

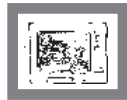
Introduction

Story has been used throughout time as a way of communicating moral values and codes of behaviour, to illustrate and share deep truths, to speak directly to the heart and help us come to a greater understanding of ourselves and the world. The sense of magic engendered by stories appeals to young and old alike, allowing us to imaginatively enter another's world - returning with insights to apply to our own lives.

This video resource pack retells six stories from the Buddhist tradition, to help promote the spiritual and moral development of young children. It has been produced by the Clear Vision Trust, an educational charity which is part of the Friends of the Western Buddhist Order (FWBO).

Used selectively or in its entirety, the resource can be part of a planned programme of spiritual and moral development, as well as to enrich a thematic approach to RE. The stories are an ideal way of introducing Buddhism at Key Stage 1.

We have used a four-step approach to encourage children to explore the deeper meanings within the stories.



Watch the programme

The children watch the programme and respond to the stories, making their own connections from within their experience. The presenter draws out one or two of the possible themes by linking them to some aspect of experience likely to be shared by the children.



Recall the story

Led by the teacher, the children recall the key events and characters.



Explore and respond

The suggested drama and discussion activities prompt the children to use their imagination to explore aspects of the story more deeply. They provide an opportunity for the children to develop a vocabulary with which to communicate feeling. Furthermore, the activities encourage a greater understanding of their own lives, and the lives of others; and an appreciation of spiritual and moral values.

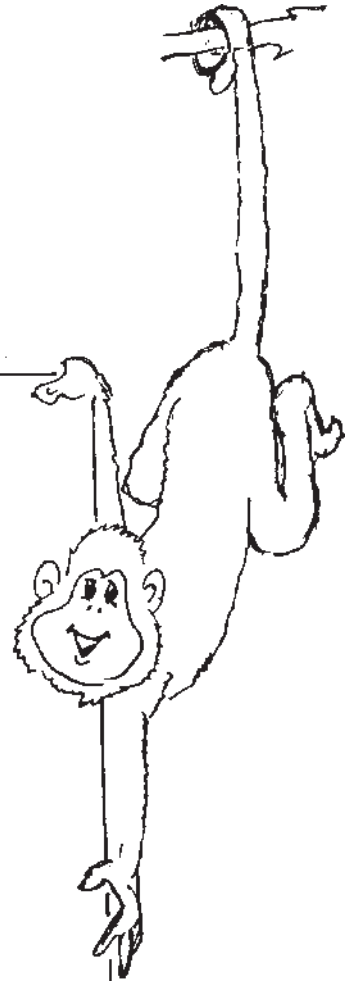


Discuss & record

The activity sheets are an opportunity for the children to share their thoughts and feelings. They also provide a record of the work covered.

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The Monkey King

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P r o g r a m m e

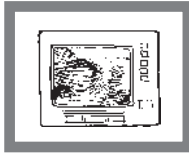




The Monkey King - a Jataka tale

About five hundred Jataka tales can be found in the Buddhist Pali and Sanskrit texts. The word Jataka (pronounced Jah-ta-ka) means birth, and these stories are traditionally said to be accounts of the past lives of the Buddha as he pursued the path to Enlightenment. Buddhists would not necessarily take the stories as being *literally* true; they would look for a deeper meaning in them. In the texts, the Buddha is often depicted as telling a Jataka tale to illustrate a point or clear up a misunderstanding. All the Jataka tales demonstrate the central Buddhist teaching of the Law of Karma: that actions have consequences. Selfish actions lead to suffering and selfless actions lead to true happiness.

The monkey king, perhaps one of the most famous of the Jatakas, is a story of heroic self-sacrifice. The original text states that the monkey king was the Buddha in a previous life.



Programme synopsis

Introduction

Neil arrives home from shopping and is looking forward to eating the mango he has just bought. His friend needs some special fruit for her fruit salad and Neil generously gives away his mango.

Story

Some young monkeys find a mango tree. The monkeys, led by the monkey king, go to live in the tree. A mango falls from the tree into the river and floats downstream. The greedy king of Benares finds the mango and goes in search of the tree. When he realises there are monkeys in the mango tree, he wants to kill them. The monkey king makes an escape bridge with his body, risking his own life in order to save others. From his example the selfish king learns about putting others first.

Conclusion

Neil completes the fruit salad for his friend now topped with mango.



Themes

- Self-sacrifice - putting the needs of others before your own
- Learning from example
- Caring for others in the family/community



Recalling the story - activity sheet 1a

The sequencing activity is designed to help the children recollect the main aspects of the story. The activity is graded for four levels of ability.

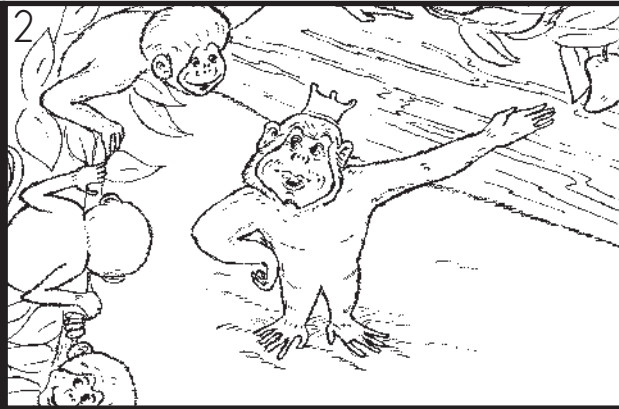
Recall with the children the main points of the story - the pictures may be enlarged and used as support. The children may then:

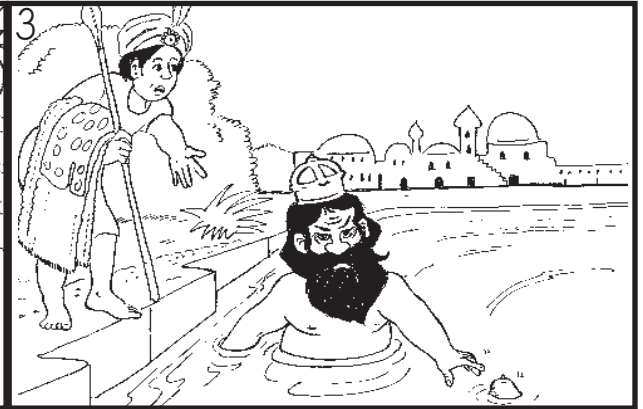
- Cut and match the sentences to the pictures.
- Order the sentences and copy them out to match the pictures.
- Write their own sentence for each picture - use illustrated key words as support.
- Free write the story - use the illustrations and key words as support.

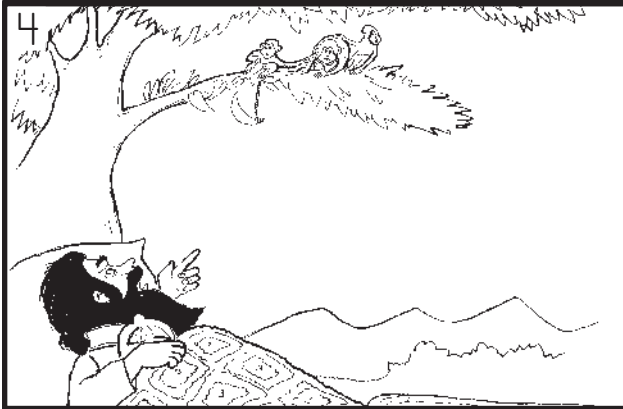
The Monkey King – Activity Sheet 1a

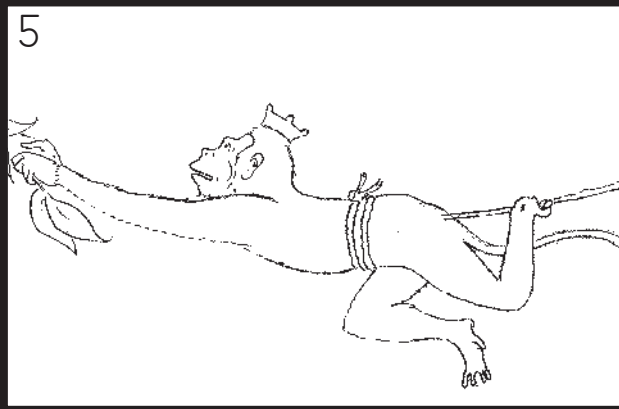
Name













The Monkey King - Activity Sheet 1a

The Monkey King
died.

The king found
the mango.

"Pick those mangoes,"
said the Monkey King.

The monkey king
hung on.

A little monkey
found a mango.

The king saw a
monkey's tail.

Key words

moon 

mountain 

mango 

monkey 

tail 

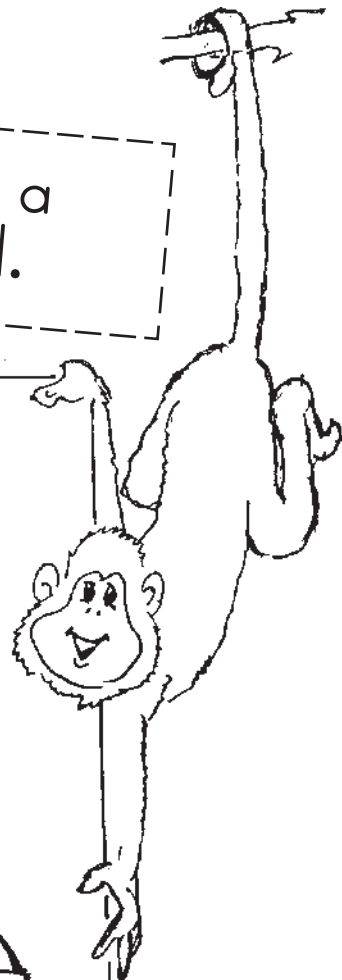
bridge 

river 

king 

died 

monument 



Explore and Respond



Drama

The aim is to help the children to improvise relevant sections of the story in order to explore their own feelings and those of the various characters.



The Monkey King makes a bridge

- Imagine that you are one of the band of monkeys living harmoniously in the mango tree.
- Climb the tree. Explore. Eat and enjoy the mangoes. Sleep, play and carefully pick all the fruit that hangs out over the water.
- The human King and his soldiers arrive. Hide in the branches.
- You are very frightened. Try not to move or make a sound.
- You see the monkey king leap over the river and make himself into a bridge.
(A rope may be laid on the floor to represent the bridge.)
One at a time, quietly and carefully, you cross over to safety.

Discuss with the children how they felt :

- Living in the tree
- Hiding from the king
- When the monkey king made himself into a bridge
- When they escaped



Putting others first

- You are going on a picnic. Choose three of your favourite things to eat and pack them in a bag. What is each item? How does it look, feel, smell and taste? Imagine how nice it will be to eat it.
- You set off on the picnic and meet someone who is very hungry/thirsty.
- Open your bag and give them one of your items of food. Which one will you give away?
- You set off again and meet someone else who is in need of food. Open your bag and give them one of your items of food.
- You set off again and meet someone else who is badly in need of food. Open your bag.
This time if you give your food away you will have nothing left for yourself.
What do you do?

Discuss with the children:

- What food/drink they chose
- Their responses to the hungry people
- How it felt to give their food away
- How it felt to have nothing left



Discussion

Putting the needs of others before our own

The monkey king was very kind - and brave. He could have escaped; instead, he put the safety of the other monkeys first and made himself into a bridge.

Putting someone else first goes beyond mere sharing or generosity. It can mean giving up something one wants for oneself in order to help another.

Discuss with the children:

- What would the little monkeys have been thinking when they realised that the human king wanted to kill them?
- What would the monkey king have been thinking when he realised the other monkeys were in danger?
- Why didn't the monkey king just save himself?
- What do you think it means to 'put someone else first'?
- Do you know anyone who puts other people first?
Who are they? How do they put others first?
- In what ways can you put others first?

Neil put his friend Rosie first. In order to help her make her fruit salad he gave away the mango he wanted for himself.

- Why did Neil give his friend the mango he wanted for himself?
- What was Neil thinking as he decided to give Rosie the mango?
- Have you ever given away something you wanted for yourself?

Tell me about it:

- (a) What did you give away?
- (b) Was it easy to do?
- (c) Why did you do it?
- (d) How did you feel ?
- (e) What effect did it have on you/the other person?



Activity Sheets 1b

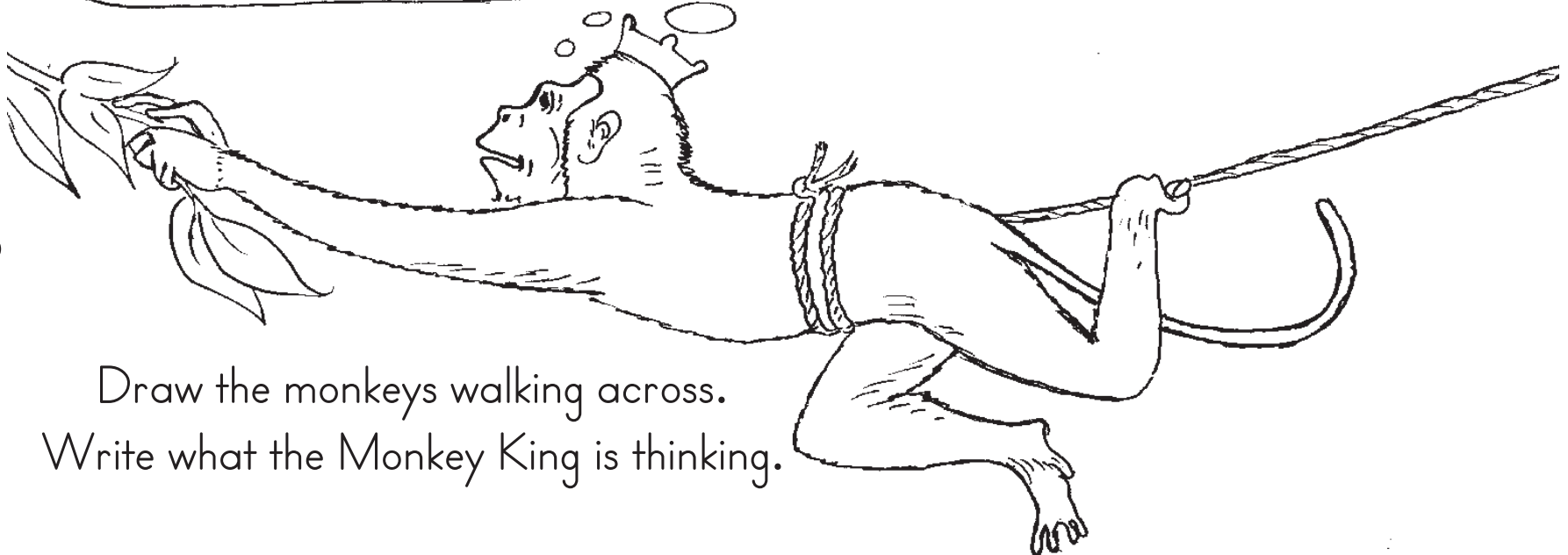
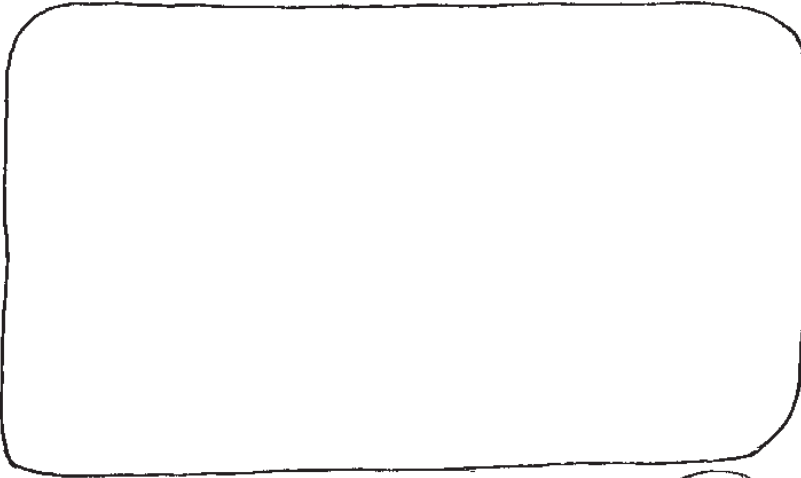
After the above discussion, the children:

- Draw the monkeys crossing over their king's back to safety.
- Write what the monkey king is thinking.
- Draw or write about how they put others first.

The Monkey King - Activity Sheet 1b

Name

Putting others first

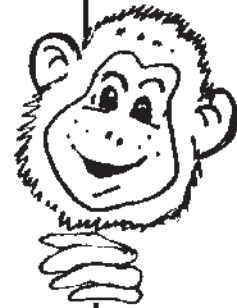
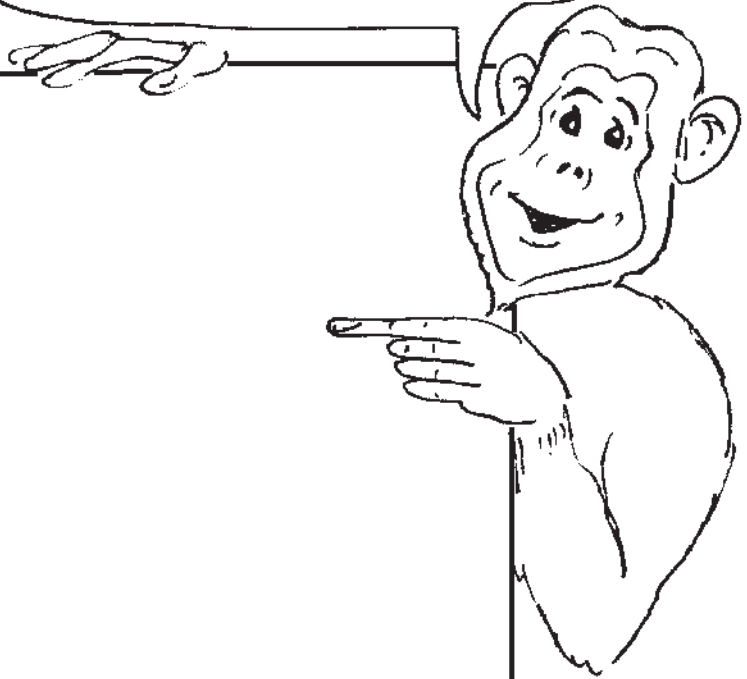


Draw the monkeys walking across.
Write what the Monkey King is thinking.

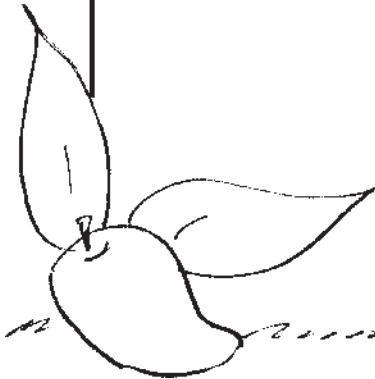
The Monkey King - Activity Sheet 1b

Name

Do you put
others first?



I do!





Discussion

Setting a good example

When the human king watched the monkey king make a bridge of himself he realised how kind and brave the monkey king was. The monkey king's example showed how a true king would behave.

Discuss with the children:

- What did the human king see as he lay in his bed under the tree?
- What was the human king thinking as he watched the monkey king?
- Why did the human king tell his men not to shoot?
- How do you think the human king changed his life after the monkey king died?
- What do you think it means 'to set a good example'?
- Whose example do you follow?
- In what ways could you be a good example to others?



Activity Sheet 1c

After the above discussion, the children:

- Draw the tree and the monkeys to complete the picture.
- Write what the human king is thinking.
- Complete the 'I can set a good example' certificate and ask a parent or teacher to sign it.



Discussion

Caring for others in the family/community

The monkey king was wise and kind. He cared about the other monkeys.

In pairs, groups, or as a class, discuss with the children:

- In what ways did the monkey king show that he cared about the other monkeys?
- What do people in your family/class do that shows that they care about each other?
- Who do you care about?
- What do you do to show you care?
- How could we care more for each other?

The Monkey King - Activity Sheet 1c

Name

Setting a good example



Draw the tree and the monkeys.
Write what the human king is thinking.

A Shining Example

Name

-I can set a good example
to others by

.....

signed

(teacher or guardian)



The Monkey King

a shortened story for use in assembly

Far away in the East, high among the mountain forests, there once lived a band of monkeys. One day, when some of the younger monkeys were exploring, they spotted a tree growing on the banks of a river. Its branches were full of the most delicious-looking fruit. It was a mango tree. "Look," called the smallest monkey. "A fruit tree."

"Stop," said his big sister. "Don't eat the fruit; it might be poisonous. Let's take one back to our king. He'll know if it's good for us."

The monkey king took the golden fruit, sniffed it and then tasted it.

"Umm-HMMHH! Absolutely delicious!" he exclaimed. "Are there any more where this came from?"

