie about the Buddha as a light, about the rules they and their families live by, about figures who are like lights in other religions, and about their own kind thoughts/deeds) • taking photographs of children during the discussion and of their lotus flowers • displaying photographs with speech bubbles and/or sticking them into pupils' RE books with pupil/teacher annotations.
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YEAR 2 Unit C1

'What do Buddhists remember at Wesak?'

Differentiated outcomes

During this unit children have opportunities to show their knowledge, understanding and skills. When working at the differentiated levels, children could give the following evidence.

Children working at level 1 could:

- identify the symbolic objects on a Buddhist shrine
- recognise, from a photograph, some of the ways Buddhists celebrate Wesak
- recall some events from the life of the Buddha
- talk about their own experiences of festivals or special times and about how others might feel
- recognise that change happens in their own lives and all around them

Translated into 'I can' attainment statements the above outcomes might be shared with pupils as:

I can use religious words to

- name things on a Buddhist shrine
- recognise some things that happen at Wesak
- remember what happens in the story of the Buddha
- talk about how I feel at special times and how I think other people feel
- recognise things that change around me

Children working at level 2 could:

- talk about some features of the celebration of Wesak and recognise that these remind Buddhists of the Buddha and his teachings
- recognise that the Buddhists regard the Buddha and his teachings as a light and show awareness that other religious traditions have people who are like lights for them
- retell the story of the Buddha and the four sights and say that the Buddha learnt about what makes people unhappy
- recognise that the Buddha's teaching that everything changes causes them to think about change in their own lives and how it makes them feel
- through reflection on teachings of the Buddha about good thoughts, words and deeds, recognise some of their own values

Translated into 'I can' attainment statements the above outcomes might be shared with pupils as:

I can use religious words to

- talk about the festival of Wesak and know that what happens reminds Buddhists of the Buddha
- talk about the Buddha as a light and name people who are like lights in other religions
- tell the story of the Buddha and say some things he learnt about life
- say that the Buddha learnt that everything changes and talk about things around me and in my life that change
- say that Buddhists learn about living a good life and talk about rules for life which are important to me

Children working at level 3 could:

- begin to make links between the story of the Buddha and the way monks and lay Buddhists try to live today
- recognise the importance for Buddhists of celebrating Wesak as a community and know that community is important in other religions too
- reflect on the symbol of light in Buddhism and on people who are lights in their own lives

Translated into 'I can' attainment statements the above outcomes might be shared with pupils as:

I can

- make a connection between the story of the Buddha and the monks at the Buddhapadipa temple
- say that it's important for Buddhists to celebrate Wesak together and know that sharing special times together is important for Muslims too
- say that for Buddhists the Buddha and his teaching are like lights and talk about people who are like lights for me

Vocabulary

In this unit children will have an opportunity to use words and phrases related to:

- religion in general, *eg shrine, monk, meditate, temple,*
- Buddhism, *eg Siddhartha, the Buddha, Buddhist, Wesak, Buddharupa, Bodhi tree,*
- religious and human experience, *eg change, incense, offering, service (serve), statue, saffron robe, celebrate, festival, community*









