

<p>I take refuge in the Buddha The Buddha, having reached enlightenment, is seen as the best guide for Buddhists heading towards the same goal. Therefore, all Buddhists take refuge in the Buddha. The Buddha knew what is good and what is not good for all beings. In pointing out the path that leads to the end of suffering, he made the Threefold Refuge for Buddhists to follow.</p>	<p>Year Group: KS2</p>	<p>No. of lessons: 5</p>
<p>Learning objectives: To know the key events of the life of the Buddha and understand why people follow his teaching today. To encounter the term “Enlightenment”. To be aware of various forms of Buddhist practice, including meditation.</p>		
<p>Themes to discuss: Giving up things which seem important for something even more important. What kind of people do others (I?) follow. What is good or bad in the world – or is it simply natural. What shapes people’s lives? What is “the most” that we can hope to become (full potential)?</p>		
<p>Activities and experiences:</p> <ul style="list-style-type: none"> • See a symbolic representation of the Three Jewels. Hear the names off the Three Refuges. Discuss together what these two terms “jewel” and “refuge” tell us about the importance of the things we are learning about for Buddhists. A reproduction of the three jewels could be an effective centrepiece of a display on Buddhism. • Discover the story of the life of the Buddha – see “themes to discuss” (above) for discussion ideas related to the story. Find out the meaning of his special title (“Buddha” – “enlightened one”). Can anyone be a Buddha? (yes!) • Look together at statues (rupas) of the Buddha or photographs of them, and discover their symbolic characteristics and gestures (mudras). Understand how the differences relate to culture, and the symbolic message the rupa is giving about the nature and person of the Buddha. This can be done on a smartboard using: http://www.dharmaforkids.com/Buddha/symbol/buddhasymbol.htm# Can you devise your own symbolic hand gestures for concepts such as “friendship” etc? Create your own clay rupas taking these factors into account. Alternatively, view photographs of Buddhist art from museums, and puzzle out their symbolic meaning (intuitive response). • Understand that Buddhists revere the Buddha as an example and teacher, but do not see him as divine. Use visual stimuli to discover information about Buddhist worship, especially meditation. Practise a simple stilling exercise together (NOT meditation) and discuss the experience. Learn a Buddhist song and talk about its message. • Use the clay rupas or genuine rupa to set up a simple display resembling a Buddhist shrine in the hall. Sit before the “shrine and listen to the sounds of Buddhist worship. If you are happy to do so, repeat the stilling exercise in the “shrine room” 		

(remember this is not worshipping Buddha) Draw (photograph) and label your shrine. Use the opportunity to discuss how the role play exercise felt and what insight this has given you into how Buddhists might feel when they meditate.

Websites and resources: There is a good detailed illustrated storybook which can also be used on a smartboard at <http://www.buddhanet.net/e-learning/buddhism/storybuddha.htm> Other very useful materials are in the KS2 e-booklet at <http://www.buddhanet.net/e-learning/buddhism/ebooks.htm> (note there is also a KS1 booklet which could be used with lower KS2) Some rupas are at <http://www.edepot.com/budart.html> and the mudras at <http://wpeww.edepot.com/budmudra.html> British Museum carvings at http://www.ancientindia.co.uk/buddha/stor_bacy/sto_set.html There is an on-line shrine, including a way of making on-line offerings, at <http://www.dharmaforkids.com/Dharma/shrines/shrines.htm#> and find out about meditation at : <http://www.dharmaforkids.com/Dharma/meditation/meditation.htm#> The songs are at http://www.buddhanet.net/buddhist_songs/budsongs.htm Buddhist chanting at <http://www.buddhanet.net/audio-chant.htm> and temple sounds at <http://www.buddhanet.net/audio-library.htm>

