

Curriculum Visions

# Buddhist temple

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- ↻ go back to contents

Lisa Magloff

# Curriculum Visions

A CVP Teacher's Resources  
Interactive PDF

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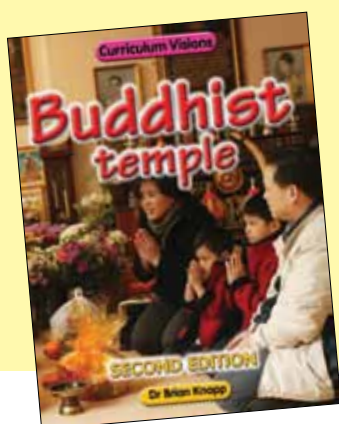
## Section 1: Resources

Welcome to the Teacher's Resources for Buddhist temple.

The Buddhism resources we provide are in a number of media:

1

You can buy the Buddhist temple book. This is 32 pages long and introduces children to the features of the Buddhist temple and its role in the Buddhist community.



2

The Where we pray Picture Gallery covers each of the six main religions in the UK.



3

You can buy the Buddhist temple PosterCard Portfolio – four posters and a total of 28 A4-sized key diagrams/photographs on two folded, double-sided and laminated sheets.



4

You can buy a pack that contains one copy of the student book and poster, and the Teacher's resources (what you are reading).



5

Our Learning Centre at **[www.curriculumvisions.com](http://www.curriculumvisions.com)**

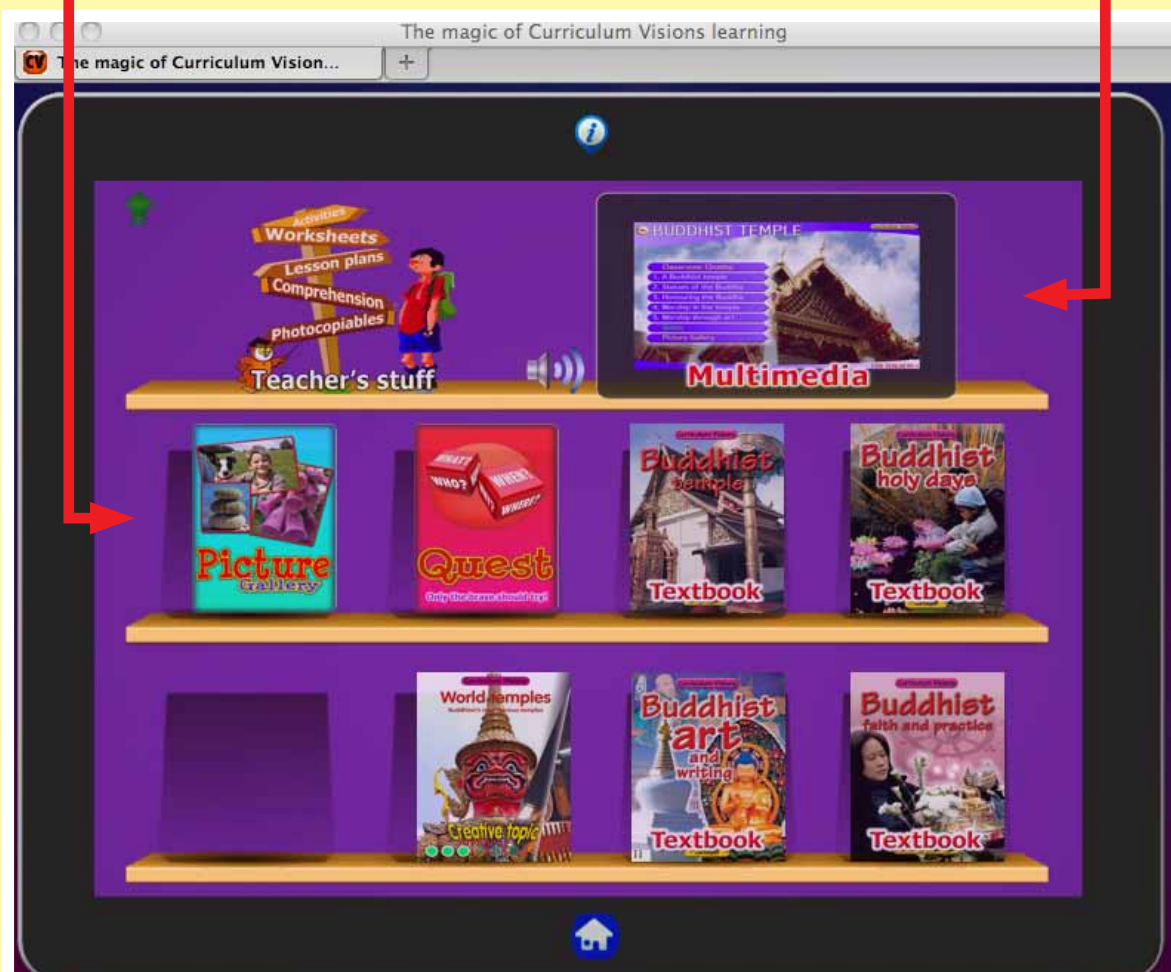
has almost everything you need to teach your primary curriculum in one convenient Virtual Learning Environment.

You can use support videos, e-books, picture and video galleries, plus additional Creative Topic books, graphic books called Storyboards, and workbooks. Together they cover all major curriculum areas.

All topics are easily accessible, and there is a built-in context search across all media.



You can also use our printed student books online as part of your subscription to the Learning Centre. There page-turning versions of every printed Curriculum Visions book for use on your whiteboard.



## Matching the curriculum

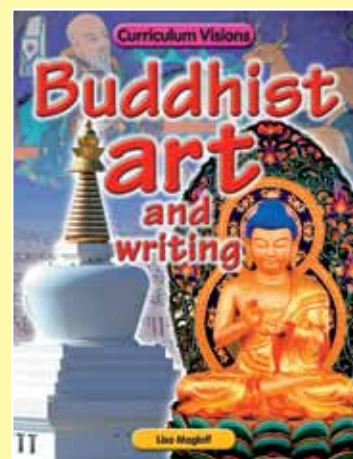
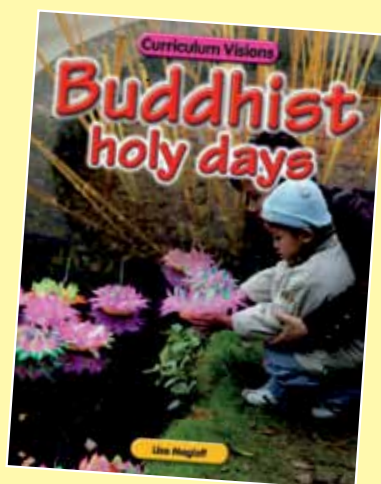
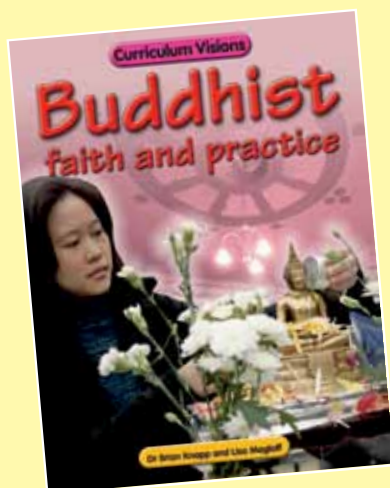
This book covers the study of the Buddhist temple and its role in the Buddhist community in a way that is highly relevant to work in junior forms at primary school. It is not intended to cover the whole of the requirement of Buddhist studies but to provide a carefully structured coverage of part of the subject. A visit to a temple is a popular activity in many curricula and this pack enables you to prepare the children for their visit, sustain them with activities while they make their visit and then follow up their visit in a variety of ways which will consolidate their learning.

While covering the subject matter of the curriculum, *Buddhist temple* also facilitates the development of a wide range of skills (including ICT) both in the student book and the *Teacher's Resources*.

## The learning objectives

No matter which curriculum you follow, your work needs learning objectives and these are provided for each spread of the student book and each supporting activity. They are found at the top of the teacher's sheets. The learning objectives are supported by lesson outcomes to help you plan, record your work and assess your students' progress.

### Linked resources



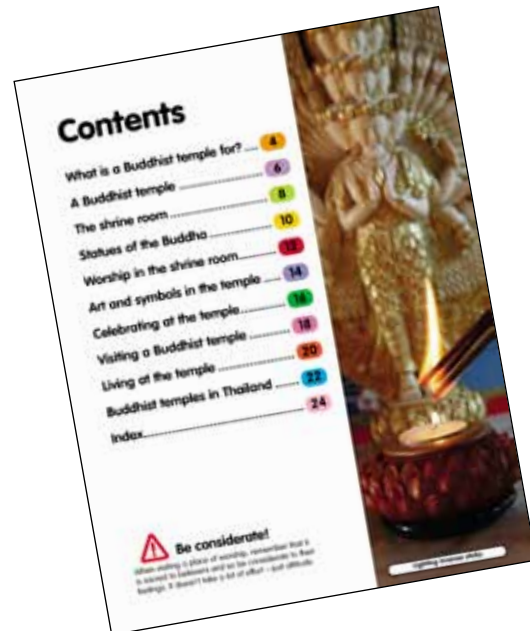


# Section 2: The student book explained spread by spread

Although the student book – *Buddhist temple* – is clear and simple, a great deal of care and thought has been given to the structure and the content of each double-page spread or unit. The worksheets and activities in this *Teacher's Resources* also directly link to the pages in *Buddhist temple*.

It is possible to use *Buddhist temple*, and the worksheets and activities, without reading this section, but we would strongly recommend that you take a short time to familiarise yourself with the construction of the student book.

The units are arranged in sequence, to help you with your lesson planning. In this section, a brief description of the content of each unit is given, together with hints on how to start or support it. When you turn to the teacher's sheet for the comprehension activities you will find learning objectives and lesson outcomes which you can use to plan your work and assess student progress. Each supporting activity also has learning objectives and lesson outcomes to further help you with your work.

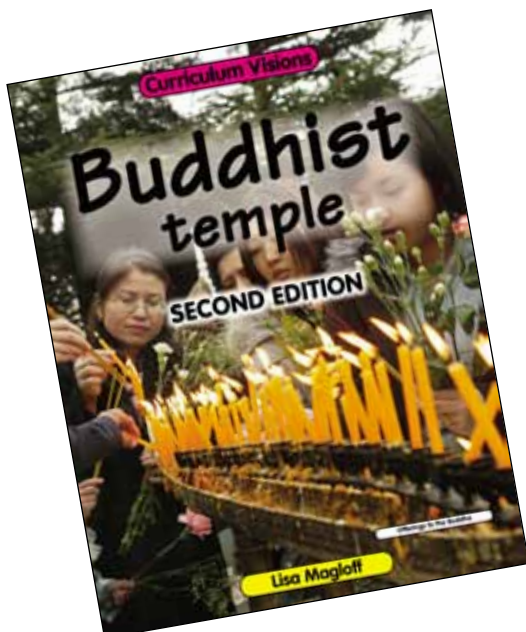


▲ *Buddhist temple* contents page.

## Contents

The entire contents are shown on page 3. It shows that the book is organised into double page spreads. Each double page spread covers one unit.

You may wish to begin by pointing out the contents and use this as an exercise in literacy. You may let the children use the content list to find something that interests them. A brief discussion may then help to introduce the subject generally.



◀ *Buddhist temple* title page.



### Word list

The word list is on page 2. It defines words which are highlighted in **BOLD CAPITALS** in the main text and captions of each unit. You may wish the children to turn to page 4 and point out the word **BUDDHA** on line 6, then let the children find the definition in the word list. You could then let all the children turn to the word list and scan the words in bold type to see if they recognise any. This could be followed by a brief discussion which may help you judge the knowledge and understanding of the children and how best to proceed.

### The units

#### Heading and introduction

Each unit has a heading, below which is a sentence that sets the scene and draws out the most important theme of the unit.

#### Body

The main text of the page then follows in a straightforward, easy-to-follow, double column format.

Words highlighted in bold capitals in the student book are defined in the word list on page 2.

Word list words are highlighted on the first page on which they occur. They may be highlighted again on subsequent pages if they are regarded as particularly important to that unit.

#### Captions

These provide additional information by taking up points made in the main text and exploring them in more detail.

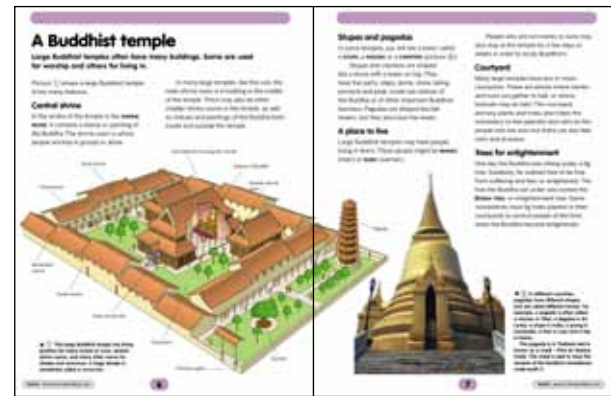
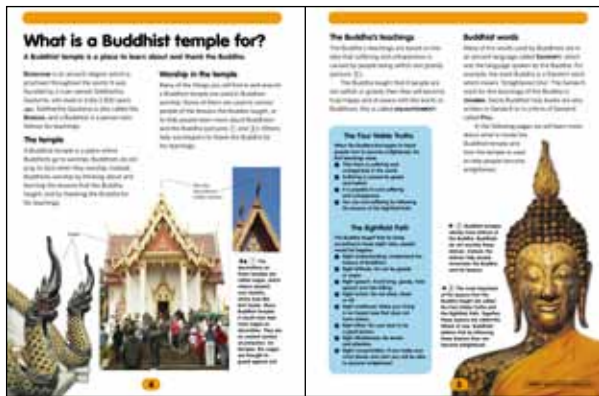
#### Learning objectives

These can be found at the top of the teacher's sheets which support the comprehension.

#### Lesson outcomes

These can be found at the bottom of the teacher's sheets which support the comprehension.





## 1. What is a Buddhist temple for?

This opening unit introduces students to concepts of Buddhism and Buddhist worship in a way which is easy to understand.

The large, clear and colourful photographs on pages 4 and 5 can be used as a trigger to introduce students to the way that temple design reflects Buddhist beliefs. One of the most difficult concepts for children to understand is that there is no God in Buddhism. You may like to begin by telling the children the story of the Buddha's life and how he came to found Buddhism.

The unit begins by explaining that Buddhist worship focuses on understanding and following the lessons the Buddha taught. The text then discusses how the temple is also a place for Buddhists to thank the Buddha for his teaching. Some of the Buddha's teachings are discussed in detail, and an explanation is given of some common Sanskrit words used in Buddhism. Colourful photos of a temple and statues of the Buddha help to illustrate these ideas.

In the supporting activity, the children have a chance to understand more about Buddhist philosophy by applying some Buddhist lessons to a story they read. In the complementary work, the children explore stories about the life of the Buddha.

## 2. A Buddhist temple

This unit follows closely from unit 1 to look at the inside of a large Buddhist temple in more detail. The focus of this unit is on the features of a large temple complex. Most Buddhist temples are built as complexes because they have people living in them and so they need lots of rooms for bedrooms, kitchens, and so on. You may want to begin by pointing out some of the features of the temple, using the large, clear diagram in the unit, and eliciting from the students what they think these things might be used for.

