

Discussion – 22 April before lunch.

Six Perfection – Generosity, Morality, Patience, Diligence, Concentration, Wisdom.

Irene - To understand the awakened Buddha - How the Buddha shared the teaching with all walk of lives.

Audience - What provided from the manual, the lesson plan and its descriptions is too deep and too long. Only for adult.

Irene – Why practices it and how we practice it? Motivations of what generosity looks and feels like?

A book is presented as a teaching tool which describes what and how generosity looks like.

Audience – it is not the material, it is the heart and not the mind.

Stacey – always stay on the axis. Not going off the tangents.

Irene – always take the students back to the Buddhist teachings about the keys of generosity.

Ling – uses the generosity of the sun, draws samples from the nature, thousands seeds inside of the pawpaw, how to take cuttings of succulents.

Stacey – real learning is from practices. Activities are important in the classroom situation. Real practice: - like sitting in the sun to teach the students how the sun shares the sun lights and warmth without discrimination.

Audience – the activities need to confine in the classroom because of the class time is only 30mins. Ling – everything needs to be prepared before class to reduce taking the students inside and outside of the classroom.

Irene – she uses an example of giving a pen to a kid and then ask the kid to pass it on to another kid. Using real activity to illustrate the ideology of what generosity.

Audience – acknowledge performance, then acknowledge results.

Stacey – Ask questions and ask the students to give samples how they feel and how they act on certain moral questions. Let them to face their own emotional difficulties.

Irene – How the Buddha live a humanistic life and practiced generosity?

Irene – On Morality – K , 1 and 2. –

Stacey – Use the phrase of "Doing the right thing, even no one is looking."

Ling – A book which describes how a black bird stays black instead of becoming colourful like other because he wants to help other. Use book to illustrate difficult concepts of morality will be easier for children to understand better.

Irene – read a children book of a dragon king about non-killing. Use story-telling to illustrate non-killing, kindness, keeping our words, compassion, etc.

Stacey - Use story to define the difficult concepts. Never spoon feed the children. Let them come up with their words, so they can share their experiences.

Stacey – for old children, the 4 ways of teaching of “Hearing, Reflecting, Practicing and Realizing” can apply. Ask questions like: How will you feel if someone does not do what they say? When and How it is easy to practice integrity?

Irene – Teaching strategies: Stop, Think, Pick-A-Plan. Make a contract with the kids: how to be respect, etc. Set rules with the kids to make them feel safe and secured. Again, always refers back to the Buddha’s teachings. Ask the children question like What the Buddha stand up for?

Irene – explain what patience is. Describe to the kids like waiting for something to grow is patience.

Audience – To ask questions may cause distractions. The children’s discussion may cause disruption. Irene and Stacey – explain how to always bring the children’s discussion back to the topic. Teachers always take charge of the discussions.

Stacey – always do the lesson plan beforehand and do not only depend on discussions all the time. Need for a variety of activities.

Ling – activity like beading. Doing beading with the kids is the practice of patience. Always ready to point out to the children what is behind the activity? What are they really learning?

Irene – she points out she has no patience with her own daughter. However, she has patience when she is teaching in the classes.

Audience – teaching in the classroom situation is easier than practicing at home.

Irene and Stacey – at the end of the class, the teacher should use the Buddhist story to further illustrate the essence of the Buddhist teachings in his time.

Irene – it is also important to use the modern day’s examples, like what we experience in real life, like the school boy has no patience with someone on a wheelchair, etc. Then ask the students to reflect on the situation, what have they learnt?

Stacey – the concept of Patience in the Buddhist context also include forbearance. Need to explain the Buddhists concept too.

Ling – Patience is also about empathy.

Stacey – points back to the life skill/ tools. Patience, empathy and understanding, etc . are life skill/tools.

Discussion – 22 April after lunch

Stacey – Explain the importance of the lesson plan. Give the class an overall structure and consistency.

