

1. BRAINSTORMING IDEAS FOR TERM 1 (WK1-WK10) – SESSION 1

WEEK 3

Learning outcomes: K-Year 3

Recognise the value of interpersonal harmony

Example Lesson 1

K-2

- Use the story book of Prince Siddhartha – colourful and easy to introduce to young children. We had already introduced harmony in Week 2, be sure to recall this. Harmony might be hard to relate for K-2, in this case happy, joy, peace etc. can be utilised.
- **Activity Option 1:** Role play – select some of kids to enact a story – it is important to keep the children involved.
- **Activity Option 2:** Drawing words relating to Harmony on a piece of paper: ‘Happy’, ‘Calm’ etc.
- **Questions:** Do you have harmony in your life? How do you handle conflict?

Year 3

- **Questions:** How do Buddhist handle conflicts? How do Buddhists handle their interpersonal harmony to resolve issues?

Activity Option 1: Define Harmony, or the opposite of Harmony (discord etc.), through drawing, then have a class show and tell exercise. *Because of the nature of the topic and the learning outcome, the drawing activity is most achievable as it can span across the different age groups.

Learning outcomes: Years 4 – 6

Justify the value of interpersonal value with examples

Year 4

- Book recommendation: ‘*The When I’m Feeling Series*’ by Tracey Moroney.

- Ask personal questions: How's your day, how's your week – be sure to observe body language. Relate it back to daily personal harmony.
- **Activity Option 1:** Scenarios: ask them to write down on a small card provided a word describing how they currently feel. We can place the cards in a basket and reveal them to the class for discussion (kept anonymous).

Example Lesson 2

K-3

- Tell the story of Prince Siddhartha's kindness, and have a short discussion on kindness.
- Regale the story of 'Siddhartha and the Swan'
- **Activity Option 1:** Create a swan via a stencil/drawing
- **Activity Option 2:** Give examples of real life experiences relating to the wounded swan.
- Complete class by discussion.

4-6 Years

Activities/Discussion/Notes

- Definition of interpersonal harmony, conflict and conflict resolution, then relate to 'Siddhartha and the Swan' story and discuss.
- **Activity Option 1:** Cover conflict resolution scenarios – work in groups.
- **Activity Option 2:** *'Helping Hand'* – (APPENDIX).
- Example of disharmony - *"Good Michael and Cruel Frederick"* poem (APPENDIX).
- **Activity Option 3:** Create poem as a class using the above poem as inspiration, or an acrostic poem individually.
- **Activity Option 4:** Loving-Kindness Meditation.
- Story Options: *'Little Finger Story'* and *'Eyebrow, Eye and Nose Fighting'* story (APPENDIX – Rev. Chun)
- You can use your own personal life in lessons as a teacher to relate to the children.

- If you have a class with multiple grades, you can separate into groups and give appropriate activities to each.
- Music and songs are important to engage a child.
- Lesson Plan: Perform diagnostic test - Where am I going to take them? This is where they are, this is where I want them to be. How am I going to achieve that? Then work backwards. A firm structure is needed – lessons need to be developed and delivered systematically.

WEEK 4

Learning outcomes: K-Year 3

Recognise the value of harmony within the family

K-2

Activities/Discussion/Notes

- **Activity 1:** A section of the book *'The Biography of Sakyamuni Buddha'* is appropriate to use (APPENDIX). Foretells the prophecy of the birth of Buddha. Introduce the comic as a lesson – you could place story into a wall chart.
- **Activity 2:** Make Family Tree/Organisational Chart: family, friends, pets, community (supermarket etc.). Harmony: Cooperation, Love and Respect (Precepts, Meditation, Wisdom)
- Bring discussion back to family. Could speak about parents who are worried. If a child is behaving well, then parents will trust and respect them. When parents respect the child, the child respects the parents. When kids hang out with their friends, they can share their experiences with their parents = Harmony. Important lesson: considering others, respecting teachers.

Year 3:

Activities/Discussion/Notes

- **Activity 1:** Recognise that there is harmony and disharmony in the family.
Disharmony: resenting siblings, bullying, laziness, wanting to be the first, unsafe, sad, anxious, fight or flight mode etc. Benefits of harmony: safety happiness security etc.
Bring in poem of *'Happy Michael and Bad Frederick'* (APPENDIX) – get the children to highlight the words relating to harmony.
- **Activity 2:** Create a poem, or illustrate behaviours that constitute harmony.