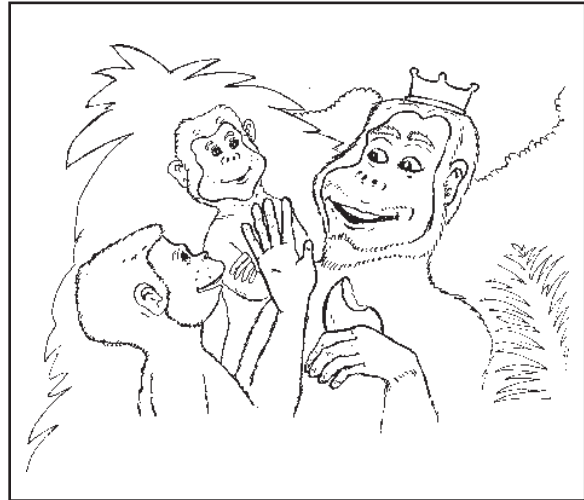
"Oh yes, hundreds of them," replied the little one excitedly.

Before long, they found the tree again.

"What a beautiful tree!" said the monkey king. "We could all live here, but we must be careful not to let any fruit drop into the water. If one were carried away down the river to the towns where the humans live, someone might taste it and come looking for this tree. Let us first pick all the fruit that hangs over the river. That way we will be safe."

For many months, the monkey band lived happily in the fruit tree. Everyone took great care not to drop any fruit into the water. But no one had noticed one last mango hanging over the river. One night, while everyone slept, a breeze stirred the branches and, unseen by anyone, the mango fell into the water and drifted downstream.

Some days later, the king of the humans was bathing in the river when one of his men spotted



the mango. The king picked up the fruit and wondered what it was.

"Here, taste that!" he ordered one of his guards.

"It's very good, your majesty," replied the guard, taking a bite.

No sooner had the king tasted the fruit himself than he wanted more.

"I want to find that fruit tree," he said greedily.

"It must be somewhere upriver. We will make a raft and find it."

In the mountain forest, the monkeys rested in the shade of the mango tree. Suddenly, the little monkey called out; he had seen the raft approaching with the king and his soldiers on board.

The king ordered his men to pick all the fruit while he rested in the shade of the tree. Hidden among the leaves above, the monkeys watched silently, waiting for the humans to go.

"It's been a long day," said the king. "Prepare a bed for me. We'll stay here tonight."

"Oh no!" whispered the monkey king. "We'll have to stay hidden. You little ones must try very hard to be still and quiet."

Then, just as the human king settled down to sleep, he looked up and spotted a tail hanging down.

“There are monkeys in MY tree!” he shouted. “They’ll eat all my fruit! Quickly! Light some fires. Tomorrow, we can have some roast monkey with our fruit.”

Hidden in the leaves above, the monkeys were very frightened.

“Don’t be afraid,” said the monkey king. “I have a plan.”

He raced along the branch which hung over the river and, with one mighty bound, sailed through the air, landing on the other side. Quickly he pulled at a very long creeper and tied one end around his waist and the other to the nearest tree. Then the monkey king bounded back towards the mango tree. But the creeper wasn’t quite long enough, and he could only just catch the tip of the branch in his hands.

The other monkeys watched in horror as their king hung in mid-air over the river.

“Come quickly !” he whispered. “I shall be your bridge to safety. Silently, the monkeys crept along the branch and across their king’s back. Just as the last monkey crossed to safety, a soldier spotted the monkey king hanging over the river. The monkey king was unable to move; his back was now broken.

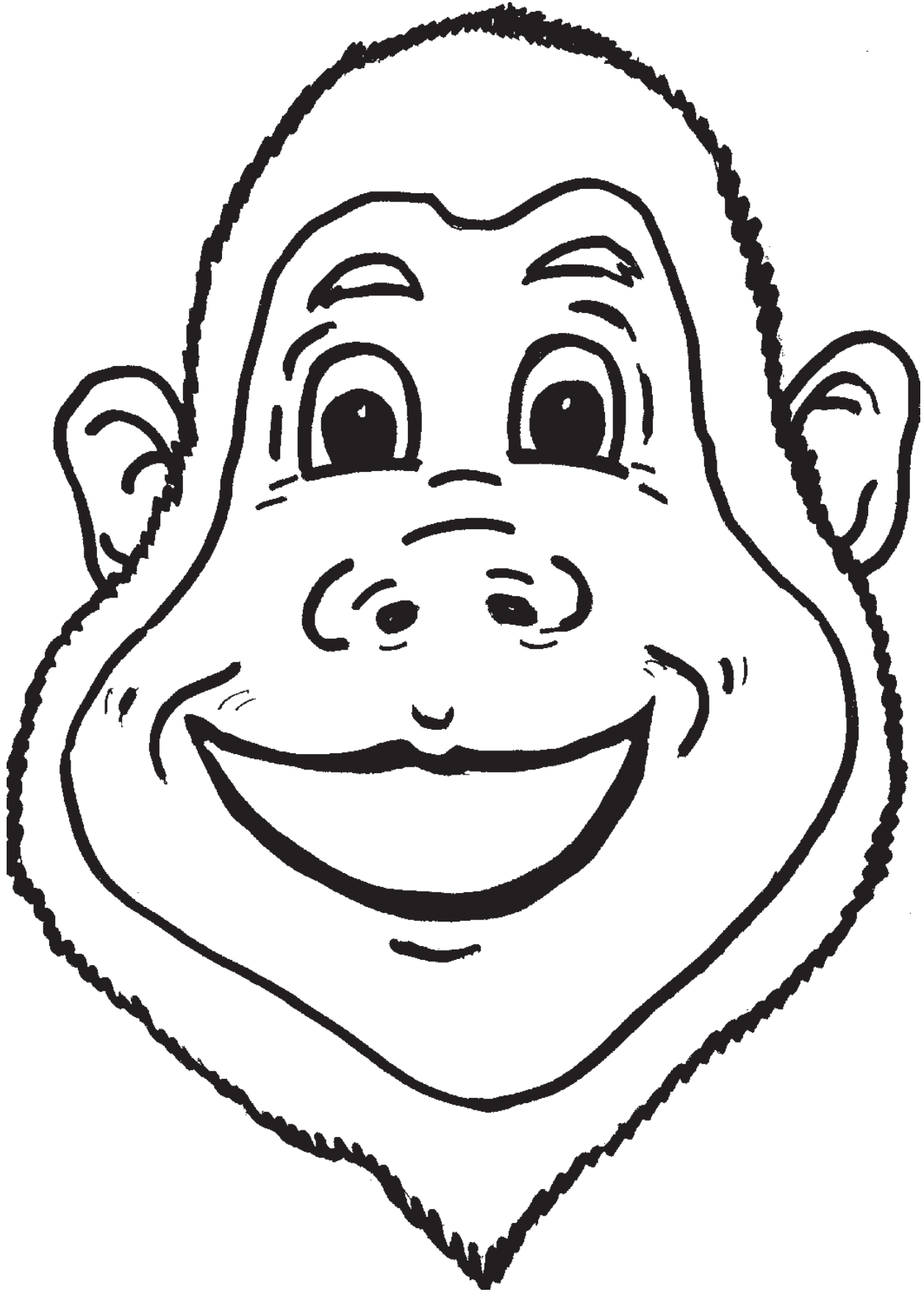
“Aha! Roast monkey for breakfast!” said the soldier, taking aim with his bow and arrow. “STOP! DON’T SHOOT!” called the king. From his bed under the tree, he had seen everything. He had seen how the brave monkey king had risked his life to save his people. Jumping up, he got onto the raft and paddled out to the middle

of the river. He lifted the monkey king down, holding him gently in his arms.

“Why did you make a bridge out of your own body, knowing that you might be caught?” asked the king. The monkey king smiled. “My monkeys are safe now. That is all that matters. If you want to be a good king, you must resolve to help other people.” With these words, the monkey king closed his eyes and died. The king’s eyes filled with tears as he turned to speak to his soldiers.

“This monkey has shown me how to be a real king,” he said. “Let us give him a fine burial.” And so it was that a great monument was built to commemorate the monkey king’s selflessness and courage.

Monkey Mask for use in drama and display



Angulimala meets the Buddha

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P r o g r a m m e





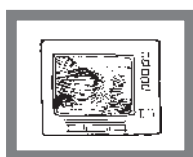
Angulimala meets the Buddha

The well-known story of Angulimala appears in several places in the Pali Canon, the collection of scriptures preserved by the Theravada school of Buddhism. The story on the video is a compilation of several of these accounts.

The word **Angulimala** means “necklace of fingers”. It seems that this terrible robber and serial killer collected the fingers of his victims. Angulimala is now the name of a Buddhist charity which provides a chaplaincy and support services for people in prison.

(Angulimala, c/o The Forest Hermitage, Lower Fulbrooke, Warwick CV35 8AS)

This story could be used when dealing with issues related to bullying.



Programme synopsis

Introduction

Neil is going to a fancy dress party. While he is trying on some scary masks he talks about how it is easy to change how we look on the outside, but more difficult to change how we are on the inside.

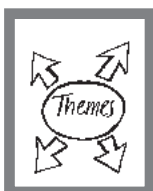
Story

The terrible robber Angulimala has so terrorised the countryside that even the king is afraid. The Buddha goes out to meet the robber and helps him to change his ways.

Even the king doesn't recognise the “new” Angulimala!

Conclusion

Neil tries out his scary Angulimala mask and reflects on how it is possible for everyone to change.



Themes

- Courage and being afraid
- Changing ourselves for the better



Recalling the story - activity sheet 2a

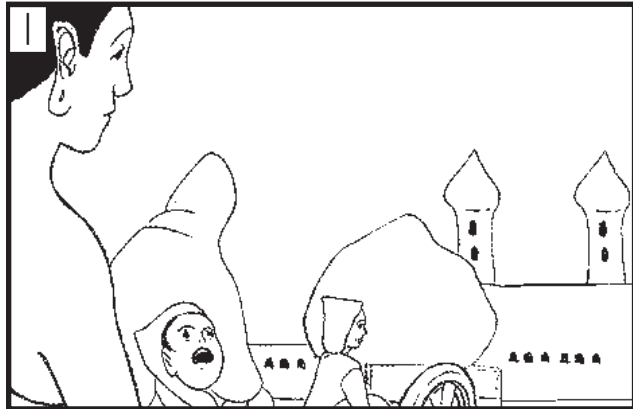





The sequencing activity is designed to help the children recollect the main aspects of the story. The activity is graded for four levels of ability.

Recall with the children the main points of the story - the pictures may be enlarged and used as support. The children may then:

- Cut and match the sentences to the pictures.
- Order the sentences and copy them out to match the pictures.
- Write their own sentence for each picture, using illustrated key words as support.
- Free write the story, using the illustrations and key words as support.

Angulimala meets the Buddha - Activity Sheet 2a

Name

<p>1</p> 	<p>2</p> 	<p>3</p> 
<p>4</p> 	<p>5</p> 	<p>6</p> 

Angulimala meets the Buddha - Activity Sheet 2a

Angulimala threw
away his sword.

Angulimala felt
very sad.

Angulimala went with
the Buddha.

Angulimala saw the
Buddha walking past.

The king sat next
to Angulimala.

The Buddha saw
people in a hurry.

Key words

bowl



necklace



afraid



fingers



king



sword



beard



shield



people



remembered



Explore and respond



Drama

The aim is to help the children to improvise relevant sections of the story in order to explore their own feelings and those of the various characters.



Scary, frightened and courageous

Equipment: percussion instruments

Scary

Choose an instrument or instruments which make a strong, strident, fearsome noise, e.g. drum, cymbals.

- Move around the room to the sounds in a scary way - prowling, slashing, hunting out victims, making scary shapes with your body etc.

Frightened

Choose an instrument or instruments which make an anxious, restless, frightened sound, e.g. shakers, xylophone.

- Move around the room to the sounds as if you were afraid of something. Show how anxious you are. Move quickly, looking over your shoulder; crouching and hiding.

Courageous

Choose an instrument or instruments (or a piece of music) which make a calm sound, e.g. bells, chime or gong.

- Move around the room to the sounds in a calm, strong and gentle way.



Angulimala and the Buddha

Divide the class into two groups, one to be “Angulimala”, the other “The Buddha”. Repeat the strident, fearsome sounds.

- “Angulimala” moves around the room in a scary way, while “The Buddha” stands still and calm. He is not afraid of “Angulimala”.

Repeat the calm, clear sounds.

- “Angulimala” freezes in a “scary shape”, while “The Buddha” walks about calmly, courageously, gently.
- “The Buddha” kindly and gently touches “Angulimala”.
- “Angulimala” changes and begins to move in a calm, gentle way.



Discussion

Courage and being afraid

Everyone was scared of Angulimala; even the king and his soldiers were afraid of him. Everyone is afraid sometimes but we can learn what helps us to have courage and be brave.

Discuss with the children:

- Why was everyone so afraid of Angulimala?
- Why do you think that the Buddha decided to go and find Angulimala?
- Was the Buddha scared of Angulimala? How do you know?
- What things do you think Angulimala might have been afraid of?
- What things scare you/what makes you afraid? Can you say why?
- What do you do when you're afraid?
- What helps when you are afraid?
- Can you tell me about a time when you have been brave?



Activity sheets 2b

After the above discussion, the children:

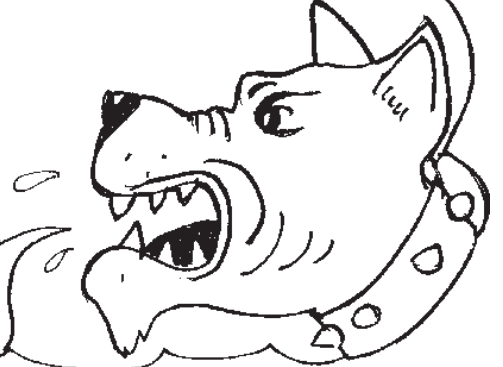
- Draw or write about the things that make them afraid.
- Complete the sentence
I feel afraid when
- Draw a picture of a situation when they have been brave.
- Complete the sentence
I am brave when

Angulimala meets the Buddha - Activity Sheet 2b

Name

Feeling afraid

I feel afraid when ...



Help!

Grrrrrr!

Angulimala meets the Buddha - Activity Sheet 2b

Name

Being brave

I am brave when ...



I'm not scared!





Discussion

Changing ourselves for the better

Angulimala changed so much that people no longer recognised him.

It is quite easy to change how we look but we need courage and determination to change our behaviour and bad habits. Someone who believes in us can help us to change for the better.

Discuss with the children:

- How did Angulimala change after he met the Buddha?
(Where and how he lived, looks/behaviour)
- What things do you think Angulimala found easy to change?
- What things were difficult for him to change? Why?
- Why didn't the King recognise Angulimala?
- Do you know anyone who has changed how they look or behave?
- In what ways have you changed?
- In what ways would you like to change for the better?

(Encourage the children to make a **positive statement** about a small practical change they could make, e.g. “*remembering my P.E. kit*”, rather than “*not forgetting my P.E. kit*”.)

- What would help you to make this change?



Activity sheet 2c

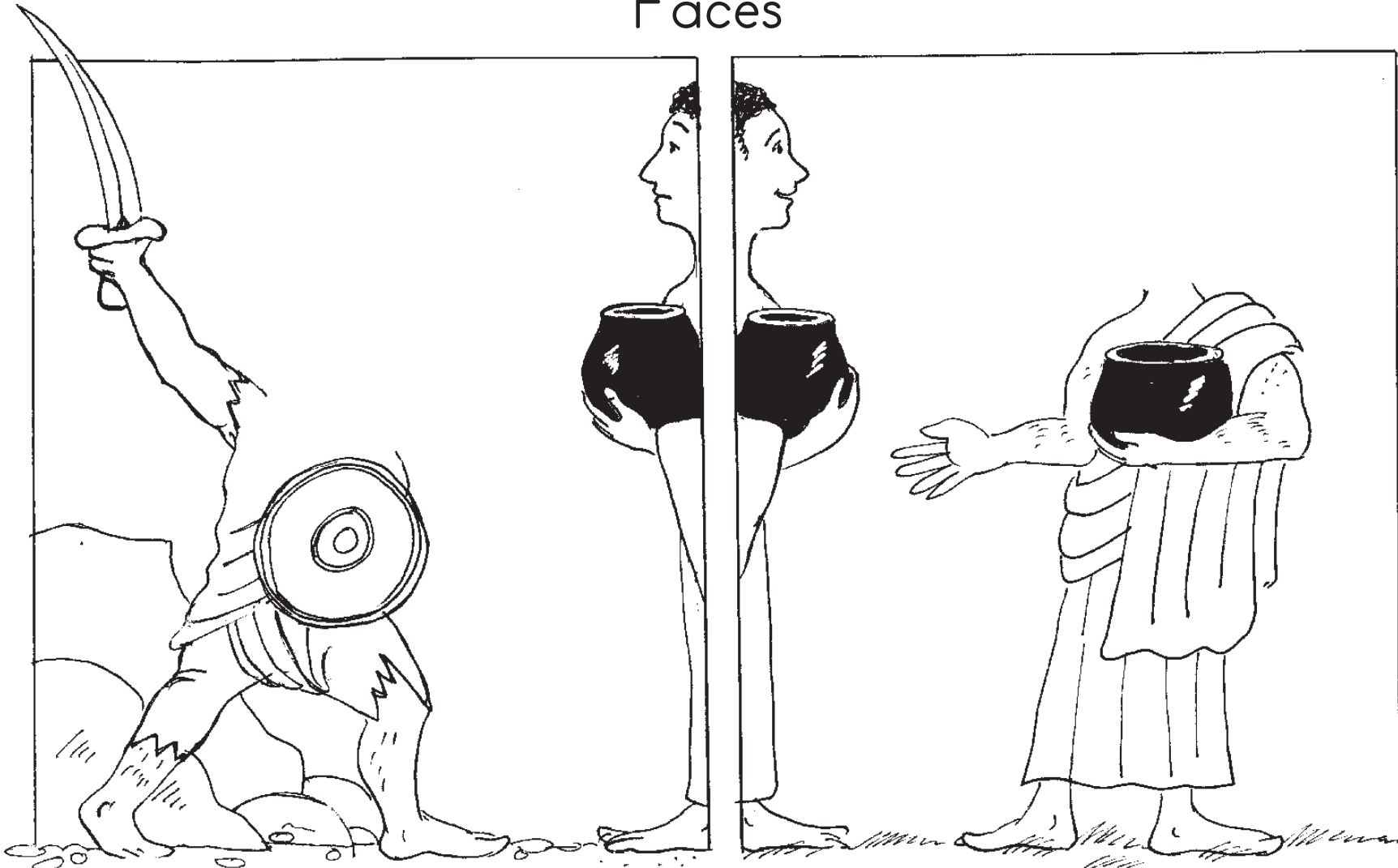
After the above discussion the children:

- Complete the picture:
 - draw Angulimala's fierce and scary face.
 - draw Angulimala's happy and smiling face.
- Choose something about themselves they would like to change for the better.
Think what will help them to make this change.
- In their own words complete the ‘*I can change*’ certificate.

Angulimala meets the Buddha - Activity Sheet 2c

Name

Faces



Draw Angulimala's fierce and scary face

Draw Angulimala's happy and smiling face



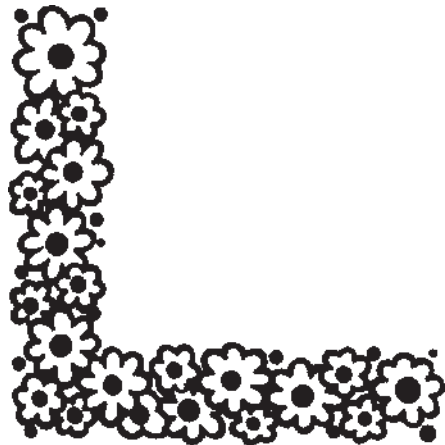
-I can change



I can change for the better by

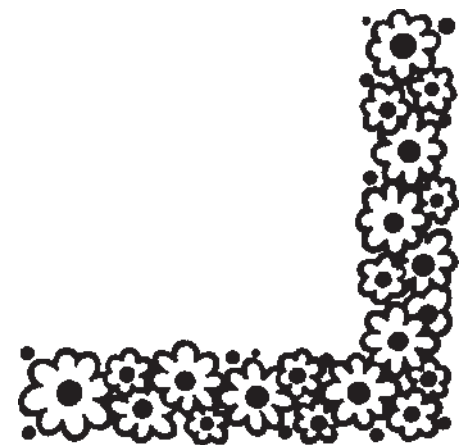


What can help me



signed

(pupil)





Angulimala meets the Buddha

a shortened story for use in assembly

One hot day, the Buddha set off as usual to collect gifts of food from a nearby village. But as he approached the village, he realised that something was wrong. There was silence and the streets were deserted. “What is going on?” he wondered. “Where is everyone?”

The Buddha carried on towards the nearby city to see if he could find out what had happened. The road to the city was full of people hurrying past him.

“Why is everyone in such a rush?” asked the Buddha.

“It’s that terrible robber, Angulimala,” said a woman. “He’s roaming the countryside around here. Even the King and his soldiers are afraid to try and catch him! We’re going to the city for safety.”

“Who is this robber, Angulimala, who makes everyone so afraid and unhappy?” wondered the Buddha. “I must go and meet him.”