The unit begins by discussing the central shrine of the temple, where worship takes place. The fact that there may be many shrines in a temple is discussed, along with features like stupas and pagodas. The importance of the temple as a place to live is also discussed. The large, clear photo of a Thai stupa (chedi) is used to introduce the students to the fact that stupas have different shapes and names in different countries.

In the supporting activity, the children look carefully at the features of a temple. In the complementary work, the children have the opportunity to investigate all the parts of a temple and what they are used for.



## 3. The shrine room

This unit follows on closely from unit 2, to examine a part of the temple in more detail. You might like to begin this unit by asking students about where they might go when they want to feel calm or be quiet. You can explain that much of Buddhist worship involves sitting quietly and thinking, so the main shrine room in a temple is always a calm, quiet place.

This unit begins by explaining that the shrine room always contains an image of the Buddha, to help people remember the Buddha's teachings. The text then goes on to discuss how worshippers show their respect to the Buddha, and how each way of showing respect also helps remind people of the Buddha's lessons. Photos of the inside of a shrine room make it easy for children to understand what the room looks like and what people might do there.

The supporting activity allows the children to investigate the meaning of different types of offerings. In the complementary work, the children investigate different offerings used around the world.



## 4. Statues of the Buddha

Some of the most striking features of Buddhist temples are the statues and images of the Buddha. One way that Buddhists show their love for the Buddha is by making and displaying statues, or by making huge statues or statues covered in gold. You may want to begin this unit by showing the children pictures of different famous statues (Statue of Nelson, Statue of Liberty, the Sphinx, and so on) and eliciting from them what they think the statue is for. You may then discuss how statues of the Buddha are meant to remind people of events in the Buddha's life and to help people concentrate on the lessons of Buddhism.

The unit begins by looking at the positions of the statues and how each position has a meaning for Buddhists. The meaning of some common positions is discussed. The unit then goes on to emphasise the way the statues can help remind people to be calm and at peace and the different ways that Buddhists show respect for the Buddha in their treatment of the statues.

In the supporting activity, the children examine the meaning of different statue positions in detail. In the complementary work the students investigate meanings in other statues around the world.



## 5. Worship in the shrine room

This unit builds on unit 4 to show some types of worship that take place inside the temple. There are several different types of worship in Buddhism, but they all focus on learning and practising the lessons of Buddhism. One form of worship – meditation – involves sitting quietly and trying to be calm and at peace. You may like to introduce this unit by asking the children to list different things they might do if they are trying to calm down and relax. You can write these ideas on the board and then explain that Buddhist worship is designed to help people feel calm.

The unit begins by explaining some different types of Buddhist worship, such as reciting or chanting mantras, or thanking the Buddha by ringing bells or lighting incense. The unit then describes meditation and how it is used in the temple. The unit ends by discussing how learning about Buddhism is also a type of worship in the temple.

In the supporting activity, the children have a chance to practise some guided meditation. In the complementary work, the children explore different types of meditation.



## 6. Art and symbols in the temple

Art is a very important part of most Buddhist temples and this unit builds on the previous unit to explore how art can be used to help people to worship. This may be a good place to discuss the concept of meaning in art and how all art can have important meanings. You may want to show the children photos of famous or important paintings or other artworks and elicit from the children what the painting means to them. For example, does a painting make them feel happy, sad or angry, does it remind them of something important in their life or of a lesson or moral?

The unit opens with an explanation of two types of Tibetan Buddhist art – thangka and mandalas – and how Buddhists sometimes make this art as a form of worship. The unit then goes on to discuss some common Buddhist symbols that are often painted on temples and what they mean. Colourful photos of different types of Buddhist art illustrate the unit and show the great variety in temple art.

In the supporting activity, the children learn to identify and draw different Buddhist symbols and learn about their meaning. In the complementary work, the children can investigate the designs on thangka and mandalas.





## 7. Celebrating at the temple

The temple is not only a place for calm and quiet, it is also a centre for the Buddhist community and, as such, many festivals and celebrations are held there each year. These festivals are fun and happy events. If you are teaching Buddhism as part of a series on different religions, you might like to use this as a place to review how different religions celebrate holidays or festivals, and what holidays and festivals they celebrate. You could point out that Buddhists celebrate the birthday of the Buddha, and ask students what other birthdays are celebrated as religious holidays.

The text begins by discussing Buddha Day and why this is one of the most important holidays. Some different Buddhist festival days around the world are described, along with the meanings behind these festivals. The unit ends with a description of the Buddhist lunar festivals. Colourful photos show people celebrating festival days around the world.

In the supporting activity, the children learn to draw a mandala. In the complementary work, the children can research other types of Buddhist art.



## 8. Visiting a Buddhist temple

This unit prepares children for a visit to a Buddhist temple by discussing some of the things they will see and do there. This might be a good place to review the parts of a temple and the proper behaviour in a temple in preparation for a field trip or a virtual trip.

This unit begins by reminding children of some of the things they should remember to look out for in the shrine room. It also introduces Buddhist books. The unit then explains some specific things that children should look out for in the temple, such as a prayer wheel. The unit ends by introducing the role of Buddhist monks and nuns.

In the supporting activity, the children investigate details of a temple during a site visit or a virtual visit. In the complementary work, the children can investigate different types of Buddhism and Buddhist temples.



## 9. Living at the temple

The unit opens with a beautiful photograph of a Buddhist monk. You may want to begin the study of this unit by asking the children to describe the clothes worn by different religious leaders. You could write the descriptions on the board and then have the children open the book to this unit and look at the photo of the monk. You could then ask the children to say why they think religious leaders wear special clothes.

Buddhist temples are different from other religious buildings in that there are almost always monks or nuns living in a temple, even in the UK. The unit begins with a definition of Buddhist monks and nuns and their role in the temple. The unit describes some of the aspects of the daily life of a monk or nun and how they serve the community, before going on to discuss how some people become monks or nuns for just a short period of time, in order to learn more about Buddhism. The unit ends with a description of the fascinating topic of monks' and nuns' robes. This is illustrated with large and colourful photographs of monks wearing different types of robe.

In the supporting activity, the children learn about a typical day in the life of a monk or nun and have a chance to compare it to their day. In the complementary activity, the children can practise interview and writing skills by asking a monk or nun about different aspects of their life.



## 10. Buddhist temples in Thailand

This unit can be used to help you summarise your work on temples and develop a world view. You could introduce the work by asking the children to make a drawing of a traditional temple that has all the essential features. In their answers look for a statue of Buddha, shrine hall, meditation room, place for monks and nuns to live, prayer wheel, place for shoes, and so on. Show the children photos of temples from different parts of the world, such as China, Tibet, Laos or Japan, and ask what features they have in common. The children will be able to point out that large temples have many features in common but are built in a wide variety of different styles. You can explain that this is because a temple reflects local traditions and styles, but serves the same purpose wherever it is.

The unit focuses on temples in Thailand, where most of the people are Buddhist. Beautiful photographs accompany descriptions of some large and fascinating temples. The unit also describes some features that are unique to Thai temples, such as statues of temple guardian demons.

In the supporting activity, the children investigate different features from temples and compare the features of temples in different parts of the world. In the complementary activity, students can locate temples on a map.

# Section 3: Using the student book and worksheets

## Introduction

There is a wealth of material to support the topic of Buddhist temples in the student book and in the *Teacher's Resources*. On this and the following page, suggestions are made on how to use the worksheets and their associated teacher's sheets on pages 16 to 55, and how to integrate them for lesson planning.

## Starting a unit

Each unit in the student book forms the basis for a lesson. You may like to start by reading it with the class. Always begin the unit by reading the introductory sentences in bold type. This helps focus the class on the content of the unit and prepare them for the work.

The first part of the main text introduces the content, which is then developed in the headed sections. The illustrations are closely keyed to the main text and the captions of the illustrations develop the main text content (see 'The units' on page 8).

With less skilled readers, you may prefer to keep to the main text and discuss the illustrations when they are mentioned. With more skilled readers, you may want to let them read the captions for themselves.

You can find the learning objectives for each unit at the top of the teacher's comprehension sheet.

The style and content of the unit also make it suitable for use in literacy work where both the needs of English and religious education are met. You may wish to use the unit as a topic study in literacy work, or you may like to perform an activity in religious education and follow it up with a study of the unit in work on literacy.

## Using the comprehension worksheets

Each unit in the student book has one photocopiable comprehension worksheet in this *Teacher's Resources* to provide a test.

The comprehension worksheets begin with simple questions and have harder questions towards the end.

The worksheets may be used singly, after the spread has been studied, or they may be used with other worksheets to extend the study.

The teacher's sheet, which is opposite the comprehension worksheet, shows the learning objectives and lesson outcomes related to using the unit, answers to the comprehension questions and some background information to the unit. This teacher's sheet also carries a section on work complementary to the study topic. This work may feature research using other sources including the internet. It may also have value in literacy work. Resources which are needed for the complementary work are also noted on the sheet.

## Using the activity worksheets

The activities are designed to amplify one or more aspects of the unit in the student book and in a sense make the work "come alive".

Each activity section is a double page spread in this *Teacher's Resources*. On the left hand page is a photocopiable activity worksheet to help the children in their work. On the right hand page there are learning objectives and lesson outcomes plus sections on preparation and resources, introducing the activity, brief notes and suggestions on concluding



the activity. This teacher's sheet ends with a second piece of complementary work relating to the unit. There is a resource list to accompany this complementary work.

### Planning to use a unit

The materials in this pack are very flexible and can be used in a variety of ways. First, look at the unit and the learning objectives and lesson outcomes on the teacher's comprehension and activity sheet. Next, read the unit in the student book and the associated worksheet and activity units in this *Teacher's Resources*. Finally, plan how you will integrate the material to make one or more lessons. You may wish to add more objectives or replace some of the activity objectives with some of your own.

### Using some of the units together

You may like to spend some time planning how you could tie in the units to a visit to a Buddhist temple. For example, you may like to use Units 2 and 3 for all children, Unit 4 for some children and Unit 8 for all children. Alternatively, you may like to consider trying Units 2 and 3 before you visit a Buddhist temple.

### Using the extra questions

On pages 58 and 59 there are multiple choice questions. On pages 60 and 61 there are questions which require short answers. You may photocopy, cut and paste to make your own end of topic test. You could use this with either one or both cloze exercises on pages 62 and 63 (one featuring the Buddhist temple as a building and the other the temple as a place of worship). All the answers for this work are on page 64.

### Using ICT

In various activities the use of ICT is highlighted. For example, you may like the children to use a digital camera to record examples of Buddhist artwork.

They can use the Internet to find pictures of other Buddhist temples all over the world or access the Curriculum Visions web site for more supporting information. After a visit to a temple the children could use e-mail to send their letters of thanks.

### Cross-curricular links

You may wish to integrate some aspects of your work on religious education with other parts of the curriculum. Here are some examples that you might like to consider.

**History and geography:** Unit 2 and Unit 10 – Looking at the architecture of Thai Buddhist temples and of temples around the world.

**Literature:** Unit 7 – Reading and interpreting stories; Unit 9 – Interviewing and writing up a true story.

**Art:** Unit 6 – Drawing Buddhist symbols, Unit 7 – drawing a mandala.

**Citizenship:** Unit 1 – Rules and moral guidelines; Unit 5 and Unit 9 – Respect for different ways of life and customs.



1

Name:..... Form:.....

See **pages 4 and 5** of Buddhist temple

# What is a Buddhist temple for?

**A Buddhist temple is a place to learn about and thank the Buddha.**



**Q1.** Who was the founder of Buddhism?

.....

**Q2.** Where did Buddhism begin?

.....

**Q3.** What are two ways that Buddhists worship?

.....

.....

**Q4.** Many Buddhist words and holy books are in one of two ancient languages. What are the two languages?

..... .....

**Q5.** What is the main idea behind the Buddha's teachings?

.....

**Q6.** What are the eight parts of the Eightfold Path?

..... .....

..... .....

..... .....

..... .....

## Answers

- 1. Siddhartha Gautama or the Buddha.**
- 2. Ancient India.**
- 3. By thinking about the Buddha and learning his lessons, and by thanking the Buddha for his teachings.**
- 4. Sanskrit and Pali.**
- 5. That suffering and unhappiness is caused by greed and selfishness.**
- 6. Right Understanding; Right Attitude; Right Speech; Right Action; Right Livelihood; Right Effort; Right Mindfulness; Right Concentration.**

## Lesson objectives

- ▶ To introduce some of the aspects of Buddhism.
- ▶ To introduce the Four Noble Truths and the Eightfold Path.
- ▶ To introduce the idea that Buddhists do not worship God or the Buddha.

## Lesson outcomes

- ▶ The children can understand that Buddhists do not worship a God or gods.
- ▶ The children know that Buddhists have ethical and moral guidelines to help them become enlightened.

## Teaching notes

*This opening unit addresses a very difficult aspect of Buddhism for many non-Buddhists. Even though Buddhists have a moral and ethical code, they do not worship a 'higher*

*power'. Instead, Buddhist philosophy and worship centre around the idea of gaining release from the state of unhappiness, selfishness and greed and achieving an eternal peace and contentment, called nirvana. Buddhists believe in reincarnation and that the better they do in this life, the closer they will come to nirvana in the next.*

*To many people, these concepts are very difficult to grasp and you may have to use some sensitivity when discussing concepts like suffering and greed.*

*It is also important to point out to the children that Buddhism does not deny the importance of other religions. Buddhists are tolerant and accepting of all religions and the goal of many Buddhist practices is to increase concentration, self-control, calmness and wisdom. As a result, many non-Buddhists practice things like meditation and the Eightfold Path.*

*There are two major schools of Buddhism: Mahayana and Theravada. Theravada Buddhism is primarily practised in Thailand, Myanmar, Cambodia, Laos, Bangladesh and Sri Lanka; and Mahayana is primarily practised in China, Tibet, Japan, Korea, Mongolia, Nepal, Indonesia and Vietnam. Although Buddhism began in India, many Buddhists in India today are Tibetans who fled from Chinese rule in Tibet. The two schools agree on all the major teachings, and mostly differ on monastic rules and academic points. However, ceremonies, ways of worship and festivals all differ greatly from country to country and culture to culture.*

## Complementary work

The children could use secondary sources to find out more about the life of the Buddha and how his life influenced his teachings.

## Resources

Secondary sources about the life of the Buddha. See [www.buddhanet.net](http://www.buddhanet.net).



# Understanding the Eightfold Path

**Buddhist teachers often use stories to teach the lessons of the Eightfold Path. Read the following story and answer the questions below on a separate sheet of paper.**

## The Golden Plate

Once upon a time, there were two salesmen of pots and pans and trinkets. One day, a poor little girl saw one of them and asked her grandmother to buy her a bracelet. The grandmother replied, "How can we poor people buy bracelets?" The little girl said, "Since we don't have any money, we can give him our old black sooty plate." The old woman agreed to give it a try, so she invited the dealer inside.

The old woman asked him, "We have an old plate, can we trade it for a bracelet?" While examining the plate, the dealer scratched the bottom of it. To his surprise, he saw that underneath the black soot, it was golden! He decided to try and get the plate for next to nothing. He said, "This is not worth even one bracelet. There's no value in this. I don't want it!" He left, thinking he would return later when they would accept even less for the plate.

Later, the second salesman passed by and the woman invited him in and offered to trade the same black sooty old plate for a bracelet. When he examined it, he too saw that it was pure gold under the grime. He said to the old woman, "All my goods and all my money together are not worth as much as this golden plate!"