Learning outcomes: Years 4 - 6

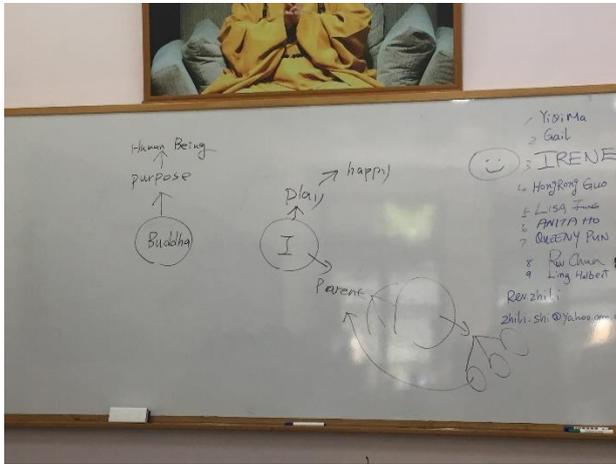
Identify ways to promote harmony within the family

Activities/Discussion/Notes

- **Activity 1 (Year 4): Roleplay:** Discuss how to ask for something respectfully, and then how to take a 'negative' response from a family member. Discover the reasoning for this, i.e. Child wants to sleep over a friends place. Parents say no as they don't know the parents/school night etc. Could compromise: everyone meets in the afternoon with the prospect that they will sleep over in the holidays. Children come to understand that their parents want them to feel safe, secure, loved, protected.
- **Example:** Child wants a treat at a supermarket, parents say yes, but dissuade the child from eating it before dinner. Compromise is the child is allowed the treat, but not till after dinner.
- Learning to articulate our wants and needs with respect.
- **Activity 2 (Year 3, 4 or 5): Brainstorming:** Promoting harmony - harmony is smiles, kisses, hugs, being helpful, manners, and patience etc. Complete a stencil of your own family – indicate respect, cooperation etc.
- **Activity 3 (Years 4-6): Harmony in the Family:** Students can facilitate harmony within the family using a wheel – i.e. ask them to think of something that shows harmony and draw it (or stencil/template), i.e. ME: *Respect:* yes mum I will do what you want straight away (picture of yourself and your Mother) *Love:* I love the baby mum. *Cooperation* – my turn to wash the dishes tonight. I'll do them straight away. Could also create a wheel for family. This one can be done as a whole class. Modeling or done together i.e. Picnic, gardens, housework, looking after young children etc.
- Use personal examples. E.G. Ling feels disharmony when she sees rubbish dumped in public spaces. A reminder that you are modeling for the children.
- Only a short time amount of time, whilst the precepts are incredibly important, you need to consolidate them.

- To discuss: Why did Prince Siddhartha leave the home, his wife and kids? Can be seen as selfish by children. Help them to understand that the Prince was not leaving for his own benefit. Discuss the importance of purpose. Compare why Buddha wanted to leave in comparison to why the children might want to leave.

Week 4: Image 1



WEEK 5

Learning outcomes: K-Year 3

Identify the universality of human conditions and recognise that dissatisfaction is something that everyone would experience at some point in life.

K-2

Activities/Discussion/Notes

- **Activity 1:** Meditation on impermanence. Bring flowers to promote the idea that life changes. Use the cycle of plants to demonstrate this idea.
- **Activity 2:** Discussion on personal experience of being a baby and journeying through school: Kindergarten, Year 1, Year 2 etc. Discuss the concept of aging, falling sick and death ('passing away'). Discuss pets, Grandparents as examples.

- **Activity 3:** Illustrate concept of impermanence through vegetables and fruits in the fridge that aren't consumed. Always come back to the cycle of life.
- **Activity 4:** Read the story of 'The Four Sights (Old Age, Sickness, Death, Holy Man)' and they can colour an image relating to this story (APPENDIX)

Year 3

- **Activity 1:** Use the cycle of plants to demonstrate the idea of impermanence. Discuss how the plants survival is dependent on their attitude in terms of care/lack of care.

Learning outcomes: Years 4 - 6

Develop empathy and commit to creating social harmony.