Meanwhile, Angulimala was sitting outside his den, planning the day’s work.

He was a fierce-looking character. He had huge, wild, staring eyes, and his face was covered in scars. Around his neck was the terrible necklace of fingers which had given him his name. So far there were ninety-nine fingers, chopped off the

hands of the people he had robbed.

“One more finger and my necklace will be complete!” he gloated. “I wonder who will be my next victim.”

At that moment, the Buddha appeared, walking slowly and calmly.

“How dare he walk past my den?” thought Angulimala. “I’ll have one of his fingers to finish my necklace! That will teach him a lesson.”

Down he jumped and began to run after the Buddha. But, run as he might, he couldn’t catch up with him.

“Stop!” shouted Angulimala. “Stand still!”

The Buddha turned and looked Angulimala in the eye.

“I have stopped; I am still, Angulimala. It’s you who needs to stop.”

“Don’t try to fool me!” shouted Angulimala, waving his sword. “I could see you were moving.”

“Ah,” said the Buddha. “But I meant something else.”

“Something else?” roared Angulimala, getting angry.

“I have stopped,” repeated the Buddha. “I am still, because I never harm, I never kill. You can’t stop; you’ll never be still, as long as you harm, as long as you kill.”

No one had ever spoken to Angulimala like this before. He began to get a bit worried. This man clearly wasn’t afraid of him. He became even more furious.

“Don’t you know who I am?” he screamed. “I am Angulimala, the robber with the necklace of fingers. I am the terrible adventurer.”

“What *you* need, my friend, is a real adventure,” replied the Buddha.

“Friend?” asked Angulimala. “Did you say ‘friend’?”

Angulimala was very surprised. No one had called him “friend” for a very long time. In fact, he didn’t have any friends. Everyone was afraid of him.

He remembered how, when he was little, he used to have friends. Then he had started to bully the smaller boys and girls until, in the end, no one wanted to be his friend. Then things had got worse and he had begun to steal from people’s houses. Now he was the terrible robber from whom everyone ran away.

“What have I been doing?” he exclaimed. “No wonder no one wants to be my friend.”

“Angulimala,” asked the Buddha kindly, “why don’t you come and live with me and my friends? If you were very brave you could make a fresh start. Now that would be a *real* adventure!” Angulimala walked to the edge of the cliff and threw his sword and shield over.

“Are you sure this will be an adventure?” he asked.

“Oh yes,” replied the Buddha. “The greatest adventure of your life!”

That night, Angulimala stayed with the Buddha and his friends under the stars. These people were kind. They shared their food and talked to him. No one was afraid.

Perhaps he *could* be different, he thought. Deep down, he was tired of his old life; all that robbing and hurting other people had never really made him feel happy. Although he knew it might be difficult to change, he decided to stay with the Buddha and his new-found friends.

In the morning, he threw away his terrible necklace of fingers. Then he cut off his long hair and beard and put on the same simple robes that

the others wore. He was already feeling better.

One morning a week or two later, as Angulimala sat talking with the Buddha, the king suddenly appeared in the clearing.

“Good morning, your majesty,” said the Buddha, smiling. “Where are your guards and attendants? Have you come alone?”

“I didn’t want to bring them with me,” answered the king. “It might have attracted the attention of that robber, Angulimala. My people are terrified of him; even my soldiers refuse to go and search for him. What am I to do? It can’t go on like this!”

“What would you say if I told you that Angulimala was no longer a robber?” asked the Buddha.

The king smiled. “I wouldn’t believe it,” he said. “That cut-throat!”

“That cut-throat”, said the Buddha, “is now as kind and gentle as any of my followers...”

“Impossible!” interrupted the king.

“...and he’s sitting next to you!” continued the Buddha.

The king turned to look at Angulimala, who sat looking at him, smiling.

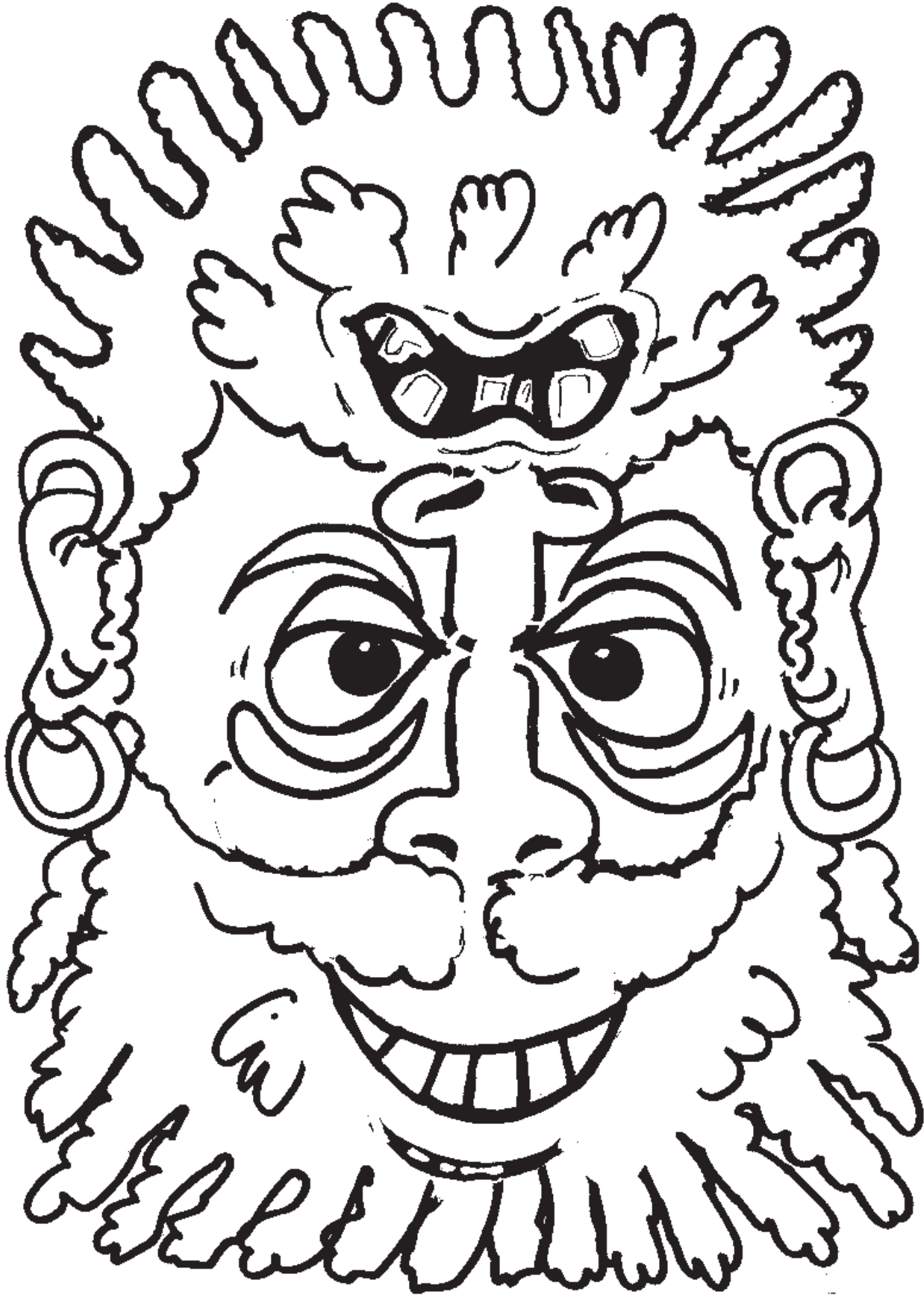
“You? Angulimala?” exclaimed the king, jumping up.

“Have no fear,” said the Buddha. “Angulimala is now a changed man.”

The king smiled nervously. “I’m very pleased. What a relief! You’re going to stay with the Buddha? Good, good ... I must go now - such a busy day ahead.” The king hastily said goodbye and hurried away as quickly as possible.

The Buddha smiled at Angulimala, who smiled back. Then he got up and went off to help his new friends collect their food for the day.

Angulimala Mask for use in drama and display



The Lion and the Jackal

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P r o g r a m m e



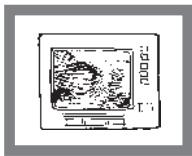


The Lion and the Jackal

About five hundred Jataka tales can be found in the Buddhist Pali and Sanskrit texts. The word Jataka (pronounced Jah-ta-ka) means birth, and these stories are traditionally said to be accounts of the past lives of the Buddha as he pursued the path to Enlightenment. Buddhists would not necessarily take the stories to be *literally* true - they would look for a deeper meaning in them. In the texts the Buddha is often depicted as telling a Jataka tale to illustrate a point or clear up a misunderstanding. All the Jataka tales demonstrate the central Buddhist teaching of the Law of Karma: that actions have consequences. Selfish actions lead to suffering and selfless actions lead to true happiness.

The Lion and the Jackal is a well-known Jataka tale which even features in comic books in Buddhist countries. It is said that lions and jackals often live together in the same area. This story explains how they may have first become friends.

This is a helpful story to relate when friendships in class are put under strain by careless talk. This programme would also be appropriate if issues of discrimination, such as racism, need to be explored.



Programme synopsis

Introduction

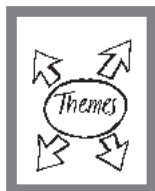
Neil has borrowed an expensive set of felt tip pens to colour a picture. He wants to live up to his friend's trust by taking care of them.

Story

A young lion gets stuck in the mud and is rescued by a jackal. The lion and the jackal become firm friends and decide to live together, with their two families. All goes well until some of the older lions become resentful of the jackals. Their moaning and complaints create a rift between the two families but the trust between the young lion and the jackal saves the day.

Conclusion

Neil reflects on the lesson learned by the old lions and makes a special card for his friend.



Themes

- Helping others
- Friendship and trust
- Gossip and telling tales
- Being sorry



Recalling the story - activity sheet 3a

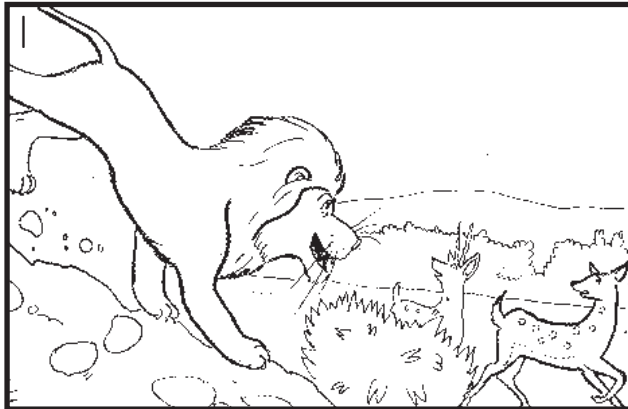
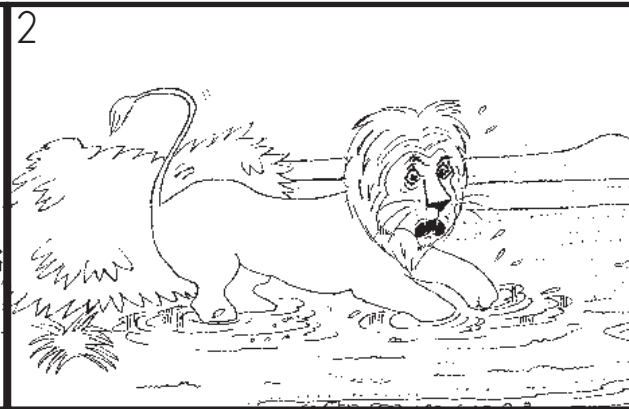
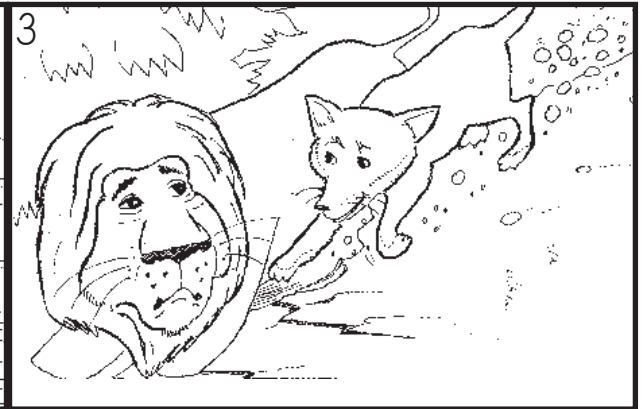
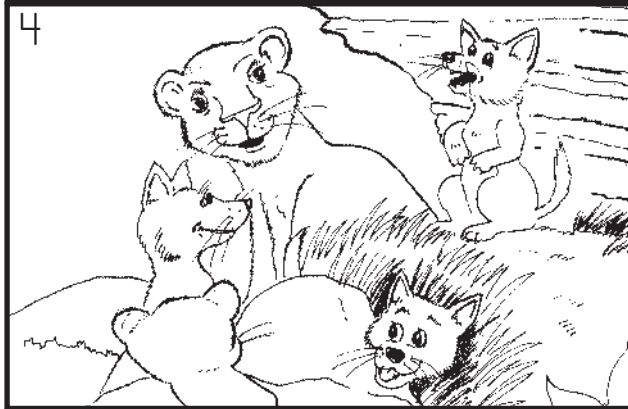
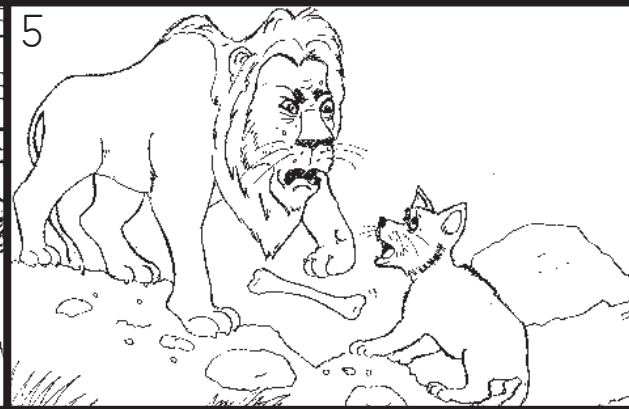
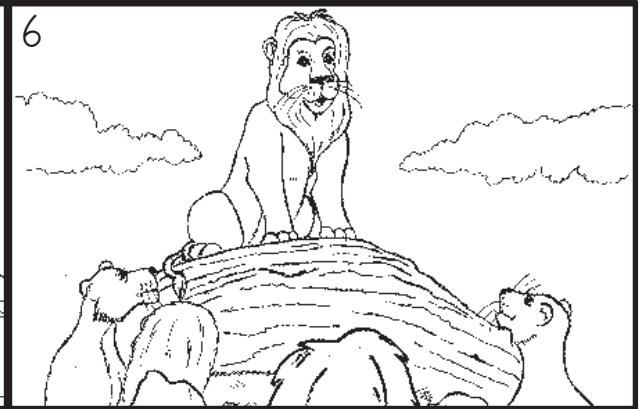
The sequencing activity is designed to help the children recollect the main aspects of the story. The activity is graded for four levels of ability.

Recall with the children the main points of the story. The pictures may be enlarged and used as support. The children may then:

- Cut out and match the sentences to the pictures.
- Order the sentences and copy them out to match the pictures.
- Write their own sentences for each picture, using illustrated key words as support.
- Free write the story, using the illustrations and key words as support.

The Lion and the Jackal - Activity Sheet 3a

Name

1 	2 	3 
4 	5 	6 

The Lion and the Jackal – Activity Sheet 3a

He got stuck
in the mud.

The old lion took the
pup's bone.

The lions and the
jackals played together.

The young lion ran
after some deer.

The lion talked to
his family.

A jackal came and
helped the lion.

Key words

cave



family



deer



played



river



help



blamed



stuck



together



bone



Explore and respond



Drama

A trust game

Instructions to the children:

- Get into pairs.
- One of you close your eyes and let your partner lead you carefully and gently round the room.
- As you are leading your partners, remember that they cannot see. Take them by the arm and guide them carefully. Don't let them bump into anything or anyone. Show them they can trust you.
- Swap places with your partner and repeat.

Discuss the experience with the children:

- How did it feel to be led? Did you trust your partner enough to be able to keep your eyes closed?
- How did it feel to lead? Did your partner trust you?
- What else could you do to help your partner trust you more?



Discussion

Trust and making promises

The lion promised not to hurt the jackal. The jackal trusted him.

- How do you know when to trust someone?
- Who do you trust?
- Do you ever make promises? When? Who to?
- Is it ever right to break a promise?



Discussion

Helping

The lion was stuck in the mud. He thought he was going to die. His family didn't know where he was so they couldn't help him.

- What was the lion thinking as he lay stuck in the mud?
- What did he think when he saw the jackal?
- Why did jackal decide to help the lion?
- What would have happened if she hadn't helped him?
- How did the lion thank the jackal for helping him?
- When do you need help?
- Who are the people who help you?
- How do you thank the people who help you?
- In what ways can you help other people?



Activity sheet 3b

After the above discussion, the children:

- Write a letter to thank someone who has helped them.
- Draw or write about how they help others.

The Lion and the Jackal - Activity Sheet 3b

Name

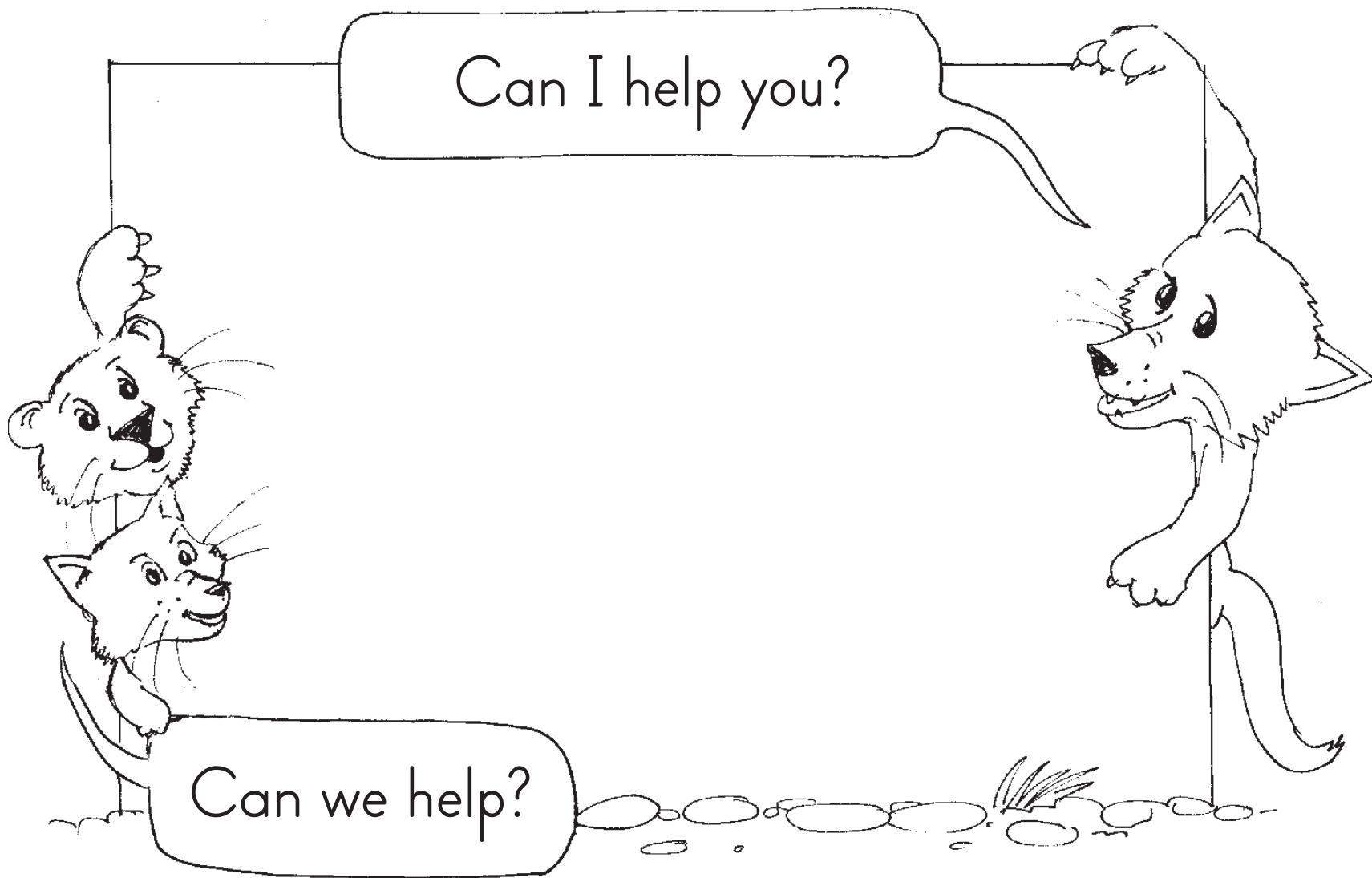
Write a thank you letter to someone who helps you.



The Lion and the Jackal - Activity Sheet 3b

Name

Draw or write about how you help others.