The woman was shocked at this discovery, but she said she would be glad to accept whatever he could trade for it. The salesman said, "I'll give you all my pots and pans and trinkets, plus all my money, if you will let me keep just eight coins." They made the trade. He went down to the river, where he paid the eight coins to the ferry man to take him across.

By then the greedy salesman had returned, already adding up huge imaginary profits in his head. When he met the little girl and her grandmother again, he said he had changed his mind and was willing to offer a few cents, but not one of his bracelets, for the useless black sooty old plate. The old woman then calmly told him of the trade she had just made with the honest salesman, and said, "Sir, you lied to us."

The greedy salesman was not ashamed of his lies, but he was saddened as he thought, "I've lost the golden plate that must be worth a hundred thousand." So he asked the woman, "Which way did he go?" She told him the direction. He left all his things right there at her door and ran down to the river, thinking, "He robbed me! He robbed me! He won't make a fool out of me!"

From the riverside he saw the honest salesman crossing over on the ferry boat. Seeing that he could do nothing, the greedy salesman exploded with rage. He jumped up and down, beating his chest. He became so filled with hatred towards the honest man, who had won the golden plate, that he yelled and screamed and no one wanted to buy from him anymore.

1. What do you think are the lessons of this story?
2. Which parts of the Eightfold Path might have helped the first salesman to be a better person and avoid being ruined?
3. Do you think the honest salesman made a good trade? Why?

## Activity objectives

- ▶ To let the children read and interpret a story.
- ▶ To help the children understand some of the meaning of the Eightfold Path.
- ▶ To show how Buddhists use stories in order to teach important lessons.

## Preparation and resources

Page 5 of the student book, or a list of each part of the Eightfold Path and its meaning, extra paper for longer answers.

## Introducing the activity

You may want to introduce this story by telling the children that it is from a very old book called *The Jataka Stories*. These stories were used in many Buddhist countries to teach the lessons of Buddhism to children and adults. In ancient days, when most people could not read, monks and nuns would recite or read the stories to help people understand the basic principles of Buddhism and they are still used today.

You may like to read the story out loud and have the children answer the questions as a class exercise, or have the children read and discuss the story in groups. They could then present their answers to the class.

## Teaching notes

*The purpose of this activity is to introduce the children to some of the basic concepts of Buddhism in an easily understandable way. Stories like these are very common in Buddhism. This story is from a book called 'The Jataka Stories', which was first written more than 2,000 years ago.*

*The moral of the story is usually given as Greed is bad or Honesty is the best policy, but the children should be encouraged to look for other morals as well. Similarly, the parts of the*

*Eightfold Path that the story illustrates include: Right Attitude (do not be greedy); Right Speech (avoid lying); Right Action (do not cheat); Right Livelihood (earn your living in an honest way); and Right Effort (do your best to be a good person).*

*The children should be encouraged to see the ways in which the first salesman did not follow these lessons and suffered, while the second salesman did follow the lessons and became a better person.*

## Concluding the activity

The children could reflect on ways that the Eightfold Path could be applied to everyday life in order to make it better. Most lessons of the Eightfold Path, such as do not tell lies, are general guidelines for living a good life, and should be practised no matter what religion or belief system a person has.

## Activity outcomes

- ▶ The children can read and interpret a story.
- ▶ The children can apply the lessons of the Eightfold Path to an everyday situation.

## Complementary work

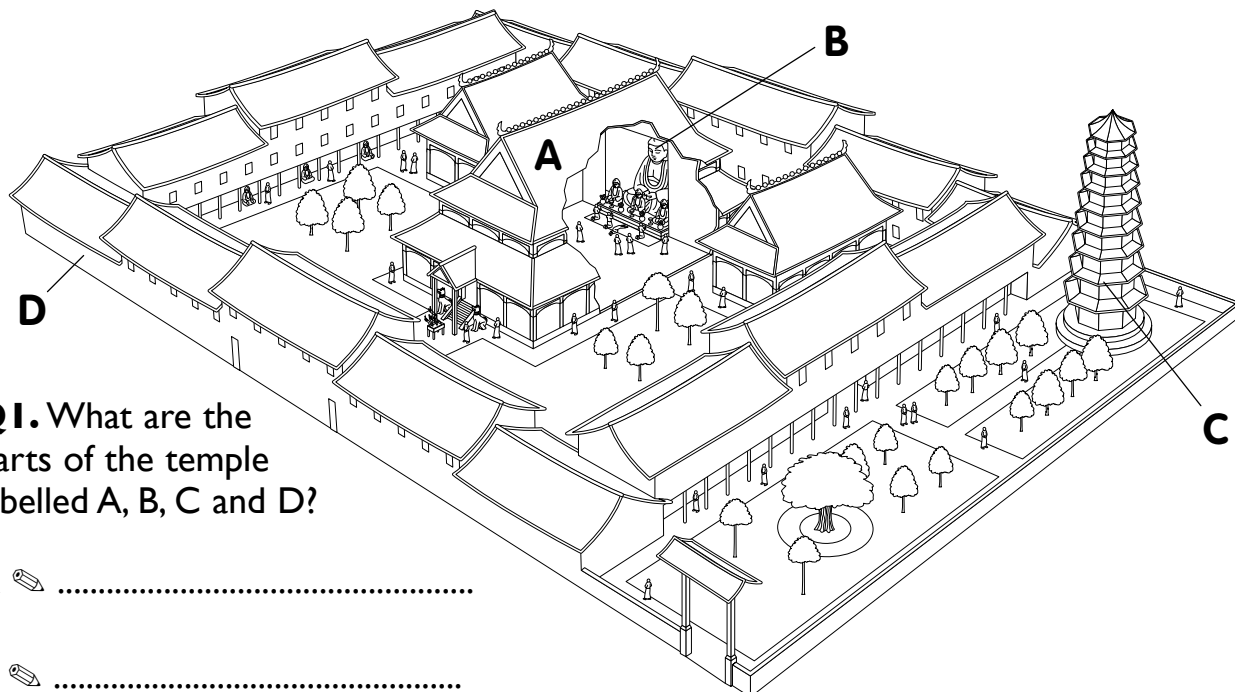
The children could investigate and read other Jataka stories. Most of them are appropriate for children, but some of them do contain themes of sex and death that might not be appropriate, so any stories should be read by a teacher first. You can find Jataka stories at <http://wattai.net/talon/jataka/jataka.htm> and on [www.buddhanet.net/bt1\\_conts.htm](http://www.buddhanet.net/bt1_conts.htm).

## Resources

Books containing Jataka stories or computer and internet access (see above).

## A Buddhist temple

**A Buddhist temple is a place to learn about and thank the Buddha.**



**Q1.** What are the parts of the temple labelled A, B, C and D?

A .....

B .....

C .....

D .....

**Q2.** What are two other names for a pagoda?

.....

.....

**Q3.** What might you find inside a pagoda?

.....

**Q4.** Who might live at a temple all the time? .....

..

**Q5.** Why might some people live at a temple for a few days or weeks ?

.....

**Q6.** Why do some temples have fig trees?

.....

.....

## Answers

1. **A=main shrine hall; B=statue of Buddha; C=pagoda; D=meditation room.**
2. **Stupa, chorten, dagoba, prang, that, tap, chedi.**
3. **Statue of the Buddha or another important Buddhist teacher.**
4. **Monk or nun.**
5. **To study Buddhism.**
6. **As a reminder of the tree the Buddha sat under when he became enlightened.**

## Lesson objectives

- ▶ To provide an introduction to the temple.
- ▶ To understand what some of the parts of a temple are for.
- ▶ To introduce some of the features of a large temple.

## Lesson outcomes

- ▶ The children know what some of the features of a large temple are used for.
- ▶ The children can describe some of the features of a large temple.

## Teaching notes

*Buddhist temples come in all shapes, sizes and designs. In the UK, many Buddhist temples have been built inside existing buildings, while others are designed to look like Thai or Japanese temples. Some temples might consist of a single, small shrine or pagoda, while others may house hundreds of monks. Larger temples may also be called monasteries, especially if*

*they are used for the training of monks. The temple shown here is a large Chinese-style temple, but all of the elements in this temple can be found in other temples.*

*One of the most common features of a Buddhist temple is the stupa, or pagoda. In ancient India, the body of kings and saints were cremated and the ashes were often buried under earthen mounds, called stupas. When the Buddha died, his ashes were also buried under a mound and an umbrella, a symbol of royalty, was placed on top of the mound. King Ashoka, an early Buddhist king, built thousands of rock and marble mounds, called stupas, around India as symbols of the Buddha, and over time the stupas became more and more elaborate and decorative. As Buddhism spread to other countries and cultures, the name and design of the stupas changed to accommodate local styles – this is why pagodas and chortens look very different from stupas.*

*The Bodhi tree is the name given to a particular tree at a place called Bodh Gaya, which is where Buddha sat the night he became enlightened. The tree itself was a type of fig (*Ficus religiosa*). Many temples have this type of tree growing in the grounds and some of the trees are believed to be the offspring of the original tree.*

## Complementary work

The children could use secondary sources to find out about designs of some temples in other countries.

## Resources

Student book, pages 6 to 7 and secondary sources about temples around the world, such as [www.planetware.com/sub/BUDDHA.HTM](http://www.planetware.com/sub/BUDDHA.HTM)





Name:..... Form:.....

See **pages 6 and 7** of *Buddhist temple*

## Looking at a temple

**1.** How many rooms are used for worship in the temple?  .....

Do any of these rooms have a statue or image of the Buddha in them? Which ones?

 .....

 .....

**2.** How many rooms are used for living?  .....

Do any of these rooms have a statue or image of the Buddha in them? Which ones?

 .....

 .....

**3.** Is there a stupa or pagoda at the temple? If so, draw it here.

**4.** On a separate sheet of paper draw a plan of the temple. Label all of the statues of the Buddha and any other features that you see.

## Activity objectives

- ▶ To let the children look at the basic features of the temple.
- ▶ To let the children record what they see in pictures and words.

## Preparation and resources

You will need to arrange in advance that it is alright for the children to draw pictures inside the temple. If monks or nuns live at the temple, you may not be allowed to see their private rooms. If you are unable to visit a temple, this activity could be done using a virtual tour of a temple on a web site, or by showing children pictures of a temple.

## Introducing the activity

You can use this activity alone, or with activities from units 4, 6, 8 and 9. You may want to remind the children that a temple can be used for many things and that there are usually people living in the temple, so they should be on the lookout for rooms used as classrooms or study rooms and rooms used for living (kitchen, bedrooms, and so on).

## Teaching notes

*The purpose of this activity is to let the children explore some of the features of a temple and to produce a report of their visit to a temple. If you are visiting a temple that consists of just a shrine or pagoda (such as the Peace Pagoda) or that was built inside an existing building, as opposed to a specially-built temple, you may want to use this activity before the visit, using photographs or web sites from a purpose-built temple. You could then let the children compare the purpose-built temple with the simpler temple. They should*

*see that most of the important elements are still present in the non-purpose-built temple, even though it may be simpler. Some of these elements include: artwork, statues of the Buddha, a main room used for worship, quarters for monks or nuns, a courtyard.*

## Concluding the activity

The children could compare their drawings with pictures of other temples. Point out any features that they have recorded in their drawings and any features that they may have missed.

## Activity outcomes

- ▶ The children can recognise the major features of the temple.
- ▶ The children can describe the appearance of the major features of the temple.

## Complementary work

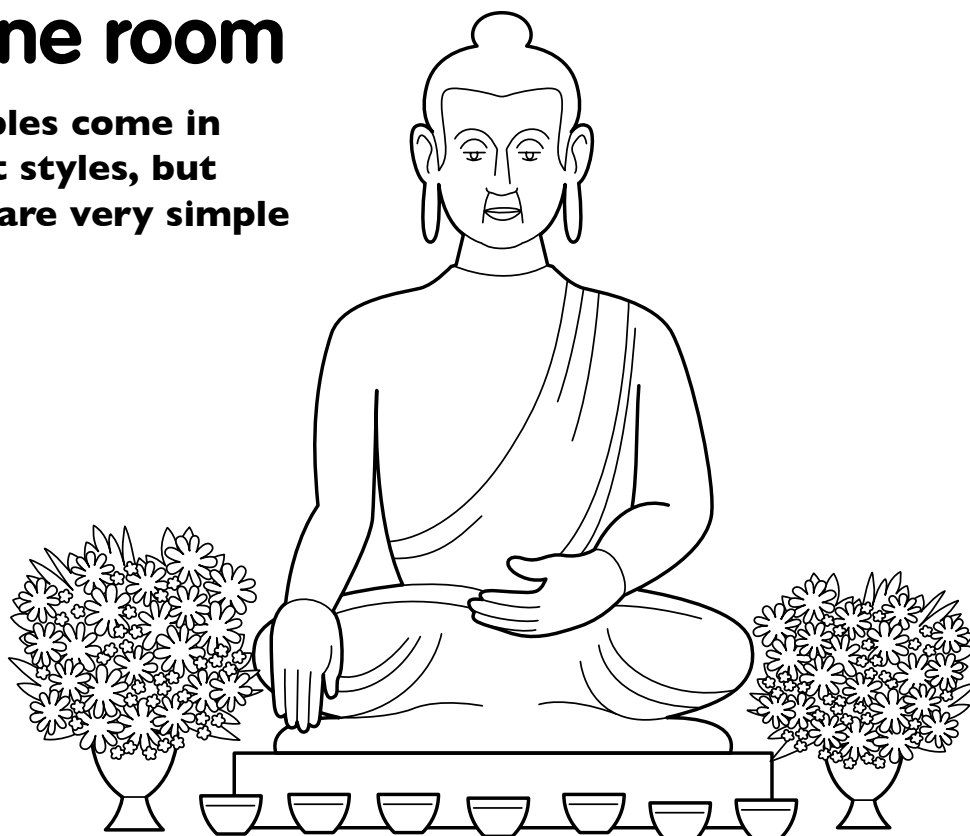
The children could take photographs of the temple during the visit and assemble a virtual temple using the photographs and their plans.

## Resources

Paper, pens, coloured pencils, digital camera, permission to take photos inside the temple.

## The shrine room

**Buddhist temples come in many different styles, but most of them are very simple inside.**



**Q1.** Why are there no chairs inside the shrine room?

.....

**Q2.** What can you always find inside the shrine room?

.....

**Q3.** Why do people leave offerings on the shrine?

.....

**Q4.** What do offerings of candles remind people of?

.....

**Q5.** Why are fruit and flowers used as offerings?

.....

**Q6.** Why won't you find bright lights or loud noises in the shrine room?

.....



## Answers

- 1. Because people sit on the floor to worship.**
- 2. A statue or image of the Buddha.**
- 3. To show respect for the Buddha.**
- 4. That the light of knowledge and learning can send away the darkness of ignorance.**
- 5. They remind people that nothing lasts forever and they should value what they have now.**
- 6. Because the shrine room is a place for peace and quiet.**

## Lesson objectives

- To explore the parts of the shrine room.
- To understand the purpose of some of the things in the shrine room.

