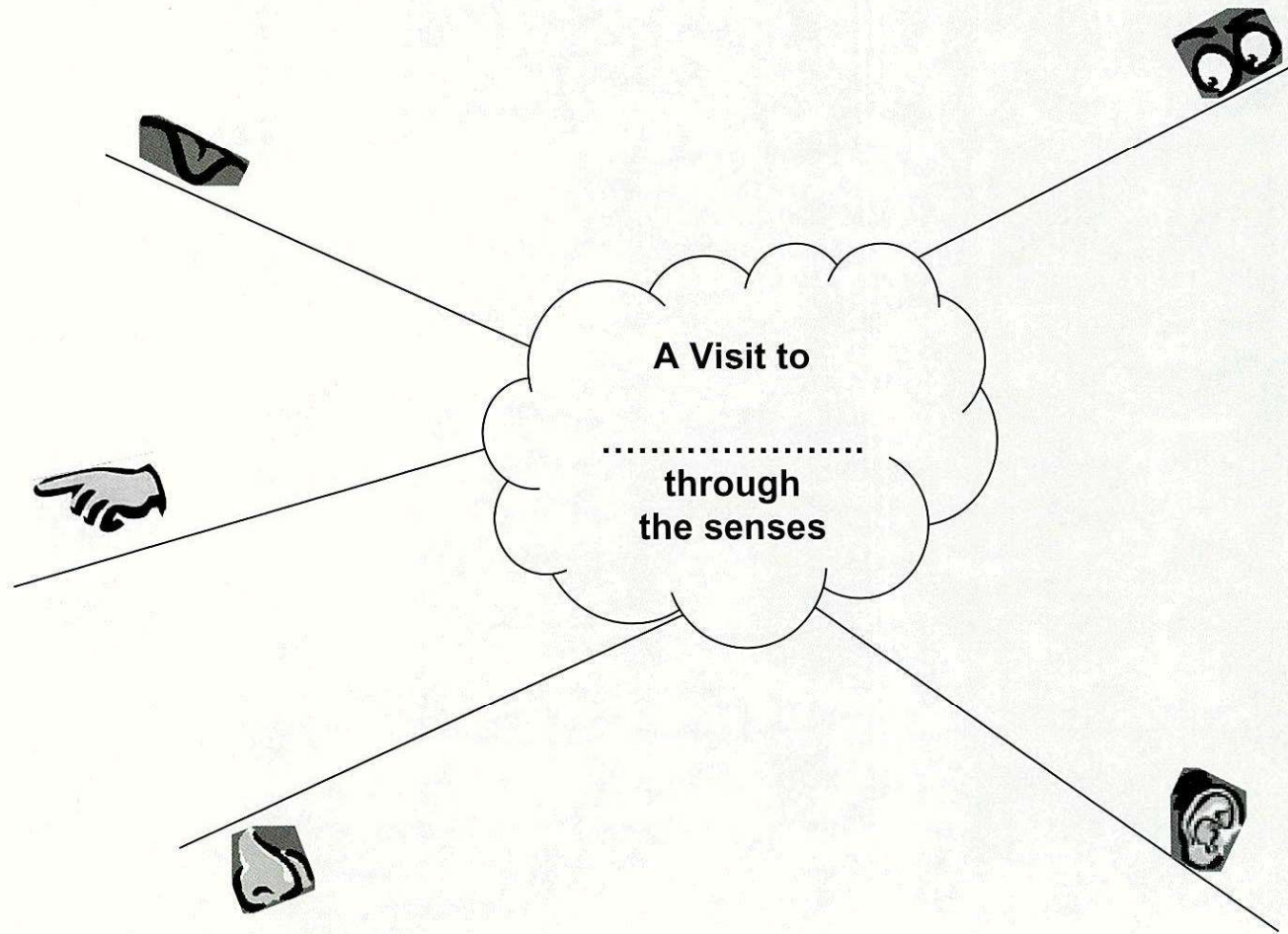


Section 4:

Worship

Think about what you saw, heard, smelled, touched and tasted on your visit and record them here, using words or pictures or both.



Activity
Sheet

Record, in any way you want to, what you saw, heard, smelled, touched and tasted during your visit.

**Activity
Sheet**

Thinking through a visit to the

I saw

I felt

The

.....

in words and pictures

I met

Afterwards I thought.....

Activity
Sheet

Thinking through our Visit

What I saw	Outside:	Inside:
Who I met		
How I felt		
What I thought about afterwards		

**Activity
Sheet**

Thinking through a visit to the

Five questions that I want to ask after the visit:

1. What

?

2. When

?

3. Where

?

4. Why

?

5. How

?

Which of your five questions would be the hardest to answer? Why?

**Activity
Sheet**

Thinking through a visit to the

Five questions that I want to ask after the visit:

What	When
How	
Where	Why

Activity Sheet

Thinking through a visit to the

SIMILARITIES & DIFFERENCES

Think about a religious building you have visited before and compare it with the
What is the same and what is different? Record your ideas in some way. You could use the boxes below:

SIMILARITIES	DIFFERENCES	
	The.....	Another religious building

Activity
Sheet

Thinking through a visit to the Church

The music made me feel.....

I could use music to.....

**Music
in the Church**

Music like this could change
the world by.....

**Activity
Sheet**

Thinking through Sikhism

Visit to the Gurdwara

Sharing food made me feel.....

I could use the sharing of food to.....

**Sharing
Food**

Sharing food could change
the world by.....

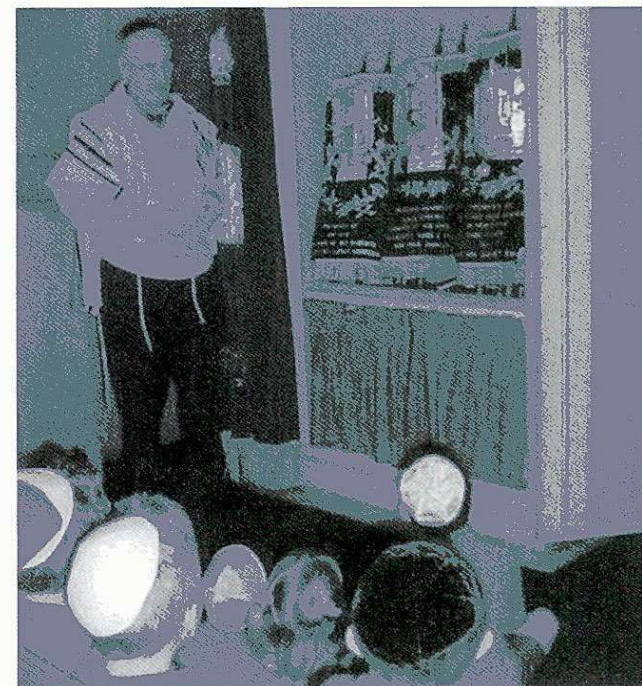
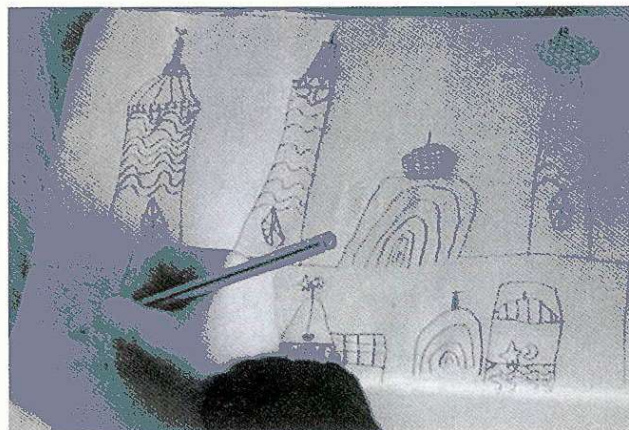
**Activity
Sheet**

Activity Suggestions

Teaching about:

Visiting a Place of Worship

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>CREATE</p> <ul style="list-style-type: none">➤ a play church/gurdwara in the home corner	<p>MAKE</p> <ul style="list-style-type: none">➤ an observational drawing inside the building;➤ a brass rubbing (if appropriate);	<p>FIND OUT ABOUT</p> <ul style="list-style-type: none">➤ the history of the building and the community that worships there; <p>DESIGN</p> <ul style="list-style-type: none">➤ a children's area for the local church



Potential C.A.S.E. Developments

Knowledge: Worship					
Concepts			Attitudes		
Concept of God	Beliefs	Symbols	Respect	Integrity	Enquiry
Many people believe God deserves their worship.	Religious faith: <ul style="list-style-type: none"> ➤ brings people together; ➤ focuses on a particular building which is the heart of a community; ➤ creates sacred spaces. 	Buildings can be symbolic	Religious buildings deserve to be respected.	Valuing: <ul style="list-style-type: none"> ➤ community; ➤ worship; ➤ a building that has significance to someone; ➤ symbolism. 	Why are some buildings special? What makes a building holy? Why is it important to belong?
Visiting a Place of Worship					
Skills			Exploration of Human Experience		
Language	Empathy	Reflection	Spirituality	Relationships	Daily Experiences
Church Mosque Synagogue Mandir Gurdwara community	With those who: <ul style="list-style-type: none"> ➤ worship; ➤ need a place to feel at home; ➤ share beliefs with others. 	What do I do with other people? Where do I feel at home? What are the significant places in my life?	Experiences of: <ul style="list-style-type: none"> ➤ sacred places; ➤ a memorable atmosphere; ➤ awesome buildings. 	People need to be able to gather together with others with whom they have something in common.	For some people, going to worship God is a frequent, perhaps even daily, experience

See: *Take a walk around: Directory of Places of Worship in the Solihull Area*

Reading the Bible

The Lectionary for the Christian year identifies, usually over a two year cycle, which readings might be used in Sunday worship. Traditionally three are given for each Sunday, one from the Old Testament and two from the New Testament, a Gospel reading and an Epistle. As well as being used in corporate worship, Bible readings frequently form the basis for personal devotion and Bible notes often follow the Lectionary.