Drama

Chinese Whispers

Instructions for the teacher:

- Write on cards a selection of simple phrases, e.g. “Jo’s got new blue trainers with red laces,” or “I like fish and chips with lots of salt and vinegar.”
- Ask the children to sit in a close circle with you.
- Choose one of the cards without letting the children see the words.
- Whisper the phrase to the child sitting next to you.
- That child whispers exactly what they have heard to the next child, and so on around the circle.
- The last child says what they have heard out loud.
- The teacher reads out the original phrase from the card. Has it changed? Play as many times as you wish.



Discussion

Gossip and moaning

The lions and the jackals had been living happily together, but when food became scarce some of the old lions began to grumble.

- Why wasn’t there enough food for everyone?
- Who did the old lions blame?
- How do you think the jackal felt when he overheard the old lions grumbling?
- What happened when he passed on the tale to the other jackals?
- How do you feel when people say things about you that aren’t true?
- Can you think of times when passing on stories that weren’t true has caused unhappiness?



Discussion

Saying sorry

The old lion snatched the pup’s bone and moaned about the jackals. When he realised the trouble and unhappiness he had caused, he felt sorry.

- What did he do to show he was sorry?
- What do you think he said to the jackals?
- What does it mean, “to apologise”?
- Is it easy to apologise?
- Can you tell me about a time when you were sorry for something you had said or done?
- Did you apologise? What did you say?



Activity sheet 3c

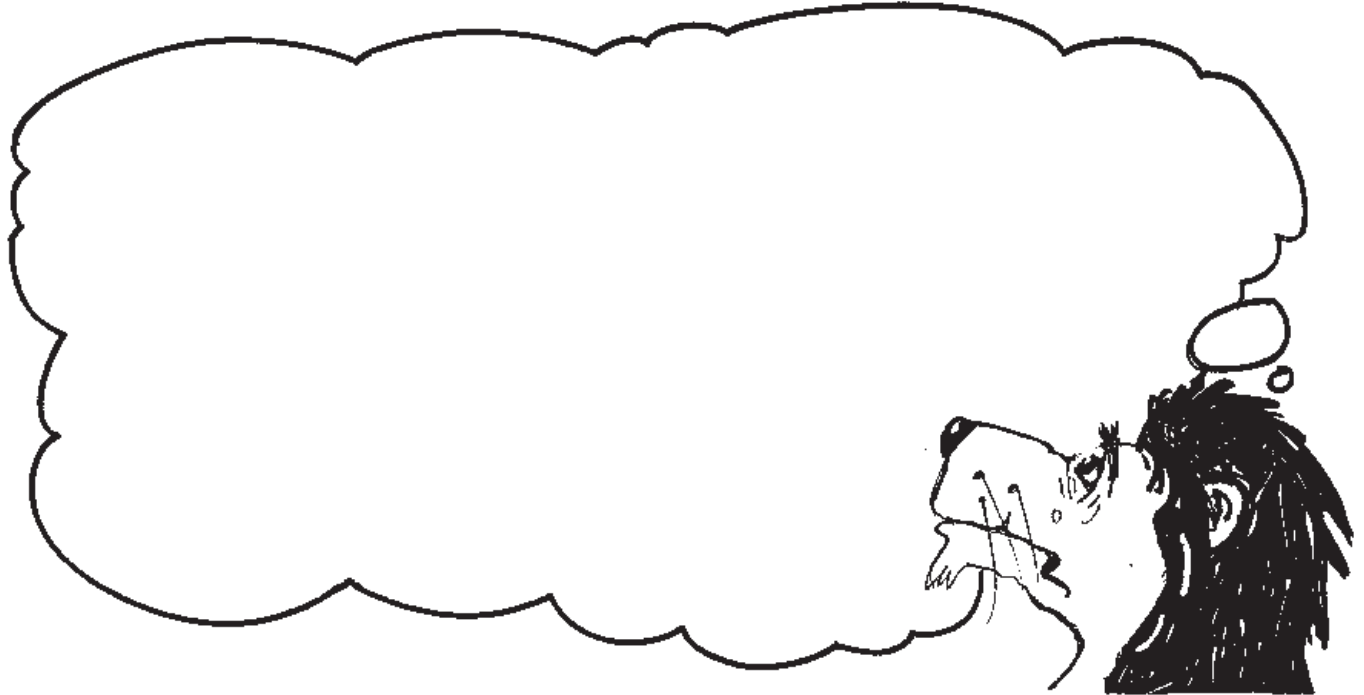
After the above discussion, the children:

- Draw or write about what the old lion did to show he was sorry.
- Draw or write about what they can do or say to show they are sorry.

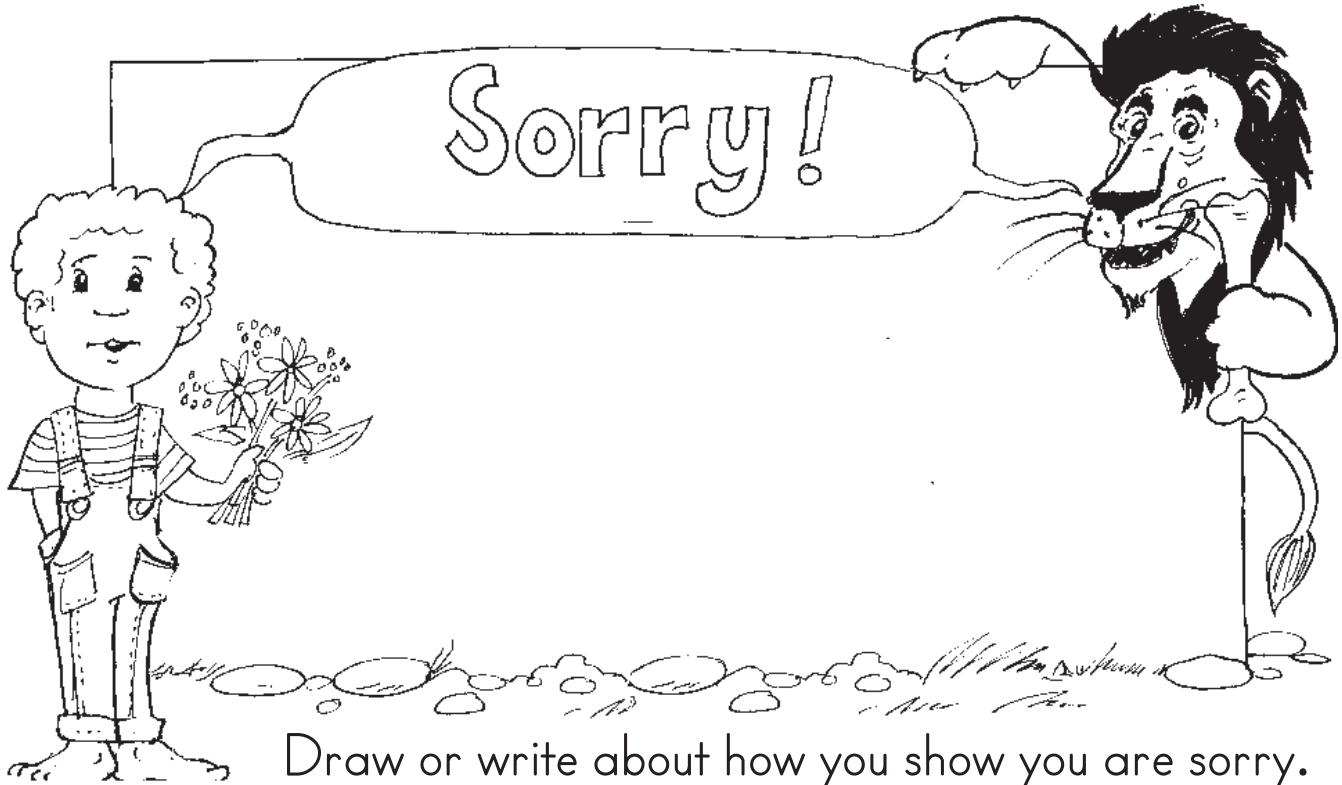
The Lion and the Jackal - Activity Sheet 3c

Name

Saying Sorry



Draw or write about what the old lion did to show he was sorry.



Draw or write about how you show you are sorry.



The Lion and the Jackal

a shortened story for use in assembly

One day, a young lion was hunting in the hills when he found a cave. "This cave would make a perfect home for our family," he thought. "It will shelter us at night, and each morning we can go down to the river to catch some food. In fact, I think I'll catch some now," and he bounded down the hillside towards the river.

The young lion raced along the muddy bank and hurled himself over a bush in an attempt to catch a deer. He missed and landed instead right in the middle of a patch of deep mud. He struggled to get free, but the more he struggled, the deeper he sank.

"Oh no! I'm stuck!" he gasped. "What can I do now? Perhaps, if I roar loud enough, one of the other lions may hear me."

All day long, the young lion roared, but no one came. He remained stuck in the mud, which had begun to dry, making it even harder for him to move.

"Who can possibly help me?" he groaned. "My friends don't know where I am, and all the other animals are afraid of me. I'm going to die here."

For a whole week, he lay trapped in the mud.

"I'm done for," he thought. But suddenly he heard a sniffing noise.

"Please help!" he gasped.

A grey head peered cautiously around the bush. It was a jackal.

"Don't run away, jackal," said the lion. "Please save me."

"Why should I save you?" replied the jackal.

"You'd just eat me as soon as you were out of that mud."

"If you help me now, I will always be your friend," said the lion. "Everything I catch I will share with you and your family."

The jackal knew that if she did not help him, he would slowly starve to death.

"Do you promise?" she asked.

"As the king of the beasts, I give you my word," said the lion.

Very cautiously, she crept across the dried mud towards the lion. Then she began to dig.

"It would help if we had some water to soften the mud," she said. So she found a coconut shell and started to carry water to pour round the lion's legs.

"You loosen the mud around your paws and I'll push from under your stomach," said the jackal.

"One last effort and you'll be free." And she stood back, hoping that she had been right to trust him.

"Thank you, jackal," said the lion. "Thank you for trusting me; thank you for helping me. From now on, I will always be your friend." With that, the lion went off and caught some food for them both. And so it was that the lion and the jackal became good friends.

One day, the lion and the jackal sat together on the ledge by the the river.

"Why don't we all live here?" said the lion. "We could shelter in these caves and even take turns to look after the little ones."

"What a great idea!" replied the jackal. The next day, the lions and the jackals all moved into their new home. Within a few hours, the lion cubs and the little jackal pups were making friends, playing together and chasing each other over the rocks.

As the dry months passed, the river dwindled and the lush green grass became brown and shrivelled. Each day the lion and the jackal

hunted together but food became hard to find. The lion kept to his word and they shared out the catch, even when there was not really enough to go around. All the animals began to feel rather grumpy and bad-tempered.

One day, two of the older lions sat on the ledge watching the hunt.

“Just look at our young lion down there wasting his time. There’s not enough food to go around, and our catch is still shared with all those jackals.”

“Yes,” agreed the other. “It’s time we got rid of them and all their noisy pups.” And so they went on.

Unfortunately, one of the sharp-eared jackals playing nearby overheard the old lions moaning and immediately went off and told his friends.

“Those smelly old lions do nothing but sleep all day,” he complained. “And that young lion wouldn’t catch anything without the help of our cunning mother jackal.”

Before long, other rumours and tales were being told. The lion cubs and jackal pups began to squabble and fight when they played together. When anything went wrong, the lions would blame the jackals, and the jackals would blame the lions!

Then, one day when food was so scarce that no one had eaten for several days, one of the old lions spotted a jackal pup carrying a bone in its jaws.

“Those good-for-nothing jackals must be catching food and keeping it all for themselves,” he growled, and roughly snatched the bone from the puppy.

“Just look at this,” he said to the young lion, dropping the bone in front of him. “As well as sharing our food, those sly jackals are catching meat and keeping it for themselves. It’s time we

drove them out of here.”

“It is a puzzle,” said the young lion, “but the mother jackal is my friend. I will ask her about this.”

So he took the bone over to where she sat. One of the jackal puppies was crying.

“..and then that old lion took my bone away,” whimpered the little pup.

The jackal shook her head as the young lion approached.

“This is no good,” she said. “If we cannot live happily together we shall have to leave this ledge. How can we trust the lions when they steal from our pups?”

“Where did the pup get this food from?” asked the young lion.

“This isn’t fresh food,” said the mother jackal.

“He’s saved this bone from the catch we made last week.”

“Of course; now I understand,” said the lion. “I knew that we could trust each other. Spreading rumours and telling tales has undermined our friendship.”

That night, he called the lion family together. He told them all about how the jackal had saved his life, and about the promise he had made to share his catch with the jackals and not harm them.

The other lions hung their heads in shame.

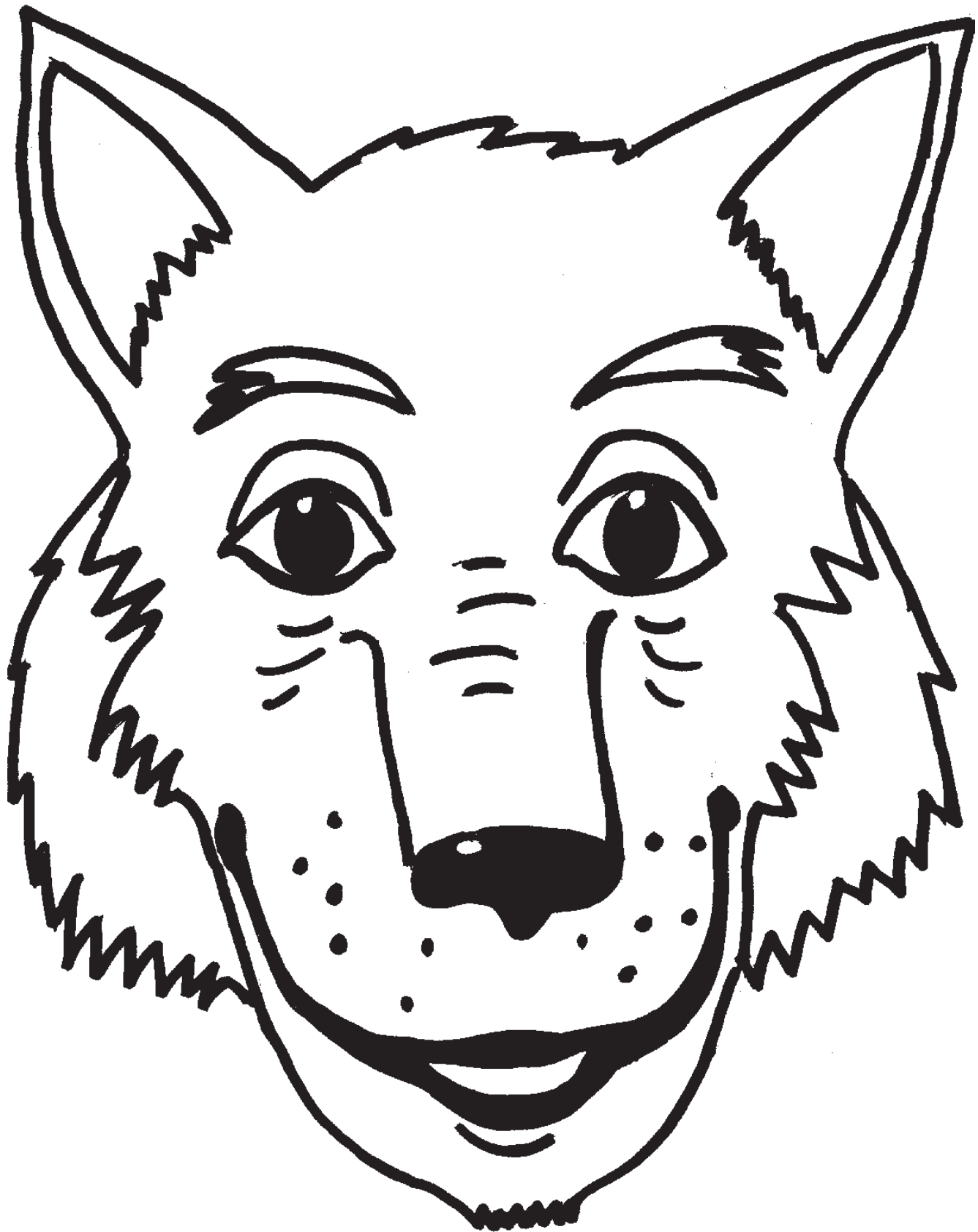
“We are sorry,” they said. “We had no idea. If that jackal had not trusted you and helped you, you would have died. Our unkind words have caused a lot of trouble and unhappiness. We must go and apologise at once.”

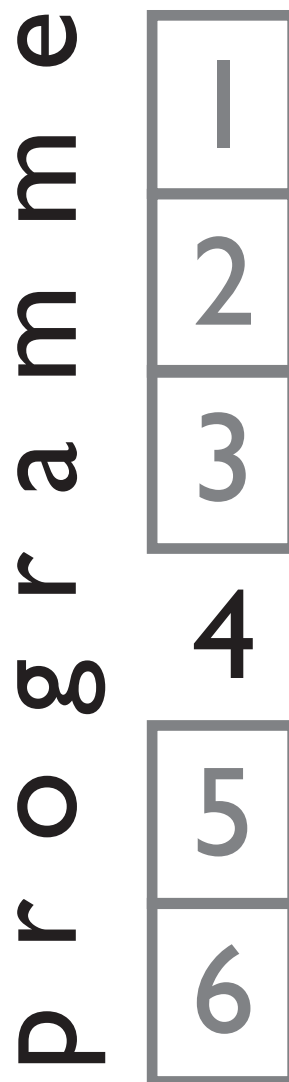
And so they did - and from that day on, the two families lived as friends.

Lion Mask for use in drama and display
(Can be enlarged onto A3 paper)



Jackal Mask for use in drama and display





Siddhartha and the Swan

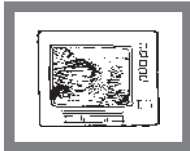
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Siddhartha and the Swan

The story of Siddhartha and the swan is a favourite with Buddhists all over the world. It is not found in the Pali scriptures but comes from a Sanskrit text which has also been translated into Tibetan. At his Enlightenment, Siddhartha Gautama became the “Buddha”, which means “the one who is awake (to the Truth)”.

The figure of Devadatta, the Buddha’s cousin, appears in many of the Jataka tales. Devadatta became one of the followers of the Buddha but eventually broke away and set up a separate movement. This might explain why he is often featured in an unfavourable light. In our retelling of the story we have added Devadatta’s change of heart: we wanted to keep to the spirit of the story; encourage children to develop empathy; and assert the fact that we can all reflect on our past actions and, in the light of this, change for the better.



Programme synopsis

Introduction

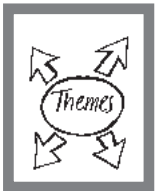
Neil is looking after a friend’s rabbit. He explains how pet rabbits need to be cared for and points out that animals have feelings just as we do.

Story

This story includes the birth and childhood of Prince Siddhartha who was later to become the Buddha. Siddhartha rescues a swan shot by his cousin. They argue about who should have the swan and go to ask the king and his councillors to help settle the disagreement. A wise man appears and gives his judgement.

Conclusion

Neil tidies up after the rabbit and underlines the importance of kindness to animals.



