

YEAR 6 Unit A2 – The Buddhist Community

Teacher's note:

This unit is part of a scheme of work designed to deliver the Agreed Syllabus. It has been written by a joint Hackney & Enfield curriculum development group.

The teaching objectives and learning outcomes are based on Agreed Syllabus level descriptions which are nationally agreed.

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 KS2 Buddhism programme of study from the Agreed Syllabus. The material picked out in **bold** features in this unit. Within each unit some of the content picked out in **bold** is a *major* focus, other content is a *minor* focus. A *minor* focus, and material alluded to by the teacher in one unit, will normally be revisited more fully in other units during the key stage.

Model individual, 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 - KS2 Buddhism programme of study:

- **make connections between stories from the life of the Buddha and his teachings about living a contented life** eg the early life of Prince Siddhartha, the Four Sights, the years in the forest, the Enlightenment; Kisa, Angulimala, King Ajatasattu
- **make connections between the Buddha's teaching that everyone can become awake to the truth (Enlightened) and the Buddhist way of life which includes meditation, worship and ethical behaviour**
- **make connections between Buddhism and other religions in relation to, for example, the Buddha's teachings about compassion and caring for others which motivate individuals, communities and Buddhist aid agencies** (eg IBRO – International Buddhist Relief Organisation)
- **make connections between trying to live according to the Buddha's teachings and how belonging to the Sangha is a way of gaining and giving strength and support**
- **make connections between the symbolism of the Buddha rupa and qualities and practices that Buddhists aspire to** eg fearlessness, contentment, kindness, meditation
- **make connections between the Buddhist understanding of what causes human dissatisfaction (dukkha) and the way it may be overcome (the four Noble Truths, the Noble Eightfold Path)**

Teaching and learning should involve pupils in developing the skill of:

- **using specialist vocabulary in communicating their knowledge and understanding of Buddhist beliefs, teachings, practices and symbols**

Teaching and learning should involve pupils in using and interpreting:

- **a range of sources including the Buddhist scriptures, stories from the Buddhist tradition, the vihara, artefacts, pictures and symbols; the media and ICT/ the internet, to gain knowledge and understanding of Buddhist beliefs, teachings and practices**

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
<p>Children should learn:</p> <p>Of the key events in the life of Siddhattha Gotama</p> <p>Of the four sights which changed Siddhattha's life</p> <p>That Buddha means one who is fully awake to the truth or 'Enlightened'</p>	<p>SESSION 1</p> <p>Group activity: Each group is given a summary of a different part of the story of the life of Siddhattha Gotama. They read through their summary and prepare it for presentation to the rest of the class. When each group has presented/acted out their scene, the whole class will be familiar with the key events.</p> <p>Key events should include: The Prince is born The Young Prince The four Sights Leaving Home The Wandering Holy Men The Enlightenment – to be told by teacher Teaching the Truth The Parinirvana - to be told by teacher These extracts can be found in the Teachers' Resource Book in the ClearVisionTrust video pack.</p>	<p>Children:</p> <p>summarise the key events in the life of Siddhattha Gotama</p> <p>identify the four sights</p> <p>explain the meaning of the title Buddha</p>	<p>Resources: Video and Teachers' Handbook Buddhism Key Stage 2 ClearVision Trust</p> <p>Pupils' information booklet taken from pages 3 – 8 of Buddhism Key Stage 2 Teachers' Handbook</p> <p>In his search for enlightenment, following his original life of wealth as Prince Siddhattha Gotama, the Buddha (Enlightened One) experienced life as an ascetic. He found that in both cases he caused unsatisfactoriness or suffering to himself and to others. His teaching emphasises the suffering caused by greed and selfishness. The basic principles of Buddhism are to be found in the 4 Noble Truths. These state that all life is suffering and that this suffering is caused by desire. They go on to say that all suffering can be extinguished by getting rid of desire. In order to do this one has to follow a 'Middle Way.' This avoids the suffering caused by having or wanting either too much or too little. The rules and lifestyle of the monks (bhikkhus) is an attempt to live out these principles by only having what is needed to survive rather than that which might be wanted.</p> <p>The spellings used throughout this scheme of work follows the SCAA/QCA recommended Glossary of Terms. They may differ from those used elsewhere in teaching resources.</p>