Learning Objectives: To give children opportunities to **know** that the Bible is read in most churches every week; **understand** that, for Christians, the Bible contains lessons for life; and to **be able to reflect** on the book that is most important to them.

Walk around the classroom with an open Bible on your hands. If possible, use an old Bible or a lectern Bible. Ask pupils which book is being carried.

Why do you think a Bible might be carried like this?

Where might I be going with it?

Where do you think I might place it?

You will almost always find a Bible in a church. Often it is a very big and heavy book. Sometimes it rests on a stand called a lectern (*recall the work on the Eagle (see page 272) if it has been done*).

One of the things that Christians do when they worship God is to read the Bible. Usually passages from the Old and New Testaments are read. They are called 'lessons'.

In some churches the Bible is carried in at the beginning of the worship and everyone stands to show how important it is to them. Sometimes people stand up while the reading is given.

For discussion:

Why do you think the readings from the Bible are called 'lessons'?

What do you learn from books?

Which book is really important to you?

Activity Suggestions

Teaching about:

Reading The Bible

Number of lessons: 1

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>MAKE</p> <ul style="list-style-type: none">➤ a collection of all the Bibles you have in school;➤ a collection of favourite books; <p>TALK ABOUT</p> <ul style="list-style-type: none">➤ your favourite story from the Bible <p>ROLE PLAY</p> <ul style="list-style-type: none">➤ favourite Bible stories in groups;	<p>WRITE</p> <ul style="list-style-type: none">➤ about your favourite book.	<p>FIND OUT</p> <ul style="list-style-type: none">➤ who in your class/school owns a Bible and find a way of recording your results.

Potential C.A.S.E. Developments

Knowledge: Worship				
Concepts		Attitudes		
Beliefs	Symbols	Self-Respect	Integrity	Enquiry
<p>The Bible is to be</p> <ul style="list-style-type: none"> ➤ read; ➤ listened to. <p>It teaches people how to live in response to the love and grace of God.</p>	<p>Carrying the Bible into worship is a symbolic action.</p>	<p>I can</p> <ul style="list-style-type: none"> ➤ learn; ➤ read; ➤ listen. ➤ makes choices about how I behave. 	<p>Valuing:</p> <ul style="list-style-type: none"> ➤ listening; ➤ learning. 	<p>What does the Bible say?</p> <p>How do the different kinds of books in the Bible speak to people today?</p> <p>How do people learn from it?</p> <p>What do people learn?</p>
READING THE BIBLE				
Skills		Exploration of Human Experience		
Language	Reflection	Spirituality	Emotions	
<p>Bible</p> <p>Testament</p> <p>worship</p>	<p>What do I learn from books?</p> <p>Who teaches me?</p> <p>Which is my most important book?</p>	<p>of:</p> <ul style="list-style-type: none"> ➤ listening; ➤ learning. 	<p>curiosity</p> <p>satisfaction</p>	

Resources:

A poster of a lectern and Bible is available on loan from the RE resources base at Chapel Fields Centre.

Bells

Bells are rung to call people to worship all over the world. They may be big or small, rung by hand, singly or in peals. Bells are recognised as message carriers or signs of warning or of celebration, as well as providing music in their own right. Here aspects of their religious and cultural role are explored.

Learning Objectives: To give children opportunities to **know** that bells are used to call people to church;
understand why the tradition of bell ringing started;
and to **be able to reflect** on a skill they would like to learn.

Lesson 1

Play a recording of a peal of church bells and ask children to talk about what they can hear.

What is the sound?
How is it made?
What is it for?

The sound you can hear is of bells being rung from a church tower, calling out to people in the community. The sound needs to be loud so that everyone in the neighbourhood will hear it.

Why do you think the bells are being rung?
What message can the bells give people?

Lively, happy sounding bells are used to call people to church or maybe to announce a wedding. At the end of the war, bells rang out across the country to celebrate more 'good news', that peace had come again.

Church bells are also used at sad times. They are rung sometimes at funeral services to announce that someone has died. A slow muffled bell rings out over the surrounding village, town or city to tell people that something sad has happened. It may call them to the church or remind them to say a prayer or remember the person, wherever they are.

In days past the church bells were used as a warning if danger was coming to the village or town, if it was under attack. In a little market town in Cumbria, a church bell is rung for ten minutes every evening at eight o'clock. Its gentle sound reaches out through the many narrow streets and tiny alleyways across the valley with a special message to those who hear it.

The story is told that many years ago the town was troubled by border reeves, gangs of thieves and bandits who would attack people and steal their animals and valuables. So every night the 'Taggy bell' was rung to warn people to come in from the fields with their animals and make themselves safe and secure in their homes. The people watched out for the robbers and if they did come then groups of the townsfolk would be ready for them and would dash up and down the narrow streets and alleyways and catch the robbers unawares. The bells helped everyone to keep safe and look after themselves and each other.

Now there are no longer border reeves to hurt and frighten people but the bell has become a tradition and rings out each evening to people as a comforting sound. Church bells still call out to people to invite them to be together and worship God.

For discussion:

Why are church bells rung?

Who are the bells rung for?

When do you hear bells and what do they tell you to do?

What sounds do we all listen out for?

Lesson 2

Begin by playing the recording of bells again. Recall children's ideas about bells from previous session. Ask children if they know how the bells are rung.

Sarah was ten when she moved from her home in Scotland to the south of England. One of the things she came to love in her new home was the sound of bells calling her to church on Sunday. Her ears learnt to notice and recognize the different patterns and tunes that the bells made with their sounds. If she was a little late the tunes would stop and just one bell would ring out with the same note. This was the 'five minute bell' that told people that the service would start in five minutes. If they were late then people had to hurry up. Wherever she went, Sarah listened out for the church bells.

When she had grown up, Sarah went to work at Guilford Hospital. She used to help at the local youth club in the evenings and one of the lads there rang bells. He invited Sarah to go to a bell practice in his church tower. Sarah went along and was fascinated by what she saw. Sarah could see that ringing bells was actually quite complicated, using different movements and working as part of a team. She asked if she could have lessons and began to learn the English way of ringing, which is quite different from ringing bells anywhere else in the world.

The bells are often very big and heavy and you need to be strong to control them. You need help for a long time when you are a beginner because if the bells were not rung in the right way, the bell and the person ringing it could both be damaged. There was always someone with Sarah who was a good bell ringer and could teach her.

There are two strokes or movements made with the bell rope to make the bell ring. One movement pulls the bell up and then it has to be pulled again to let it swing down and ring. Sarah learnt how to let the bell ring out, holding the rope so that the bell was controlled carefully.

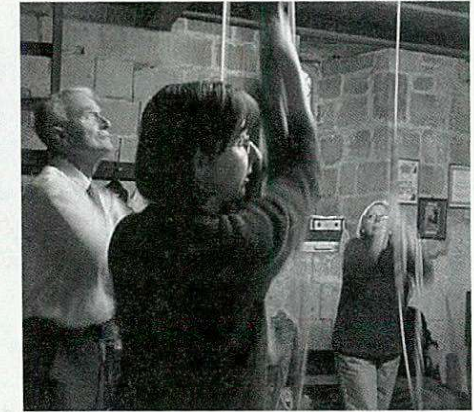
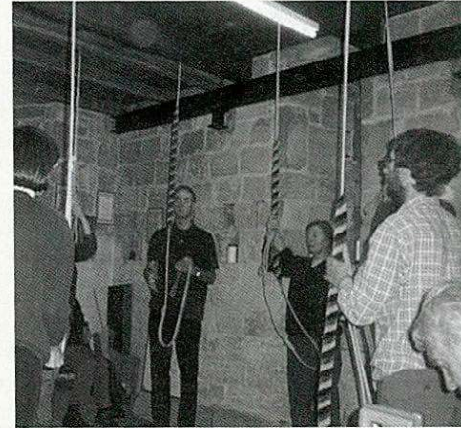
It is a wonderful feeling to be 'at one' in co-operation with the bell, pulling the rope in just the right rhythm and with the right amount of strength, but if you pull it too hard or too soon, it can be disastrous.



Sarah realized that she had to be kind to the bell and she practised hard over and over again to get the sound right and to play her part in the sequence of sounds that the group of bells made. Sarah was particularly interested in the different patterns of sounds and tunes the bells played, different sounds for different occasions. She enjoyed feeling part of the church in a special way by helping call people to come together and worship God.

Not far from where Sarah worked in Guilford, a new cathedral was being built on the hill. It was very tall and beautiful and it was going to have a bell tower. Sometimes during the day, when she was meant to be working, Sarah would go outside the building where she worked and listen to the new bells as they were being tried out. Once they had been hung in the tower they had to be rung to check they were working properly and to hear if they were in tune.

Sarah loved bell ringing and enjoyed working with bell ringers at the different churches she went to as her life moved on. Now, even though she no longer rings bells, she loves to listen to them and the different sounds they make as they ring out across the countryside, calling people to church.



For discussion:

What skill would you like to learn?

What is there in your life that you have to practise doing?

What would you like to call people to do?

What message do you have for everyone?