The Six Reverent Points of Harmony:

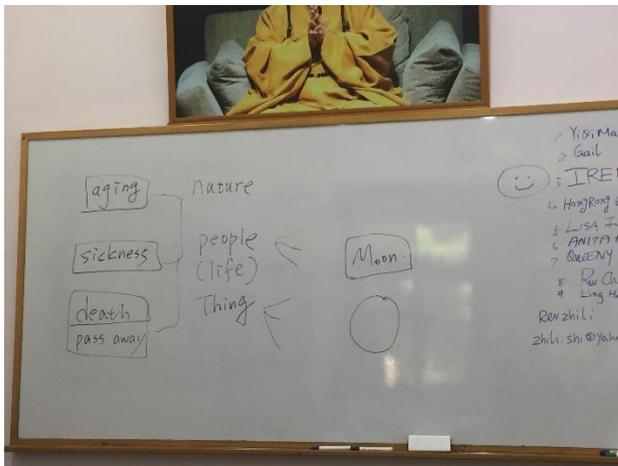
1. Physical Unity by Living Together
2. Verbal Unity by not Criticising Others
3. Mental Unity through Shared Joy
4. Moral Unity through Upholding the Same Precepts
5. Doctrinal Unity in Views
6. Economic Unity through Sharing

Activities/Discussion/Notes

- **Activity 1:** Define empathy
- **Activity 2 (Year 5):** Discuss illness/sickness. Use your class to chant/pray/meditate for a student/pet/friend/family member who is sick/dying.
- **Activity 3:** Explore books and fairytales. Ask students how they think the characters in the fairytales are feeling. Get them to recognise feelings of emotion and empathy. Reinforce how peoples' actions effect you emotionally.
- **Activity 4:** Dharma Cards
- **Activity 5:** Speak about the journey from trees to paper, but work backwards showing the children a piece of paper first.
- **Activity 6:** Bring various seeds to school. Give children some soil in a pot and take them through the process of growing the plants.
- Link for Years 5 and 6: Buddha's emotion after seeing the Four Sights motivated the Buddha to preach - it was his empathy for people and the suffering which motivated him to teach.

- When a child is sick, their parent/s will take care of them. Once recovered, they can think about others when they're sick. Perspective and experience will help them to be empathetic.
- Empathy – increase in connection and social support systems.
- Emphasise the meaning of love in Buddhism – that it is not the regular way we think of those close to us, that we can actually love people we don't know.
- Reinforce understanding of people's actions and how this can move your emotions.
- 'Harmony Song' and 'We Are the One' (APPENDIX)

Week 5: Image 1



WEEK 6

Learning Outcomes: K-3

Understand that we are all responsible for our own actions

Activities/Discussion/Notes

- Focus on decision making. Teaching the kids how to be responsible for their own actions. Being responsible decision makers.
- **Activity 1:** Discuss intention, i.e. if you bump into someone – accidental, or meaning to bump, those are two different intentions. You could use the common situation of

when the children bump and wrestle in the hopes of getting to the front of the class. Learning to share, take turns, you don't always have to be the first.

- **Activity 2:** 3G Trees (3 Good Deed Trees) - Write your name and the positive things you have done, then hang on the tree.
- Encourage sharing, taking turns, that you don't always have to be first.
- Celebrations - End of Year performances - could perform Buddhist songs learnt in class - would need to check with each school head.

Learning Outcomes Years 4 – 6:

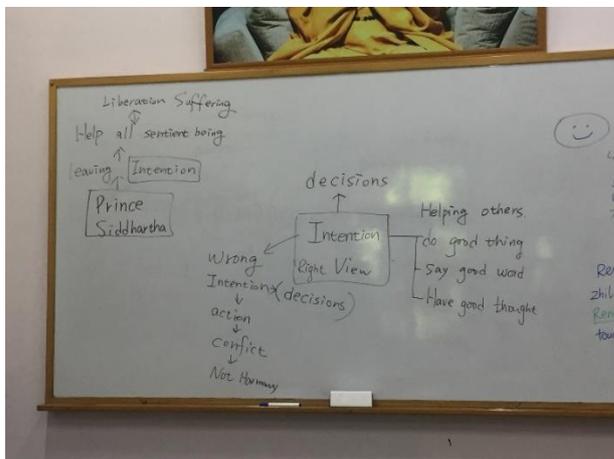
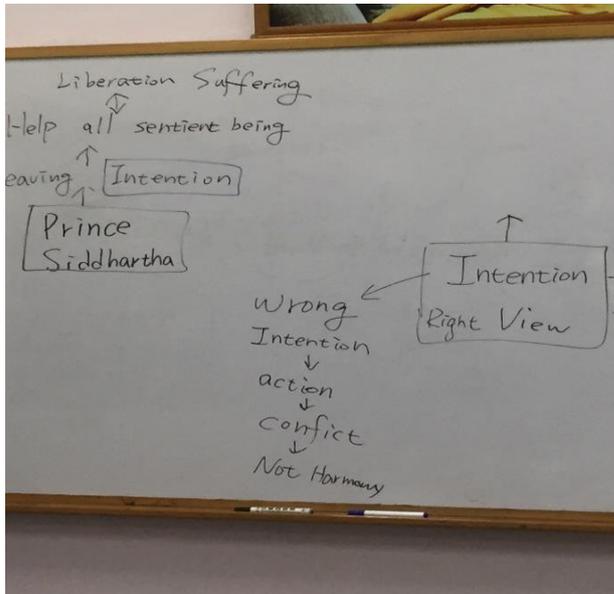
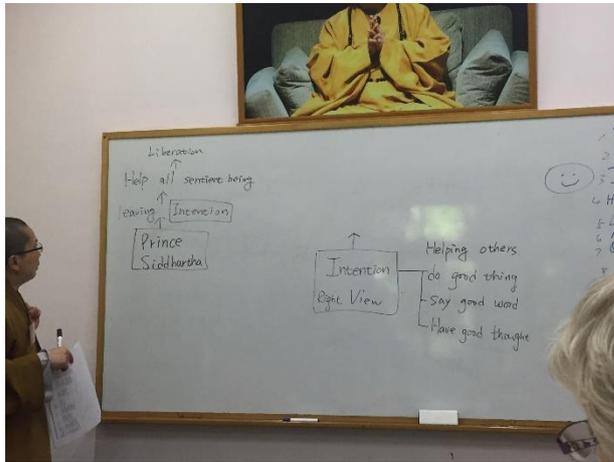
Understand the Buddhist notion of Cause and Effect in making decisions

Activities/Discussion/Notes

- This class revolves around the consequences of your decisions: important and big decisions involve delaying your immediate wants.
- Minimising personal needs is for the greater good.
- Guide them into understand and to justify why the Buddha left his family and children.
- Relate back to personal life – how can they minimise the excessive consumption and wastage of resources by simplifying their life to achieve greater good and contribute to world harmony. Give real life examples.
- Help them to understand how their immediate want can be harmful to others.
- Examples: You're at school and you took an object/toy/food that didn't belong to you – what are the consequences?
- School rules - if you respect them you live in harmony.
- **Activity 1:** Collect bottles for recycling as an activity. Take the bottles to a collection plant and use the money to donate to a charity or the school themselves.
- **Activity 2:** Ask for at home examples of things you can do to achieve the greater good/environmental preservation – turning off lights, turning off tap when brushing their teeth etc.
- Examples: Great Barrier Reef, Plastic Bags.
- Encouraging recycling as a family.
- **Activity 3:** Building objects from recycled materials.

- Extending on the Buddha's teachings and relating it back to their personal lives – teaching altruism.
- *“Short term happiness will cause long-term suffering – short term suffering leads to long-term happiness.”*

Week 6: Image 1, 2 & 3



WEEK 7

Learning Outcomes: K-3

The importance of kindness to oneself and to others

Activities/Discussion/Notes

- Aim is to learn about kindness and the repercussions of not being kind.
- **Activity 1:** Ask them 'What is kindness?' Have them draw what they think kindness is.