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
<p>Children should learn that:</p> <p>belief in the 3 Jewels is shared by all Buddhists</p> <p>the 3 Jewels are the Buddha, the Dhamma and the Sangha</p> <p>the Dhamma is the Buddha's teachings</p> <p>the Sangha is the Buddhist community</p>	<p>SESSION 2</p> <p>Whole class: Introduce the listening quiz sheet for Video 2, Programme 1 – the Sangha. Read through it as a class and highlight any difficult vocabulary.</p> <p>This sheet will help you to remember some key information from the video. Watch the video carefully. Afterwards you will have time to look at the sheet again. Each question offers you three possible answers, you have to tick the answer which you think is correct.</p> <p>Watch the video as far as the end of the clip about the community of the London Buddhist Centre. The narrator has introduced the idea that Buddhism looks and sounds different throughout the world but that all Buddhists are practising the path taught by the Buddha. We hear the community in London reciting the three jewels. Stop here and ask the following questions: <i>Buddhism spread from India to many other countries. Buddhists around the world speak different languages, wear different clothes and use different ways of worshipping but they have important beliefs in common.</i> <i>Buddhists believe in three precious things in life which can make them happy. What are these three things?</i> <i>What is the Dhamma? What is the Sangha?</i> <i>What does the word 'refuge' mean?</i> <i>What sort of things might people need refuge from?</i> <i>Where might you go for refuge? Who would you turn to for refuge?</i> <i>How do you think Buddhists find refuge in the Buddha, the Dhamma and the Sangha?</i></p> <p>Return to the video and watch to the end. Give the pupils time to complete their listening quiz.</p>	<p>Children:</p> <p>identify the 3 Jewels</p> <p>know that belief in the 3 Jewels is shared by all Buddhists</p> <p>talk about what Buddhists mean by seeking 'refuge' in the 3 Jewels</p> <p>know that the Sangha is the Buddhist community</p> <p>show understanding of 'refuge' for Buddhists and for themselves</p>	<p>Resources: Video and Teachers' Handbook Buddhism Key Stage 2 ClearVision Trust Video 2, Programme 1 (Listening Quiz taken from page 35 of the Teachers' Handbook)</p> <p>The symbol of the three jewels represent the three most precious things for Buddhists. The yellow jewel: the Buddha, whose example all Buddhists aspire to follow The blue jewel: the Dhamma, And the red jewel: the Sangha</p> <p>Buddhists all over the world chant 'the Refuges and Precepts.' By doing this they show that they are trying to follow the teachings of the Buddha and are members of the Sangha: "To the Buddha for refuge I go" "To the Dhamma for refuge I go" "To the Sangha for refuge I go" For Buddhists these are a refuge because they are 'the only sure things in life, which can be relied on to bring them happiness'.</p> <p>The Sangha is the community, or fellowship, of those who follow the teachings of the Buddha. The highest aim for Buddhists is to grow and develop, to follow the teachings of the Buddha and eventually become Enlightened. To do this successfully, they need the Sangha; the friendship, help, support, encouragement and inspiration of others with the same goal. This is why the Sangha is precious.</p>