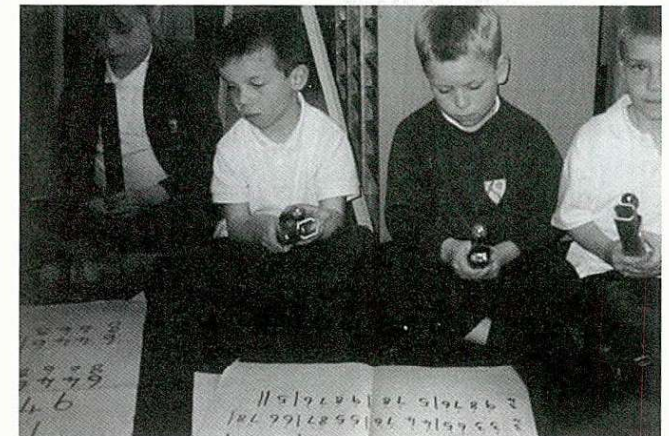
Activity Suggestions

Teaching about:

Bells

Number of lessons: 2

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>EXPLORE</p> <ul style="list-style-type: none"> ➤ as many ways as possible of making bell sounds. <p>INVESTIGATE</p> <ul style="list-style-type: none"> ➤ church bells in the locality. <p>BORROW</p> <ul style="list-style-type: none"> ➤ Investigate making bell like sounds with other instruments. ➤ some hand bells to play/ have demonstrated. <p>VISIT</p> <ul style="list-style-type: none"> ➤ St Alphege Church (or another with bells), tour the ringing room and try pulling the bell ropes or ringing handbells. 	<p>MAKE</p> <ul style="list-style-type: none"> ➤ a list of all the reasons for ringing bells. ➤ a list of other times when you hear bells during the day or night. <p>DRAW</p> <ul style="list-style-type: none"> ➤ a bell shape and write inside it what the bell might be saying. 	<p>FIND OUT ABOUT</p> <ul style="list-style-type: none"> ➤ sound; ➤ other ways in which people are called to worship; ➤ how bells are made and rung; ➤ when and how bells are rung during worship by Christians (and Hindus).



Knowledge: Worship				
Concepts			Attitudes	
Concept of God	Beliefs	Respect	Integrity	Social Responsibility
For many people God is to be worshipped	Faith: <ul style="list-style-type: none"> ➤ calls; ➤ demands a response; ➤ involves effort. 	Some people respond to a call to worship.	Valuing: <ul style="list-style-type: none"> ➤ commitment; ➤ faithfulness; ➤ the sound of bells. 	Many people give of themselves to the church.
Bells				
Skills			Exploration of Human Experience	
Language	Empathy	Reflection	Spiritual Experiences	Emotions
peal worship	with those: <ul style="list-style-type: none"> ➤ who are called; ➤ who give their time to ring bells. 	Who or what calls me? What am I called to do?	Experiences of: <ul style="list-style-type: none"> ➤ hearing bells; ➤ being called; ➤ responding. 	curiosity anticipation

Resources:

Cassette Church Bells of England. Saydis
 HMV Shop £7.99 or is available on loan from the RE Resources base at Chapel Fields Centre.

Silence

This lesson, focusing on the Friends or Quakers, emphasises the qualities of silence and its potential for reflection. The contrast with exuberant singing also creates the opportunity to explore diversity of worship styles.

Learning Objectives: To give children opportunities to **know** that some people worship in silence;
understand how being very quiet helps some people think about God;
reflect on how it feels to be silent together.

Begin by showing pupils a video of a congregation singing exuberantly. This can be a recording of a carefully chosen piece of televised worship.

What are these people doing?

How do you think they are feeling?

These people are singing and clapping to worship God. They are praising God with their voices and they are enjoying themselves doing it. But people don't always worship God with so much noise.

What do we call it when there are no sounds at all? *Introduce the word 'silence'.*

Could we make some silence in the classroom? Sit very still and keep absolutely quiet. When there are no sounds at all, perhaps you can hear your heart beating.

Sometimes people keep silence together when they are worshipping God. It is a chance for them to listen to what God might be saying to them.

For people called Quakers, silence is very important. They are people who come together in their meeting place to be quiet together. They sit close together and from the very start of their meeting, there is complete silence. They try to clear their minds of all the things that have worried them during the week. They become still and quiet. The silence grows and there is a feeling of calm and peace.

Sometimes the silence is broken by someone talking. This person wants to share her or his thoughts with the rest of the group. People can speak if they want to and the rest can sit and listen, silently. The silence helps them to think about what the person has said.

Sometimes nobody talks at all, but that does not matter because sharing the silence is important. It is a time for them to be still and think about God.

For many people, worship is a time to sing loudly together; for others, it is a time to be quiet and that silence brings them together just as much as the singing.

It is a time for them to be still and think about God. When a lot of people have been singing loudly together and then they are very quiet, the silence brings them together just as much as their singing. But people do not always worship God in a group or in a special building. Many people worship God at home, quietly, on their own.

Let's try to make silence together again, just like the Quakers in their meeting place.

Encourage children to be still and silent again.

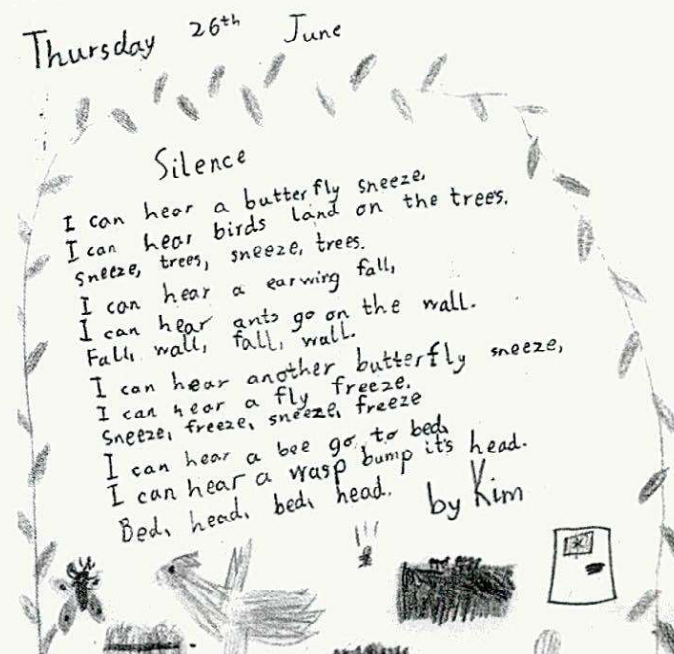
For discussion:

How did it feel when we were silent together?

How does it feel to be still and quiet inside?

What other times are you really quiet?

If you worship God, what do you do?



Activity Suggestions

Teaching about:

Silence

Number of lessons: 1

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>BE</p> <ul style="list-style-type: none"> ➤ silent for a few moments; <p>TALK</p> <ul style="list-style-type: none"> ➤ about what silence helps us to do; <p>TRY</p> <ul style="list-style-type: none"> ➤ simple relaxation exercises, listening to your breathing. 	<p>WRITE</p> <ul style="list-style-type: none"> ➤ about what you heard in the silence; ➤ an acrostic on the word SILENCE; ➤ a poem entitled 'Silence', starting with the line <i>I can hear a butterfly sneeze....</i> 	<p>FIND OUT ABOUT</p> <ul style="list-style-type: none"> ➤ people who always worship in silence;

Potential C.A.S.E. Developments

Knowledge: Worship				
Concepts			Attitudes	
Beliefs	Symbols	Self-Respect	Integrity	Tolerance
God can be worshipped: <ul style="list-style-type: none"> ➤ in silence; ➤ by singing; ➤ by speaking. Worship can be a corporate or an individual activity.	Some sounds are symbolic; silence can also be symbolic.	<ul style="list-style-type: none"> ➤ I can be still; ➤ I can listen. 	Valuing: <ul style="list-style-type: none"> ➤ silence; ➤ listening. 	Some people need quietness.
Silence				
Skills			Exploration of Human Experience	
Language	Empathy	Reflection	Spirituality	Emotions
silence worship	with those: <ul style="list-style-type: none"> ➤ who keep silence; ➤ who need quietness. 	When am I quiet? How might I worship God?	Experiences of: <ul style="list-style-type: none"> ➤ silence; ➤ stillness. 	stillness

He's Got the Whole World

He's got the whole world in his hands is a popular hymn. It inspires strong images in the singer's mind of the protection he or she believes God provides.

Learning Objectives: To give children opportunities to **know** the hymn *He's got the Whole World*; **understand** that some people believe God made the world and protects and cares for it; and to **be able to reflect** upon when and where they feel protected and safe.

Lesson 1:

Begin by playing a tape recording of children singing the song: He's got the whole world in his hands.

How does this song make you feel?

Who do you think the 'he' is in the song?

What might it mean for God to have the whole world in his hands?

Give a child a delicate flower; ask him or her to carry it across the classroom, inviting everyone else to watch.

How did (*use child's name*) make sure the flower was safe as it went across the room?

What did she/he do? What words could we use to describe how (*use child's name*) carried the flower?

Let's all look at our hands. Just think what you can do with them. Just think how wonderful they are.

What might it mean for God to have hands?

Explore the idea that this is a way of imagining what God might be like; it is a metaphor, although children will be inclined to think of the image literally.

Whose hands do you think work for God on earth?

Singing this song makes some people feel protected and safe, like the flower.

Why do you think this is?

This song describes how Christians believe that God is always protecting them and keeping them safe from harm.

The song also shows how important God might be. Can you imagine someone looking after the wind, the rain, the sun, the moon, all the plants and creatures and everybody?

For discussion:

When do you feel protected and safe?

Who protects you and keeps you safe from harm?

Who do you think makes the wind blow and the sun shine?

What would you like to protect and keep safe?

Lesson 2:

Recap the previous lesson by playing the song again.

This song is a song of praise. It says God's got the whole world in his hands. What do you think that means? What is the whole world like?

Look at a globe and talk about the earth with all its diversity.

The whole world includes many different people: the rich and the poor, the old and the young. There are many different coloured skins and lots of different languages; the song talks about 'you and me brother', and 'you and me sister'.

Who is your brother and your sister?

Show children the image of the earth from the moon and talk about the way we should help to look after it.