Irene – shows the standard lesson plan. She points out the importance of the outcome. Always refers to the teachings materials of the last lessons. The introduction of the lesson can be only last for 3 mins. Also write down the resources of the teaching materials.

Stacey – it is important to include the materials from Buddhist teachings and modern day's examples.

Irene – Ask questions – **Why** do we need to practice diligence? **What** are the signs of success? **How** to notice the signs of success? Using examples of what are good habits and what are bad habits in visual forms. Then ask the kids to go into group activities. These **activities** will further illustrate what is the concept of good habit and the bad habit. **After group activities, then come back to group discussion for self-reflection.**

1. **What it is (illustrate through stories or examples)**
2. **Why it is important? (Motivation)**
3. **What does it look like in different scenarios or situations (signs of success)?
(Check understanding)**
4. **Application – activities that requires the students to utilize the concept (apply understanding)**
5. **Feedback, Discussion and Self-Reflection (reflection and realization)**

Stacey – Reflection can lead the kids to come up with more definitions that is meaningful to them. Never spoon-fed them with a standard definition. Ask the students to draw a picture of what 'diligence' looks like to check about their understanding at the end of the class. Ask the students to demonstrate 'a concept', i.e. diligence; in a role play.

Audience – Ask what is the difference of Class Outcome and the Class Intention? Are they the same or they are not the same?

Ven Zhili and Irene – Intention is the indicator of the learning outcome. It is not the same. Intention is very specific, it is a step-by-step guide of the outcome, and it may take a few lessons to achieve.

Stacey – she points out that the higher level of activities should be used for older children; even though the learning outcome is the same, for example, the outcome is learning diligence. However, the activities for older children can be more complex and applicable in real life. For younger children, it may only involve learning the concept by drawing it and hearing and talking about it.

Stacey/ Irene – Concentration – for K,1,& 2 is only pointing out what is concentration, how it looks like. For senior children, they can practice CONCENTRATION.

Stacey – plan the activities around the concept of CONCENTRATION. Always points out the Sign of Success when they are practicing Concentration.

Irene – always take the children back to the Buddhist practices. Like eating one grain of rice, one sultana at a time, it will lead to sitting for a longer period of time.

Stacey – What is the most important of the 6 Paramitas – Wisdom. Since it is the most important concept out of the 6 Paramitas, how will you do your lesson plan in real situation?

Irene – uses real life situations to illustrate what is wisdom, like conflict resolution.

Stacey – if a concept is difficult to explain, it is easier to use storytelling to illustrate such complex concept like WISDOM.

Audience – use the moral behind the story to illustrate difficult concepts.

Audience – ask the children question of real life situation, let them talk and discuss.

Irene – Listen more to the children

Use the standard lesson plan and pick questions that are related to the group of children. Listen to them so you can understand their backgrounds and where they are coming from. This way, the teacher can pick the moral questions that are related to the group. Build good relationship with the children, these relationships will be good materials for the lesson plan.

Audience – the class itself will give you the teaching materials. The teaching materials need to be children centered/human centered. Personal stories are powerful ways to learn.

Irene – every child has a story. Listen to these stories. Make adjustment for some of them with special needs.

Audience – Has not finished the life of Buddha last term. Worried that she will not be able to start the new term material – the Six Paramitas.

Irene – she explains that she experiences many situations that slow her lesson plans. Just keep at it and given time, will catch up on the lessons missed.

Audience – she is going to a new school the coming term, so she will start with the Life of the Buddha rather than the Six Paramitas.

Stacey – it may be possible to combine the Six Paramitas into the Life of the Buddha.

Irene – it is important to make sure that the supporting teacher should be in the classroom during the SRE class. It is unlawful that only the SRE teacher teaching alone and discipline the children at the same time.

Irene and the audience - discuss the number of the children are unexpected changing all the time. It is important to be flexible and be patient with the children and the school system.