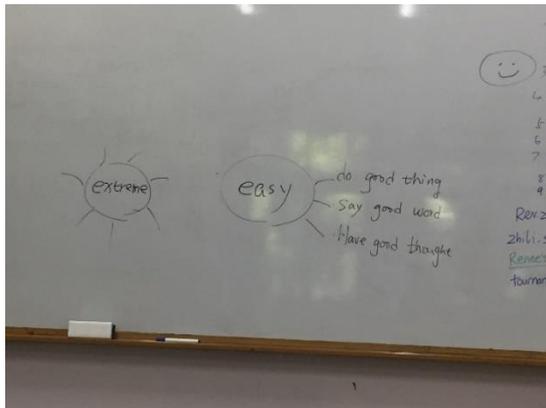
Learning Outcomes Years 4 – 6

Realise the importance of the middle path

Activities/Discussion/Notes

- Discuss sitting an exam. The easy path would be cheating, whereas the extreme path would be staying up late and working too hard. The middle path could be seen as working hard, but looking after yourself.
- Examples: Plants – water too much or too little; a see-saw; folding origami – folding till you cannot fold anymore – bring it back to balance.
- **Activity 1:** Corn flour and paper bag drum (APPENDIX)
- **Activity 2:** Bring a stringed instrument to class and demonstrate how the sound changes when it's pulled too loose, or too tight, then just right.
- 'Collecting a Half Penny' story. Message: Don't worry about the small stuff (APPENDIX).
- Importance of looking after yourself, taking care of yourself. Having compassion for oneself.
- Importance of eating healthy food, mainly vegetables.
- **Activity 2:** Discussion - What are some extremes you can identify?
- Relay the importance of time management, self-regulation and self-discipline (i.e. have a schedule - shower time, dinner time, movie time etc.)
- Point - Associate middle path with games so the concept is easier to comprehend.
- Discuss the concept of vegetarianism.
- Example: Easy Path – instant noodles; Extreme Path – slow cooking a meal for hours.

Week 7: Image 1



WEEK 8

Learning Outcomes K – 3

Recognise what Mara is

Activities/Discussion/Notes

- To understand what 'Mara' is – 'Temptation'.
- Definition – for the younger children choose anger, rather than Mara, as it's easier to comprehend.

Learning outcomes Years 4 – 6

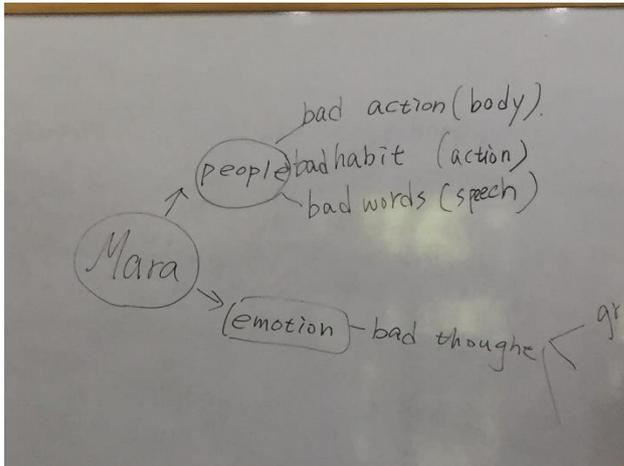
Understand the greatest battles is overcoming the Mara in us all

Activities/Discussion/Notes

- How do we define Mara? The opposite of the Buddha nature (i.e. evil).
- Mara is internal – the desire, temptation etc., within you.
- As a human we have both the Buddha nature and Mara nature within us.
- Anything you are tempted with, or challenged with, is the choice between the Buddha way and the Mara way.
- **Activity 1:** Define images representing either the Mara or Buddha nature.
- **Activity 2:** Use puppets to represent the inner voices of 'Mara' and 'Buddha Nature'.
- **Activity 3:** Write down on cards examples of their own 'Mara' nature. Encourage them to face their own 'Mara' nature.

- **Activity 4:** Discuss how we can overcome Mara (fear). Recognise that Mara is our negative state of mind, and while it will always be there, it can be transformed and overcome.
- **Activity 5:** Reflective journal: document how they feel before and after class.

Week 8: Image 1



WEEK 9

Learning Outcomes K – 3

Understand the state of awakening is reaching the highest human potential in each one of us.

Activities/Discussion/Notes

- **Activity 1:** Meditate. Then get the children to write down how they are feeling before and after their meditation.