For discussion:

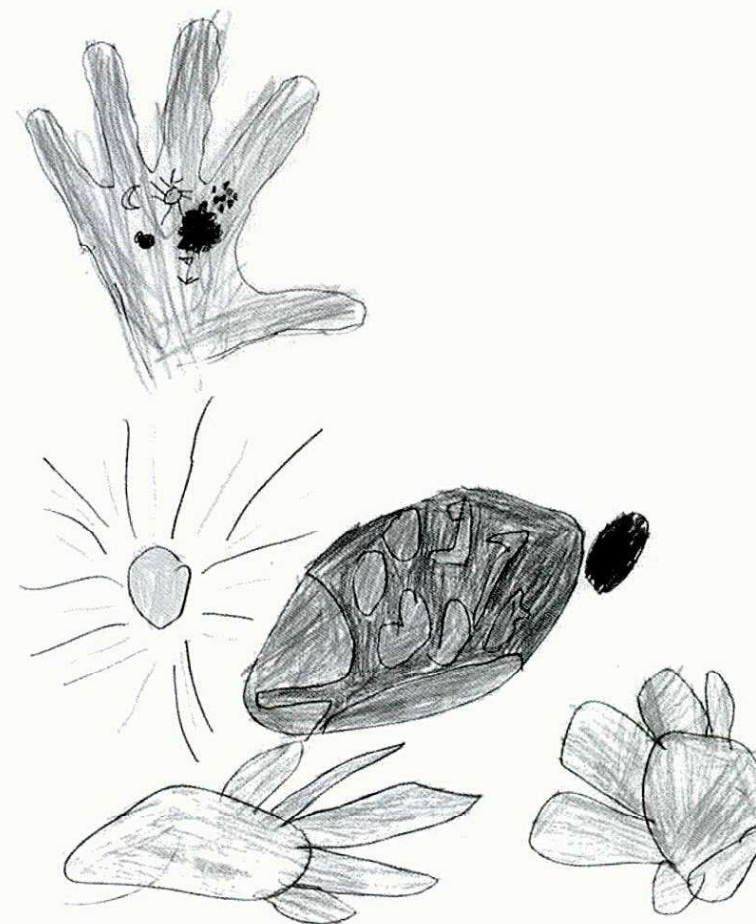
If you could hold the earth in your hands, how would you look after it?

What would you like to do for all the people on earth?

If you were God, what would you most want for the world?

God is important to many people. They believe that, even though they can't see God, God is there all the time, looking after them and the whole world.

For some of them that really means they imagine they are held safely in God's hands. Other people imagine God's love wrapped all around the world.



Activity Suggestions

Teaching about:

He's Got the Whole World

Number of lessons: 2

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>LEARN</p> <ul style="list-style-type: none"> ➤ the song <i>He's got the whole world</i> and the actions to go with it. 	<p>DRAW</p> <ul style="list-style-type: none"> ➤ a picture of the whole world carried in protective hands; <p>WRITE</p> <ul style="list-style-type: none"> ➤ another verse to the song <p>DRAW</p> <ul style="list-style-type: none"> ➤ a picture of the world and write around it all the things that you would like to do for the world. 	<p>FIND OUT ABOUT</p> <ul style="list-style-type: none"> ➤ someone whose hands work for God on earth. <p>EXPLORE</p> <ul style="list-style-type: none"> ➤ how we use our hands to protect and comfort others. <p>FIND</p> <ul style="list-style-type: none"> ➤ out about sign language and Makaton.

Potential C.A.S.E. Developments

Knowledge: Worship					
Concepts			Attitudes		
Concept of God	Beliefs	Symbols	Respect	Integrity	Enquiry
God might have all creation in his hands and care for it.	Faith in God can: <ul style="list-style-type: none"> ➤ assure; ➤ comfort; ➤ be sung about. 	words of songs.	Some people believe: <ul style="list-style-type: none"> ➤ God cares for them personally. ➤ that whatever happens to them, it will still be within God's loving purposes for them. 	Valuing: <ul style="list-style-type: none"> ➤ images of God; ➤ singing. 	Does God have hands? Whose are God's hands on earth? How big is the whole world? What makes the wind blow and the sun shine?
He's Got the Whole World					
Skills			Exploration of Human Experience		
Language	Empathy	Reflection	Spirituality	Daily Experiences	Emotions
God praise	with those who: <ul style="list-style-type: none"> ➤ take care; ➤ use their hands to help others; ➤ believe God looks after the world. 	Who protects me? Who would I protect if I could? When do I feel safe? Who are my brothers and sisters?	Experiences of: <ul style="list-style-type: none"> ➤ feeling secure; ➤ singing. 	Some people sing praise songs to God every day.	joy security comfort

The Aarti Flame

In the mandir (the Hindu temple), worship is drawn to a close with a ceremony called Aarti. The Aarti lamp is usually made of metal and holds a small pool of melted ghee (butter) and five wicks, each one resting on a petal shaped flute on its rim. The lamp burns with five flames. It is lit during Puja (worship) and the light offered in circular movements before the shrine. Hindus believe light is a blessing from God. At the close of the worship, the Aarti lamp is carried around among the worshippers so that they can each receive the blessing of the light as they stretch out their hands, palms towards it, and pass it over their own heads.

Learning Objectives: To give children opportunities to **know** about the Aarti flame;
to **understand** that light is a blessing from God for Hindus;
and to **be able to reflect** on the blessings in their lives.

Lesson 1:

Conceal an Aarti lamp in a mystery bag and invite pupils to explore it without opening the bag. Encourage them to discuss it in their groups before collecting their ideas about what it might be, and then slowly reveal it.

What can you see now?
What is this object made from?
What do you think it might be used for?

Demonstrate its use by pouring a little cooking oil into the reservoir and placing five cotton wool wicks in it, resting on the petals on the rim of the lamp. Alternatively a night light can be used.

This is an Aarti lamp. It is used by people called Hindus when they worship God together in the temple. They believe that God made light and it is a blessing from God and so, at the end of their worship, they light a lamp like this. The Aarti flame reminds them about God.

The priest stands in front of the shrine, the place where God is worshipped, with the lamp high up in front of him. He makes big circular movements with the flames, so that the light creates circles in the air to remind people of the sun, which they believe was made by God. Then he walks between the people so that they can come closer to the light.

Everyone carefully stretches out their hands, with their palms towards the flames and then they move their hands over their faces and heads. It's as if they are scooping up the light with their hands and pouring it over themselves. In this way, they are taking the blessing of the light into themselves. They feel it filling them with its joy and peace. As they leave this holy place, they are taking God's blessing with them into their lives.

For discussion:

What do you think blessings are?

Where do the blessings in your life come from?

When is light important to you?

How would it feel to be filled with light?

Lesson 2:

Let's imagine we can fill ourselves with light! We're going to tell a story in our heads and all our stories will be different. Your story will just be yours and no one else's.

If children are not experienced in guided fantasy, prepare them by explaining that they can join in making the story in their heads if they want to, but can stop at any time as long as they sit very still and make no sound.

Everyone who wants to do so must be able to concentrate and enjoy his or her story. Explain that afterwards there will be a chance to draw their own stories. Invite children to relax and to close their eyes.

Fade in music.

Be very still. Perhaps you can hear your heart beating... We're going to make our own stories as we listen to the music... Forget you're in the classroom...you're getting into your story; Listen to the music and let it make you feel very quiet inside...

Now, perhaps you would like to imagine a beautiful light all around you. This isn't a fire, so it won't burn you and, although it's very bright, it won't hurt your eyes;

If you want to, you can stretch out your hands towards the light... Perhaps it feels warm on your palms... Perhaps it's making them glow;

This is a beautiful, radiant light. If you would like to, you can bring the light over your head with your hands... Let it flow over you.

I wonder how that feels...

Perhaps you can feel the light washing over you, making **you** feel full of light inside... Maybe it's bringing its blessing, a wonderful feeling of joy as it pours over you...

Enjoy that lovely feeling of being in the light...

I wonder if you are becoming like the light...

...And now it's time to step out of your light and leave it behind... Perhaps you would like to take one more look at it before you come back to the classroom...

Now think about where you are in the classroom and, when you're ready, open your eyes.

You can go back to your light any time you want to. Stay very quiet as you think about your story and draw something to remind you of it.

For discussion:

How did it feel to be in the light?

Lesson 3:

Today we're going to hear a story about light. This is a story that Hindu children hear. We're going to light the story candle so that its flame can help us find the story. What kind of flame would be really good to use?

*Use this to remind children about the Aarti flame.
Light the Aarti lamp (or a candle).*

This is the story about a king who had three sons. He was getting old and he knew he would die soon and he wanted to pass his kingdom on to the wisest of his sons. But how could he decide which of them it would be? He wondered how he could test them to find the wisest.

He thought long and hard about this and finally he decided he would set them all a test. He told them he wanted to see how wise they were. He gave each of them a small bag of coins and told them to buy something to fill his palace.

The eldest son decided immediately what he would do. He took his servants and went off to the market. The easiest thing he could think of to buy was rice. Rice was plentiful and very cheap, so he bought all he could afford and his servants carried it back to the palace. But it only covered the floor of four rooms. It was impossible to fill the palace with anything.

The king looked on and was disappointed in his eldest son.

The second son watched his brother with the rice and he had a brainwave. He was mean and he saw a way of filling his father's palace without it costing him any money at all. He rounded up his servants and marched them off to the beach where there was a lot of sand. And it was free! He stood over them while they filled bag after bag with sand and carried it back to the palace, but no matter how much they carried back, it only covered the floor of ten rooms. It was impossible to fill the palace with anything.

His father looked on and was disappointed in his second son.

The youngest son realised their father had set them all a big challenge. He thought very hard about the problem and suddenly he had a wonderful idea. He also went to the market but he went alone. He knew he would be able to carry what he planned to buy. He spent the money in his father's bag and carried the parcel back to the palace.

Carefully he went from room to room putting out what he had bought and then he waited until it was almost dark. He lit a taper and fetched his father. Together they walked around the building until it was completely full of...what do you think?

It was full of light! The youngest son had bought candles and when he lit them all, his father was overjoyed. He had really filled the palace. This young man was the wise one among his sons and he would make a good king.

For discussion:

What do you think of that story?

What would you have filled the palace with?

What does 'wise' mean?