Themes

- Compassion and empathy
- Respect for living things



Recalling the story - activity sheet 4a


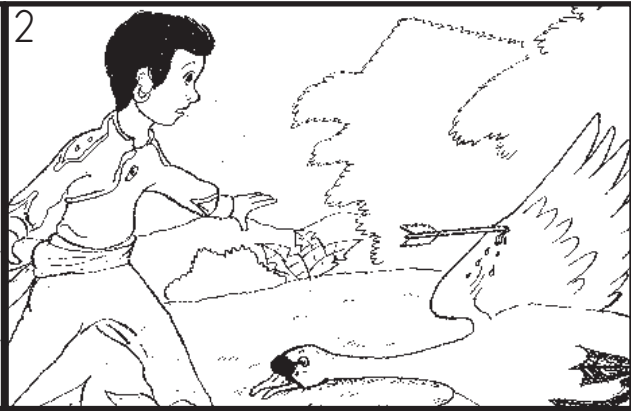
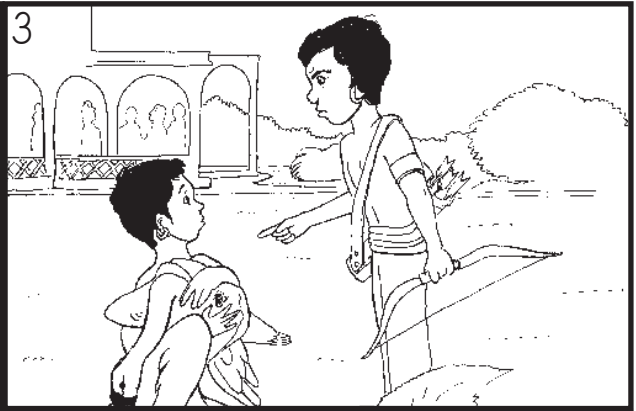
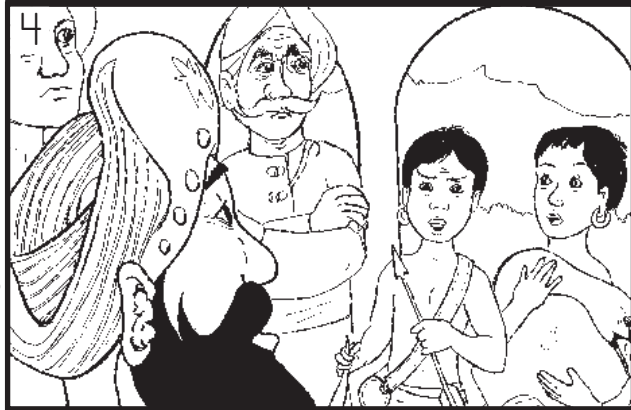
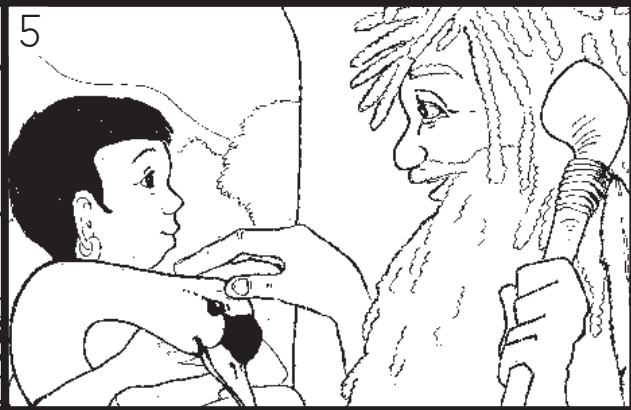
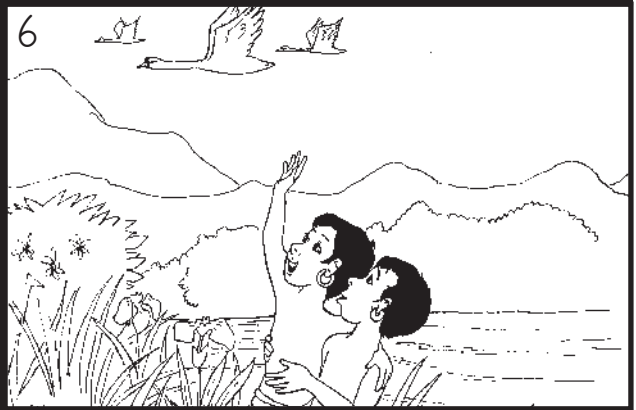
The sequencing activity is designed to help the children recollect the main aspects of the story. The activity is graded for four levels of ability.

Recall with the children the main points of the story. The pictures may be enlarged and used as support. The children may then:

- Cut out the sentences and match them to the pictures.
- Order the sentences and copy them out to match the pictures.
- Write their own sentence for each picture, using illustrated key words as support.
- Free write the story, using the illustrations and key words as support.

Siddhartha and the Swan – Activity Sheet 4a

Name

<p>1</p> 	<p>2</p> 	<p>3</p> 
<p>4</p> 	<p>5</p> 	<p>6</p> 

Siddhartha and the Swan - Activity Sheet 4a

"I shot that swan,"
said Devadatta.

They waved goodbye
to the swan.

The swan had an
arrow in its wing.

They went to
the king.

Siddhartha saw
three wild swans.

The wise old man
stroked the swan.

Key words

wise



waved

palace



lake



argued



swan



wing



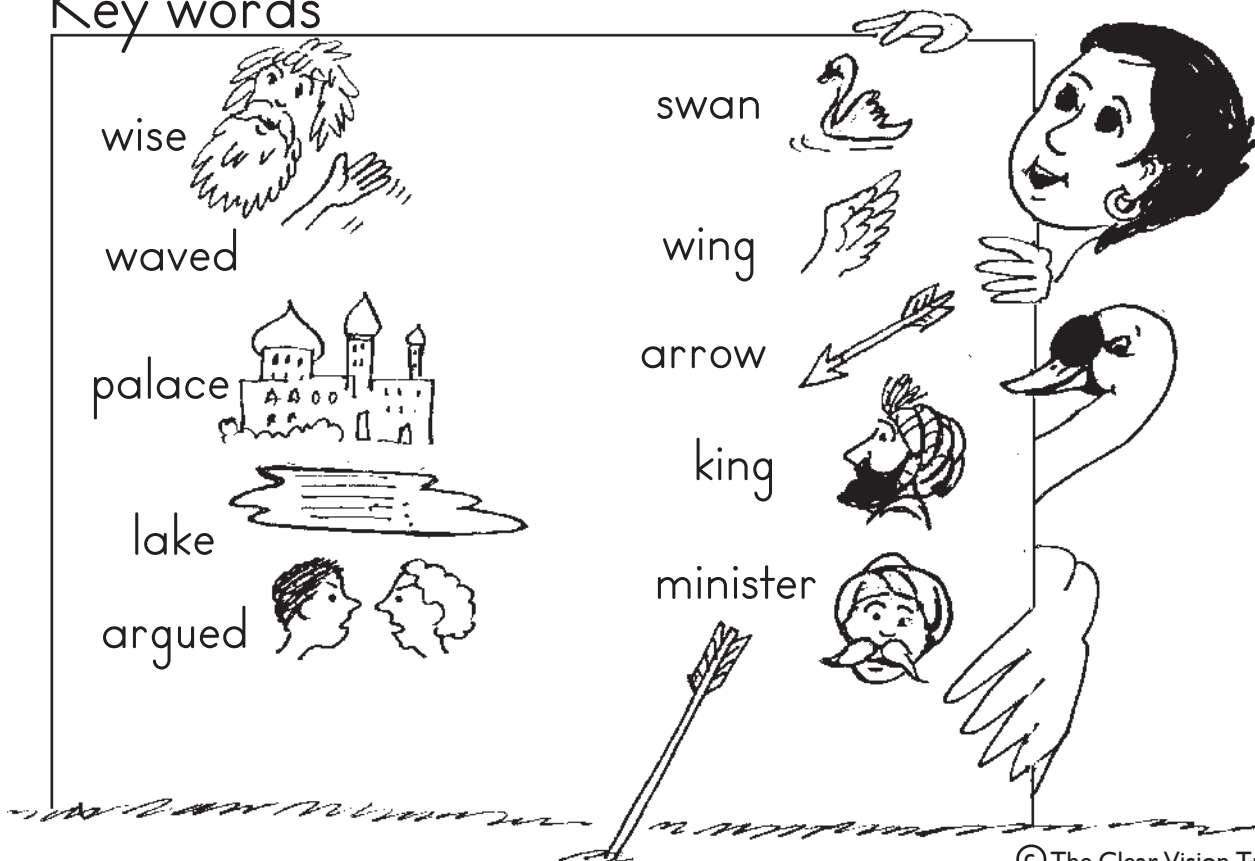
arrow



king



minister



Explore and Respond



Discussion

Animals have feelings too

Neil wanted to care for his friend's rabbit well. He knew that animals have feelings too.

- What things did Neil do to look after the rabbit?
- What would have happened if Neil hadn't bothered to clean the rabbit out, feed it or give it water?
- How would you feel if someone forgot to give you any food or drink?
- Why does it matter how we treat our pets?
- How do we know that our pets have feelings?
- Have you any pets? How do you care for them?
- Who looks after your pet for you when you are away?
- How can you tell if your pet is happy or unhappy, or hungry, or unwell, etc?
- Do all animals have feelings?
- How do you know?
- How can we show we care about wild animals?



Activity sheets 4b

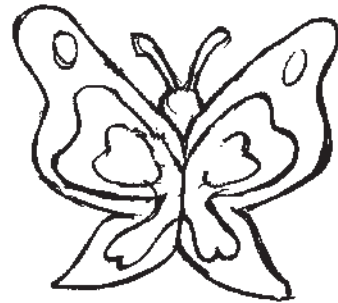
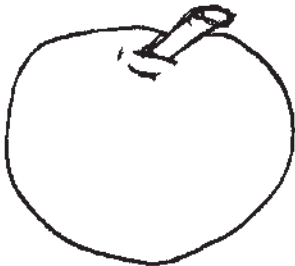
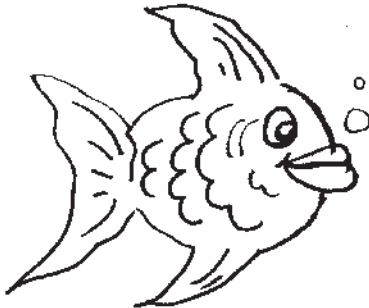
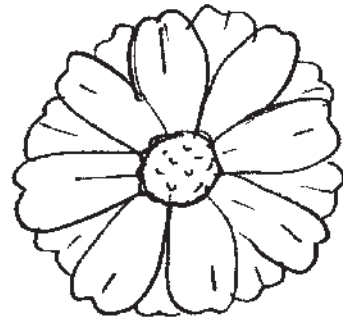
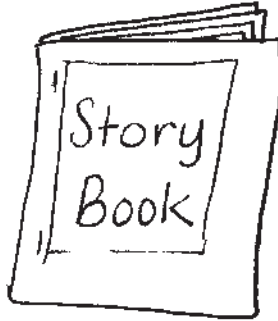
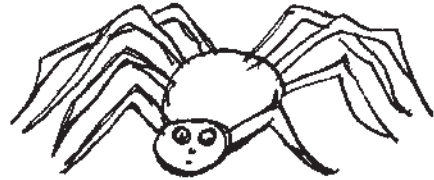
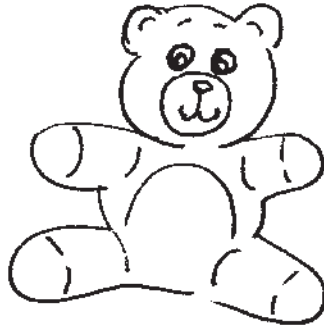
After discussion the children:

- Circle and colour the things that have feelings.
- Complete the "How to look after my pet" sheet.
- Draw their pet.
- Draw the things their pet needs and complete the sentences
 - My pet likes to eat
 - My pet sleeps in
 - My pet also needs

Siddhartha and the Swan - Activity Sheet 4b

Name

Things that have feelings



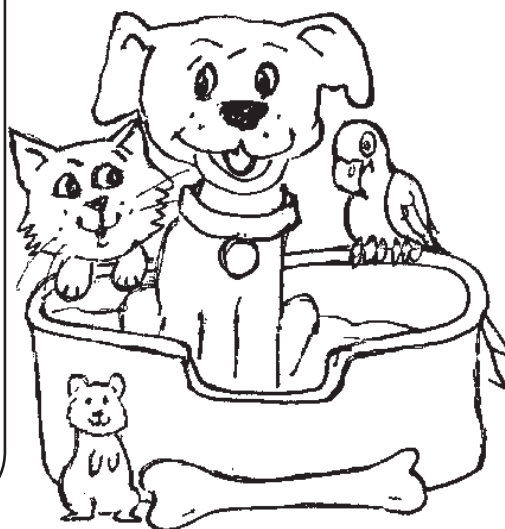
Circle and colour the things that have feelings.

Siddhartha and the Swan - Activity Sheet 4b

Name

How to look after my pet

my pet



my pet likes to eat _____

my pet sleeps in _____

my pet also needs _____



Drama

The aim is to help the children to improvise relevant sections of the story in order to explore their own feelings and those of the various characters.

Wild Swans

- Move around the room as if you were a wild swan: flying free in the clear blue sky; tilting and stretching your wings; gliding over the mountains and lakes, etc.
- Suddenly you feel a pain in your wing. You tumble to the ground. You don't understand what has happened.
- You lie on the ground. Your wing hurts.
- Someone approaches. You are very frightened.
- They begin to speak in a kind voice. They bandage your wing. You realise they want to help you. You gradually become less afraid.
- Your wing is healed. Flap and stretch and test it out before flying off. Don't forget to say thank you!



Discussion

Imagine how others feel

Devadatta had never stopped to think that animals had feelings too. When he realised this he felt sorry and wanted to help the swan get well again.

- What was the wild swan thinking as it flew along and looked down on the world below?
- What was Devadatta thinking when he saw the swans fly past?
- How did the swan feel when it realised it had been shot?
- Why did Devadatta shoot the swan?
- What do you think Devadatta wanted to do with the swan?
- Why did he change his mind?
- If you were the swan, and could speak, what would you have said to Devadatta?
- If you were Devadatta, what would you have said to the swan as you let it go once it was well again?



Activity sheet 4c

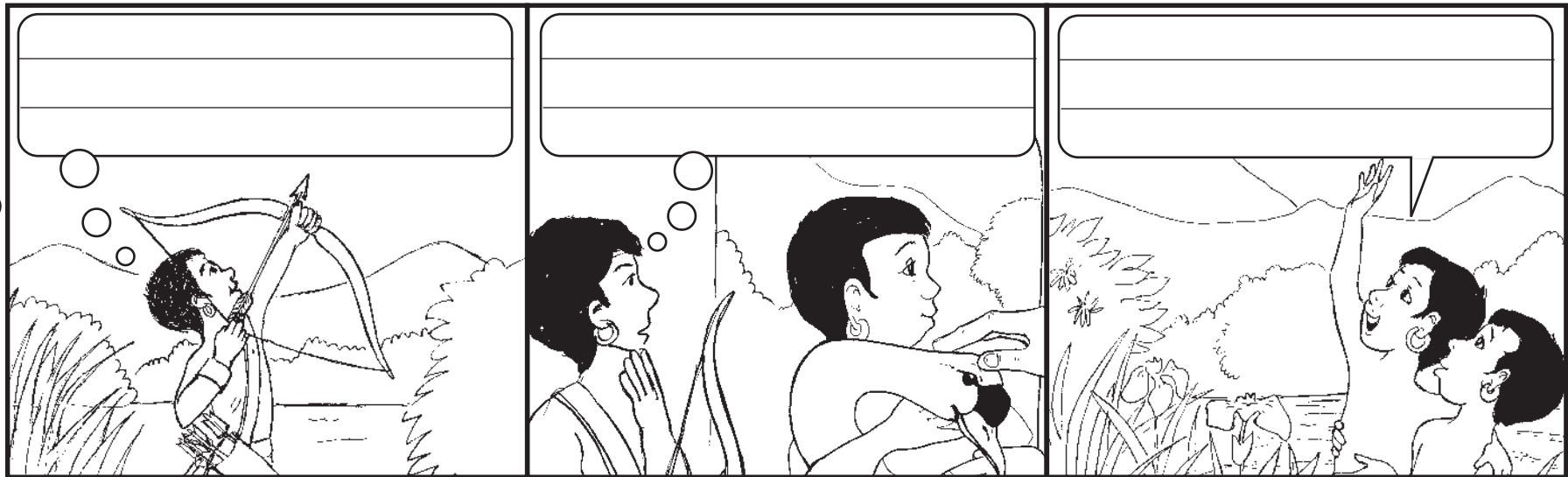
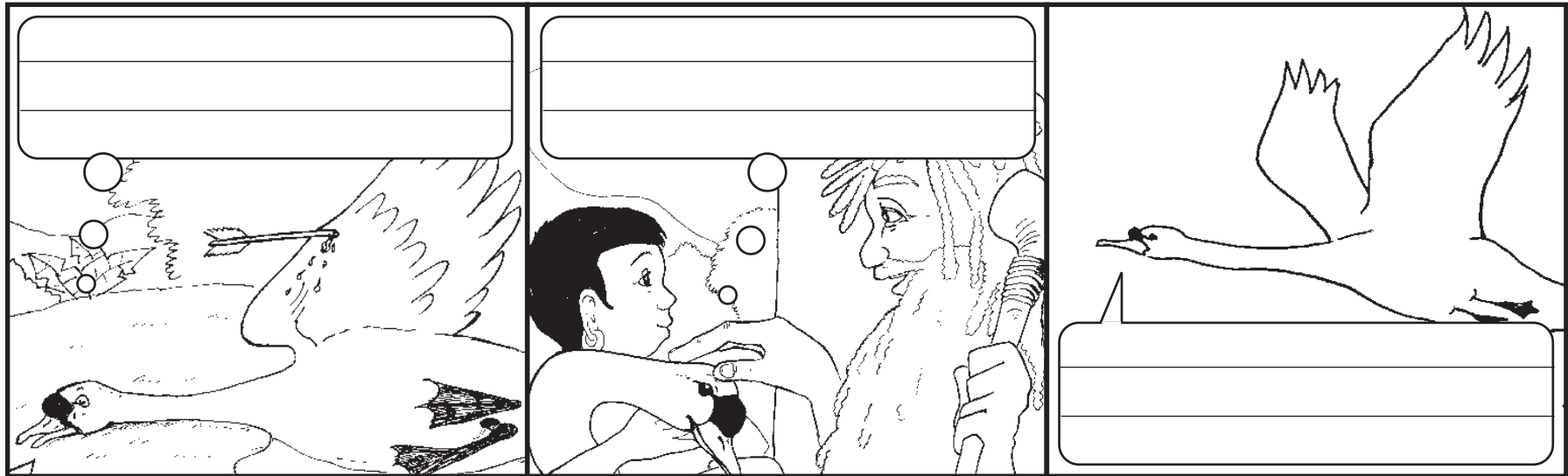
After the above discussion, the children:

- Read the sentences
- Decide "Who thought that?"
- Match the sentences to the bubbles

Siddhartha and the Swan - Activity Sheet 4c

Name

Who thought that?



Siddhartha and the Swan - Activity Sheet 4c

Name

Match the bubbles to the pictures.

I didn't know swans
had feelings.

Oh no I've been
shot!

I hope they let
me go.

I bet I can hit
that swan.

I'm glad I helped
you.

Thank you for
helping me.



Draw Devadatta and Siddhartha looking after the swan.



Siddhartha and the Swan

a shortened story for use in assembly

Long ago in far-away India, near the great Himalayan mountains, there lived King Sudhodana and his wife, Queen Maya. One day, the Queen gave birth to a baby boy, their first child. They called the baby Siddhartha.

Naturally, the King and Queen wanted their family and friends to see their new baby so, at their invitation, people came from far and wide. Among the visitors was a wise old fortune-teller who had come down from his home in the mountains.

“Tell me,” said the king, “what future do you see for my son?”

“Well, your majesty,” replied the old man, “your son could become a great king one day...”

“I knew it!” exclaimed the king excitedly. “He will rule the kingdom after me.”

“On the other hand,” continued the old man, “he may choose to leave the palace and lead a simple life, devoting himself to helping others instead.”

“He’ll do no such thing!” retorted the king. “He’s going to be a king, like me!”

So the young prince Siddhartha grew up surrounded by luxury. The King watched over him and made sure that he had the best of everything. He was proud of his son and wanted him to be happy and enjoy the royal life.

One day, when the prince was seven years old, his father sent for him. “Siddhartha,” he said, “when you grow up you will be king and rule our kingdom. It is now time for you to begin your training.” And so Siddhartha began his education. He was taught how to ride a horse, how to shoot an arrow; how to wrestle and use a sword: all the skills that a warrior king would need.

Siddhartha learned his lessons well, as did his cousin, Devadatta. The two boys were about the same age and the king thought that they would be good company for one another. Every day, when his lessons were over, Prince Siddhartha would go and play in the palace grounds where all sorts of animals lived. He particularly liked to walk near the lake in the evening. Every year since he was a baby, a pair of beautiful white swans had nested there and he liked to sit and watch them.

Then, one evening, he saw three more beautiful wild swans flying overhead. Suddenly, as he watched, one of the swans faltered and fell to the ground. “Oh no!” cried Siddhartha. “What can have happened?” So as not to frighten it any more, Siddhartha went very quietly up to where the swan lay and began to stroke it gently. An arrow was sticking out of its wing.

“Now I understand,” said Siddhartha. “Someone has shot you.” Taking great care, he removed the arrow and took off his shirt and wrapped it around the swan.

“I’ll look after you until your wing is better,” he said.

Just then, he heard a voice. “Where is it? I know it must be around here somewhere; I saw it fall!” It was Devadatta, Prince Siddhartha’s cousin, who came running up carrying his bow and arrow.

“Hey, that’s my swan! I shot it. Give it to me,” he demanded.

“You can’t have it,” replied Siddhartha. “It’s a wild swan. It doesn’t belong to you.”

“I shot it so it’s mine; everyone in this kingdom



knows that,” said Devadatta, getting angry. “You’re right, that is the law of our kingdom,” replied Siddhartha, “but this swan isn’t dead. She is injured and I want to help her get well again.” The two boys began to argue. “Stop,” said Siddhartha. “This isn’t helping. Let’s go and ask the king and his wise ministers to help us settle this.”

When they got to the meeting hall, everyone looked very busy.

“We’ve come to ask you to help us settle a disagreement,” said Siddhartha. And the ministers listened as Siddhartha and Devadatta told them what had happened.

“...and I shot the swan, so it rightfully belongs to me,” concluded Devadatta. The ministers nodded their heads. It was indeed the law of the kingdom that an animal or bird belonged to whoever shot it.

“That would be so if it were dead,” argued Siddhartha, “but I saved it. It is wounded but it is still alive.”

Now the ministers shook their heads. They were puzzled. Who did the swan belong to?