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
<p>Children should learn:</p> <p>the story of 'The King's Elephant' teaches Buddhists the importance of keeping 'good company'</p> <p>Buddha taught that people are influenced by the company they keep</p> <p>Buddha taught that good deeds have positive consequences and bad deeds have negative effects</p>	<p>SESSION 3</p> <p>Refresh the children's memory of the video by going through their answers to the Listening Quiz. Recap the key events in the story of 'The King's Elephant':</p> <p><i>What did the elephant's keeper say the elephant was like at the start of the story?</i></p> <p><i>In what way did the elephant's behaviour change?</i></p> <p><i>What did the King's Chief Minister discover was the reason for the elephant's behaviour?</i></p> <p><i>What did he suggest might cure it?</i></p> <p><i>What do you think Buddhists believe is the message of this story?</i></p> <p><i>Can you think of a situation today when a teacher or parents might advise their child to keep out of bad company?</i></p> <p><i>In what way can keeping good company make a difference?</i></p> <p><i>What sort of good things do Buddhists try to do for others?</i></p> <p>Individual or paired activity:</p> <p>Children are given the beginnings of a story which they need to complete using the model of the King's Elephant.</p> <p>Eg a boy who never used to get into trouble at school starts behaving badly. The teacher tries to find out what's changed him and tells the headteacher what she thinks the problem is....</p> <p>The style needs to follow that of the King's Elephant. A traditional story, with little detail or dialogue where the emphasis goes on the message running through it and restated at the end.</p>	<p>Children:</p> <p>identify the key teaching of the story of 'the King's Elephant' for Buddhists</p> <p>explore the implications for themselves of the Buddha's teaching about good/bad company</p> <p>suggest answers to challenging situations which show understanding of the Buddhas' teaching</p>	

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
<p>Children should learn that:</p> <p>the community is made up of monks/nuns and lay Buddhists</p> <p>about what Buddhists mean by gaining 'merit'</p> <p>Buddhists believe they need to train themselves in following the Dhamma – the Buddha's teachings</p> <p>in the Sangha the monks/nuns and the lay Buddhists support each other</p>	<p>SESSION 4</p> <p>Whole class activity: Show the children the poster or OHP of the community giving gifts of food and clothing to the monks.</p> <p>What sort of people can you see in the picture? (Draw children's attention to the monks in saffron robes and to the lay Buddhists, who don't live in a monastery or Buddhist centre but live amongst family and friends as Buddhists.) <i>How can you tell that some of them are monks?</i> <i>What are the lay Buddhists doing?</i> <i>What things have been provided for you? Who provides them for you? Why?</i> <i>Why do you think the lay Buddhists are giving things to the monks?</i> <i>How do you think it makes the lay Buddhists feel to do this?</i> <i>Monks do not beg for food. Lay Buddhists are happy to give support to the monks and the monastery. They believe that in giving and sharing they gain 'merit' for themselves.</i> <i>What do you think 'merit' means?</i> <i>What sorts of things do you do that earn merit?</i> <i>How can giving also be receiving?</i></p> <p style="text-align: right;">Session 4 continued...</p>	<p>Children:</p> <p>explain how belonging to the Sangha supports Buddhists in living as the Buddha taught</p> <p>explain how Buddhists believe that in giving they also receive</p>	<p>Resources: Poster 5, Living Religions – Buddhism Publ Nelson ISBN 0 17 428063 7 Same picture also in Folens Photopack – Buddhism ISBN 1 85276 766 9 (Photo 2: Monks collecting food at Wesak) Pupils' information sheet – the Dhamma</p> <p>Alternatively, use the picture of the Buddhist monk receiving alms: Folens Primary RE (5- 7) Poster Pack</p> <p>Buddhist monks can be distinguished by:</p> <ul style="list-style-type: none"> • Yellow/Saffron robes • Shaven heads • Alms bowl (not 'begging' bowl) <p>Buddhist monks today try to live like the Buddha. They wear simple yellow robes and shave their heads. They have few possessions: a robe, an alms bowl for collecting food, a needle to repair the robe, a water strainer to avoid harming any creature in the water and a razor (for men).</p> <p>Buddhists believe that by actions such as caring for the monks/nuns they will gain merit. Merit is a reward for doing good. They believe that they will receive their reward in this life, or their works will mean a better situation in the next life. The idea of 'making merit' is very important to Buddhists.</p>