Who do you know who is wise?

How do people show whether they are wise or not?

When have you been wise (or sensible)?

We sometimes say someone has 'seen the light' when they suddenly understand something. Why do think this is a good metaphor?

Lesson 4:

Look at a photograph of Hindus worshipping in the mandir and use it to gather together all that children now know and understand about the Aarti flame.

Invite children to tell each other the most important thing about the flames.

Hindus believe God created everything and is in everything; they think of God as endless, much too wonderful to understand; they imagine God as both mother and father to them; they think of light as a sign of God's power and goodness to them.

Here is a traditional Hindu prayer about some of those ideas. Listen to the words:

O Mother, you are light and your light is everywhere.
Streaming from your body are rays in thousands-
two thousand, a hundred thousand, tens of millions, a hundred million-
there is no counting their numbers.
It is by you and through you that all things moving and motionless shine.
It is by your light, Mother, that all things come to be.

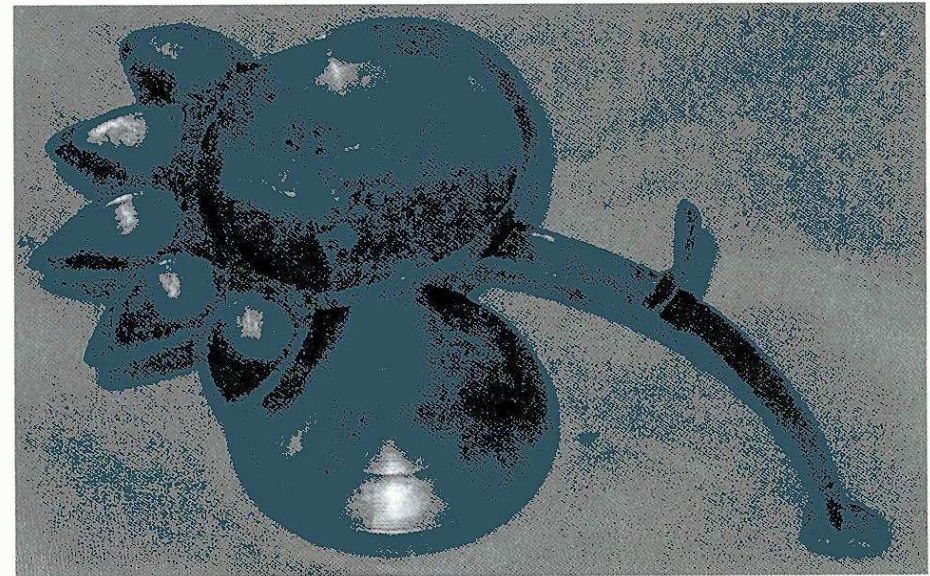
For discussion:

How do you think God might be like a mother?

What is the light in your life?

How are you like a light to someone else?

How do you reflect the light of others?



Activity Suggestions

Teaching about:

The Aarti Flame

Number of lessons: 4

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>SHINE</p> <ul style="list-style-type: none"> ➤ a torch or light a candle in a darkened room and talk about the effect; ➤ a light through a variety of materials. <p>COLLECT</p> <ul style="list-style-type: none"> ➤ photographs of many forms of light, natural and artificial, and talk about them. <p>MAKE</p> <ul style="list-style-type: none"> ➤ wax resist pictures or patterns of burning flames. 	<p>WRITE</p> <ul style="list-style-type: none"> ➤ about the blessings in your life and share them with someone who loves you; ➤ a poem about the candle flame; ➤ in the shape of a candle flame, about who or what lights up your life. <p>DRAW</p> <ul style="list-style-type: none"> ➤ pictures after the fantasy journey. ➤ the picture that the prayer creates in your mind. 	<p>FIND OUT ABOUT</p> <ul style="list-style-type: none"> ➤ the sun and what makes it shine; ➤ light in other world faiths; <p>FIND</p> <ul style="list-style-type: none"> ➤ more poems and prayers or songs about light and sunshine. <p>MAKE</p> <ul style="list-style-type: none"> ➤ links to work on light sources in the science curriculum and the importance of light for growth. <p>TALK</p> <ul style="list-style-type: none"> ➤ about enormous numbers.

Potential C.A.S.E. Developments

Knowledge: Worship					
Concepts			Attitudes		
Concept of God	Beliefs	Symbols	Self-Respect	Integrity	Enquiry
For some people, God is: <ul style="list-style-type: none"> ➤ symbolised by light. ➤ creator; ➤ to be worshipped; ➤ like mother and father; 	Religion: <ul style="list-style-type: none"> ➤ lights up some people's lives; ➤ enhances the quality of believers' lives as they see themselves as part of God's world. 	The Aarti lamp Flames Light	I can be a light for someone; I am blessed; My beliefs deserve respect.	Valuing: <ul style="list-style-type: none"> ➤ light; ➤ worship; ➤ belief in God; ➤ blessings; ➤ how much some people mean to me. 	Why is light so important to some people? Why is a flame such a powerful symbol? How can God be imagined?
The Aarti Flame					
Skills			Exploration of Human Experience		
Language	Use of Sources	Reflection	Spirituality	Relationships	Daily Experiences
blessings light	artefacts pictures story prayer	When am I like a light? What/who lights up my life? Where are the blessings in my life? Who do I know who is wise?	Experiences of : <ul style="list-style-type: none"> ➤ blessings; ➤ being in the light; ➤ being a light to someone else; ➤ being wise. 	For some people it is important to worship together as well as individually. People help each other to worship.	For many people worship is a part of everyday life.

The prayer is from the Bhairava Yamala, an ancient Hindu scripture, in *A Child's Book of Prayers from Many Faiths and Cultures*.

Pilgrimage to Mecca

Hajj, pilgrimage to Mecca, is one of the five pillars of Islam and is the duty, at least once in a lifetime, of every healthy adult Muslim. It is thought to be the largest gathering of people anywhere in the world with millions of pilgrims congregating to perform ritual duties every year, principally at the festival of Eid ul Adha.

Performing Hajj, which means 'setting out for a definite purpose', is an act of worship and a way of submitting absolutely to the will of Allah. The centre of pilgrimage is the Great Mosque, the Ka'aba, in Mecca, which is the holiest Muslim shrine.

Learning Objectives: To give children opportunities to **know** about Muslim pilgrimage to Mecca;
understand why it is important for Muslims to go to Mecca;
and to **be able to reflect** on how it feels to be part of a large gathering.

Lesson:

Begin by showing pupils a poster of pilgrims at Mecca.

What do you think these people are doing?

What are they wearing?

What do you notice about the building?

How do you think it would feel to be part of that huge crowd of people?

These people have come from all over the world to worship God in this place. They are all Muslims and this is the holiest place on earth for them. This is where they feel closest to God. The men have all shaved their heads and are wearing simple white clothing made from unstitched material. Everyone looks the same, however rich or poor they may be. This is a way of showing that Muslims believe everyone is equal in God's eyes.

While they are here, one of the things they will do is to walk seven times around the cube-shaped building in the centre. This is called the Ka'aba. No one knows when it was built but some Muslims believe it was the first house on earth. It is sacred. By walking round it, these people are showing that God is at the centre of their lives. They want to show they obey God.

Their journey to this holy place is a pilgrimage. It is their duty to come at least once in their lifetime as pilgrims to Mecca. They believe that by making the journey, enduring the scorching hot sun for two weeks, by giving up the comforts of their lives and doing what they believe God wants them to do, they can worship God.

For discussion:

When have you ever been part of a large crowd?

How did it make you feel?

When have you been on an important journey?

What is the centre of your life?

Activity Suggestions

Teaching about:

Pilgrimage to Mecca

Number of lessons: 1

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>WATCH</p> <ul style="list-style-type: none"> ➤ short extracts from a video of pilgrims at Mecca. <p>INTERVIEW</p> <ul style="list-style-type: none"> ➤ someone who has been on Hajj; find out what making the journey involved and what it meant to her or him. 	<p>WRITE ABOUT</p> <ul style="list-style-type: none"> ➤ an important journey you have made; ➤ a time when you have been part of a huge crowd 	<p>FIND</p> <ul style="list-style-type: none"> ➤ Mecca on a map; ➤ how a Muslim could travel to Mecca from Solihull; ➤ out about Mecca from a website ➤ out about other places of pilgrimage.



Potential C.A.S.E. Developments

Knowledge: Worship				
Concepts			Attitudes	
Concept Of God	Beliefs	Respect	Integrity	Enquiry
For Muslims, God: <ul style="list-style-type: none"> ➤ is to be worshipped; ➤ is to be obeyed; ➤ deserves sacrifice; ➤ wants their worship through pilgrimage. 	For Muslims Mecca is the holiest place on earth Religion: <ul style="list-style-type: none"> ➤ demands commitment; ➤ is a duty; ➤ binds together people from all over the world. 	Some people make sacrifices for their faith. People have many ways of worshipping God.	Valuing: <ul style="list-style-type: none"> ➤ commitment; ➤ a great experience; ➤ being together with other people. 	What would it be like to feel close to God? How can performing certain actions make a person feel closer to God?
Pilgrimage to Mecca				
Skills			Exploration of Human Experience	
Language	Empathy	Reflection	Spirituality	Emotions
holy sacred pilgrimage	with those who are pilgrims.	When might I go on an important journey? How does it feel to be in a large group of people?	Experiences of: <ul style="list-style-type: none"> ➤ anticipation; ➤ a great event; ➤ a duty fulfilled; ➤ a large crowd. 	awe anticipation satisfaction

Resources

'Pilgrimage' *RE Today* CEM Summer 1987 Vol.4 No.3
 'Hajj Eid ul Adha' *RE Today* CEM Summer 1990 Vol.7 No.3 p.6

Posters of the Hajj are available on loan from the RE Resources base at Chapel Fields Centre.