## Teaching notes

*Most temples have one or more shrine rooms which are used for both formal and informal worship. In purpose-built temples these are usually separate buildings and may be highly decorated. There may also be many statues or images of the Buddha in the shrine room, along with offerings of flowers and burning incense.*

*It is important that children understand that Buddhists do not actually worship the Buddha or the statue of the Buddha, although it may look like that is what happens. When Buddhists leave offerings or bow to the Buddha, they are acknowledging the importance of the Buddha and his teachings. The offerings serve as reminders of the Buddha's teachings and*

*also as a way to create positive thoughts by focusing the worshipper's mind on the meaning of the offering.*

*In some temples, especially in South East Asia, there may be hundreds of statues of the Buddha, including statues made of gold or covered in gems. Giving these expensive statues to the temple is another way that people show their respect and love for the Buddha and his teachings.*

*Other offerings found on the shrine may include a miniature stupa, which represents the mind of the Buddha; prepared food; a cup of tea; a butter lamp (in Tibetan temples); and a twig from a tree or long grass (in Thai temples).*

*If there are bowls of water on the shrine, there will usually be seven of them. These stand for the seven ways to pray: bowing, making offerings, confession, rejoicing in the goodness in yourself and others, asking Buddha to remain in the world, asking Buddha to teach others, dedicating merits (saying or chanting prayers).*

## Lesson outcomes

- The children understand that the shrine room is a focus for worship in the temple.
- The children can describe the basic features of a shrine room.

## Complementary work

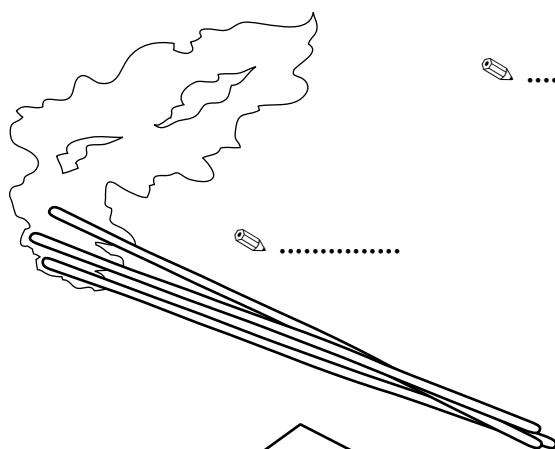
The children use secondary sources to find out about some of the offerings made in different countries.

## Resources

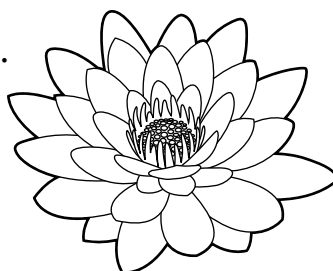
Secondary sources about Buddhism around the world See [www.buddhanet.net](http://www.buddhanet.net).



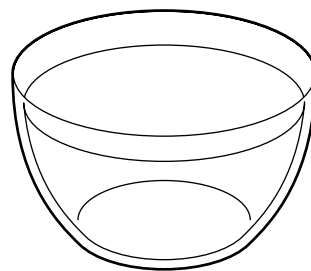
# Looking at offerings



.....



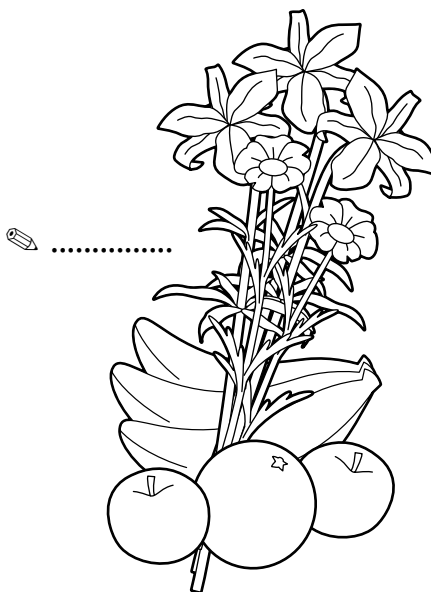
.....



.....



.....



.....



.....

**Buddhists use offerings to remind them of the Buddha's teachings and to concentrate on the meaning of the Buddha's teachings. Above are some drawings of offerings. Under each drawing, write the letter of the sentence that best shows what the offering reminds Buddhists of.**

- A.** We should always try to stay calm and to think clearly.
- B.** Our good thoughts and good behaviour can rise up to affect others.
- C.** Learning and knowledge is important; dark things can happen when people are ignorant.
- D.** Everyone can rise up to be a good person; it does not matter what they have done or where they come from.
- E.** Appreciate what you have now; because it may be gone someday, don't worry about what you do not have.
- F.** The Buddha's teachings are important.

## Activity objectives

- ▶ To learn about the meanings associated with some Buddhist offerings.
- ▶ To practise associating meanings with objects.

## Preparation and resources

Student book, photos of different offerings in temples around the world.

## Introducing the activity

Before you start the activity you may like to go over the meanings of different offerings with the children. You might also like to ask the children to give examples of things they have that could be used to remind them of particular lessons or of how to behave. For example, they might have something at home that a parent or friend gave them and when they look at that object it reminds them of the person who gave it to them. Or, when they look at an alarm clock, it could remind them of the saying 'the early bird gets the worm'. Tell the children that the offerings in a temple remind Buddhists of important lessons.

## Teaching notes

*The purpose of this activity is to give the children a chance to work out for themselves the meaning of different offerings.*

*Answers the students give may vary, and you may like to ask them to explain why they answered as they have. There is not necessarily one correct answer for each question, but some appropriate answers are as follows. For the bowl of water: (A) Try to stay calm and think clearly (like still water). For the incense: (B) Our good thoughts and behaviour can rise up to affect others (the way incense smoke rises), or (D) Everyone can rise up to be a good person. For the fruit and flowers: (E) Appreciate what you have now, because it may be gone someday (the same way fruit and flowers wither and die).*

*For the candle: (C) Learning and knowledge are important; dark things can happen when people are ignorant. For the lotus: (D) Everyone can rise up to be a good person. For the book: (F) The Buddha's teachings are important.*

*Buddhist offerings do not have to mean the same thing to the same people, so some of the children's answers may vary. You may want to do this as a class exercise, or break the students into groups and ask them to discuss which meaning goes with each drawing. They could then present their answers to the class.*

## Concluding the activity

The children could compare their answers and try to think up meanings that are not written on the list. They could also try to determine the meanings for offerings not pictured, such as food or tea.

## Activity outcomes

- ▶ The children understand that each offering has a meaning.
- ▶ The children can describe the meaning of some Buddhist offerings.

## Complementary work

The children could investigate meanings of different offerings.

## Resources

Secondary sources about other types of offerings in Buddhist temples. See [www.worldreligions.co.uk/buddhism.htm](http://www.worldreligions.co.uk/buddhism.htm) for photos of offerings being made. Or see, <http://buddhism.kalachakranet.org>

# Statues of the Buddha

**The statue of the Buddha is the most important part of the temple.**

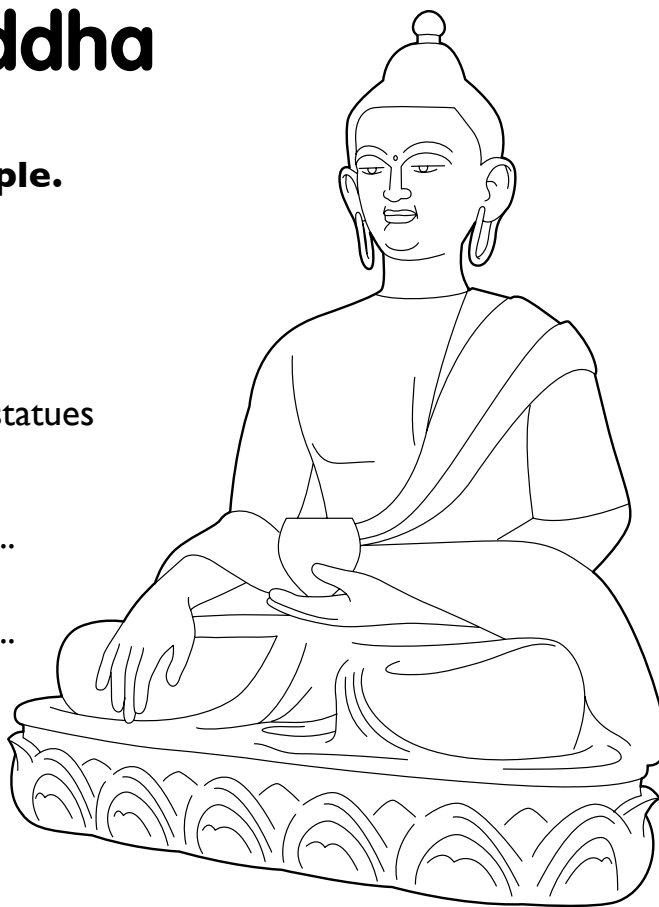
**Q1.** What do the poses of the Buddha statues remind worshippers of?

.....

.....

**Q2.** What is the Buddhist word for the poses of the Buddha statues?

.....



**Q3.** What event does the parinirvana pose remind worshippers of?

.....

**Q4.** What is the Buddhist word for the hand positions of the Buddha statues?

.....

**Q5.** What is the meaning of the 'earth-witness' hand position?

.....

.....

.....

**Q6.** Why do Buddhists feel that being calm is important?

.....

.....

## Answers

1. Different events in the Buddha's life.
2. Asanas.
3. The day the Buddha died.
4. Mudras.
5. It reminds Buddhists of the time the Buddha was tempted by evil and he asked the earth to witness that he would not be tempted.
6. Buddhists believe that being calm helps them to become enlightened.

## Lesson objectives

- To help the children understand the importance of Buddha statues in worship.
- To help the children understand that the position of the statues has important meaning in Buddhism.

## Teaching notes

### Statues

The children may notice that the expression on the face of the Buddha tends to look the same in all statues. This is because the statues are designed to represent an ideal view of the Buddha, not necessarily to show exactly what he looked like. The elongated ear lobes were a sign of royalty (royals wore heavy earrings) at the time the Buddha lived and a reminder that the Buddha began life as a prince, but gave up the luxury of the palace to find enlightenment. The raised bump on the Buddha's head is a sign of enlightenment, as is the mark in the centre of the Buddha's forehead, called the Eye of Wisdom or Uma. In statues, the Buddha's arms are usually very

long, and all the fingers are the same length – this represents generosity.

### Asanas

The word asanas simply means poses, and is also used in yoga to describe different yoga poses. There are actually many different asanas for Buddha statues, but the four most common are: standing, walking, sitting in the lotus position, and lying on the right side.

### Mudras

Mudras are symbolic hand positions or gestures. Mudras are an ancient form of symbolism, used in ancient Chinese worship, in Hinduism and in classical Indian dance, as well as in Buddhist worship and statues. Each mudra has a separate meaning, and placing a statue in a particular mudra allows worshippers to focus on that particular meaning (worshippers also sometimes place their own hands in particular positions during worship, for the same reason). There are hundreds of different mudras, but there are six main mudras, which are the most common. These are: the earth-witness gesture (*bhumisparsa mudra*); the gesture of meditation (*dhyana mudra*); gesture of turning the Wheel of Law (*dhammachakra mudra*); gesture of fearlessness and granting protection (*abhaya mudra*); gesture of granting wishes (*varada mudra*); and the teaching gesture (*vitarka mudra*) (see page 30 of this guide).

## Complementary work

The children can look at secondary sources or photographs of different statues of the Buddha and try to recognise different asanas and mudras.

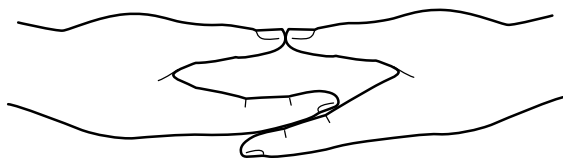
## Resources

Secondary sources and photos of statues of the Buddha. There are many sources for these. You could print photos from a web site such as [www.buddhamuseum.com](http://www.buddhamuseum.com) or [www.lotussculpture.com](http://www.lotussculpture.com), or use a book such as *Buddhas of Burma* by Jean-Pierre Grandjean or *Buddha Book: A Meeting of Images* by Frank Olinsky and Robert AF Thurman.

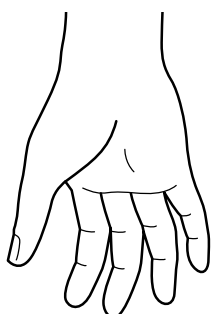


## Meaning in statues

Dhyana mudra: relaxation, meditation



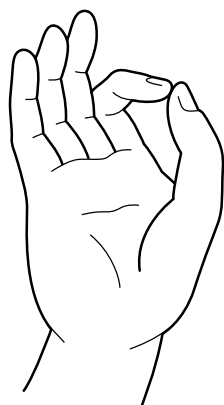
Varada mudra: Charity, wishes coming true



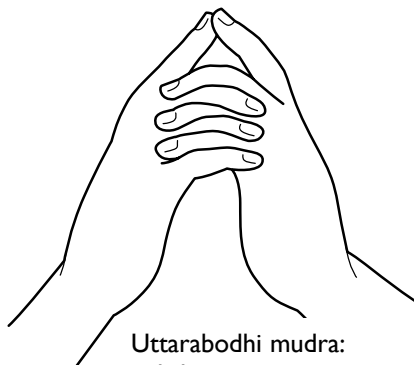
Abhaya mudra: reassurance, do not fear



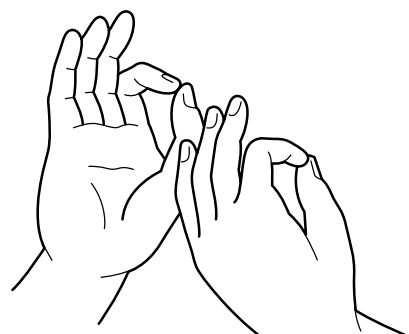
Karana mudra: getting rid of evil



Vitarka mudra: the Wheel of Law, also discussion



Uttarabodhi mudra: enlightenment



Dhammachakra mudra: turning the Wheel of Law, teaching

Use this page as a guide to help you understand the meaning of any statues of the Buddha that you see in the temple.

**1.** Did you see any statues of the Buddha with any of the hand positions (mudras) shown above? Which ones?



.....

**2.** Did you see statues with a mudra that is not on this page? Draw it on a separate sheet of paper.

**3.** Draw a picture of a Buddha statue that you saw. What position (asana) is the Buddha in? What mudra are the Buddha's hands in? On a separate sheet, explain the meanings of any Buddha statues that you saw.

## Activity objectives

- ▶ To familiarise the students with the meaning of different poses and hand positions of Buddha statues.
- ▶ To show that different mudras and asanas have different meanings in Buddhism.
- ▶ To compare the different mudras and asanas.

## Preparation and resources

You can use this activity either before or after a visit or a virtual visit to a temple. Photographs or pictures of Buddha statues in different poses and showing different hand positions.

## Introducing the activity

You can use this activity alone or with activities from units 2, 6, 8 and 9. You can also use this activity without visiting a temple, by using photographs or printouts of statues of the Buddha. This page can also be used as a reference sheet during a visit to a temple. You could introduce this activity by showing the children photographs or pictures of the Buddha and reviewing the different body poses (asanas) and hand positions (mudras) and their meanings.

## Teaching notes

*The mudras shown on this page are the most common, but some of the statues or images of the Buddha at the temple may show other positions and mudras that are not illustrated here. Children should be encouraged to ask their guide about the meaning of any mudra or asana that they see, as the meanings can vary.*

*Body and hand positions do not just have meaning when used in statues of the Buddha. They also have meaning when living people*

*use them. On page 13 of the student book, for example, is a picture of a Buddhist holding some prayer beads in a special way. He is holding his hands in an asana that stands for compassion and learning. Yoga positions are types of mudras that are supposed to help direct a person's energy towards a particular goal. One of the most common mudras is the lotus position. People sit in this position when they meditate because the position of the body is supposed to help improve concentration.*

## Concluding the activity

Let the children discuss the meaning of different mudras and asanas that they have seen.