“I think I can help,” a voice said. Looking up, they saw an old man standing in the doorway. He approached and looked at the wounded animal in Siddhartha’s arms.

“If this swan could talk,” said the old man, “it

would tell us that it wanted to be well again and be free to fly and swim with the other wild swans. None of us wants to feel pain or die and it is the same for the swan. It wants to live, so it should go to whoever wants to give it life.”

“Let it be so,” said the king. “Siddhartha shall keep the swan. Thank you, old man, for your wise advice.”

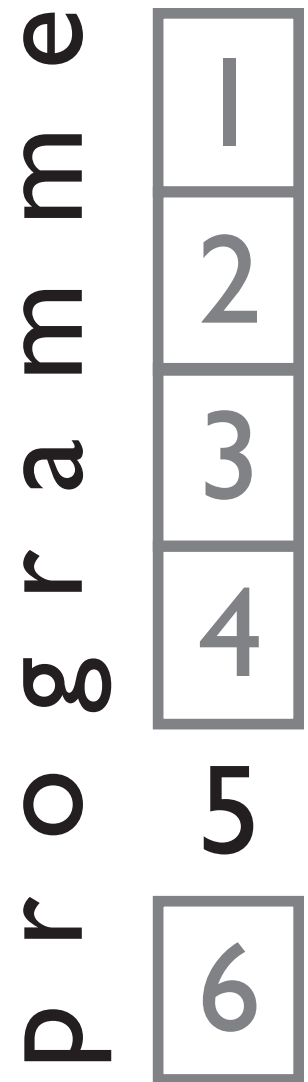
But the old man had already disappeared, as quietly as he had come.

All this time, Devadatta had stood silent. He remembered how kind his mother had been when he had once fallen and cut his leg badly. She had bandaged the cut and looked after him. He had never before stopped to think that animals had feelings - that they too felt pain and appreciated kindness.

And so the two boys cared for the swan until it was well again and, one evening, when its wing was completely healed, they led it down to the palace lake. Just then, the familiar sound of beating wings could be heard overhead.

“Look,” said Devadatta. “The others have come back for her.”

Soon, the swan rose into the air to join her friends. She circled the lake one last time, as if to say goodbye before flying off towards the mountains in the North.



Kisa and the Mustard Seeds

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Drama - Impermanence - Body sculptures	
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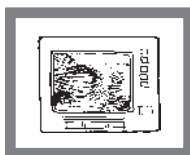


Kisa and the mustard seeds

The story of how Kisa grieved for her baby and learned that all things change has been told down the ages. The original account comes from the Pali Canon, the scriptures preserved by the Theravada school of Buddhism. A fuller account of her story is to be found in one of the commentaries on the Pali scriptures.

Because it deals openly with death and grieving, the story of Kisa has proved invaluable with children who have lost a loved one. You may wish to show this programme when called upon to deal with the subject of death or when a child in your class needs help in grieving over a loss. It will also help children relate positively to their classmates' sadness.

WE RECOMMEND THAT TEACHERS VIEW THIS PROGRAMME BEFORE WATCHING WITH THEIR CLASSES.



Programme synopsis

Introduction

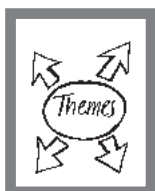
Iris flowers remind Neil of his auntie who died some time ago. She had been a keen gardener. Neil is growing some nasturtium seeds and marvels at how such small wrinkled seeds grow into lovely flowers. He plants some mustard seeds.

Story

Kisa has a little baby which dies. She cannot accept that he is really dead and goes looking for medicine. No one knows how to help her, so she goes to the Buddha for help. He asks her to find some mustard seeds from a house where no one has died. Kisa learns that death is part of life and finds peace of mind again.

Conclusion

Neil remembers how, when his auntie died, his friends helped him just by listening kindly.



Themes

- Impermanence and change
- Bereavement - sadness and loss



Recalling the story - activity sheet 5a

The sequencing activity is designed to help the children recollect the main aspects of the story. The activity is graded for four levels of ability.

Recall with the children the main points of the story. The pictures may be enlarged and used as support. The children may then:

- Cut and match the sentences to the pictures.
- Order the sentences and copy them out to match the pictures.
- Write their own sentence for each picture, using illustrated key words as support.
- Free write the story, using the illustrations and key words as support.

Kisa and the mustard seeds – Activity Sheet 5a

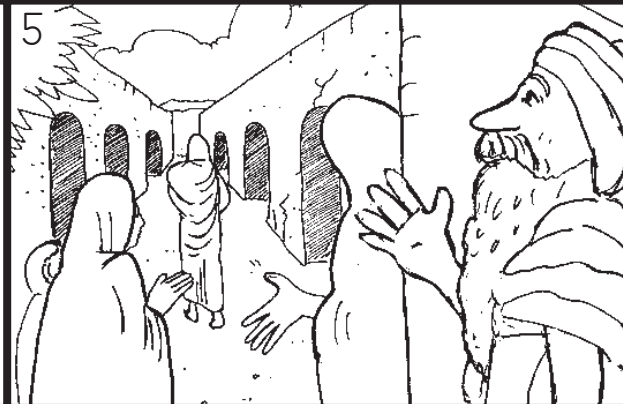
Name



Blank space for writing.

Blank space for writing.

Blank space for writing.



Blank space for writing.

Blank space for writing.

Blank space for writing.

Kisa and the Mustard Seeds – Activity Sheet 5a

One sad day her
baby died.

Kisa had got no
mustard seeds.

Kisa was very happy
with her baby.

The old man got
some mustard seeds.

Kisa took her baby to
the Buddha.

Kisa went back
to thank the Buddha.

Key words

baby



Buddha

sad



peaceful

seeds

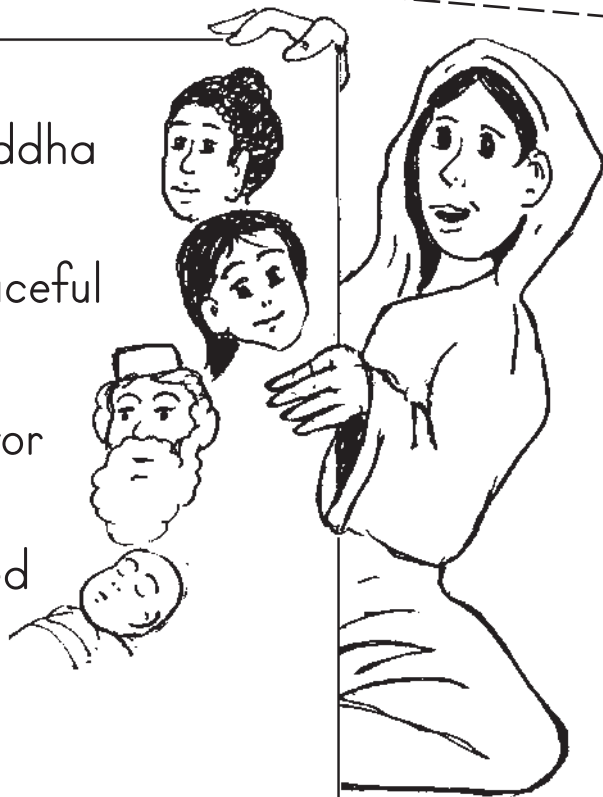


doctor

house



died



Explore and respond



Discussion

Impermanence and change

Buddhism teaches that all things are impermanent. Growth and change are part of this process as much as death and decay. The evidence for change is everywhere, in the seasons, the world about us, and our own lives.

Through discussion, draw the children's attention to their own observations and experience of change. If appropriate, introduce the terms "permanent" and "impermanent".

- How have you changed since you were a baby?
- What do you think you will be like when you are fifteen (or thirty or sixty)? How will you have changed?
- Besides people, what other things change?
- Can you think of anything that does not change over time?



Drama

Impermanence - Body sculptures

Children work in pairs or small groups.

- Think of something that changes and agree on it between you; e.g. a seed becoming a tree, a house getting old and falling down.
- Together make a body sculpture to represent what you have chosen.
- "Freeze frame"
- Show the change taking place.
- "Freeze frame"
- Each group takes it in turns to show the rest of the class. The other children try to guess what thing the group has chosen, and what change is taking place.



Activity sheet 5b

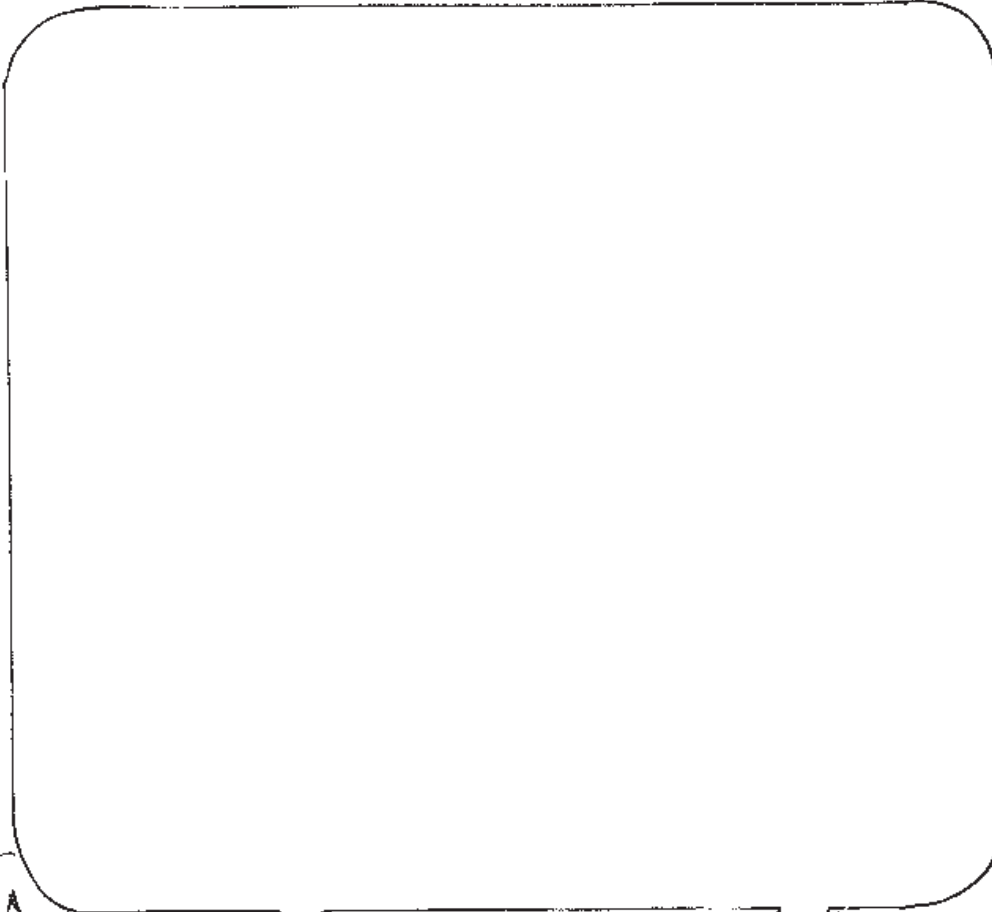
After the above discussion, the children:

- Draw some of the things they know that change.
- Draw themselves
 - as a baby
 - as they are now
 - when they are grown up
- Complete the sentences
 - When I was a baby I*
 - Now I*
 - When I am grown up I*

Kisa and the Mustard Seeds – Activity Sheet 5b

Name

Change



Draw some of the things you know that change.

Kisa and the mustard seeds - Activity Sheet 5b

Name

When I was a baby

I _____

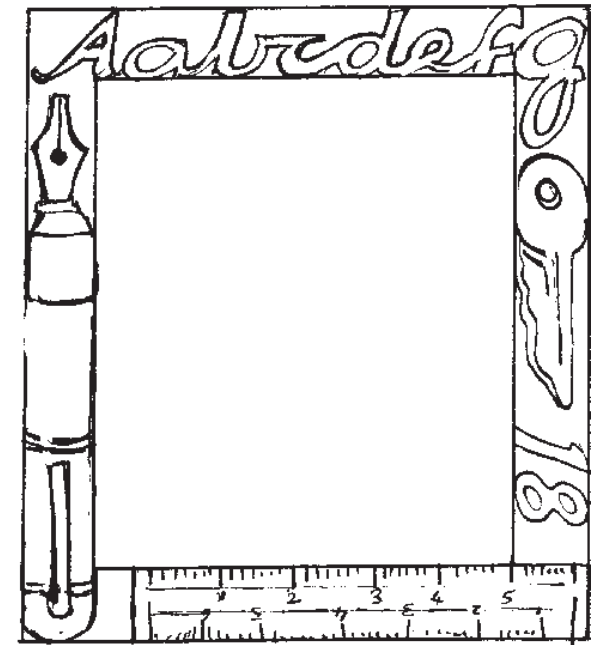
Draw yourself now.



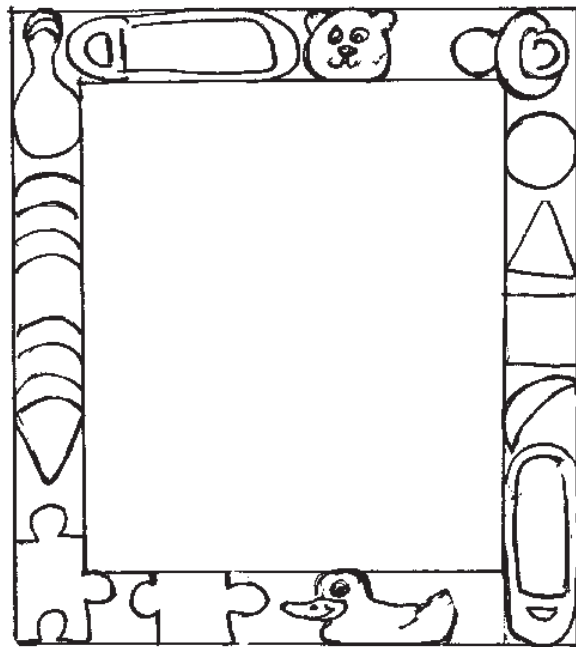
Now I _____

When I am grown

up I _____



Draw yourself when you are grown up.



Draw yourself when you were a baby.

Drama

The aim is to help the children to improvise relevant sections of the story in order to explore their own feelings and those of the various characters.



Being happy, feeling sad

- Imagine you feel happy. Move around the room in a way that shows you are happy: smiling, laughing, playing etc.
- Imagine you feel sad. Move around the room in a way that shows you are sad: walking slowly, hanging your head, sighing etc.
- Divide the class into two groups, one “happy”, one “sad”.
- Move around the room as a “happy” or “sad” person.
- “Happy” people “freeze-frame”. The “sad” people continue to move about the room.
- “Sad” people “freeze-frame”. The “happy” people move around the room.
- The “happy” person chooses a “sad” person and finds a way to help make them feel better.

Reverse roles and repeat the sequence.



Discussion

Being sad

Talking to the Buddha helped Kisa when she was sad, just as Neil found that chatting to his best friend helped when his auntie died.

Discuss with the children:

- How can you tell if someone is sad?
- What sort of things make people sad?
- What things make you sad?
- What helps when you are sad?
- How could you help someone who was feeling sad?



Activity sheet 5c

After the above discussion, the children:

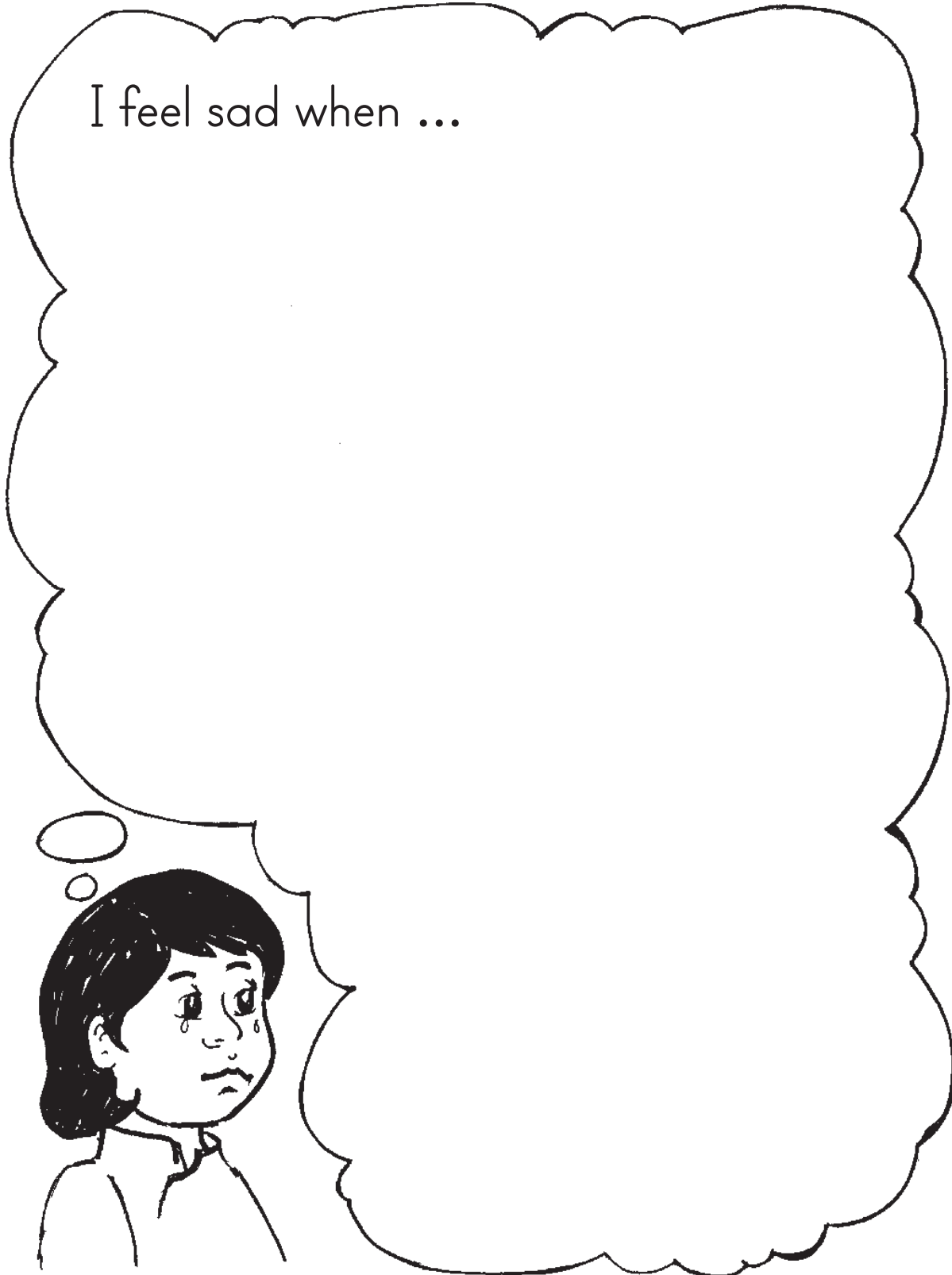
- Complete the sentence *I feel sad when.....*
- Draw or write about a time when they felt sad.
- Complete the sentence *When someone is sad I can help by.....*
- Draw or write about helping someone who is sad.

Kisa and the Mustard Seeds – Activity Sheet 5c

Name

Feeling sad

I feel sad when ...

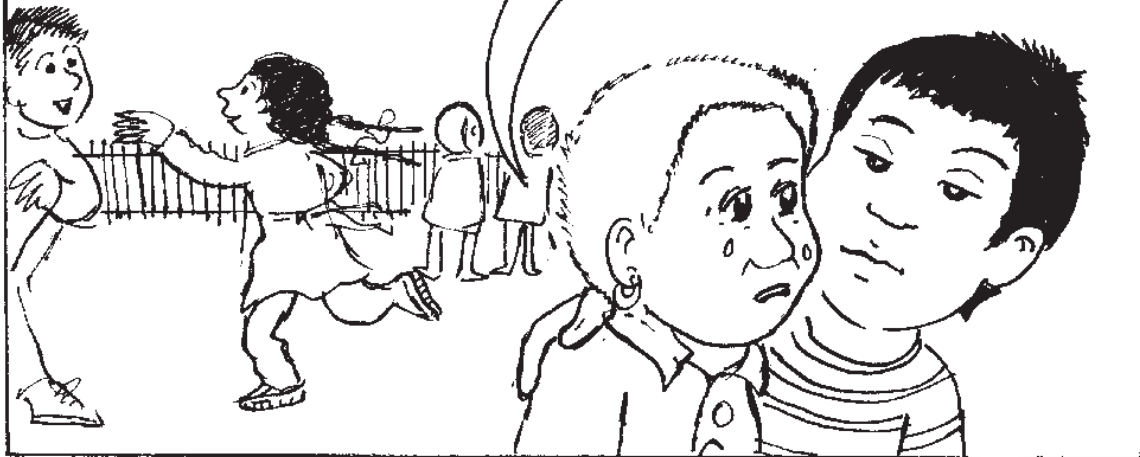


Kisa and the Mustard Seeds – Activity Sheet 5c

Name

When someone is sad

When someone is sad I can help
by ...