Posters of the Hajj can also be obtained from Paigham Islam, The Muslim Printers and Booksellers, 423 Stratford Road, Birmingham B11 4LB. Tel. 0121-773 8013

For video extracts see:
 Believe It or Not Cassette 1.

Nanak's Song

Nanak's song is a psalm composed by Guru Nanak, the founder of Sikhism. It is written in Gurmukhi, the script developed specifically to record Nanak's songs and is on page 150 of the Sikh holy book, Guru Granth Sahib.

Inspiration for this song came through a mystical experience in which Nanak received his call from God. Early oral traditions gave accounts of the experience, now one of the Sikhism's most sacred stories.

Kirtan, the singing of hymns in praise of God, occupied much of Nanak's time and forms the focus of Sikh worship today. Music is a sacred activity in itself, divinely inspired and creating harmony between the singer and God.

Learning Objectives: To give children opportunities to **know** something about how Sikhs worship God; **understand** why Nanak's song is important to Sikhs; and how Sikhs show they love Guru Nanak; and to **be able to reflect** on whose picture they would like to have on their wall.

Lesson 1: Sabjit's Story

Introduce the session by playing and listening to some musical instruments, such as drums, tabla, cymbals, triangles.

Here's a photograph of a little boy playing some music. His name is Sabjit. Let's listen to the music he loves to join in and play.

Show the photograph of Sabjit in Sabjit's Book.

Play a recording of Sikh instrumental music.

Sabjit can't wait to get home from school with his mother because he is going to join his brothers to play some very special music.

When Sabjit arrives home, he goes straight to the room where the instruments are kept and sets them out ready for when his brothers, Gurdeep and Barpoor, come home from school. Sabjit is so excited he decides to stay by the window and look out for them coming down the road. He can't wait until they can begin to play together.

At last, Gurdeep and Barpoor are home and Sabjit joins them playing and singing songs which praise God.

Sabjit's sister Vasdev peeps in to listen. She likes to join in too. The children all practise very hard. Barpoor is singing. It all sounds so good, Vasdev rushes to get her parents who are very pleased to hear their family singing together.

When they have finished practising, it's time for them to go to the gurdwara. Sabjit, Gurdeep and Barpoor load all the instruments carefully into the car so that they can play and sing for the people at the gurdwara who have come together to praise God.

Shall we listen to the song that Sabjit and his brothers and sister were singing? Tomorrow I'll tell you some more about that music.

Play a recording of 'Nanak's song'.

For discussion:

What songs do you like to sing?

How does singing make you feel?

It was good playing those instruments wasn't it? (It would be useful to play them again here).

Sabjit felt really happy when he played the instruments with his brothers and sister. What makes you feel happy?

What other words tell about being happy? (Introduce the word 'joyful' if it does not come from the children).

What do you like listening to?

**Lesson 2:
Nanak's Song**

Yesterday we listened to some music together.

Do you remember what the instruments were?
Who was playing the music?

Let's listen to it again.

Play the recording of 'Nanak's Song' again.

I wonder what they are singing about?
They are singing about this man.

Show a picture of Nanak.

He is also the man who wrote the song. His name is Nanak.

What sort of person do you think he is?
How would you feel if you met him?
What can you tell me about him?

The song is in a language you may not understand so I'll tell you what the words mean. This is how the song begins.

Read the first four or eight lines of page 150 of Guru Granth Sahib.

*I was a minstrel out of work,
The Lord gave me employment,
The Mighty One instructed me,
'Night and day, sing my praise.'
The Lord summoned the minstrel
To His High Court.
On me He bestowed the robe of honouring
Him and singing His praise.*

What do you think the song is about?

Pick out the word 'minstrel'.

'Minstrel' is an old word to describe people who sang songs which they had often made up for themselves. Nanak was a minstrel but in the song what does he tell us about himself?

Explore the phrase 'out of work'.

For discussion:

Who gave Nanak a job?

What was the job?

What sort of job do you have to do?

I wonder why Nanak wrote this song. Tomorrow we'll find out.

Lesson 3

The Story of Nanak's Song

Show a picture of Nanak

Do you remember who this is?

Do you remember listening to a song that Nanak wrote?

Would you like to hear a story about him?

Use the picture book The Story of Nanak's Song to illustrate this story.

To mark the beginning of the story, use jalra (small Indian cymbals). If these are not available, a similar effect can be created by striking a hollow metal object.

Nanak was born in India a long time ago. Even as a child he was unhappy because the people around him argued about the right way to worship God. As Nanak grew up he thought more and more about God. He felt sure it simply didn't matter what people did in their different ways of worshipping; what really mattered was how they felt inside and how much they loved God.

Nanak loved God very much. He was a minstrel and would sit quite alone and sing beautiful songs to show how much he loved God. He was singing songs of praise to God. People began to notice Nanak. One man, whose name was Mardana, began to sit with him and play music on an instrument to accompany Nanak's singing. More and more people joined in.

Before singing to God, Nanak always washed himself in the river. He would always leave his clothes on the bank with Mardana to look after them, and wade out into the water. Mardana would watch as Nanak splashed the water over his face and then put his head right into the river so that he would be clean all over.

One day Mardana watched his master disappear under the water as usual and waited for him to appear again. But he didn't. Mardana waited for him to appear again. But he didn't. Mardana waited for a moment, then he became afraid. Where was his master? He called to the others nearby and began to wade out to the place where Nanak had bathed, but they found nothing.

Nanak's friends could not understand what had happened to him. They searched the river for hours but found nothing. They feared Nanak had drowned.

Mardana was heartbroken. He sat by Nanak's clothes on the river bank all that day and the next. To his amazement and joy, on the third day his master walked out of the water as though he had just been washing.

Now everyone was even more puzzled. They asked Nanak where he had been but he said nothing. He was silent. He went to his house and began to give away all the things he owned. Everyone thought he was mad, but he just sat still and quiet all that day and all night. When he did speak at last, he told his friends of the wonderful things that had happened to him.

He had been fetched by messengers of God to a beautiful place, a holy place – to God’s court... to God. There a cup was filled with nectar, a sweet drink, and given to him. It was a gift of sweetness, the sweetness and joy of God’s name. God commanded Nanak to sing beautiful songs to him. And Nanak did. He wrote many songs. He wrote this song of praise to God.

Play the recording of ‘Nanak’s song’.

Strike the jalra to close the story

For discussion:

Where do you think Nanak went?

I wonder what it was like there?

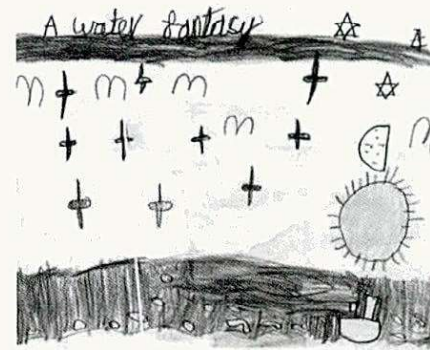
What happened to him while he was there?

God asked Nanak to sing beautiful songs. What would you like to be asked to do?

Look again at the picture of Sabjit and his family singing. Whose picture is on the wall? Why do you think Sabjit’s family has a picture of Nanak on the wall?

*Many people have pictures of Nanak. They call him Guru Nanak – ‘Guru’ means ‘teacher’ (The cover of ‘The Story of Nanak’s Song shows a traditional picture of Guru Nanak the teacher.) The songs Guru Nanak wrote are still sung by many people in **praise** of God.*

Whose picture would you like to have on your wall?



Who teaches me?
mommy

My mom teaches me
lost and lost



Lesson 4
My Story – A fantasy

We are going to tell another story, a bit like Nanak’s story, but this one is your story.

We are going to tell this story in a new way. It is rather different.

You can find the story by making it up in your mind.

To do this, let’s make ourselves comfortable and be very still. It is a good idea, if you are happy with it, to close your eyes. We will play some music while we find the story. We will be very still and quiet, without talking, all the time the music is being played.

We are going to go into some water and find a beautiful place, a bit like Nanak did.

Let us play a game to get us in the right mood and to practise finding pictures in our own minds.

Let us start with a tree. Imagine a most beautiful tree..... Look at the branches of your tree. Perhaps they are moving in the wind.

Look at the leaves. I wonder what colour the leaves are on your tree.

They are birds flying around. Perhaps you would like to let a bird land on one of the branches of your tree. And another bird.... Watch the birds among the leaves. Perhaps they will build a nest.

Leave the birds on the tree and perhaps you would like to go back to the tree another day.

Now think about your classroom, and open your eyes.

If the children are unfamiliar with the technique of guided fantasy, it would be useful to try a number of exercises like this one before trying the fantasy journey. They can also be used as stilling exercises prior to a fantasy. It is possible to do this fantasy journey in four short sessions, each time building up from the beginning and going a little further. The children always need to be settled through a stilling exercise and they must always be allowed to return from the fantasy by the same route by which they entered. For a suggested text for this return, see the end of the scripted journey. It is important to keep the tone light and tentative throughout and give children plenty of time to respond to the words.

Now are you ready for your story?

Remember to be quite still and quiet.

We will use the music to help us find the story.

Fade in soft music to accompany the fantasy journey.

Relax.

Close your eyes.

The music is taking you away.

The sun is shining and it is a lovely warm day...

When you are ready, imagine you are sitting on a grassy bank enjoying the sunshine...

Can you feel the sunshine on your face?

In front of you is a little shallow river.

The water is clear and sparkling as it dances over the shiny pebbles that are all the colours that you can think of.

Look at the colours in it, brought to life by the sunshine.

Watch the water.

You are very hot and the water looks very inviting.

If you would like to, stretch out one foot and dip your toes into the water – oh, it is so cool and refreshing.

Step into the water.

Feel it cool and sparkling around your feet.

Go a little further until the water comes to your knees.

Splash the water with your feet, with your hands.

Watch it glisten in the sunlight.

Sit in the stream and lie back until the water flows over your body and through your hair.

Feel the sun warm on your face and the water cool as it dances over you.