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
<p>Children should learn that:</p>	<p>SESSION 4 continued</p> <p>Group activity: Set each group a different moral dilemma, eg:</p> <ul style="list-style-type: none"> • You see your friend taking sweets from another child's bag • You find a £10 note in the classroom • You know you can persuade Mum to take you to the cinema but you know she can't really afford it • You find a purse with some money and a name and address inside. <p>For each situation ask the children to write about or describe:</p> <ul style="list-style-type: none"> • The right thing to do • The wrong thing to do • What might happen if I do the right thing • What might happen if I do the wrong thing. <p>There are many possible answers and consequences. The object of this exercise is for children to recognise: The different possibilities That some replies are more 'moral' than others That rewards are not always tangible And that feeling good about what you have done is important.</p> <p>The group should agree a decision and be able to give their reasons. Then using an information sheet, they should identify the teachings which might help a Buddhist make her/his decision. They could discuss what sort of a decision a Buddhist might make and whether it is different from their own.</p> <p>Whole class: Each group feeds back the moral dilemma they were posed and explain the key points of their discussion and the final decision they came to. The class has an opportunity to consider each group's answer and to take account of Buddhist teachings.</p>	<p>Children:</p> <p>suggest answers to difficult moral situations making reference to Buddhist teachings</p> <p>reflect on moral dilemmas and give reasoned responses</p>	<p>The Four Noble Truths: The Buddha taught that</p> <ul style="list-style-type: none"> • possessions can't give us lasting happiness. In the end they break, grow old or let us down. This makes us unhappy. • wanting things stops us being happy • we can be happy if we stop being greedy and wanting • it takes training to stop wanting things <p>The key Buddhist message within the four noble truths is: Being greedy and wanting things can't make you happy. You can be content without having everything you want. But you have to learn this through practice. Peace of mind comes when you are content with having just enough – not too much, not too little.</p> <p>The Five Precepts are:</p> <ol style="list-style-type: none"> 1. Not harming any living beings 2. Not taking what doesn't belong to you 3. Not being greedy 4. Not telling lies or speaking unkindly 5. Not clouding the mind with drink or drugs <p>The Eightfold Path (eight steps which the Buddhist should train her/himself to follow in every aspect of her/his daily life) includes: Right Action – Living an ethical life according to the Five precepts Right Speech – speaking in a positive and helpful way and speaking the truth</p>

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
<p>Children should learn that:</p> <p>when Buddhists worship they are showing thankfulness for the life of the Buddha and his teachings</p> <p>worshipping the Buddha helps remind Buddhists that they can become Enlightened like the Buddha</p> <p>the symbols on the Buddhist shrine remind them of key Buddhist teachings</p>	<p>SESSION 5</p> <p>Whole class: Introduce the listening quiz sheet for Video 2, Programme 2 – Meditation and Worship. Read through it as a class and highlight any difficult vocabulary.</p> <p>This sheet will help you to remember some key information from the video. Watch the video carefully. Afterwards you will have time to look at the sheet again. Each question offers you three possible answers, you have to tick the answer which you think is correct.</p> <p>Show the video and stop after the visit to the Manchester Buddhist Centre where the shrine is described and the offerings of flowers, incense and candles explained. Allow time for the Listening Quiz to be completed as far as and including question 7. Discuss the answers to questions 3,4,5 and 6: <i>How do flowers remind Buddhists of the nature of human life? (introduce the word ‘impermanence’ and explore its meaning)</i> <i>How do Buddhists believe they should try to use the time that they have?</i> <i>What effect does a single stick of incense have when alight in a room?</i> <i>How does this symbolise what Buddhists believe about their own actions?</i> <i>What effect does a lighted candle have in a dark room?</i> <i>How does this symbolise what Buddhists believe about the Buddha’s teachings?</i> <i>In what ways could you be a light to others? Do you know of other people who are ‘lights’?</i></p> <p>Individual activity: Pupils use the listening quiz to help them label a Buddhist shrine with explanations of the symbolism of each offering.</p> <p>They provide an example of a good action which can have a positive effect on others.</p>	<p>Children:</p> <p>make links between the symbols/offerings involved in Buddhist worship and the teachings of the Buddha</p> <p>explain why Buddhists worship the Buddha</p> <p>reflect on how people can be ‘lights’ for others</p>	<p>Resources: Video and Teachers’ Handbook Buddhism Key Stage 2 ClearVision Trust Video 2, Programme 2 (Listening Quiz taken from page 49 of the Teachers’ Handbook)</p> <p>Pupils’ worksheet: Buddhist shrine</p> <p>Traditional offerings at a Buddhist shrine include: Flowers – flowers represent beauty. Like everything else flowers will bloom and then fade. Flowers remind Buddhists that everyone and everything changes, gets older, dies. The temporary beauty of the flower reminds them to make the most of every opportunity to be kinder, friendlier to others. Incense – the fragrant smoke of a small incense stick can sweeten the air in the whole room. So Buddhists believe that each small action has an effect on the whole world and they are reminded to make their actions good and kind. Candles – the candle flame lights up a dark room and the darkness disappears. So Buddhists believe the Buddha’s teachings light up the darkness and light the way to Enlightenment for others.</p>