## Activity outcomes

- ▶ The children can compare the meaning of different statues.
- ▶ The children understand the meaning of some of the poses and positions of Buddha statues that they have seen.

## Complementary work

The children could investigate meaning of statues or artworks in other religions.

## Resources

Secondary sources on other religions. See the other *Curriculum Visions* books: *Hindu mandir*, *Muslim mosque*, *Jewish synagogue*, *Christian church* and *Sikh gurdwara* and the *Curriculum Visions* web site: [www.curriculumvisions.com](http://www.curriculumvisions.com)

# Worship in the shrine room

**Different types of worship take place in the shrine room.**

**Q1.** What are three different things that Buddhists might do when they worship?

.....

.....

.....



**Q2.** (i) What is the name for a type of group worship? .....  
...

(ii) What are two things this type of worship may include?

.....

.....

**Q3.** Sometimes Buddhists bow three times during worship. What do the three bows stand for?

.....

.....

**Q4.** What is meditation?

.....

.....

**Q5.** What can meditation help people to do?

.....

.....

## Answers

- 1. Spin prayer wheels, walk around the statue of Buddha, bow, light candles, burn incense, chant, meditate.**
- 2. (i) Puja. (ii) Chanting the five precepts, chanting mantras or prayers, thinking about Buddha's lessons, making offerings, ringing bells, using prayer beads.**
- 3. The Buddha, the teachings of Buddha, the worldwide community of monks and nuns.**
- 4. A type of worship where people try to empty their mind of bad thoughts and be calm.**
- 5. To be calm and peaceful, to care about others and to concentrate.**

## Lesson objectives

- ▶ To show the types of things that happen during everyday worship.
- ▶ To introduce the Five Precepts and meditation.
- ▶ To show that worship may be conducted in different ways.

## Lesson outcomes

- ▶ The children can describe some of the aspects of worship at the temple.
- ▶ The children understand that meditation is a type of worship.
- ▶ The children can list the Five Precepts.

## Teaching notes

*There are many different ways to worship in a Buddhist temple, as can be seen here. All of the different types of worship centre on either thanking the Buddha for his teachings or on learning and practising those teachings.*

### Puja

*Puja is the name given to a wide variety of devotional and offering ceremonies practised in all Buddhist traditions. The word puja comes from a root meaning flower and the practice may have developed from the custom of offering the Buddha flowers on his arrival in a particular place.*

### Five Precepts

*The Five Precepts are the basic code of morality that all Buddhists are meant to adhere to. The second Precept is actually, "avoid sexual misconduct", but it has been given in the student book as "do not act badly", which may be more appropriate to this age level.*

### Mantras

*A mantra is simply a chanted prayer or words, which are repeated over and over again. Some Buddhists believe that the repetition of a mantra can open the mind to good thoughts.*

*Meditation is discussed in detail on the following pages.*

## Complementary work

*Let the children use secondary sources about different ways to conduct puja, or to find out about different mantras and what they mean.*

### Resources

*Secondary sources about pujas and mantras. See [www.theatmanproject.com/integralresources/26/buddhist-mantras.html](http://www.theatmanproject.com/integralresources/26/buddhist-mantras.html) for listings of sites where you can hear mantras and chants online.*





Name:..... Form:.....

See **pages 12 and 13** of Buddhist temple

# Meditation

## Try this:

Find a quiet place to sit on the floor. Make sure you are in a comfortable position and your back is straight. Rest your hands in your lap and close your eyes. Now, breathe in and out calmly and evenly. As you breathe, count each breath. Count 1 when you breathe in, and 2 when you breathe out and so on. Do this until you reach 50. Now, spend a few minutes thinking of something nice or happy that has happened to you, or about a person that you care about. Take a deep breath and open your eyes, stand up and stretch.

## Try this:

Start by walking very slowly in a straight line. Now, start swinging your arms back and forth. When your left foot steps forward, your right arm swings forward. When your right foot steps forward, your left arm swings forward. Do this for a few minutes until you feel comfortable. Then, start breathing in and out evenly. This means that your in breath and your out breath should each last the same amount of time. Do this for about 5 minutes.

**1.** Did you feel calm during the first meditation? If not, how did you feel?

 .....

 .....

 .....

**2.** Did you feel calm during the second meditation? If not, how did you feel?

 .....

 .....

 .....

**3.** What do you think it would be like to meditate every day?

 .....

 .....

## Activity objectives

- ▶ To give an example of meditation.
- ▶ To allow the children to try some simple meditations.
- ▶ To let the children see how meditation can help people to be calmer.

## Preparation and resources

A copy of the sheet on the opposite page.  
A place outside, such as the playground, where children can walk without bumping into each other. A place where the children can sit on the floor.

## Introducing the activity

It is important that you discuss with the children that meditation does not involve praying to God or to gods. Instead, it is a way for Buddhists to be calm, so they can learn about Buddhism. People of many different faiths practise meditation to learn how to concentrate better at their work or at school and to better cope with problems or anxiety in everyday life – it does not have any religious content. Ask the children what they do when they are upset or excited and they need to calm down, for example, when they have a test and need to concentrate. Tell the children that they will be trying two kinds of short meditations that are designed to help people feel calm and to think more clearly, especially if they are upset.

## Teaching notes

*There are hundreds of different ways to meditate, and the techniques used can vary a great deal. There are two basic types of meditation: meditation for calm and meditation for insight. Here we are giving two very basic meditations for calm which do not involve learning or practising any Buddhist philosophy or beliefs. Each meditation lasts about 5 minutes and they are designed to help focus the concentration on simple things like walking and breathing.*

## Sitting meditation

*The children may be familiar with seeing people in the lotus position in movies or on TV. The lotus position is actually very painful and is only used by people with years of experience in meditation. Instead, the children should sit on the floor, or even at their desk, in a comfortable position. When they breathe, make sure they are taking normal breaths, and not breathing deeply or quickly, as this could cause hyperventilation.*

## Walking meditation

*If the children are doing this in a group, then they should be reminded to walk normally and slowly. Each child should have enough room to walk without bumping into anyone else.*

## Concluding the activity

The children could discuss their answers to the questions.

## Activity outcomes

- ▶ The children understand what is involved in meditation.
- ▶ The children understand that Buddhists use meditation to help them be calm.

## Complementary work

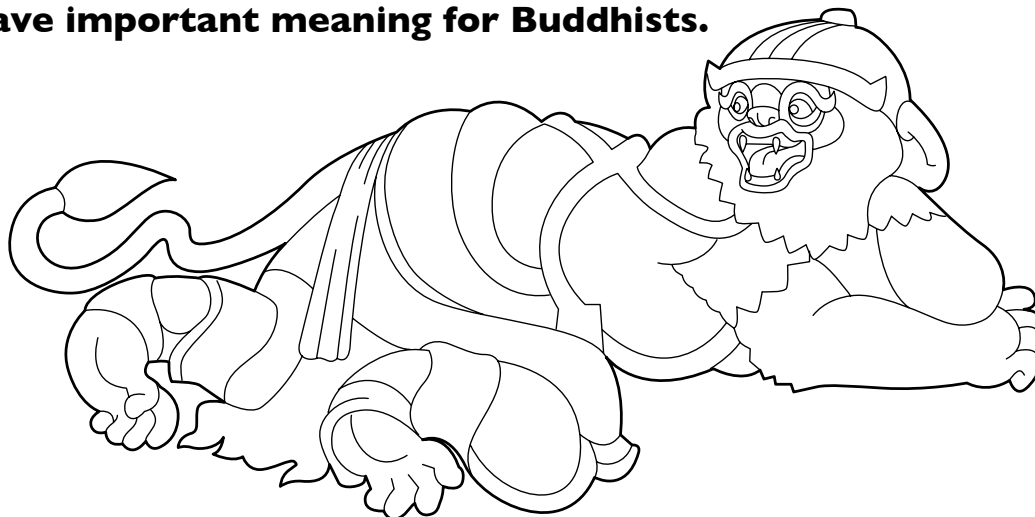
The children could try one of the meditations for a certain period each day (say 5 or 10 minutes) for a week and see if they notice any difference in their concentration. They could also investigate other types of meditation.

## Resources

Secondary sources about meditation. See [www.learningmeditation.com/children.htm](http://www.learningmeditation.com/children.htm), meditation books by author Susan Kramer, and guided meditation for children at [www.buddhanet.net](http://www.buddhanet.net).

## Art and symbols in the temple

**Buddhist temples are filled with art and symbols that have important meaning for Buddhists.**



**Q1.** What can lions stand for when they are on Buddhist paintings?



.....

**Q2.** What are the names of two types of painting that you might see in the temple?



.....



.....

**Q3.** What can the following colours stand for in Buddhist art?

(i) Red  .....

(ii) Blue  .....

(iii) White  .....

**Q4.** Some paintings in Buddhist temples show a wheel with eight spokes. What do the spokes stand for?



.....

**Q5.** Some paintings in Buddhist temples show a lotus flower. What are two things that the lotus flower reminds Buddhists of?



.....



.....

## Answers

1. **Power, strength and royalty.**
2. **Thangkas and mandalas.**
3. **(i) Compassion. (ii) Truth. (iii) Purity.**
4. **The Eightfold Path.**
5. **Purity, a person's ability to rise out of bad situations and be good, that anyone can become enlightened.**

## Lesson objectives

- ▶ To introduce different kinds of Buddhist art and symbols.
- ▶ To show that Buddhist art forms have special meanings.
- ▶ To introduce the purpose for thangkas and mandalas.

## Lesson outcomes

- ▶ The children know that all Buddhist art has special meanings.
- ▶ The children know that thangkas and mandalas can be used in worship.
- ▶ The children know the meaning of some common Buddhist symbols.

## Teaching notes

### Thangkas and mandalas

*These are two styles of painting that are common in Buddhism, especially in Tibetan Buddhism. The word *thangka* means 'something that can be rolled up' and a *thangka* was traditionally painted on a canvas so that it could be easily transported and used for teaching. Thangkas usually have pictures of the Buddha or other enlightened Buddhists or Buddhist teachers, or scenes from the Buddha's life. Thangkas are often painted in very bright colours, with red, blue, white and green being the most popular.*

*The word *mandala* means circle, sphere or container and mandalas are paintings in the*

*shape of a circle that are used for meditation. Mandalas are usually painted with an object or figure in the centre of the circle and other symbols and designs in a symmetrical pattern around the centre image. While thangkas often depict a particular person or event, mandalas are more symbolic, they represent the world or the universe in Buddhist terms and are often meant to invoke a particular force (such as healing, peace or love).*

### The Wheel of Law and the Wheel of Life

*There are two types of illustrations of a wheel that can be found in Buddhism. One is a simple 'wagon' wheel shape with eight spokes. This is called the Wheel of Law and each spoke of the wheel stands for one part of the Eightfold Path. The wheel shape symbolises the way that life is constantly turning and continuing.*

*The Wheel of Life is a type of mandala that illustrates the Buddhist belief that when a person dies, their consciousness leaves their body and enters one of six paths of rebirth: enlightened beings; people who are on the path to enlightenment and are basically happy and do good things; beings who have many good things in life but still like to fight and do other things that are bad (they can be either human or animal); hungry 'ghosts', beings who suffer from constant hunger (they can be either human or animal, when they are human the hunger refers to an insatiable hunger for accumulating possessions); 'hell-beings' are people or animals who suffer from constant unhappiness and misery. The paintings usually illustrate each of these six levels in a graphic and fantastic way, with demons and Buddhas.*

## Complementary work

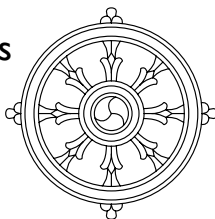
The children could investigate the designs of different thangkas and mandalas.

## Resources

Secondary sources on thangkas and mandalas. See the book, *Tibetan Thangka Painting* by David Jackson, and the *Tibetan Art Colouring Book*.

# The meaning of Buddhist symbols

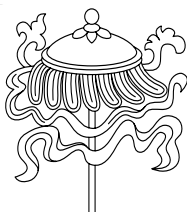
**A.** The Wheel of Law stands for the Eightfold Path.



Is there a drawing or painting of the Wheel of Law in the temple? If so, draw it here. Make sure you use the correct colours.

**A**

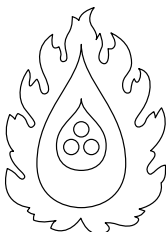
**B.** A parasol (sun umbrella) stands for protection against evil, and for royalty.



Is there a drawing, painting, sculpture of a real parasol in the temple? If so, draw it here. Make sure you also use the correct colours.

**B**

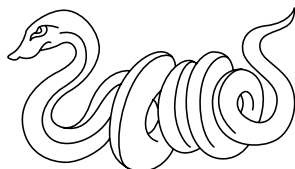
**C.** The triratana stands for the three jewels of Buddhism.



Is there a triratana in the temple? If so, draw it here. Make sure you also use the correct colours.

**C**

**D.** A snake or naga stands for protection.



Is there a drawing, painting or sculpture of a snake at the temple? If so, draw it here. Make sure you also use the correct colours.

**D**



## Activity objectives

- ▶ To investigate different symbols found in the temple.
- ▶ To learn the meaning of some of the symbols found in the temple.

## Preparation and resources

Paper, coloured pens or pencils, a flat surface, such as a clipboard, to draw on while at the temple.

## Introducing the activity

You can use this activity alone, or with activities from units 2, 4, 8 and 9. You can also use it without visiting a temple, by showing the children photographs or printouts from the inside of different temples. Before starting, you may want to review some of the symbols commonly found in temples, and remind the children that even the colours of the symbols have meaning.

## Teaching notes

*Buddhism uses a great many symbols as teaching aids. The symbols can have different meanings, depending on what country a person is from, but here we have given general meanings. The use of symbols in Buddhism dates back to the very beginning of the religion. Many of the symbols stand for spirits and deities that people worshipped before Buddhism. For example, the snake, or naga, was a pre-Buddhist fertility symbol, and Tara was a pre-Buddhist goddess. These symbols were incorporated into Buddhism in order to make it easier for people to adapt to their new beliefs. The symbols were also important teaching aids at a time when few people could read or write.*

*Many of the symbols associated with the Buddha have to do with royalty, because the Buddha was born as a prince. Other symbols refer to specific events in the Buddha's life, and still others are purely symbolic.*

*Students should be encouraged to notice that many of the symbols come from South East Asia at the time Buddhism began (such as the parasol, which was carried by the servants of wealthy and important people to keep the heat off their masters).*

## Concluding the activity

The children should ask the person showing them around to describe the meanings of any symbols they see. They can then compare and discuss the meanings of the symbols they have drawn. They could also prepare a poster display of Buddhist symbols, featuring what they have learned and the drawings they have made.

## Activity outcomes

- ▶ The children can draw a few Buddhist symbols.
- ▶ The children can understand the meanings behind some Buddhist symbols.
- ▶ The children can recognise a few basic Buddhist symbols.

## Complementary work

The children can research other Buddhist symbols and their meanings.

## Resources

Secondary sources on Buddhist symbols. See *A Handbook of Tibetan Buddhist Symbols* by Robert Beer, or [www.atschool.co.uk](http://www.atschool.co.uk).

