

Subject : RE	Scheme of work : Kadampa Buddhism	Session : Basic Buddhism (1½ hours - or longer)
Learning Outcomes To understand some of the basics about Kadampa Buddhism. To know and understand some of the benefits of meditation. To know some of the activities that can help you meditate. To try some of the things that a Kadampa Buddhist does.		Aspect of the curriculum covered <i>(taken from the Non-Statutory National Framework)</i> AT1 Suggest meanings for religious actions. Identify the impact and meaning of Buddhism and the forms of expression for a Buddhist. AT2 Identify what influences them about Buddhism. Ask important questions about Buddhism, applying ideas to their own and others lives.
Mins	Section of the lesson and activities	
3	<u>Lesson Introduction</u> Introduce yourself and the KBC/KMC you are from. Gather information from the students, see what they know/remember about Buddhism. Do they know why people do it? What the purpose of Buddhism is? What do Buddhists do?	
10	<u>Lesson Development</u> (- main activities) Explain basics of Buddhism Finding happiness from within our mind, generating peaceful and positive minds and reducing negative, unpeaceful minds. This teaching could easily be based around the message on the small laminated card Ven. Geshe-la produced: Always be happy, Be a friend to everyone, Protect animals and the earth, Love your parents, Respect your teachers.	
3	Meditation Explain meditation. What it is: training the mind, making the mind peaceful and positive. And what it isn't: not blanking the mind, not a physical activity (like yoga), it's a mental activity. Explain why it is good to meditate, it's purpose and benefits, e.g. Gives true, lasting happiness for self and others, enables us to cope with problems and eventually transform them into positive experiences. Ask group if they want to meditate (making sure individuals are able to not do it if they don't want to). Brief explanation of breathing meditation, sitting properly, explain and demonstrate correct posture (they might want to try sitting in full vajra posture!), main things they find difficult are sitting still and keeping eyes closed.	
3 - 5	Relax the body. Concentrate on normal rhythm of breath, don't worry about anyone or anything else. Focus all your thoughts on the breath.	
2	Evaluate it. Praise their effort. How did it feel? More peaceful? How wonderful if we could hold that nice calm, peaceful feeling all the time.	
1	Introduce follow-up activity. The class Teacher will be given a script to be able to guide short meditations.	
4	Shrine Explain why we have a shrine? It is a focus for our practice and helps to generate faith. A qualified shrine has representations of Buddha's body – a statue or picture, Buddha's speech – a book or text and Buddha's mind – a stupa or a picture of a stupa.	
7	<i>Prostration.</i> Showing respect, faith and being humble, cleans our mind. Can all try simple prostration, prayer mudra at heart. Demonstrate half length prostration, some children can try this. Demonstrate full length prostration, some children can try this.	
8	<i>Offering.</i> Not because Buddhas need it, gives such positive energy in our mind, like giving gifts. Offering water - but using imagination. Different child for each bowl, comes up and pours in water while the whole group imagines the beautiful offering of water for drinking, bathing, flowers, incense, lights, perfume, food and all together imagine music.(Could have a bag of fake flowers and each child could make an offering.)	
3	<i>Prayer.</i> Explain the Liberating prayer, a simple prayer describing the wonderful qualities of an enlightened being and then asking for his help. It is like a meditation in words and we try and think about what the words mean to us while we listen (or sing along).	
4	Play the Liberating prayer on CD. (Could hand around the shrine items as they listen to the prayer.)	
1	Introduce follow-up activity. You will be given a simple shrine kit to start off making your own.	
12	Mandala What is it? A wonderful offering, to Buddhas. Why do it? To say thank you for all the Buddhas help and to create such positivity in our mind by improving our generosity. Also to increase our faith that it's possible to achieve a pure world and increase our wish to help achieve a pure world.	
1	Do the mandala offering, with two children doing it along side you. (Usually the other children all gather round. Younger children find it hard to hold the mandala kit. Don't worry too much about getting all the heaps in the right places) Imagine all these beautiful different things, all your favourite things filling this pure world for everyone to enjoy.	