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
Children should learn that:		Children:	
<p>about Buddhist meditation practices</p> <p>to understand the reasons for and importance of meditation</p> <p>to reflect on the importance of finding meaning and purpose in human life</p> <p>to experience the sensation of quiet and reflection</p>	<p>SESSION 6</p> <p>Whole class activity: Watch the remaining part of Video 2, Programme 2 – Meditation and Worship. Children complete the remaining questions on the Listening Quiz. <i>What examples were given in the video to explain why people find it difficult to have a perfectly still and clear mind?</i> <i>Is your mind ever still?</i> <i>Does it matter whether you are awake or asleep?</i> <i>What do you need to calm and still your mind?</i></p> <p>Recap the story of King Ajatasattu: <i>Why did the king think he was the happiest man in the kingdom?</i> <i>What does the king assume the Buddha must have in his life to make him happy?</i> <i>What surprises the king about the Buddha's answers to his questions?</i> <i>What does the Buddha ask the king to do?</i> <i>Why does the king rush off?</i> <i>Did the king's visit change the Buddha's idea of happiness?</i> <i>What do you think was making the Buddha and his friends perfectly contented?</i> <i>What do you think 'contented' means?</i></p> <p>To complete this unit pupils could be taken on a visit to a vihara or Buddhist Centre (time permitting) or could be led in another stilling exercise which is an introduction to but not the same as meditation.</p>	<p>describe how Buddhists meditate</p> <p>explain why Buddhists meditate</p> <p>make links between the Buddha's ideas of 'happiness' and a Buddhist story</p> <p>reflect on how people can be content without worldly possessions</p> <p>describe the experience of quiet and reflection</p>	<p>Resources: Video and Teachers' Handbook Buddhism Key Stage 2 ClearVision Trust Video 2, Programme 2 (Listening Quiz taken from page 49 of the Teachers' Handbook)</p> <p>Buddhist meditation is a system for training the mind and developing wisdom. The Buddha used the analogy of the water of a lake to explain how Buddhists can train themselves to be still and gain wisdom: The waters of a vast lake become choppy when a strong wind blows just as the mind becomes disturbed when troubled by anxieties. Let the troubles blow themselves out, like the winds, and the mind will become still again like the waters of the lake. Anger makes the mind bubble and seethe like boiling water but wait till the anger cools down and the mind will be calm again. When people are sleepy and lazy it is as if the mind is water full of weeds which obscure the water. When people lack confidence in themselves and are without hope the mind is like stagnant water.</p> <p>The Buddha taught Buddhists that their faith is believing that they can achieve Enlightenment. With practise Buddhists will learn to still their minds.</p>

Listening Quiz

Programme Three – The Sangha

Name.....