Kisa and the Mustard Seeds

a shortened story for use in assembly

Kisa grew up in an Indian village a long time ago. When she was quite young, she got married and went to live with her husband's family in a town called Kapilavattu. When she first moved in with them, things were difficult. She missed her village, her family and her friends. She felt that no one liked her and that everything she did was wrong. Then, when her son was born, everyone was very pleased and her life improved. But when the baby was still tiny, her husband died. Kisa was very upset. "At least I still have my little son," she thought.

One sad day, the baby also became very ill and died. Kisa was so unhappy that she just couldn't believe that her baby was dead. She thought he must be asleep. She wanted to find some special medicine that would make him better and began asking everyone. First she asked her neighbour. "Please, can you help me?" she asked. "I need some special medicine for my baby." "I'm sorry, Kisa," said the woman, "I'm too busy to stop now. Why don't you ask the shopkeeper?" Sadly, Kisa thanked her and went to find the shopkeeper. But the shopkeeper only told her to ask the doctor.

"Please, can you help me?" Kisa asked the doctor. "I need some special medicine for my baby." The doctor looked at the baby in Kisa's arms. He could see that it was dead. "I'm sorry, Kisa," he said. "I haven't got the medicine you need."

Was there anyone who could help Kisa, he wondered? Then he remembered that the Buddha was staying nearby. He was wise and very kind. Maybe he would know how to help. "Kisa," he suggested, "why don't you go and ask the Buddha?"

The Buddha was sitting in the shade of a tree talking to his friends when Kisa ran up to him. He could see straight away that she was very upset. "How can I help you?" he asked. "My name is Kisa," she replied. "I have been looking everywhere for medicine for my son." The Buddha looked at the little bundle in Kisa's arms. How could Kisa be helped to accept the truth that her little boy had really died? "Kisa, if you want to make some medicine, you must have some mustard seeds," said the Buddha. "Go into town and ask at each house, but you must only accept seeds from a house in which no one has died."

Quickly, Kisa set off into town to get the mustard seeds. At the first house a young woman answered the door.

"Could I have some mustard seeds to make some medicine?" Kisa asked.

The woman went back inside and soon returned with some seeds.

"Here you are," said the woman, smiling.

Kisa was just about to take the seeds when she remembered the Buddha's words.

"Oh, I nearly forgot," said Kisa. "Has anyone died in this house?"

"Ah, yes," replied the young woman. "A few months ago my grandmother died, very peacefully. She was a lovely old lady and we remember her very fondly. But why do you ask?"

"Thank you for getting me the seeds," said Kisa, "but I can only take them from a house in which no one has died."

Kisa said goodbye and went on to the next house. An old man was sitting outside.

"Please, have you got some mustard seeds to spare?" she asked him.

Slowly, the old man got up and went into the house. Soon he emerged with some seeds. "Here you are," he said, holding out his hand. Again, just as Kisa was about to take the seeds, she remembered what the Buddha had said. "Has anyone died in this house recently?" she asked.

"Ah," replied the old man sadly, "just last year the lady of the house, my daughter, passed on. We all still miss her."

"I am sorry to hear your sad news," said Kisa. "Thank you for getting me the seeds, but I'm afraid I can't take them after all."

At the next house she came to, a young boy answered the door.

"Please, have you got some mustard seeds to spare?" she asked.

"I'm sure we have," said the boy. "Wait there and I'll ask my mum."

Soon the boy came back with the seeds. "Here you are." This time, Kisa remembered!

"Can you tell me please if anyone has ever died in this house?" she asked.

"Yes," replied the boy quietly. "When I was still a little baby, my dad died. I can't even remember him."

"I'm sorry about your dad," said Kisa, "and thank you for getting me the seeds, but I can't use them after all."

As Kisa went from door to door, the answer was the same. Everyone had lost a loved one; if not last year, then a long time ago. Kisa had no mustard seeds but now she understood why she would not be able to find any. She looked at the little bundle in her arms. "I am sorry, my little one, you have gone to another life and I did not want to let you go. Let us find a resting place for you."

In the evening, she returned to the Buddha. She

was no longer carrying the little bundle. Her face was now much calmer.

"Have you been able to find the mustard seeds, Kisa?" he asked.

"No," she replied, "but now I understand that everyone loses people they love. I have laid my baby to rest, and am now at peace. Thank you."

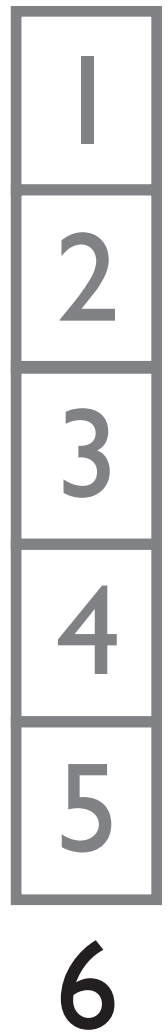
"You have done well, Kisa," said the Buddha, "for there is nothing stronger in all the world than a mother's love. Would you like to stay with me for a while?"

As the sun went down over Kapilavattu, Kisa and the Buddha talked. She told him about her life and her baby. He listened kindly. The Buddha reminded Kisa that plants grow in the spring, flower in the summer, and die in the winter - and that new plants grow the following year. Similarly, people are born and eventually die. Kisa now understood that was just how things are.

Talking to the Buddha and listening to his kind words helped Kisa a lot. That very evening she decided to become one of his followers.



p r o g r a m m e



The King's Elephant

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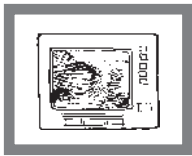
The King's Elephant - a Jataka tale

This popular story is one of the five hundred Jataka tales to be found in the Buddhist Pali and Sanskrit texts. The word Jataka (pronounced Jah-ta-ka) means birth and these stories are traditionally said to be accounts of the past lives of the Buddha as he pursued the path to Enlightenment. Buddhists would not necessarily take the stories to be *literally* true - they would look for a deeper meaning in them. In the texts the Buddha is often depicted as telling a Jataka tale to illustrate a point or clear up a misunderstanding.

All the Jataka tales demonstrate the central Buddhist teaching of the Law of Karma: that actions have consequences. Selfish action leads to suffering and selfless action leads to true happiness.

This story illustrates the influence our friends can have on us. The elephant came under the bad influence of robbers, and turned nasty; the cure was to put her in the positive company of good friends. Friendship has featured strongly in Buddhism: it was through friendship, and particularly through the example of generosity, kindly speech and good example, that the practice of Buddhism spread.

We have made some minor changes to the original tale. We have given the elephant and her keeper names and we have also given the keeper a bigger part in the story; in the original version he was killed by the elephant when she threw him out of her stall. The text says that the king's minister was the Buddha in a past life.



Programme synopsis

Introduction

Neil is looking forward to a visit to the safari park with his friends. He thinks aloud about his friends as he packs the picnic hamper for them all to share.

Story

The king has an intelligent and gentle elephant of whom he is very proud. One day, the elephant goes wild, throwing her keeper out of the stall, breaking his arm. The elephant has to be restrained with ropes. The king's minister, investigating the cause of her bad behaviour, discovers she has been influenced by robbers. He gets some good friends to help cure the elephant by their good example.

Conclusion

Neil completes his picnic hamper and looks forward to being with his friends.



Themes

- Friendship
- The effect that the company we keep has on us



Recalling the story - activity sheet 6a

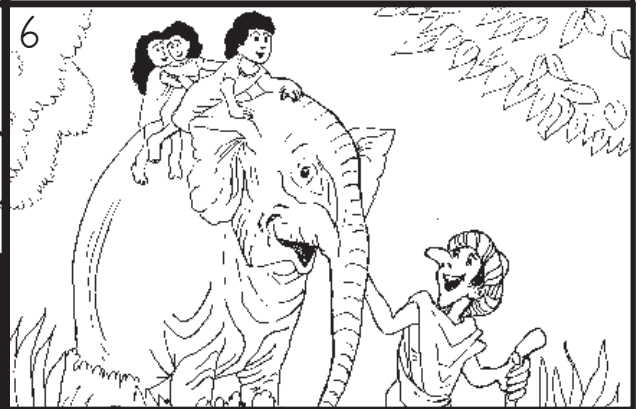
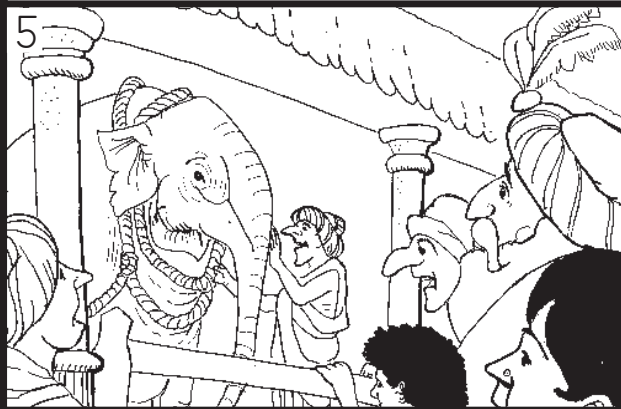
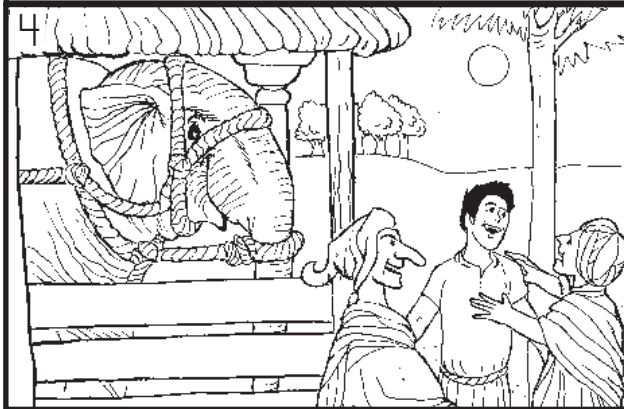
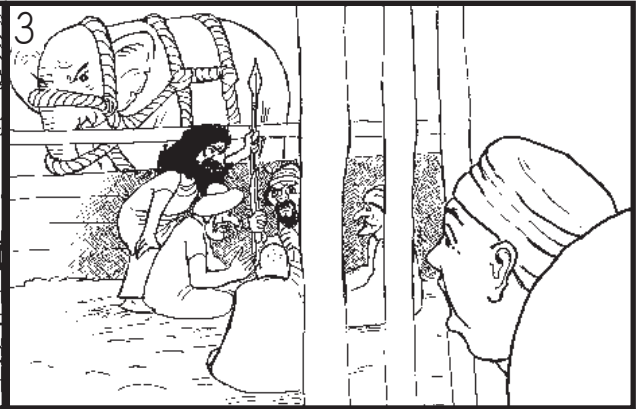
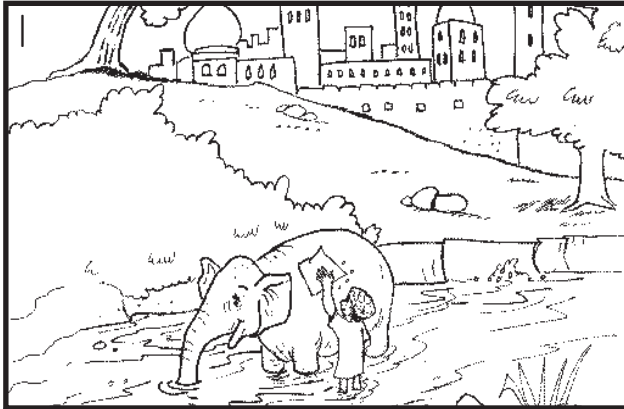
The sequencing activity is designed to help the children recollect the main aspects of the story. The activity is graded for four levels of ability.

Recall with the children the main points of the story. The pictures may be enlarged and used as support. The children may then:

- Cut out the sentences and match them to the pictures.
- Order the sentences and copy them out to match the pictures.
- Write their own sentence for each picture, using illustrated key words as support.
- Free write the story using the illustrations and key words as support.

The King's elephant - Activity Sheet 6a

Name



The King's Elephant - Activity Sheet 6a

The elephant listened to the good friends.

The elephant threw Rajinder out of the stall.

The elephant was listening to the robbers.

Rajinder took the ropes off the elephant.

Rajinder looked after the King's elephant

The elephant gave the children rides.

Key words

king

robbers

threw

listened

talked

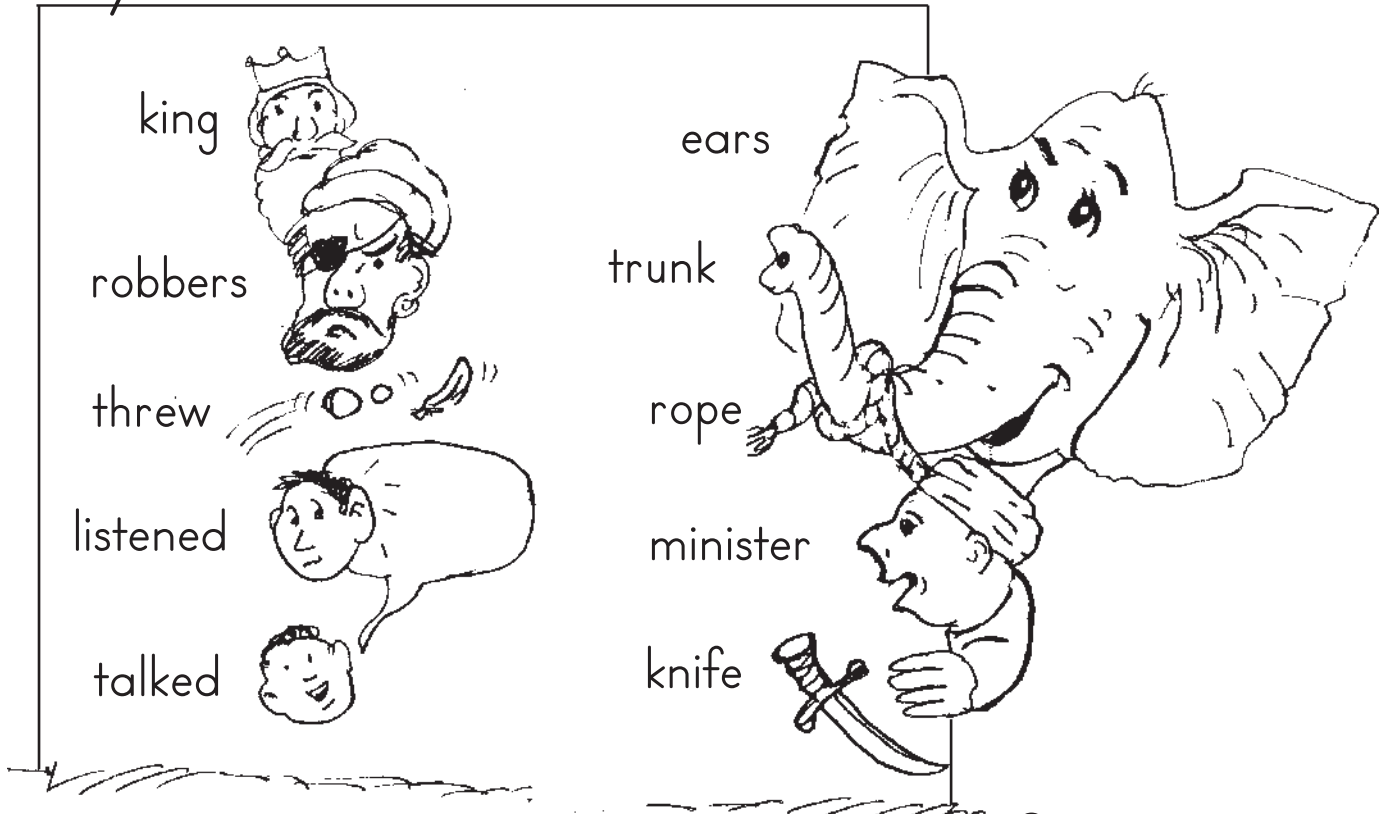
ears

trunk

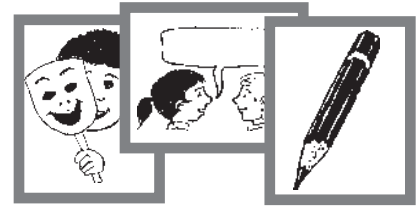
rope

minister

knife



Explore and Respond



Drama

The aim is to help the children to improvise relevant sections of the story in order to explore their own feelings and those of the various characters.

Elephants

- Move around the room as if you were Mahaghiri the elephant: walk in a slow and stately way; swing your trunk; use it to pick up and eat fruit and coconut cake etc.
- Find your 'stall' and stand still.
- Listen to the robbers talking. Show the effect this has on you.
- Rajinder comes to give you your breakfast. Throw him out of the stall. Show how difficult and violent you have become.
- The king's men come and bind you with strong ropes. You don't like it but you can't move.
- The good friends meet in your stall. Listen to them talking. Show how listening to them begins to change you. You become gentle and trustworthy again.
- Rajinder comes and removes the ropes. Stretch your legs and trunk. At last you can move again. How good it feels!
- Stretch out your trunk and gently put Rajinder on your back.
- Move around the room in a strong and graceful way. You are happy, so you give the children rides, bathe in the lake, eat coconut cake, etc....



Discussion

Helpful speech

The robbers met in Mahaghiri's stall to plan all the horrid things they were going to do. Being in their company, and listening to them, had a bad effect on her.

- Why did Mahaghiri start behaving badly?
- What sort of things do you think she heard the robbers saying?
- Why did this have a bad effect on her?
- How did the king's minister help Mahaghiri?
- What sort of things do you think she heard the good friends saying to each other?
- Why did listening to the good friends help her?
- Are there any things that have a bad effect on you?
- What things have a good effect on you?
- If someone wanted to help you behave well, what would they say?



Activity sheet 6b

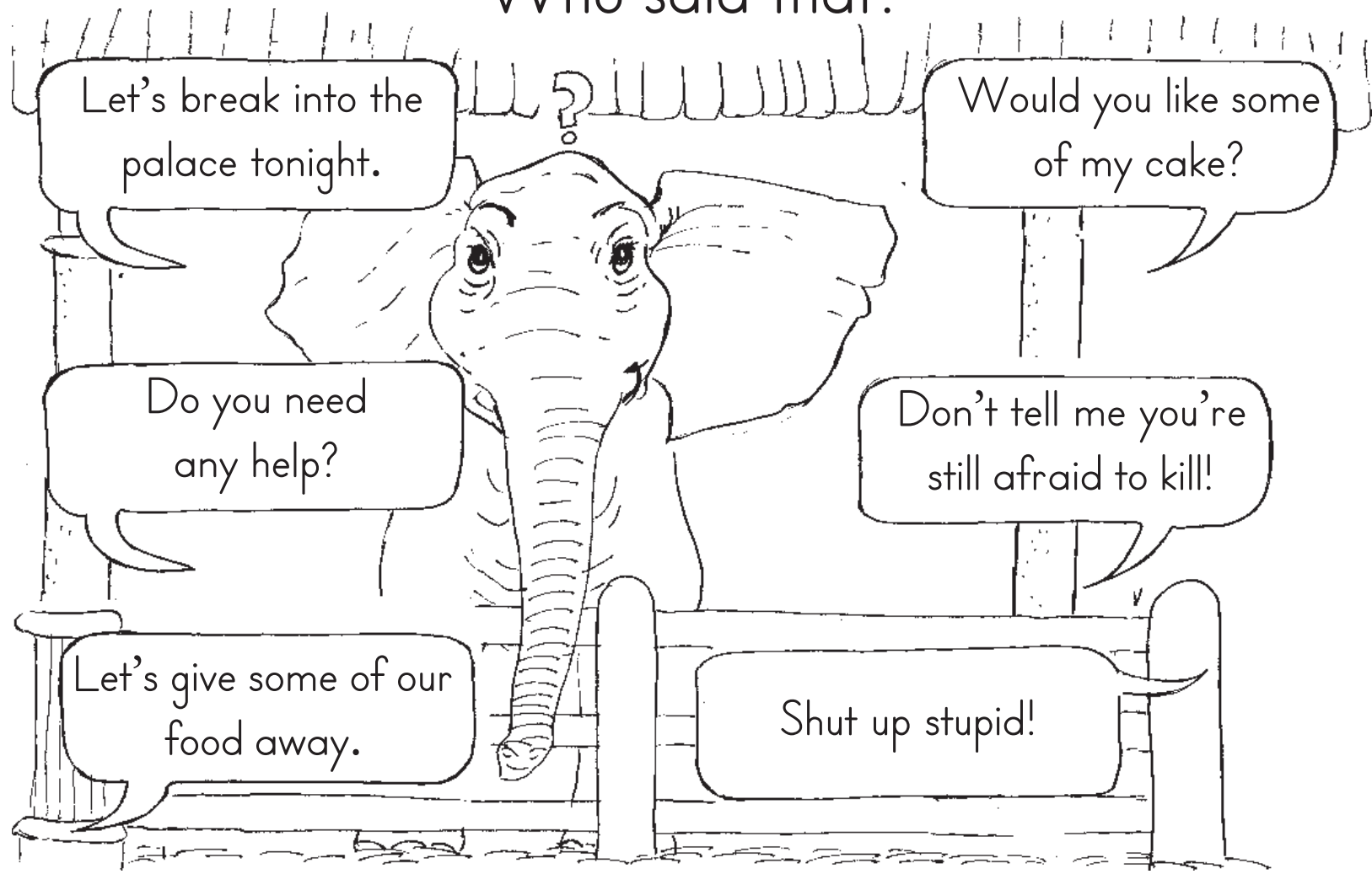
After the above discussion the children:

- Read the speech bubbles
- Decide "Who said that?" A robber or a friend?
- Copy, or cut and paste, to match the sentences to an appropriate character.
- Make up two new sentences, one for a robber and one for a friend.