Now this is a magic river so you can let the water come right over you and you can still breathe. Enjoy the feeling.

Forget about your body, your arms and legs, your hair and just think about the water.

Imagine you are moving with the water, gently flowing over the shiny pebbles.

Try letting yourself go with the water, dancing and sparkling in the sunlight.

Go with the stream, enjoy the feeling of floating, drifting.

Feel the water soothing, carrying you with it.

Let it take you.

Perhaps the water is taking you to a special place.

This is a wonderful place.

Look around it.

It can be just as you want it to be.

Perhaps you would like to remember it.

(Pause)

Now it is time to leave the water.

Feel the shiny pebbles under the water.

Touch them with your hands.

Shake the water from your hair.

Feel the warm sunlight on your face again.

There is your grassy bank.

Step on to it.

Say goodbye to the river as you stretch out on the grass.

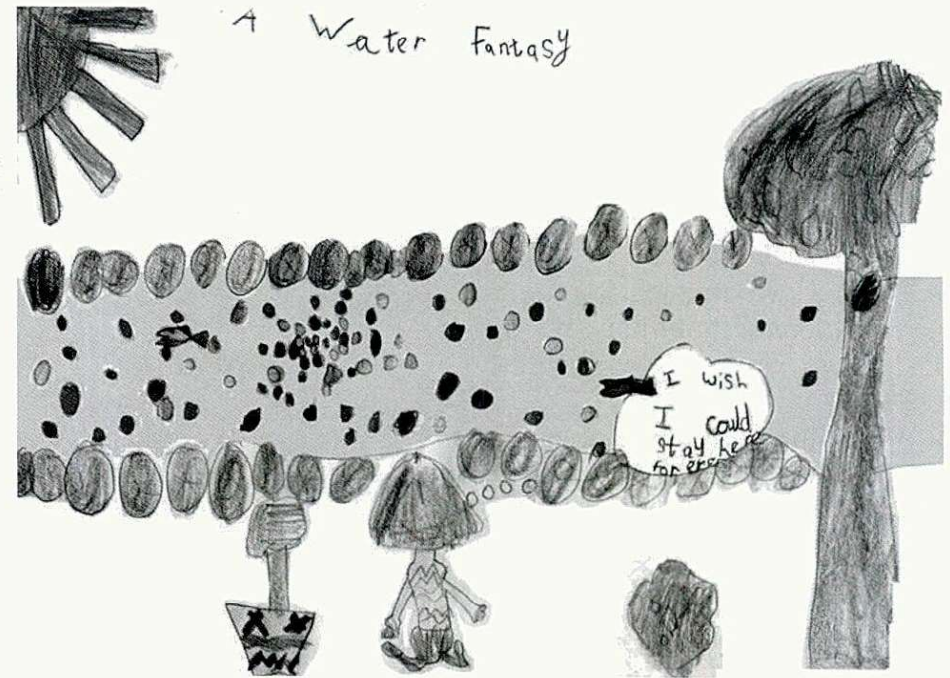
Now leave the grass and the river and think about your classroom.

Think about where you are in it.

When you are ready, open your eyes.

Fade out the music

Give children the opportunity to draw something of their own fantasy experience before talking about it with them.



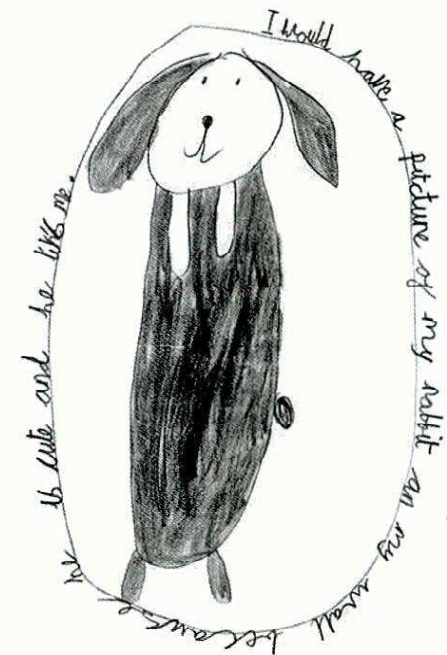
Activity Suggestions

Teaching about:

Nanak's Song

Number of lessons: 4

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>DESIGN AND MAKE</p> <ul style="list-style-type: none"> ➤ your own musical instruments, using a variety of materials. <p>LISTEN</p> <ul style="list-style-type: none"> ➤ to the recording again. <p>INVITE</p> <ul style="list-style-type: none"> ➤ a Sikh visitor into school to talk about Guru Nanak and music in Sikh worship. 	<p>WRITE</p> <ul style="list-style-type: none"> ➤ a question you would like to ask a Sikh; <p>DRAW</p> <ul style="list-style-type: none"> ➤ someone whose picture you would like to have on your wall and talk about it; ➤ your own beautiful place and talk about the pictures together. 	<p>FIND OUT ABOUT</p> <ul style="list-style-type: none"> ➤ and sing joyful songs. <p>COMPOSE</p> <ul style="list-style-type: none"> ➤ your own joyful music, find a way to record it and share it



Potential C.A.S.E. Developments

Knowledge: Worship					
Concepts			Attitudes		
Concept of God	Beliefs	Symbols	Self-Respect	Integrity	Enquiry
For Sikhs, God's name: <ul style="list-style-type: none"> ➤ is inherently holy; ➤ is ultimately sweet; ➤ is nectar. 	For Sikhs, music: <ul style="list-style-type: none"> ➤ is sacred; ➤ creates a relationship between people and God; ➤ is divinely inspired; ➤ is the way to worship. 	Sweetness God's name	I am worth listening to; I could be chosen.	Valuing: <ul style="list-style-type: none"> ➤ what people say about God; ➤ patience; ➤ music; ➤ silence; ➤ mystery. 	What might God be like? Where does God live?
Nanak's Song					
Skills			Exploration of Human Experience		
Language	Empathy	Reflection	Spirituality	Relationships	Emotions
praise holy joy	With those who: <ul style="list-style-type: none"> ➤ are called; ➤ wait; ➤ are searching for God; ➤ want to sing; ➤ have no job to do. 	What do I like to listen to? What job would I like to be called to do? Whose picture would I like to have on my wall? What makes me joyful?	Experiences of: listening; being chosen; being called; doing something really well;	I could be called; I could serve others.	fear sadness joy

Sabjit's Book & The Story of Nanak's Song are accessible on the Solihull Grid for Learning, www.solgird.org.uk RE Section. The recordings are available on loan from the RE Resources base at Chapel Fields Centre.

The Statue of the Buddha

A statue of the Buddha will always have a commanding position in the shrine room of a vihara or a Buddhist monastery. It is the focal point for worship, although it is not worshipped in itself. There are many different kinds of images of the Buddha depending on the cultural and geographical origin of the community. This material suggests using a Theravadan Buddha, traditionally shown as a meditative figure with one hand raised in blessing. The exploration of the statue, and the story associated with it, provides the context for discovery about Prince Siddhartha and an introduction to worship in a Buddhist community.

Learning objectives: To give children opportunities to **know** about the Buddha and how he is represented;
understand something of the influence of Buddha's teaching on the people who follow it;
and **be able to** reflect on their own thinking and what helps them to understand

Lesson 1

Present the children with a statue of the Buddha in meditation pose. Conceal it in a cloth or a bag so they can feel but not see the figure. Invite the children to guess, by feeling it, what is hidden. Let one child reveal the statue. Ask the children what they think the statue is?

What sort of person might this be?

What do you think he is doing?

Have you ever seen a statue like this before?

We are going to share a story that will help us learn more about statues like this.

Light the story candle or strike the singing bowl to signal the story.

Many years ago in a small town in China, there lived a little girl called Ya-teo. She came from a very poor family. They were so poor that her mother and father found that they could no longer afford to feed and care for her. They were very worried about what to do so they decided to sell her as a slave so that at least she would be fed and looked after where she worked.

Ya-teo was bought by a wealthy merchant. He and his family lived in a beautiful big house with wonderful gardens, all cared for by lots of servants. From early in the morning until she fell asleep at night, exhausted on her little mat, Ya-teo worked and worked. Although she was given food to eat and clothes to wear, no one really cared for Ya-teo. They just relied upon her to run around all day following orders. She felt very alone.

One day there was even greater activity in the household. The merchant was to hold a big party for his friends. Everyone spent the day feverishly rushing to make preparations and to make the house and food perfect for the guests.

When at last everything seemed ready, Ya-teo watched from behind a statue as the fascinating visitors arrived. Dressed in magnificent party clothes they came into the house bringing with them the sound of merry laughter and the smell of exotic perfumes. Ya-teo watched in amazement and wondered what it would be like to go to parties such as this and live such an exciting life. It seemed like another world.

In the morning Ya-teo returned to her usual boring jobs. But as she was sweeping the corridors she found a tiny copper coin. It was the smallest that was used in China, hardly of any value at all, yet to Ya-teo, who had nothing much to call her own, it seemed like a fortune.

She quickly put it in her pocket and during the day she found herself rubbing it between her fingers, feeling its smooth roundness. She found herself wondering how she would spend it. Perhaps some little snack as a treat, or maybe a small toy like the little flying dragons she had seen down in the market place, or perhaps a flower to smell and admire, to cheer her as she went about her work. She enjoyed letting her mind wander over the things she would like. What would she choose?

The next day another visitor came to the merchant's house. This time everyone in the household, even Ya-teo, was invited to come and listen to the visitor speak. The visitor was a monk from the monastery in the town. He talked about Buddha whose example the monk tried to follow in his simple life.

Everyone listened carefully for they wanted to hear more about this great teacher whom they admired. Buddha was gentle and kind; he seemed to know the answer to every question and there was such a feeling of peace around him.

The monk told everyone that they were going to build a statue of the Buddha in the monastery and that everyone could play a part in this project by giving what they could. They wanted the statue to be as beautiful as they could make it.