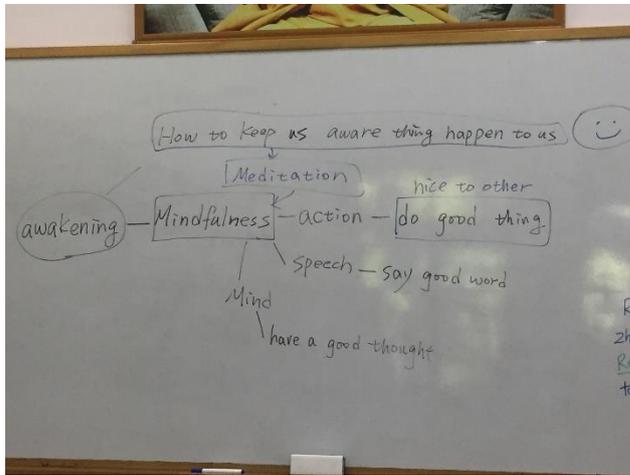
Learning outcomes Years 4 – 6

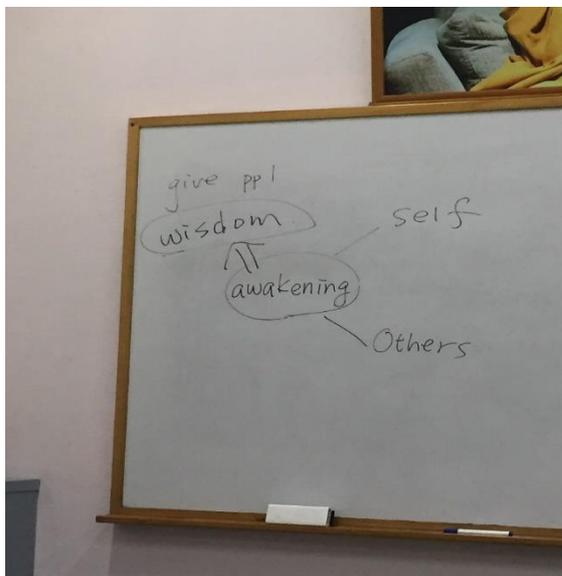
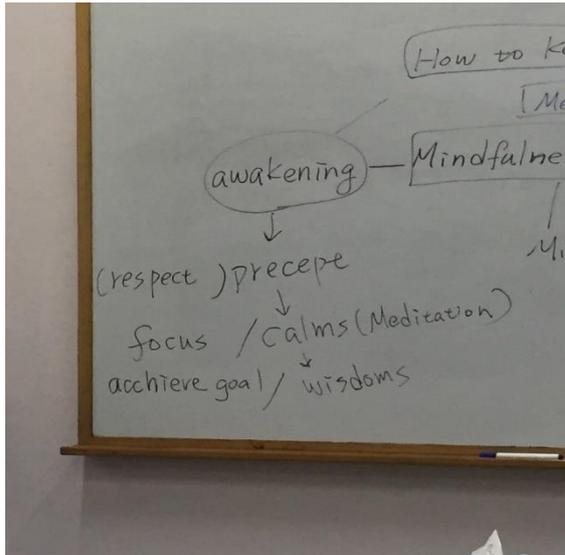
Understand that awakening is possible for every one of us.

Activities/Discussion/Notes

- Everything comes back to the state of mind. Focus on how they act, what they say etc.
 - Reiterate the fact that they have the ability to be 'awakened'.
 - **Activity 1:** Reflective journal. Note: be wary of taking up too much class time.
 - **Activity 2:** Meditate. Then get the children to write down how they are feeling before and after their meditation.
 - **Activity 3:** Ask them what they think 'awakened' means. Relate back to definition.
 - **Activity 4:** Tea Meditation.
-
- Discuss that we as humans can have awakened moments, just like the Buddha. When our mind is free from greed, anger and ignorance. The difference between us and the Buddha is that we can't maintain this. This is why it's important to commit to exercises such as meditation, calligraphy, mindful eating, drinking, walking etc., to keep our mind clear and focused.
 - **Activity 5:** Discuss different ways to bring your mind back to clarity and focus (Deep breathing.)
 - The Three Practises (3 Fold Training): Morality, Meditation and Wisdom.

Week 9: Image 1, 2 & 3





WEEK 10

Learning Outcomes K - 3

Connect with the life of the Buddha.

Activities/Discussion/Notes

- **Activity 1:** Images of Buddha – place into correct sequence, retelling the key events in Buddha's life (APPENDIX)

Learning outcomes Years 4 - 6

Appreciate that the Buddha was a human being that achieved freedom from dissatisfaction through his own efforts, which can be achieved by all.

Activities/Discussion/Notes

- **Activity 1:** Sentences detailing Buddha's story – place into correct sequence, retelling the key events in Buddha's life (APPENDIX)
- **Activity 2:** Mind map – what I have learnt - link back to the five harmonies.
- Encourage questions, discussions, reflections. More in-depth reflections instead of fact-based enquiry. Three stages: Knowledge to comprehension to reflection – connect different events between the life of the Buddha and the life of the student themselves.
- **Activity 3:** Written quiz. OR, ask questions relating to the material, whoever answers correctly gets a treat, or have the students stand in a line and whoever gets the answer incorrect needs to take a seat.
- **Activity 4:** Querying students: What will you be practicing when we finish this? What is the deepest impression you have about this experience? How will you adopt these teachings into your daily life?
- Example: Light off – delusion state, darkness; Light on – awakening. Examples include Lighthouse; a dark room with a torch – the torch is your insight, your Buddha nature.
- **Idea for Scripture Teachers:** Arts and Crafts education workshop with teachers held at the Nan Tien Temple.
- **Activity 5:** Flower offering to honour end of scripture classes.