1. What do the Three Jewels remind Buddhists of?

- a) The three places of pilgrimage
- b) Buddha, Dharma and Sangha
- c) Meditation, worship and precepts



2. What does the word "Sangha" mean?

- a) A group of Buddhist singers
- b) The people who follow the Buddha's teaching
- c) People who wear robes

3. How do people show they are part of the Sangha?

- a) They travel to India and climb a steep hill.
- b) They live in a monastery and wear robes.
- c) They recite "To the Buddha for refuge I go.
To the Dharma for refuge I go.
To the Sangha for refuge I go."



4. What did the early Buddhist monks and nuns look like?

- a) They had shaved heads, yellow robes and alms bowls.
- b) They had beards, long hair and sandals.
- c) They had dark clothes, prayer wheels and beads.



5. Who are the "lay" people?

- a) People who follow the Buddha's teachings at home
- b) People who live in the forest all the time
- c) People who keep hens

6. What would Thubten hear at 5 o'clock in the morning?

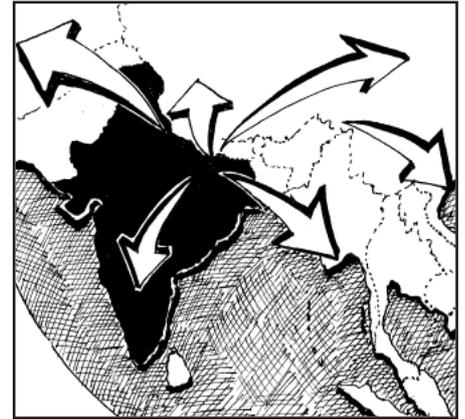
- a) The bell for school
- b) The monks chanting
- c) The birds singing



7. Buddhism has spread to many countries.

Tick which countries were mentioned in the programme.

- | | | | | | | | |
|-------|--------------------------|--------|--------------------------|---------|--------------------------|--------|--------------------------|
| Japan | <input type="checkbox"/> | Zambia | <input type="checkbox"/> | France | <input type="checkbox"/> | USA | <input type="checkbox"/> |
| Tibet | <input type="checkbox"/> | India | <input type="checkbox"/> | England | <input type="checkbox"/> | Mexico | <input type="checkbox"/> |



8. The programme showed some ordained Buddhists in Britain. What did they wear?

- a) A purple cloak
- b) Ordinary clothes
- c) Yellow robes



9. When Buddhists go on retreat they...

- a) go somewhere quiet to meditate and worship together.
- b) run away because everything is too difficult for them.
- c) have a holiday.

10. The story of "The King's Elephant" shows how important it is to...

- a) have a medical check-up.
- b) be kind to animals.
- c) keep the right company.



Listening Quiz

Programme Four – Meditation & Worship

Name.....

1. Buddhists believe that the Buddha was...

- a) God
- b) a human being who gained Enlightenment
- c) a prophet

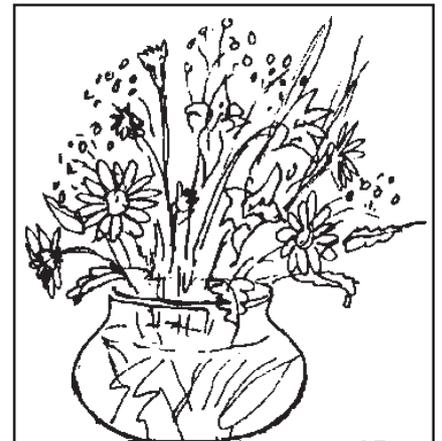


2. Why do pilgrims go to Bodhgaya?

- a) To worship the Buddha
- b) To meet each other
- c) To learn to meditate

3. Tick four things you would expect to find on a Buddhist shrine.

- | | | | | | |
|---------|--------------------------|-------------|--------------------------|----------|--------------------------|
| Candles | <input type="checkbox"/> | Money | <input type="checkbox"/> | A Buddha | <input type="checkbox"/> |
| Bread | <input type="checkbox"/> | Incense | <input type="checkbox"/> | Wine | <input type="checkbox"/> |
| Flowers | <input type="checkbox"/> | Prayer book | <input type="checkbox"/> | A cross | <input type="checkbox"/> |