The whole household looked out their gold and silver jewellery, ornaments, money and the men even gave their swords. Everyone wanted to give the best they could.

Blow out the story candle or strike the singing bowl to signal the end of the story.

For discussion:

Ya-teo felt very alone; how do you think that feels?

What do you think Ya-teo will do with her coin?

What would you give?

Lesson 2

With children's help, recall the story.

Let's hear the rest of the story.

Light the story candle or strike the singing bowl to signal the story.

Ya-teo was so pleased that she too had something to give; she had her precious coin. She took it from her pocket and held it tightly in her hand. As her fingers uncurled and she held out her coin to the monk.

"This is for the great statue of the Lord Buddha," she said happily. But the smile on her face faded as the monk dismissed her with a wave of this hand. In his eyes was a look of disgust.

"Do you imagine we would use that dirty little coin in our great statue?" he said contemptuously. "Look at all the beautiful things we have gathered. That coin is useless."

As the monk walked quickly away, Ya-teo put her coin back into her pocket and went away and hid. She felt so ashamed that her coin was not good enough. It was all she had to offer. She didn't even feel like spending it any more.

While Ya-teo went sadly about her daily tasks, the monks came back from their missions to the monastery with collections of gold and silver and other precious metals. At last they had enough to make their great statue. A huge furnace was lit and the metals all melted down and then the molten metal was poured into an enormous mould.

There was a growing sense of excitement as the metal cooled and finally the monks were ready to remove the mould. But as it was cut away from the statue, doubt began to creep into the hearts of those who waited impatiently to see the finished figure. When all the mould had been removed, how disappointed they were.

Instead of shining shimmering metal, the statue was dull and its surface rough and uneven. They couldn't believe it. How could this have happened? What had gone wrong?

"Perhaps we were too eager, or in too much of a hurry. We must try again more carefully," said the Abbot who was in charge of the monastery. So the monks melted down the statue and re-cast it in its mould. But although they had taken the greatest care, the statue was even worse than before. The monks were aghast.

"We must all look into our hearts and pray," said the Father Abbot. Later they all gathered together again, speaking in hushed voices. They were all wondering what they should do. The Father Abbot spoke to them.

"Our statue is to be crafted out of love," he said. "Think carefully about every gift that was given and received. Was the joy of giving felt in the heart of every person who gave so freely?"

The young monk who had turned away Ya-teo's gift stepped forward. His heart was heavy with shame and guilt as he told the Abbot and all the monks what had happened. The Father Abbot shook his head sadly.

"That young girl offered all that she had with a loving and giving heart and you turned her away. You must go to her and ask for her forgiveness and receive her gift with thanks. The Buddha has taught us that even the humblest gift is to be treasured if it is given with love. That is what will make our statue. "

The young monk ran to the merchant's house, found Ya-teo and fell on his knees asking for forgiveness. This time Ya-teo was filled with joy as her coin was taken to be part of the statue. When the mould was removed from the statue everyone gasped. Not only was the statue very beautiful, more than they had dared hope it would be, but over the Buddha's heart there was the tiny coin, shining out. The monks were so pleased with the statue and so were all the people, especially Ya-teo. Many people came to see the statue and to reflect upon the Buddha's teachings.

Blow out the story candle or strike the singing bowl to signal the end of the story.

There are many statues of the Buddha throughout the world in monasteries, gardens and homes. People often sit quietly and look at the statues. They are not praying to them but they use the statues to help focus their thinking and reflect upon the Buddha's teachings. This way of thinking is called meditating. Many people find it helps them learn how to live their lives peacefully.

For discussion:

How did Ya-teo feel when the monk turned her gift away?

When have you ever felt like that?

Why was even the smallest gift important?

Lesson 3:

The Buddha lived in India about 2,500 years ago. His name was Prince Siddhartha. Let's hear the story of how he became the Buddha.

Light the story candle or strike the singing bowl.

A long, long time ago there lived a king who had a baby son whom he named Prince Siddhartha. The king asked his wise men, "What will my son be when he grows up?"

"He will either be a great king or a holy man," replied the wise men.

Then the youngest wise man said, "He will be a holy man; he will be a Buddha, someone who knows."

The king was not pleased with this response. He wanted Prince Siddhartha to be a great king, and so he made sure his son grew up in great luxury and splendour and had everything he wanted. He had all the toys, jewels and clothes he wanted, but he was never allowed to go outside the palace. The king wanted to make sure his son was not distracted from the royal way of life.

However all the finery and riches did not make Prince Siddhartha happy and he became restless and wanted to go out on a journey.

The king was not happy. He did not want his son to go but he did allow it. So Prince Siddhartha gathered together his horse, his chariot and his chariot driver and went off on his journey. He was very excited about what he might see.

After travelling for a while they saw three men on the road. The first man had a wrinkled face, the second man was bent double and the third man was lying still on the road. Prince Siddhartha had never seen anything like this before. He asked his chariot driver, "What is wrong with these men?"

"The first man is old; we will all get like this if we live long enough. The second man is very sick, it could happen to anyone. The third man has died. It is going to happen to all of us at sometime," was the reply.

Prince Siddhartha thought about this. On the way back to the palace he saw another man walking along the road looking very thoughtful and peaceful. Prince Siddhartha asked his chariot driver, "Why does this man look so peaceful?"

"He is a holy man. He understands what life is about," came the reply.

When he got back to the palace Prince Siddhartha thought very hard about all that he had seen. He looked around him at all his finery and riches and realised that all these things would not make him happy; he looked at the people around him and realised they would become old and break up and die like the old, sick and dying men he had seen.

Prince Siddhartha realised he must be more like the holy man he saw. He knew that one day he would become the king but that was not what he wanted. He knew that he needed to change his life and make peace within his heart.

So one night, when everyone in the palace was asleep, Prince Siddhartha left the palace and went into the forest. He threw away all his beautiful clothes and wore simple robes instead and began to search for what was really important. After many years of wandering, talking and thinking, he had still not found what he was looking for.

He meditated to clear his mind. He sat down under a tree for a long time and suddenly his mind became bright and clear. He had found what he was searching for; he understood the true meaning of life; he had found Enlightenment. He was filled with joy and peace and became the one who knows, the Buddha.

Blow out the story candle or strike the singing bowl.

For discussion:

Why do you think 'Enlightenment' might be a really good word to describe understanding like the Buddha's?

What helps you to understand?

What happens when you do suddenly understand something difficult?

How does it feel when you can't understand something?

What makes you happy?

Lesson 4

Use the shrine figure of the Buddha to prompt children's recollections about the two stories.

Do you remember what you thought when you first saw this figure?

What do you think about when you look at the statue now?

Why do you think people want to remember the Buddha today?

Lots of people still follow the Buddha's teaching because it helps them to understand their lives better. They are called Buddhists. They do not think of Buddha as a god although he is holy for them. Even though they do not worship him, Buddhists go to temples and monasteries where there are statues like this to meditate. The stillness and silence helps them to find themselves and to feel peaceful inside. They want to become like the Buddha, the one who knows. They want to find Enlightenment.

Show children photographs of Buddhist shrines and talk about what the people are doing.

For discussion:

Who would you like to be like?

Where are you really quiet?

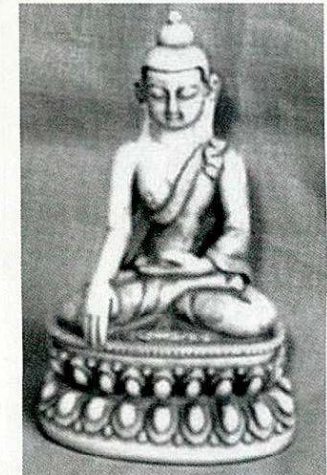
Activity Suggestions

Teaching about:

Statue of the Buddha

Number of lessons: 4

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>LOOK</p> <ul style="list-style-type: none"> ➤ at different statues of the Buddha; <p>TRY</p> <ul style="list-style-type: none"> ➤ to be very quiet for a time together and talk about how it felt; <p>SAY</p> <ul style="list-style-type: none"> ➤ the word 'Enlightenment' together and talk about it, exploring the metaphor of 'seeing the light'. 	<p>MAKE</p> <ul style="list-style-type: none"> ➤ a fortune graph on the story of Ya-Teo; <p>WRITE</p> <ul style="list-style-type: none"> ➤ about someone you would like to be like and say why; <p>MAKE</p> <ul style="list-style-type: none"> ➤ an observational drawing of the statue of the Buddha; ➤ a collection of quiet and peaceful words and display them with the drawings; 	<p>FIND OUT ABOUT</p> <ul style="list-style-type: none"> ➤ more about the Buddha.



Potential C.A.S.E. Developments

Knowledge: Worship					
Concepts			Attitudes		
Beliefs	Morality	Symbols	Self-Respect	Integrity	Enquiry
Following the teachings of the Buddha helps some people: <ul style="list-style-type: none"> ➤ find inner peace; ➤ think; ➤ live good lives; ➤ understand their lives. 	It is good to be still and think.	The statue of the Buddha is a symbol of Enlightenment.	I can be quiet and reflective; I can understand.	Valuing: <ul style="list-style-type: none"> ➤ silence; ➤ thinking; ➤ someone who is an example to follow. 	How do people know things? What do I know? What does it mean to be enlightened?
Statue of the Buddha					
Skills			Exploration of Human Experience		
Language	Empathy	Reflection	Spirituality	Fundamental Questions	Daily Experiences
Buddha Buddhists Enlightenment meditation	With those who: <ul style="list-style-type: none"> ➤ need silence; ➤ find it difficult to think; ➤ can't understand; ➤ are enlightened. 	When am I quiet? How do I know things? What do I find difficult to understand?	Experiences of: <ul style="list-style-type: none"> ➤ seeing the light; ➤ being quiet and still. 	What does it mean to know something?	Our world is noisy and busy so we all need quiet times every day.