# Celebrating at the temple

The temple is where the Buddhist community comes together for celebrations and festivals.

**Q1.** What are three things a Buddhist might do at the temple on a holiday?

.....

.....

.....

**Q2.** What is another name for Buddha Day?

.....

**Q3.** What events does Buddha Day celebrate?

.....

.....

.....

**Q4.** (i) What Buddhist festival is only celebrated in Thailand?

.....

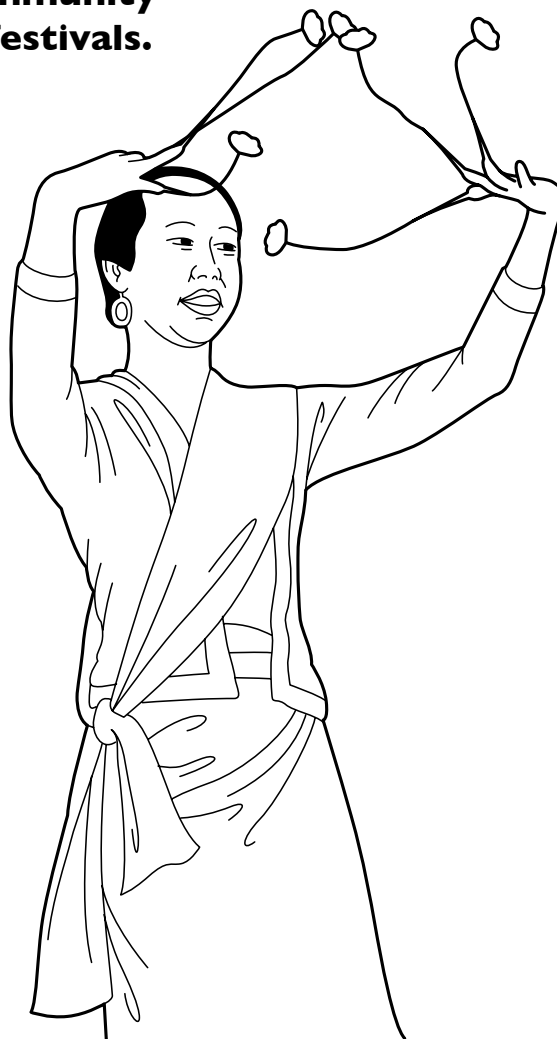
(ii) What happens on this day?

.....

.....

**Q5.** At what time of the month do most Buddhist festivals happen?

.....



## Answers

- 1. Worship with the monks and nuns, eat special food, listen to talks, watch dances, sing, give donations or offerings to the temple.**
- 2. Vesak Day.**
- 3. The birth, enlightenment and death of the Buddha.**
- 4. (i) Songkran. (ii) People put fish in the rivers, splash each other with water and have boat races.**
- 5. The full moon.**

## Lesson objectives

- ▶ To show that there are many Buddhist festivals celebrated at the temple.
- ▶ To show that there are a wide variety of Buddhist festivals celebrated around the world.

## Lesson outcomes

- ▶ The children know that Buddhist festivals are always happy events.
- ▶ The children know what is celebrated on Buddha Day.
- ▶ The children know details of some other Buddhist festivals.

## Teaching notes

### Festivals

*There are hundreds of Buddhist festivals and holidays throughout the world and many of them are specific to a particular country or ethnic group. Even festivals that are celebrated throughout the Buddhist world can be celebrated in many different ways, depending on cultural traditions.*

*Other common festivals include Dhamma Day, which celebrates the Buddha's first sermon to his first five followers in a deer park near Sarnath (near modern day Benares). It usually falls on the full moon in July. Sangha Day (also called Magha Puja) commemorates the time during the Buddha's life when 1,250 of the Buddha's disciples gathered (without anyone telling them to) in Sarnath to pay respect to the Buddha. It is usually celebrated on the full moon in March.*

*Festivals celebrating the beginning and end of the monsoon season are also popular. The monsoon (rainy) season is often seen as a sort of Lenten or retreat period for monks and nuns. At the end of the three month rain retreat season there is a festival called kathina, which is a traditional time to offer the monks and nuns new robes and other necessary items.*

### Vesak

*Vesak is generally considered the biggest holiday in the Buddhist calendar. It normally occurs on the full moon in May or June. It primarily focuses on the Buddha's enlightenment and on the enlightenment of other Buddhist masters and is also a time to reflect on what enlightenment means. So, many of the readings in the temple at this time discuss enlightenment. However, like all Buddhist festivals, Vesak is a happy, joyous event.*

## Complementary work


The children could use secondary sources to find out about different Buddhist festivals and how they are celebrated.

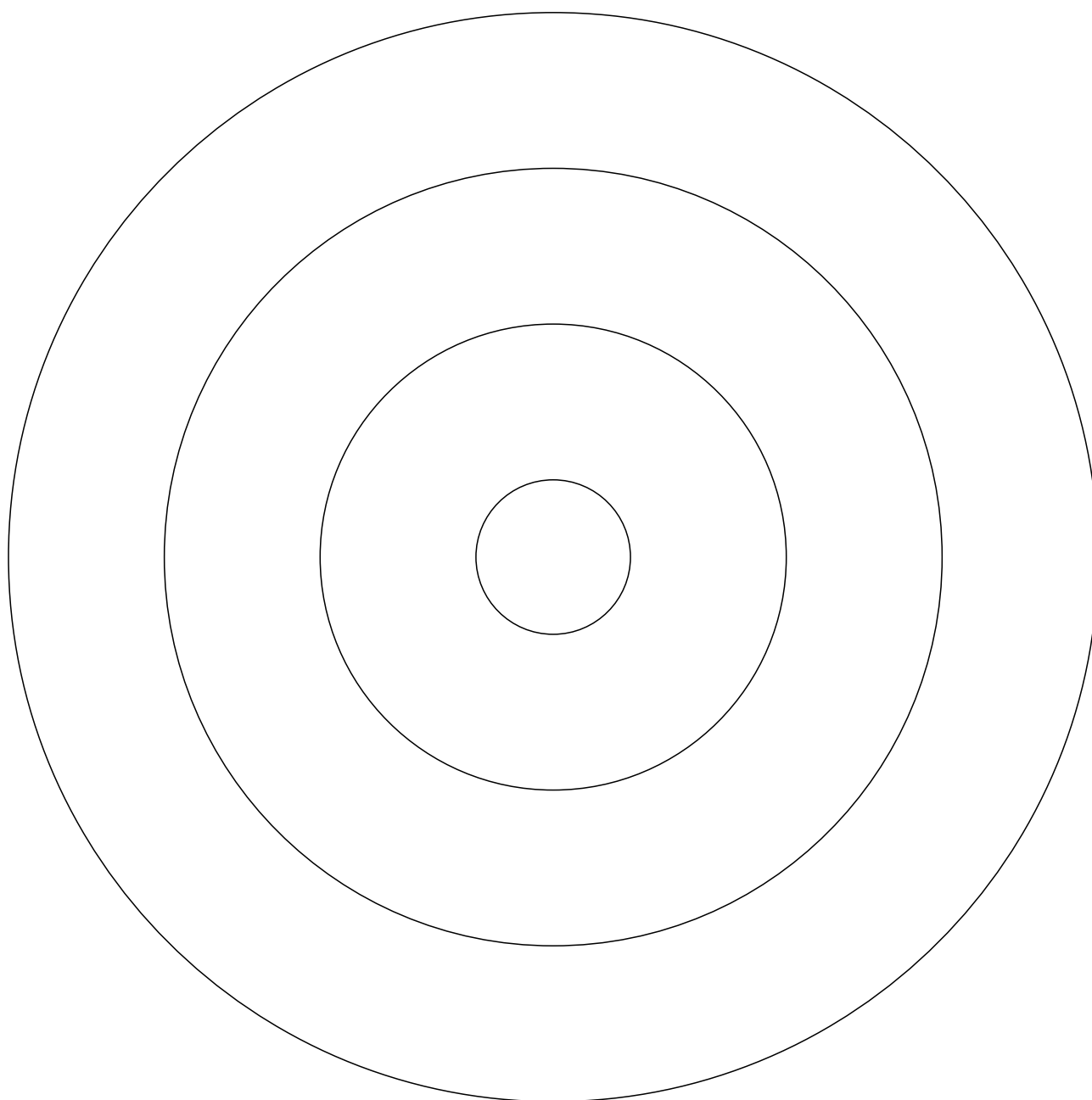
### Resources

Information about Buddhist festivals. See tourism web sites from various Buddhist countries for more information and photos. Photos of festivals can also be viewed (with watermarks) on sites such as [www.corbis.com](http://www.corbis.com) by entering the festival name in the site's search engine.

# Holiday mandala

Here are some guidelines for how to make a mandala.

1. Decide what your topic will be  ..... (some ideas might be: peace, family, a favourite holiday, protecting nature, a favourite pet or animal)
2. In each circle of the mandala, draw pictures or write words that have to do with your topic. For example, if your topic is family, you might want to draw pictures of your family in some of the circles and write what you like about your family in other circles.
3. Mandalas usually use many colours, so make sure you colour in your drawings.



## Activity objectives

- ▶ To let the children learn more about mandalas.
- ▶ To let the children learn how to make a mandala.

## Preparation and resources

Copies of the page opposite. Sample mandalas (some good samples can be found at [www.mandalapeacearts.org](http://www.mandalapeacearts.org)). Coloured pens and pencils.

## Introducing the activity

Show the children some pictures of different mandalas, including those made by children (see [www2.lhric.org/pocantico/tibet/mandalas.htm](http://www2.lhric.org/pocantico/tibet/mandalas.htm)). Explain that some Buddhists believe they can help make the world a better place by creating a type of round artwork called a mandala, and that this is sometimes done for festivals and holidays. In the mandala, they draw designs, pictures or words describing things or ideas that are important in Buddhism. Elicit from the children some positive things which are important in their lives, such as peace, family, a particular sport, and so on. Buddhists believe that drawing a mandala of a positive thing can help create positive feelings.

## Teaching notes

*Mandala is a Sanskrit word meaning circle or centre. It is a type of art in which an elaborate painting is made inside a circle. The painting is rich in Buddhist symbolism and each part of the painting has a specific meaning. Mandalas are used in some types of meditation, and can be thought of as symbols of the universe. Buddhists believe when they make a mandala they are bringing to life the good ideas or feelings represented in the mandala. For example, making a mandala which represents peace can help bring peace into the world.*

*In Tibetan Buddhism, making mandalas out of coloured sand is an important worship ritual, conducted by specially trained monks who may spend days completing one mandala. Once the sand mandala is completed, it is destroyed by brushing away the sand. This is a way to demonstrate the Buddhist belief that nothing lasts forever and we should not become too attached to anything.*

*Mandalas are often made for special festivals, especially in Tibetan Buddhism.*

## Concluding the activity

The children can explain all of the drawings in their mandala and what those drawings mean to them. You can make a 'mandala quilt' by pasting all the mandalas onto a single large sheet of card or paper. The children could also share their mandalas by cutting each one up into four equal wedges and then exchanging two of the wedges with someone else, then gluing the four wedges back together again to make a new mandala.

## Activity outcomes

- ▶ The children understand the meaning of making a mandala.
- ▶ The children can make a mandala.

## Complementary work

The children can use the internet or other sources to investigate other designs for mandalas. They can make other mandalas on the topic of Buddhism and display them as a class project.

## Resources

Computer with internet link, pictures of mandalas. See [www.mandalas.com](http://www.mandalas.com), and [www.abgoodwin.com/mandala/ccweb.shtml](http://www.abgoodwin.com/mandala/ccweb.shtml) for list of mandala sites.



# Visiting a Buddhist temple

**The best way to learn about a Buddhist temple is to visit one.**

**Q1.** (i) Why do you have to take your shoes off before you enter the temple shrine room?

.....

.....

**Q2.** What are two things you should always do when you are inside the temple?

.....

.....

**Q3.** (i) What is the name of the book of Buddha's teachings that you might see in the shrine room?

.....

(ii) What language might it be written in?

.....

**Q4.** (i) What are the words written on the outside and inside of a prayer wheel?

.....

(ii) What do these words mean?

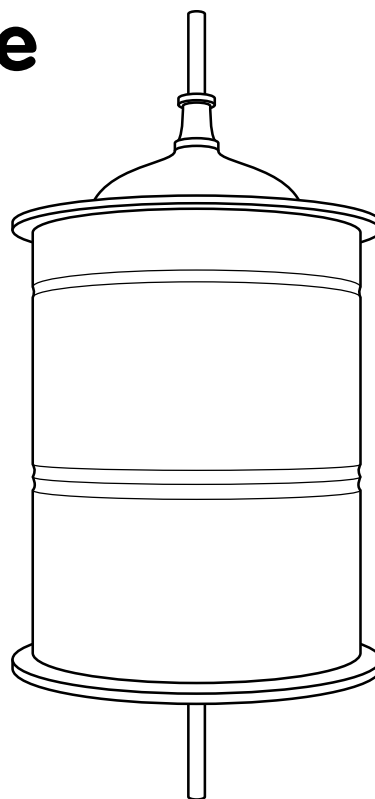
.....

**Q5.** What are three things that you might see at the temple?

.....

**Q6.** Who are the people who live at the temple and dedicate their lives to Buddhism?

.....



## Answers

- 1. To keep the room clean and to show respect.**
- 2. Be quiet and show respect.**
- 3. (i) Tipitaka. (ii) Sanskrit or Pali.**
- 4. (i) Om mani padme om. (ii) All hail the jewel in the lotus.**
- 5. Thangkas and mandalas, prayer wheel, tipitaka, offerings, people bowing.**
- 6. Monks and nuns.**

## Lesson objectives

- To review the things that may be seen on a visit to a temple.
- To review the standard of dress and behaviour that is required for a visit to a temple.

## Lesson outcomes

- The children can identify the different features in the temple.
- The children know how they must dress and behave for their visit to a temple.

## Teaching notes

*Most Buddhist temples welcome visitors at almost any time. Almost every event at a temple is open to the public. The private rooms of the monks and nuns are usually not open to the public, but if you ask in advance, the monks or nuns might be happy to show the children one of their private rooms or cells. The children may find this fascinating, especially as the private rooms are usually very small and contain almost no personal possessions.*

*There is very little etiquette that is required at a Buddhist temple, but the children should be reminded that people come to a temple to think quietly, so there should be no running or shouting.*

*Every Buddhist temple in the UK is different. A few are purpose built and look like temples in Buddhist countries, but most are built inside existing buildings. Children could be encouraged to pick out the parts of the temple that are 'Buddhist', for example, where a room has been cleared of furniture to make room to sit on the floor, or where alcoves have been built to hold statues of the Buddha.*

*Similarly, not all temples will have all of the elements discussed here – for example, only Tibetan temples will have prayer wheels. Temples built inside other buildings will probably not have stupas or pagodas. While in some places, such as Kew Gardens and Milton Keynes, there are pagodas but no temple.*

## Complementary work

The children could investigate how the tipitaka is made and the language it is written in.

## Resources

Secondary information about the tipitaka and Sanskrit and Pali languages. Sanskrit dictionary available at [www.alkhemy.com/sanskrit/dict/](http://www.alkhemy.com/sanskrit/dict/) or try [www.samskrtam.org](http://www.samskrtam.org) and [www.accesstoinight.org/canon](http://www.accesstoinight.org/canon) for Sanskrit and Pali translations.