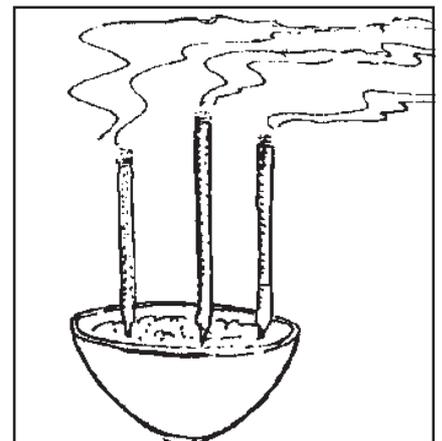


4. What do flowers remind Buddhists of?

- a) Gardening
- b) Beauty and change
- c) The importance of colours

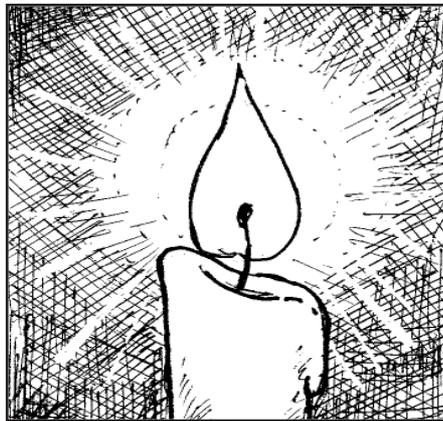
5. What does incense remind Buddhists of?

- a) Prayer
- b) The need for fresh air
- c) That everything we do has an effect on the world



6. What do candles remind Buddhists of?

- a) The sun
- b) The Buddha's teaching lighting up the world
- c) Birthdays



7. Buddhists worship the Buddha because...

- a) he is a God.
- b) they value his teachings and want to become Enlightened too.
- c) he lived a long time ago.



8. Which festival celebrates the life of the Buddha?

- a) Wesak
- b) Christmas
- c) Eid

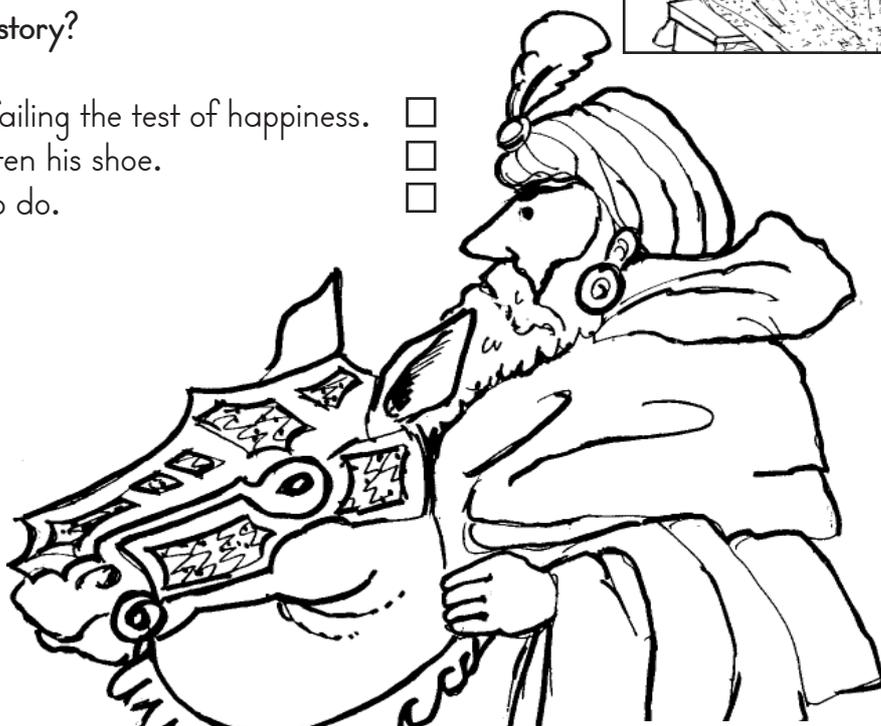
9. Why do Buddhists meditate?