1	Introduce follow-up activity. You will be given the template for a cut out mandala kit with instructions on how to make it.	
15	Act out some of the life story of Buddha Ask the children to act out the story of how and why Siddhartha became Buddha. (Use The Life of Buddha script).	
1	Introduce follow-up activity. You will be given the script for Scene3, which you can act out yourselves, showing how Siddhartha becomes a Buddha.	

10 or to end	<p>Lesson Plenary (- clarification and conclusion to the session)</p> <p>Q+A (could contact the school beforehand and get them to prepare questions ready) (could hand around statue, book, stupa and mala during) (could break into small groups and a spokesperson for each group asks their best question before the whole group Q+A)</p> <p>Group discussion and review or recap with questioning about the key issues.</p>	
5 3 10 5 2	<p>Extension Activities (- if more time is available)</p> <p>Mantra Explain mantra, a special way of requesting help from a particular enlightened being. Explain a little about Tara/Avalokiteshvara, their qualities, how they help everyone. Play the Tara/Avalokiteshvara mantra 21 times on CD. Could have the mantra written out large and point to each part as it is said - for them to sing along.</p> <p>Buddha Bingo Explain and do. (See separate sheet for instructions.)</p> <p>Robes and ordination It needs to be emphasised that not everyone who is a Buddhist is a monk or a nun. Also that ordination is totally the choice from that person, no one is forced to. But once that choice is made there are promises made and guidelines to follow. You can explain these simply. Explain the robes. In general, maybe explain the similarity to their school uniform - that the uniform is a reminder to follow everything learnt in school, the robes are worn to remind us to follow everything we've learnt from Buddha's teachings. We wear the lower garment and upper garment all the time (but not to sleep in). The lower garment symbolises/shows/ reminds us to control our mind and for example not get angry, it's like a fence around our mind. The other 2 are not worn all the time. The maroon one for meditating, because it represents concentration and the yellow one for teaching or receiving a teaching, because it represents wisdom. Get some volunteers to try on the zen and chogo.</p>	
<p>Resources Statue/picture, stupa, text, shrine cloth, 7 offering bowls, jug, tea towel, Lib Prayer CD and CD player, mala, 3 mandala kits, green Kadampa booklets, leaflets for local meditation class/children's meditation class, bag of fake flowers, CRB check / photo ID (if required), follow-up pack(s).</p> <p>Resources available to sell: A4 picture of Buddha Shakyamuni, A6 picture of stupa, A5 card of Liberating Prayer, Meeting the Buddhas book, Introduction to Buddhism, Meditations for Relaxation CD, Tara and Avalokiteshvara CDs</p>		
<p>Differentiation (showing how gifted and less able are fully involved) Use of verbal, visual and written instructions to appeal to different types of learner. Repetition and questioning to ensure understanding. Spot demonstrations to support understanding of verbal instructions. Targeted support and reassurance during the practical activities. Demonstrations by gifted students of correct procedures for the practical activities.</p>		<p>Key Skills <u>Reflection</u> contemplate, use imagination to visualize. <u>Enquiry</u> search for and find answers <u>Interpretation</u> suggest and appreciate a range of meanings for words, stories, symbols and actions in religions <u>Communication</u> express ideas, information, thoughts, feelings, emotions, experience and conclusions, listen to others</p>
<p>Follow-up Activities See Follow-up pack Also drawing or collage activities. E.g. Draw Siddhartha under the bodhi tree meditating to attain enlightenment. Draw offerings. Keep thinking about how the knowledge gained can be used in their school and home environment.</p>		<p>Key Vocabulary (Could use large flash cards) Meditation, Buddhist Buddha Peace Happiness negative minds distractions (Prostration, offering, mandala, stupa, mudra)</p>
<p>Assessment Opportunities Discussion and questioning throughout the session. Observation of practical skills. Recap on methods and key points through verbal questioning. Photographs of practical activities. Many opportunities to assess the work in the follow-up activities.</p>		