Name:..... Form:.....

See **pages 18 and 19** of *Buddhist temple*

# A visit to a temple

**Q1.** What objects are in the shrine room that are used in worship?

 .....

**Q2.** What offerings are there in the shrine room?

 .....

**Q3.** What artworks are there in the temple?

 .....

**Q4.** How many people work or live at the temple? What is their role at the temple?

 .....

 .....

**Q5.** Do you see any words written in Sanskrit or another language? If so, what do they mean?

 .....

Draw some of the words here.

**Q6.** Do you see anyone worshipping at the temple? What are they doing?

 .....

 .....

## Activity objectives

- ▶ To give the children an opportunity to examine parts of a temple in detail.
- ▶ To allow the children to learn about the people who live and work at a temple.

## Preparation and resources

You can use this activity either during or after a visit or a virtual visit to a temple. You may also like to use this activity as a review of either a temple visit or of the student book.

## Introducing the activity

You can use this activity alone or with activities from units 2, 4, 6 and 9. You can also use this activity without visiting a temple, by using photographs or diagrams of a temple.

## Teaching notes

*On their visit to the temple, the children may see people worshipping in various ways. For example, people may be bowing, leaving offerings, meditating or simply sitting quietly.*

*Many temples will have people living in them, either monks or nuns, or lay Buddhists who are spending time in retreat at the temple. There may also be a number of people working or volunteering at the temple who are not monks or nuns. The children should be encouraged to ask questions about the roles of the people they see at the temple.*

*Some of the things that they see at the temple may have more than one use, for example, art work may be used in worship but it may also help make the temple beautiful and peaceful. There may also be things at the temple that the children are not familiar with. For example, if you are visiting a Zen (Japanese) temple, there may be rock gardens or other types of Zen gardens, and artworks which are used in Zen meditation, and the style of the temple*

*may be very different from a Chinese or Thai temple.*

## Concluding the activity

Let the children discuss their answers. You may like to ask the children if they saw anything at the temple that they had not learned about from their study of Buddhism thus far.

## Activity outcomes

- ▶ The children can investigate some of the things in a temple.
- ▶ The children understand the role of the various people who work and live at a temple.

## Complementary work

The children can investigate different types of Buddhism, such as Zen, Tibetan, Thai, Nepalese and discuss differences in worship practices. They may like to make a chart of different Buddhist worship practices.

## Resources

Access to a computer and the internet or books about Buddhism. [www.buddhanet.net](http://www.buddhanet.net) is a good resource for this.

## Living at the temple

**Some Buddhists choose to dedicate their lives to studying Buddhism. These are monks and nuns.**

**Q1.** Where do Buddhist monks and nuns live?

.....

**Q2.** Why do Buddhists give alms to monks and nuns?

.....

.....

**Q3.** What are two rules a monk or nun must follow?

.....

.....

**Q4.** What are some things a temple might provide for the community?

.....

.....

**Q5.** (i) Who else might live at a temple or monastery?

.....

(ii) How long might they live there?

.....

**Q6.** What type of clothing do monks and nuns wear?

.....





## Answers

- 1. In a temple or monastery.**
- 2. They believe it helps them to be a better person.**
- 3. Only eat one meal a day, do not sleep on a soft bed, follow the Five Precepts.**
- 4. Medical clinics, orphanages, schooling, counselling.**
- 5. (i) Children; (ii) A few months or years.**
- 6. Robes.**

## Lesson objectives

- ▶ To discover how monks and nuns live and what they do.
- ▶ To understand that many Buddhists are only monks temporarily.

## Lesson outcomes

- ▶ The children can understand how monks and nuns live at the temple.
- ▶ The children understand that being a monk or nun can be temporary.

## Teaching notes

*When a person wishes to join a Buddhist Order, they are first ordained as a novice. As a symbol of renunciation of their worldly life, they first shave off all of their hair and put on a robe. The novice then enters a period of training which may last several years. At the end of this, the novice may become a monk or nun.*

*Monks and nuns are given shelter, food, clothing (robes) and medical care by the order. They spend their time studying, working to keep up and maintain the monastery, meditating, reciting prayers and performing services for the lay community.*

*Monks and nuns give up almost all of their personal possessions and must obey a fairly strict code of conduct which may include only eating between dawn and noon and only using things that are given (never buying anything).*

*Monks' and nuns' robes consist of three pieces of cloth: a sarong (or a type of plain dress made from a single piece of cloth for women), an upper robe which covers the body and shoulders, and a thicker outer robe, which is for cold weather. Ochre and saffron are the most popular colours for robes, but colours and style can vary from place to place.*

*In some Buddhist countries, particularly in South East Asia, it is common for children to spend some time living as a monk or nun. Not only do they learn about Buddhism in depth, but in some areas, this may also be the only way that poor children can get a general education, since schooling at the monastery or temple is free. Children are taught regular school subjects and practical skills in addition to Buddhism, but they also have to obey most of the rules of a monk or nun.*

*Becoming a monk or nun is not necessarily considered a lifetime commitment, and many adults also choose to spend time living in a temple.*

## Complementary work

The children can investigate what it is like to live as a child in a temple or monastery. They may like to start a pen pal project with a child living at a monastery in another country. Try the Drepung Loseling Institute ([www.drepung.org](http://www.drepung.org))

## Resources

Computer with internet access. Secondary sources on living as a monk or nun. You may want to view the film *The Cup*, which is an engaging story about young Tibetan monks who are trying to watch the World Cup on TV while staying within the rules of their order. Content is appropriate for children, but film is subtitled in English.



Name:..... Form:.....

See **pages 20 and 21** of Buddhist temple

# Living as a monk or a nun

**Here is an actual day in the life of a monk in Thailand.**

4:00am Wake up, bathe and dress in robes. Then all of the monks meditate together for one hour, followed by one hour of chanting prayers.

6:00–8:00am Alms collecting, walk around the neighbourhood barefoot with an alms bowl. People put food (vegetarian) and drink in the bowl or hand it to the monks. After each person puts something in the bowl a blessing is said. All the food is brought back to the temple.

8:00am Breakfast in a group, followed by a blessing for world peace.

9:00–12:00am Work and chores, such as cleaning and laundry, around the temple.

12:00noon Lunch, the last meal of the day.

1:00–6:00pm Classes in Buddhist teaching. Some monks attend school outside the temple in things that can be used to help the temple or local community. Children who are school age would also study regular school subjects such as maths or languages at this time. Some adult monks may do other kinds of work outside or inside the temple at this time, for example running a computer web site for the temple or teaching.

6:00–8:00pm Meditation and prayer.

8:00pm Individual study, homework for children.

9:00pm Bed.

**On a separate sheet, write a schedule for a school day in your own life.**

**1.** What are some of the differences between your day and the day of a monk or nun?

**2.** What do you think it would be like to live as a monk or a nun?

**3.** What are some of the things that you would find difficult about being a monk or a nun? What benefits might there be?

## Activity objectives

- To let the children think about what it would be like to live in a temple.

## Preparation and resources

Worksheet opposite, paper, writing materials.

## Introducing the activity

Explain that some countries where most of the people are Buddhist, it is common for children and adults to spend some time living in a temple as a 'temporary' (novice) monk or nun. The schedule opposite is from a real-life monk in Thailand and this is a chance for the children to imagine what it might be like to live as a monk or nun.

## Teaching notes

*In Thailand there are more than 29,000 temples, and around 200,000 monks (and nuns) and around 85,000 novices at any time. However, each year an additional 100,000-200,000 people may spend the 'rains retreat' (the rainy season and the Buddhist 'lent') as monks and nuns. Most Thais will spend at least a few months as a monk or a nun at some point in their lives.*

*A typical day for a monk or nun can vary considerably from culture to culture, although the pattern of prayer, meditation and work is usually similar to this. Alms are not collected in the streets in all temples around the world. For example, in the UK and other countries where most people are not Buddhist, donations are instead brought to the temples by worshippers whenever they visit. The time given to meditation and prayer and the type of meditation and prayer also varies from place to place, or even from temple to temple.*

*Activities also vary considerably depending on the age of the monk. Children may spend more time studying regular school subjects, or even attend school outside the monastery. Older,*

*ordained monks may spend less time studying Buddhist thought and more time working in the temple or in the local community.*

*Children who live in temples in Thailand often have access to TV, video games and other non-spiritual things. But the children should be encouraged to think about what life would be like without TV, dinner, snacks, clothes other than robes, personal possessions and toys. While monks can and do play games and sports, they do not own anything. So, no personal consoles or stereos or things of that nature.*

## Concluding the activity

Let the children compare their schedules. They can also interview other people – family members or teachers, for example, about their day – and compare the different ways that people live.

## Activity outcomes

- The children can draw conclusions about life as a monk or nun.
- The children can read and compare schedules.

## Complementary work

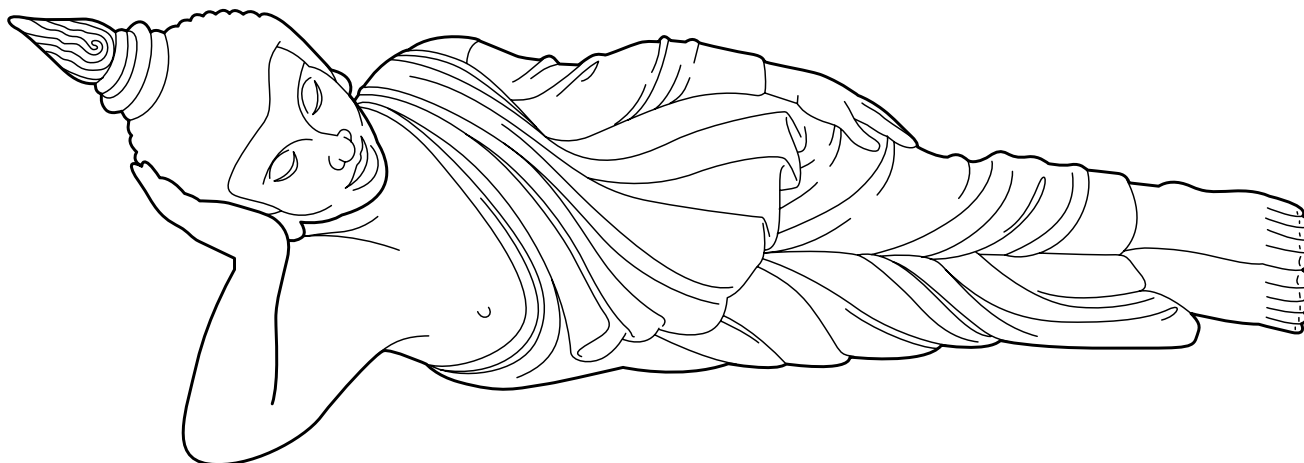
The children could interview a monk or nun about their life during their visit to the temple. Then they could write an article about a day in the life of a monk or nun. The children could also investigate a typical day for monks or nuns in other Buddhist countries.

## Resources

A monk or nun, or access to a computer and the internet. Almost any temple will have a monk or nun and they are usually very happy to talk about Buddhism. Or try contacting the Harnham Buddhist Monastery at [www.ratanagiri.org](http://www.ratanagiri.org) or the London Buddhist Centre at [www.lbc.org](http://www.lbc.org) for assistance.

# Buddhist temples in Thailand

**There are many different styles of Buddhist temple around the world.**



**Q1.** (i) What is the name of the largest temple in Bangkok? .....

(ii) When was it built? .....

**Q2.** In the temple is a large statue of the Buddha.

(i) What is the statue covered in? .....

(ii) What position is the statue in? .....

**Q3.** What is on the soles of the feet of the statue?

.....

**Q4.** (i) How many other statues are there at this temple? .....

(ii) How many stupas are there? .....

**Q5.** What other statues can you find at this temple?

.....

**Q6.** What two things can be studied at this temple?

.....

## Answers

1. (i) **Wat Pho.** (ii) **1688.**
2. (i) **Gold.** (ii) **Lying down, or parinirvana pose.**
3. **108 symbols of good luck, arranged in 67 squares around a circle.**
4. (i) **Over 1,000.** (ii) **95.**
5. **Demons.**
6. **Medicine and Thai massage.**

## Lesson objectives

- ▶ To study a Thai temple in detail.
- ▶ To show some features of temple design that children may not be familiar with.

## Lesson outcomes

- ▶ The children can describe some of the details of Wat Pho.
- ▶ The children are familiar with some of the features of Thai religious architecture.
- ▶ The children understand that not all temples look the same.

## Teaching notes

*Most Thais are Buddhist and so Thailand has a very large number of temples. The Thai religious architectural style is very beautiful and contains several unique elements. One of these are the nagas, or demon guardians. These can be seen on roof gables and guarding the entrances to many Thai temples (they are also found in Laotian and Cambodian temples). The word naga is Sanskrit for snake, or dragon.*

*They are a very old symbol which originated in India before Buddhism. The naga is said to act as a guardian between the earthly world and the spirit world, and as a protector against evil. The naga may also represent a cobra, called Mucalinda, who sheltered the Buddha during a storm (demonstrating how even the deadly snake was awed into peacefulness by the Buddha's enlightenment).*

*The symbols on the Buddha's feet are also called the 108 Auspicious symbols and it is said that only a true Buddha (enlightened person) would have these symbols on their feet.*

*Wat Pho also contains a large number of buildings housing monks, a huge library, resident fortune tellers, and is Thailand's first university.*

*Thai massage, which can be studied at Wat Pho, is a traditional form of medicine – the massage is designed not only to loosen muscles, but to treat the whole body. Thai massage was traditionally practised by monks as a form of medical care, although other types of more conventional medicine are also practised by the monks.*

## Complementary work

*The children could look at pictures of Thai temples and compare the features. They could investigate what other features are found on many Thai temples, and how these are different from temples in other Buddhist countries.*

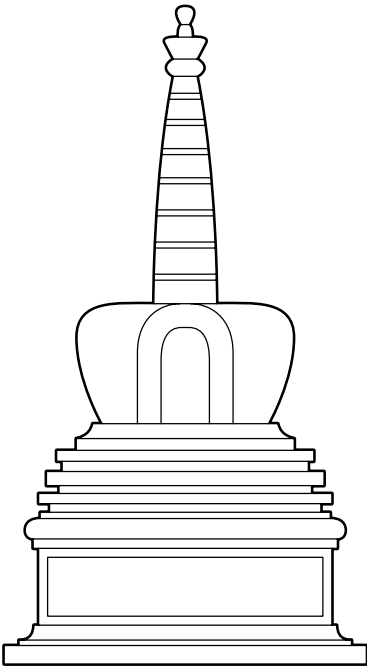
## Resources

*Student book pages 22 to 23, pictures of Thai temples and Buddhist temples in other countries. See [www.buddhanet.net](http://www.buddhanet.net) and photo archives such as at [www.corbis.com](http://www.corbis.com). Travel web sites are another good source of photos.*

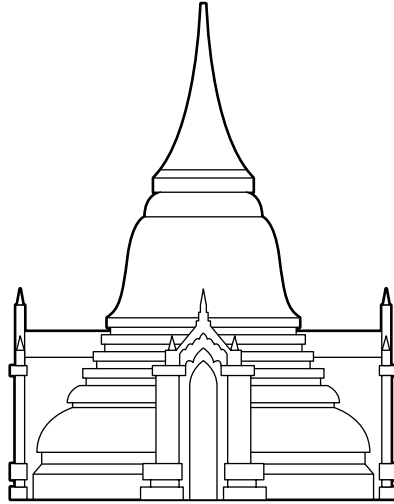


## A Thai temple

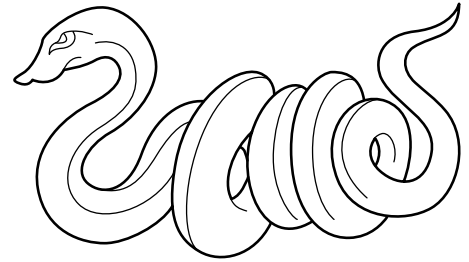
Here are some drawings of things that might be found in a Buddhist temple.  
Label the drawings.