- a) To relax
- b) To stop thinking
- c) To gain wisdom



10. Why did King Ajatasattu rush off at the end of the story?

- a) He didn't like failing the test of happiness.
- b) He had forgotten his shoe.
- c) He had a lot to do.



'STILLING' ACTIVITY

This exercise works best if pupils remove their shoes. If possible, timetable this activity so that you are unlikely to be disturbed by lots of movement outside in the corridor etc.

In a quiet, relaxed voice give the following instructions:

What I am about to ask you to do is not easy although the instructions sound very simple. In a moment I am going to ask you to be silent for three minutes. You can't get this right or wrong. You won't need to look at what anyone else is doing because this is just for you. If you cannot follow one of the instructions, just sit still and quietly and wait for what you are asked to do next.

It will feel strange being so quiet and still and it isn't unusual to feel a little self-conscious to begin with but try hard to remember that no-one will be watching you they will all be trying to concentrate themselves.

1. First of all make sure that you are sitting in a way that will help you to keep still and quiet:
 - sit with both feet flat on the floor
 - rest your hands lightly on your thighs, palms up, fingers relaxed
 - straighten your back relax your shoulders lean forward very slightly pressing your bottom into the chair.
2. Now close your eyes or if you don't feel comfortable doing that try to look down so that you can't see or disturb anyone else.
3. To relax, see what happens to your body when you are tense: Make a tight fist of your hand. Notice what has happened to your arm. Relax and let the fist go.
4. Now screw up your face tightly.....Let that tightness and tension go and feel your cheeks relax.
5. Now I want you to give some attention to what is happening to you here and now.
 - First focus your attention on your feet. Feel the way they are flat against the floor. Flex your toes and relax them. Focus on how your toes each touch a bit of the floor and touch each other.
 - Now tighten the muscles in your leg. Hold the tension....and now let go. Be aware of how your clothing touches your legs.
 - Now focus on your thighs sitting on the chair, pressing against it. They are strong muscles to help you run and play.
 - Tighten the muscles in your bottom and then relax. (*Miss this out if you think it will cause them to giggle*)
 - Now focus on your stomach. Is it full of food after lunch or is it empty and hungry? Gently pull the muscles inand then relax them.

- Move your attention to your shoulders and back. Hunch your shoulders up to your ears....and now let them relax. Feel the tightness and all the days tiredness disappear.
- Be aware of the feel of the clothes on your arms....of your hands resting on your lap...try to think about each finger separately
- Now give some attention to your breathing. Take a deep breath and let it out slowly and gently. Do that again and this time, while you are breathing out, imagine that all the bad and unpleasant things inside you...your worries, difficulties, aches and pains... are going away with your breath
- Take another breath, breathing in ... and out. In your mind count to four while you are breathing in ... and again as you are breathing out. Breathing in...one...two...three...four, ...and out...one...two...three...four.
- Pay special attention to breathing in...imagine that you are breathing in goodness, comfort, warmth...whatever you need
- Now just breathe normally and start to focus on what your ears can hear. The sounds inside this room...the sounds outside, around the school...the sounds outside the window
- Now gently let the awareness return to your body. Wiggle your toes. Stretch your arms and sit up tall. You can open your eyes when you are ready. But still try not to talk.