The King's Elephant - Activity Sheet 6b

Name

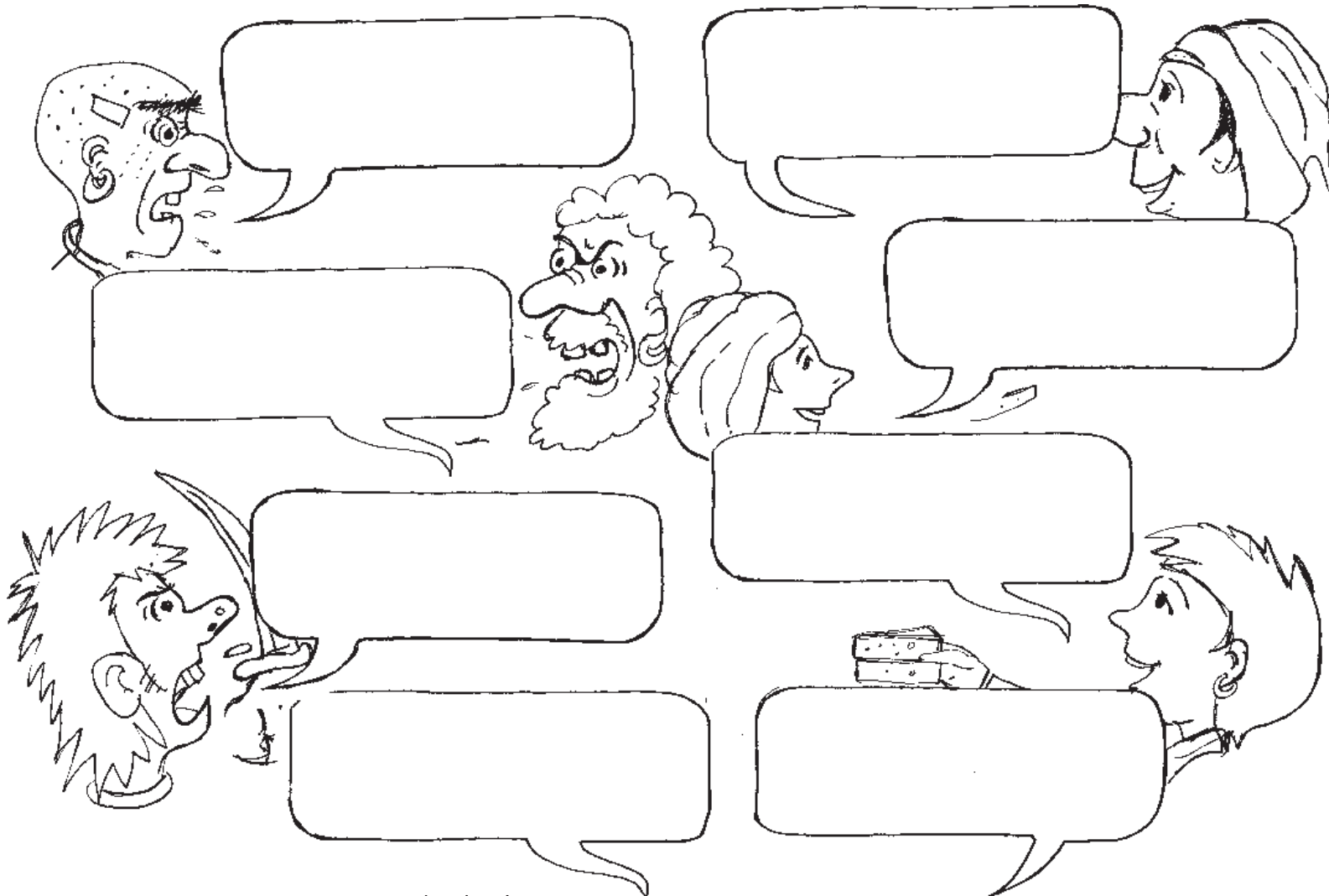
Who said that?



The King's Elephant - Activity Sheet 6b

Name

Who said that?



Make up two new sentences.



Discussion

Friendship

Neil was looking forward to going to the zoo. He was thinking about his friends, Asif, Rosie and Chi, and the things he liked about them.

- What food did he pack for them?
- What did he remember he liked about each of his friends?
- Think of one of your friends. Can you describe them?

What do they look like? Think of their eyes, hair, height, skin tone, clothes etc.

- What are they good at?
- What special thing do you like about them?
- What food would you pack for them on a picnic?



Activity sheet 6c

After the above discussion the children:

- Think of a friend in class, not telling who they have thought of.
- Draw a picture of their friend. Take care to notice the colour of their eyes and skin, their hairstyle and what they are wearing.
- Fill in the “secret information” sheet on their friend.
- Play the “Who is my friend?” game.

“Who is my friend?” game

- Show the picture of your friend to the class. Don’t tell anyone who it is and remember not to give it away by looking at your friend!
- Describe your friend. Use the “secret information” sheet to help you.
- Can anyone guess who it is?

The King's Elephant – Activity Sheet 6c

Name

My friend

– Secret information

My friend has _____ eyes
 _____ hair
 _____ skin

My friend has _____

My friend likes _____

My friend is good at _____

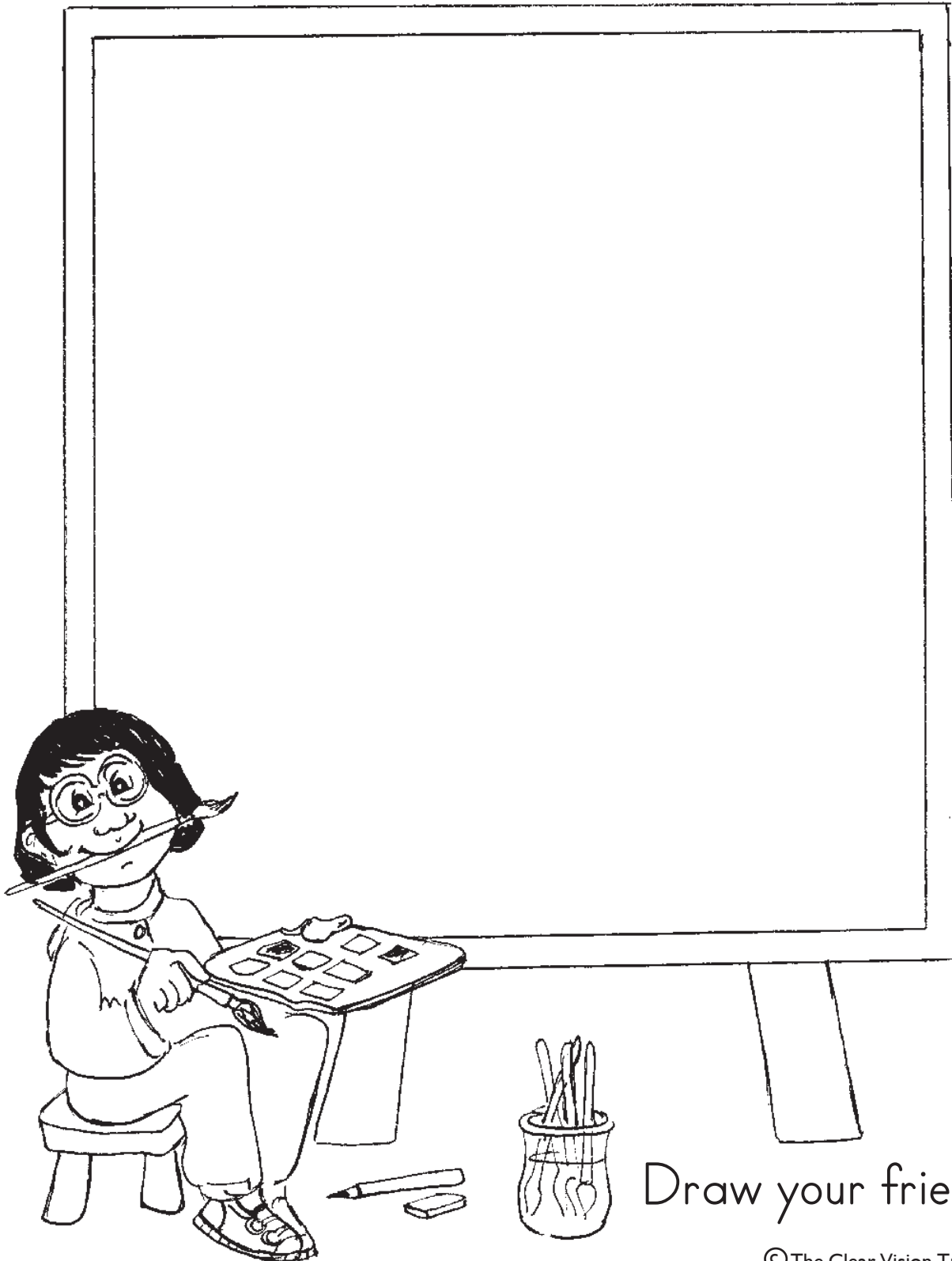
My friend is a good friend because



The King's Elephant – Activity Sheet 6c

Name

My friend



Draw your friend.



The King's Elephant

a shortened story for use in assembly

Once upon a time there was a King of Benares who was very rich. He had many servants and a beautiful palace with wonderful gardens; he had chariots and a stable full of horses. But his most prized possession was a magnificent elephant called Mahaghiri. She was as tall as two men, and her skin was the colour of thunder clouds. She had large flapping ears and small, bright eyes and she was **very** clever.

Mahaghiri lived in her own special elephant house and had her own keeper, Rajinder. The King would often visit Mahaghiri to take her some special tit-bit to eat and check that Rajinder was looking after her properly. But Rajinder needed no reminding, for he also loved the elephant dearly, and trusted her completely. Every morning, he would take her down to the river for her bath. Then he would bring her freshly cut grass, leaves and the finest fruits he could find in the market for her breakfast. During the day, he would talk to her and, in the evening, he would play his flute to send her to sleep.



One morning, Rajinder arrived as usual with fruit for Mahaghiri's breakfast. Suddenly, before he knew what was happening, she picked him up with her trunk and threw him out of the stall, breaking his arm. She began to stamp on the ground and trumpet so loudly that it took several strong men all morning to bind her with ropes and chains.

When the king heard about what had happened, he was very upset and sent for the doctor to help Rajinder. Then he called for his chief minister. "You must go and see Mahaghiri at once," he said. "She used to be so kind and gentle, but this morning she threw her keeper out of her stall. I can't understand it. She must be ill or in pain. Spare no expense in finding a cure."

So the chief minister went to see Mahaghiri, who was still bound firmly with ropes. First he looked at her eyes - they were as clear and bright as usual. Then he felt behind her ears - her temperature was normal. Next he listened to her heart - that was fine too - and checked all over for cuts or sores. He could find nothing wrong with her.

"Strange," he thought. "I can find no explanation for her bad behaviour."

But then his eye was caught by something gleaming in the straw. It was a sharp, curved knife, like the ones used by robbers. Could there be a connection?

That night, when everyone else had gone to bed, the chief minister returned to the elephant house. There, in the stall next to Mahaghiri's, sat a band of robbers. "Tonight we'll burgle the palace," said the chief. "First, we'll make a hole

in the wall, then we'll steal the treasure.

"But what about the guards?" someone asked.

"Don't tell me you're still afraid to kill! When will you learn to be a real robber?"

From the shadows, the minister could see the elephant, her ears pinned back, listening to every hateful and violent word.

"Just as I suspected," thought the minister.

Then he slipped out, bolted the door on the outside so the robbers could not escape, and went immediately to the king.

"Your majesty," he said, "I think I have found the cause of your elephant's bad behaviour."

As soon as the king heard what the minister had to say, he sent for his guards and had the robbers arrested. "But what about the elephant? How can she be cured?" he asked.

"Well, your majesty, if Mahaghiri became dangerous through being in the company of those wicked robbers, perhaps she could be cured by being in the company of good people."

"What a brilliant idea!" exclaimed the king. "Let us invite the friendliest, happiest and kindest people in the city to meet in the stall next to the elephant."

"Mahaghiri, the king's most prized elephant, has been in bad company and has become violent and dangerous," the minister told his friends. "Will you help her to become her old self again?"

"Of course," they replied. "What do you want us to do?"

"Just meet in the elephant house every day for the next week. Let her hear how kindly and thoughtfully you speak to each other, and how helpful you are."

So the minister's friends met in the elephant house as planned. They talked together and enjoyed each other's company. Sometimes they brought cakes and sweets to share; sometimes their children came and played happily in the straw. All the while, Mahaghiri watched and listened. Gradually, she became calmer.

"I think it's working," said the minister. "Soon we'll be able to remove the ropes."

Everyone felt a bit nervous when the day came for Mahaghiri to be untied. The king ordered everyone to wait outside as, very carefully, brave Rajinder began to undo the ropes around her ears and trunk. Next he removed the ropes holding her head. Finally, he loosened the thick chains holding her great feet. Everyone held their breath. What if she was still wild?

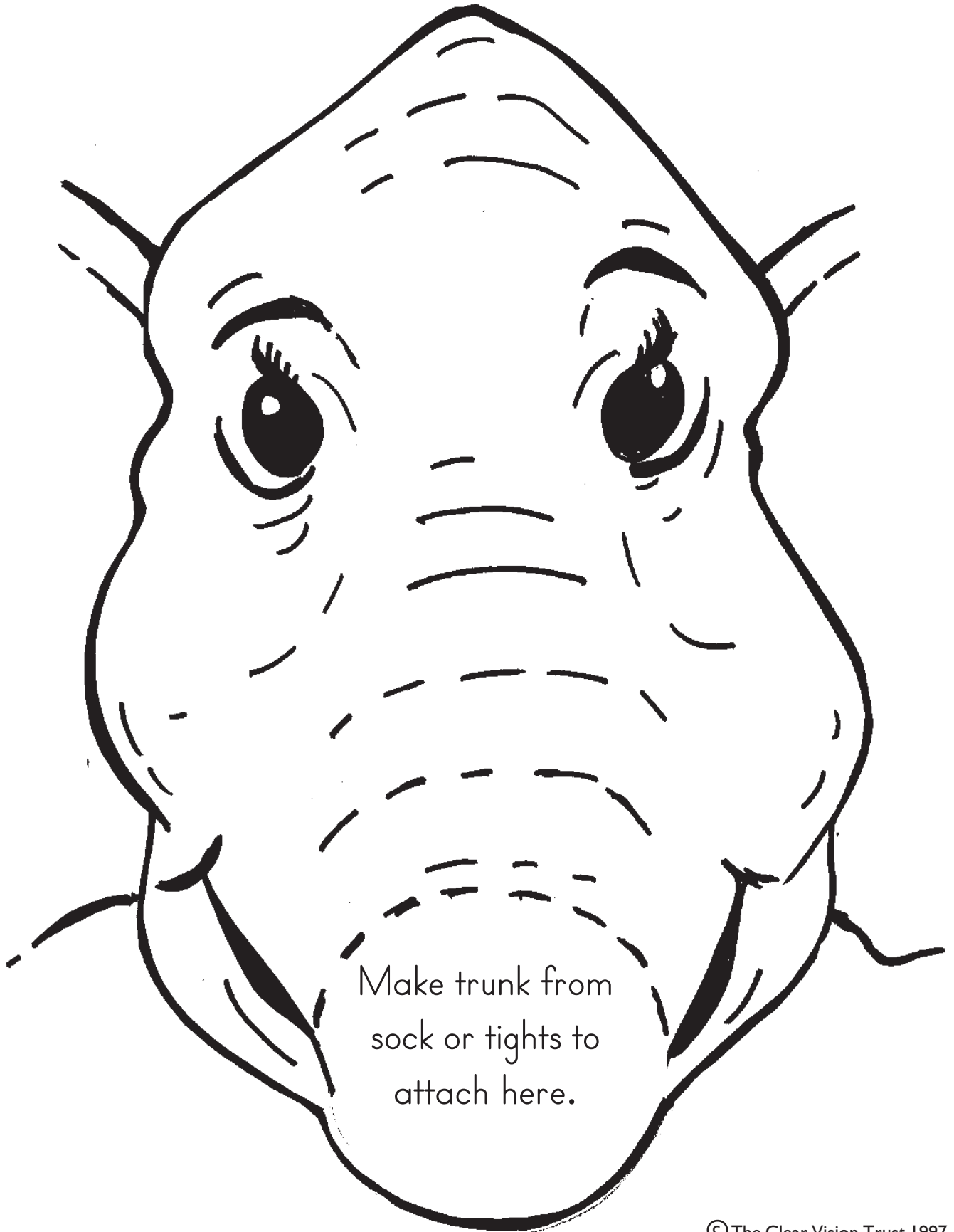
Mahaghiri looked round shuffling her feet to stretch them. Then she slowly curled her trunk around her keeper's waist and lifted him high into the air before placing him gently on her back. A great cheer went up. The king was delighted.

"Let's have a picnic to celebrate," he announced. "Mahaghiri can come too."

What a great afternoon they all had! Mahaghiri bathed in the lake and gave the children rides. It seemed as though she had now become kinder, gentler and even more trustworthy than ever. But Rajinder never forgot what had happened and was always careful to set Mahaghiri a good example by being kind and friendly himself.

Elephant Mask for use in drama and display

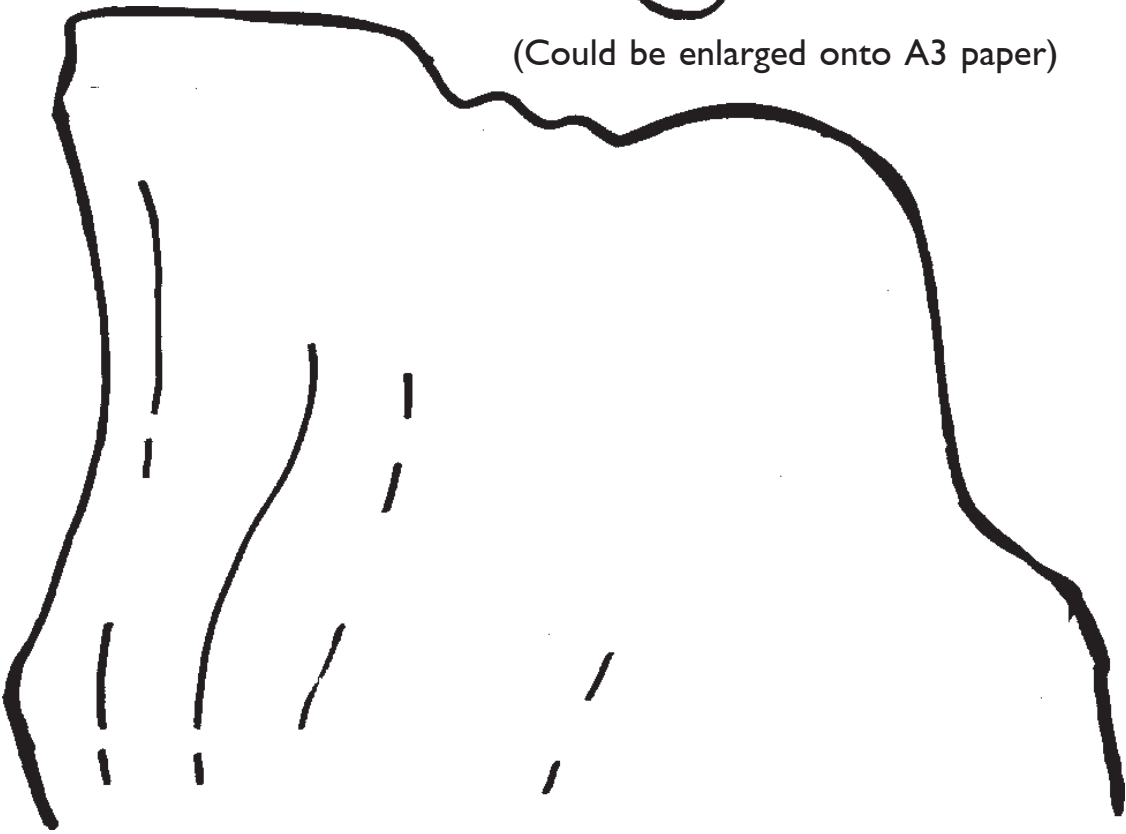
(Could be enlarged onto A3 paper)





Elephant's right ear

(Could be enlarged onto A3 paper)



Elephant's left ear

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