.....



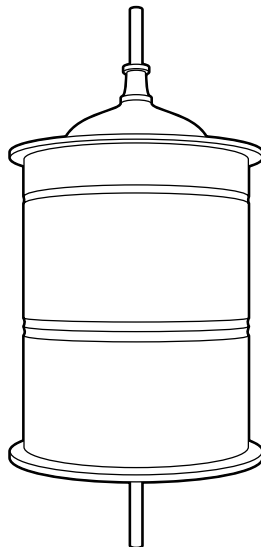
.....



.....



.....



.....



.....

Look at pictures of different temples from countries around the world and see which ones have these features and which ones do not.

## Activity objectives

- ▶ To review some of the features found in Buddhist temples.
- ▶ To help children identify common features of Buddhist temples.
- ▶ To explore how Buddhist temples differ from one country to another.

## Preparation and resources

Collect a number of photographs of temples from different Buddhist countries around the world (Nepal, Tibet, Laos, Cambodia, Myanmar, Korea, Japan, China) and non-Buddhist countries (UK, Canada and the US have large numbers of Buddhist temples).

## Introducing the activity

You may like to begin by saying that people in different parts of the world design their buildings in different ways, and some features of the temple reflect local styles and culture, while others (such as statues of the Buddha) are common in temples everywhere.

Show the children the worksheet and let them do the first part of the worksheet as a general review. Then give them some pictures of temples from other countries. Ask them if they can work out where the temples are from and what features they have in common and what features are different.

## Teaching notes

*The features shown on the worksheet are a review of concepts learned in the student book and also give a rough guide to important features of Buddhist temples. This activity gives children a chance to see the features that temples have in common, and also to see how local design and style is reflected in the construction.*

*You may like to point out that features like gardens or courtyards are common in temples around the world, but that the design reflects local styles. For example, the Japanese rock garden is simple and ordered, while temple gardens in India or Laos may be lush and tropical. But both serve a similar purpose – to provide a peaceful place to think about the teachings of the Buddha.*

## Concluding the activity

The children can compare their results before you give the answers.

## Activity outcomes

- ▶ The children can recognise that temples from different parts of the world have some features in common and some features that are unique.
- ▶ The children can identify the region in which some temples are built.

## Complementary work

The children can write down the towns or cities in which the temples in the pictures are found and locate them on maps.

## Resources

Atlas and copies of the map on page 57 of this book.



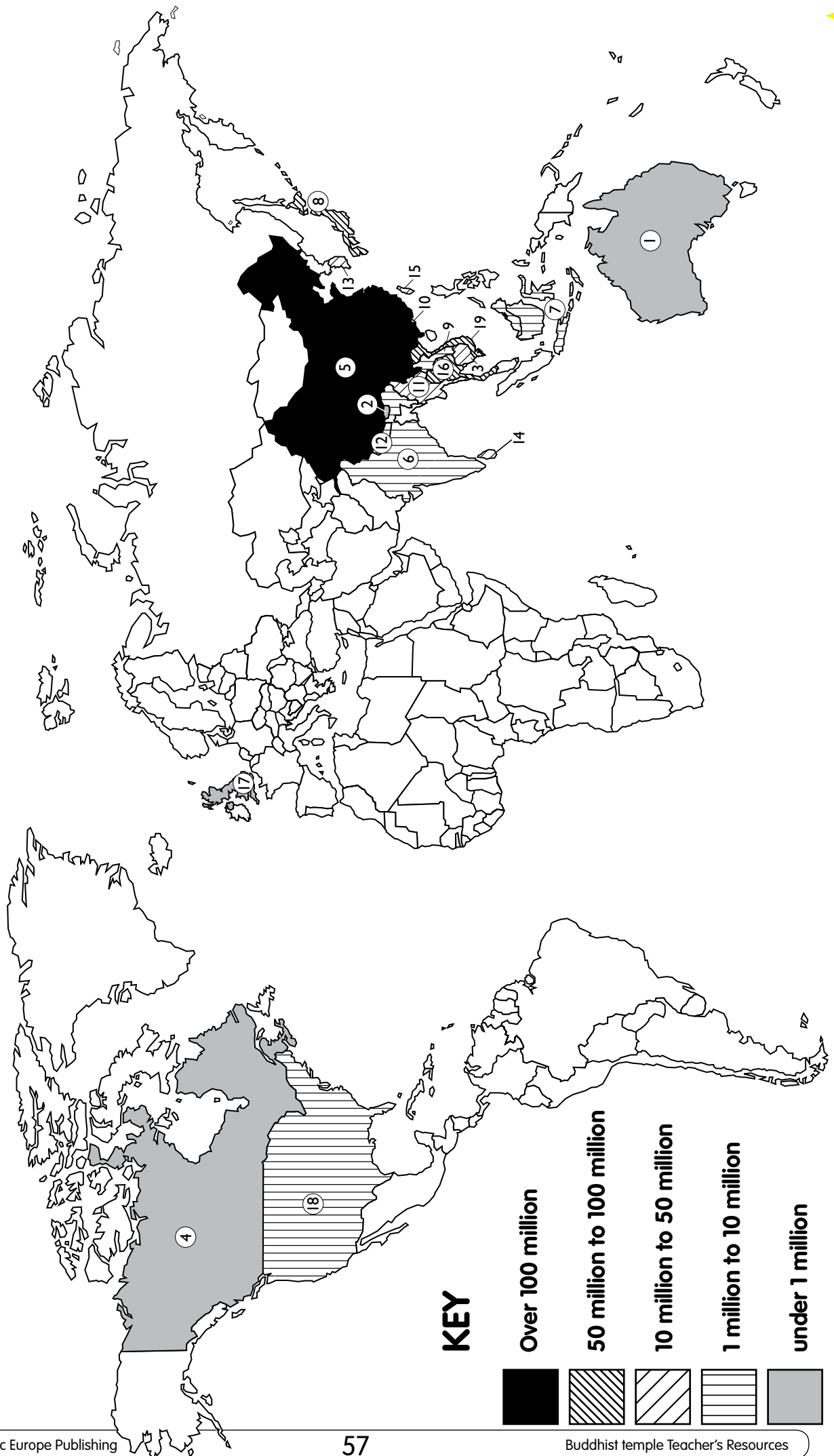
# The major Buddhist countries

**This map shows 19 countries of the world. The key shows how many Buddhists are living in each of these countries.**

You may like to use this map with the activity in Unit 10.

- |              |                 |                              |
|--------------|-----------------|------------------------------|
| 1. Australia | 8. Japan        | 15. Taiwan                   |
| 2. Bhutan    | 9. Laos         | 16. Thailand                 |
| 3. Cambodia  | 10. Macau       | 17. United Kingdom           |
| 4. Canada    | 11. Myanmar     | 18. United States of America |
| 5. China     | 12. Nepal       | 19. Vietnam                  |
| 6. India     | 13. South Korea |                              |
| 7. Indonesia | 14. Sri Lanka   |                              |

# The major Buddhist countries





Name:.....

Form:.....

# Multiple choice questions

**Q1.** In which room do people worship?

*Tick one box*

☐

pagoda room

☐

stupa room

☐

shrine room

☐

naga room

**Q2.** In what country did Buddhism begin?

*Tick one box*

☐

Thailand

☐

India

☐

Japan

☐

Cambodia

**Q3.** Which of the following was the name of the founder of Buddhism?

*Tick one box*

☐

Buddhist Gautama

☐

Gautama Siddhartha

☐

Salama Gautama

☐

Siddhartha Gautama

**Q4.** Which item of clothing should be removed when you enter a shrine room?

*Tick one box*

☐

socks

☐

shoes

☐

hat

☐

jacket

**Q5.** In Buddhism, being truly happy and at peace is called what?

*Tick one box*

☐

joyous

☐

calm

☐

enlightened

☐

happy





**Q6.** Which festival is only celebrated in the town of Kandy in Sri Lanka?

*Tick one box*

☐

Festival of Candy

☐

Festival of the Tooth

☐

Festival of Light

☐

Buddha Day

**Q7.** Short sentences that are chanted over and over during worship are called?

*Tick one box*

☐

asanas

☐

mantras

☐

prayers

☐

mudras

**Q8.** Statues of the Buddha are usually in one of four positions. What are these positions called?

*Tick one box*

☐

mudras

☐

asanas

☐

pujas

☐

stupas

**Q9.** Which of the following is not usually used as an offering on a shrine?

*Tick one box*

☐

money

☐

water

☐

flowers

☐

candles

**Q10.** What is the name for the worldwide community of Buddhist monks and nuns?

*Tick one box*

☐

Temple

☐

Sangha

☐

Buddha

☐

Dhamma



Name:.....

Form:.....

# Short answer questions

**Q1.** What is the name of the practice where a person sits quietly and calmly?

 .....

**Q2.** What does the festival of Vesak, or Buddha Day celebrate?

 .....

**Q3.** (i) What is the name of the books containing the teachings of the Buddha?

 .....

(ii) What language may they be written in?

 .....

**Q4.** (i) Who might live in a temple or monastery?

 .....

(ii) What do they wear?

 .....

**Q5.** Sometimes statues or artwork of the Buddha show him lying on his right side. What does this remind Buddhists of?

 .....

**Q6.** What are four things that might happen during Buddhist worship?

 .....  .....

 .....  .....

**Q7.** Why do some temples have fig trees in their courtyard?

 .....

 .....



**Q8.** Name three things that Buddhists might use as an offering on a shrine.

 .....  .....

 .....

**Q9.** When incense is used as an offering, what does it remind people of?

 .....

**Q10.** What is one of the Four Noble Truths?

 .....

**Q11.** What is the shrine room used for?

 .....

**Q12.** List four parts of the Eightfold Path.

 .....

 .....

 .....

 .....

**Q13.** Sometimes statues or artwork of the Buddha show him touching the ground. What does this remind Buddhists of?

 .....

**Q14.** Buddhists often bow three times during worship, what do the three bows stand for?

 .....

**Q15.** What are two common styles of painting you might find in a temple?

 .....



Name:.....

Form:.....

# Cloze questions

## Q1. Visiting a temple.

**Here is a passage about visiting a temple but there are some gaps in the text. Fill the gaps from the word list. You may use some words more than once.**

Imagine that you are entering a large Thai temple. As you enter the temple, you walk through an outdoor ..... with lots of trees and flowers, including a ..... tree to remind people of the Buddha. In the middle of the temple is a large ..... . As you enter this ..... you have to take off your ..... . Inside is a platform, called a ..... . On this there is a statue of the ..... and different offerings, such as water, candles and ..... . Inside the room, people are ..... and walking around the statue of the ..... .

In the temple there are special kinds of paintings called ..... .. and ..... . Everything in these paintings has a special meaning. For example, the colour red stands for ..... and the colour blue stands for ..... . Some of the paintings show a ..... .. flower, which reminds people that anyone can become enlightened. One painting is called the ..... of ..... . It has eight spokes and each spoke stands for part of the ..... .

In the temple you may also see specially shaped books called ..... , they may be written in ..... or ..... , which are two ancient languages of Buddhism. There may also be rooms used to sit calmly and practise ..... . Many ..... also live in the temple. They are dressed in ..... . These people are studying Buddhism, but they also work to help the local ..... .

**Word list: shrine room, mandalas, courtyard, tipitaka, Bodhi, shoes, meditation, Buddha, bowing, incense, thangkas, compassion, shrine, community, lotus, Wheel, Law, Eightfold Path, Sanskrit, Pali, monks, robes, truth**



## Q2. Worship and celebration in the temple.

**Here is a passage about the things that go on at the temple but there are some gaps in the text. Fill the gaps from the word list. You may use some words more than once.**

Worship in the temple usually involves thanking the .....  
 .. for his ..... or learning about his .....  
 ... One type of group worship is called ..... During this type  
 of worship, there might be ....., or people might repeat  
 the ..... Sometimes people chant short sentences called  
 ..... Worship may be led by a ..... or a  
 ....., who lives in the temple. Individual worship may involve  
 making ..... to the ..... These might be  
 bowls of water, incense or ..... Another way to worship is  
 to learn about ..... This might mean listening to a talk by a  
 ..... or a ....., taking classes in Buddhist  
 philosophy or practising .....

Sometimes, there are festivals at the temple. These are always .....  
 events. One important festival is ..... or .....  
 This celebrates the day the Buddha ....., .....  
 and ....., which all happened on the same day in different  
 years. During this festival, everyone lights ....., which stand  
 for the ..... of the Buddha. In April, people in Thailand  
 celebrate the festival of ..... This festival helps to remind  
 people of the importance of taking care of others. Many festivals take place on  
 the ..... In April, the .....  
 ..... is celebrated in some countries.

**Word list: teachings, died, Songkran, puja, chanting, Full Moon, Five Precepts, candles, mantras, offerings, Buddha, became enlightened, Buddhism, monk, Buddhist New Year, nun, meditation, happy, Buddha Day, Vesak, enlightenment, was born**





# Answers

## Answers to multiple choice questions

1. Shrine room.
2. India.
3. Gautama Siddhartha.
4. Shoes.
5. Enlightened.
6. Festival of the Tooth.
7. Mantras.
8. Asanas.
9. Money.
10. Dhamma.

## Answers to short answer questions

1. Meditation.
2. The days the Buddha was born, became enlightened and died.
3. (i) Tipitaka, (ii) Sanskrit or Pali.
4. (i) Monks or nuns, (ii) Robes.
5. When the Buddha died.
6. Bowing, lighting incense or candles, prayer, chanting, meditation, puja, chanting the Five Precepts, ringing bells, using prayer beads, learning.
7. As reminders of the tree the Buddha sat under the day he became enlightened.
8. Water, flowers, food, incense, candles, fruit.
9. That good thoughts spread, just like the good smell of the incense.
10. There is suffering and unhappiness in the world. Suffering is caused by greed and hatred. It is possible to end suffering and unhappiness. You can end suffering and unhappiness by following the Eightfold Path.
11. Worship.
12. Right Understanding; Right Attitude; Right Speech; Right Action; Right Livelihood; Right Effort; Right Mindfulness; Right Concentration.
13. The time the Buddha asked the earth to witness that he would not be tempted by evil.
14. The three jewels – the Buddha, the dhamma and the sangha.
15. Thangka and mandala.

## Answers to cloze questions

1. Courtyard, Bodhi, shrine room, shrine room, shoes, shrine, Buddha, incense, bowing, Buddha, thangkas, mandalas, compassion, truth, lotus, Wheel, Law, eightfold path, tipitaka, Sanskrit, Pali, meditation, monks, robes, community.
2. Buddha, teachings, teachings, puja, chanting, Five Precepts, mantras, monk, nun, offerings, Buddha, candles, Buddhism, monk, nun, meditation, happy, Buddha Day, Vesak, was born, became enlightened, died, candles, enlightenment, Songkran, Full Moon, Buddhist New Year.