Religions of the World

A series of ten ‘Octonauts-style’ animations from the BBC for RE with children aged 4–7

Programme Consultant:
Lat Blaylock, RE Today adviser

This booklet presents learning ideas and classroom activities for all of the programmes, which draw stories from the six principal religions in the UK
Religions of the World: storytelling from the BBC for 4–7s in RE

Background for the teacher

In this programme, children will hear the story of the first Christmas, in a simple version, using narrative details from both Matthew and Luke’s Gospels.

They will learn about the ways Christians believe Jesus was a unique baby, called the ‘Son of God’. They will be able to think about what the festival means in simple terms: asking ‘wondering questions’ is a good way to open up the ideas. The teacher might ask: I wonder … what did the angel voice sound like? Why was this such a special baby? How did Joseph feel about using the manger for a cradle? Why did the angel choose shepherds to go and see the baby? Why was the baby called the ‘Son of God?’

Key words: religion, Christmas, Jesus, Mary, Joseph, miracle, Son of God

Learning idea 1: Ten objects: what matters most?

Ask the class to look at ten things associated with Christmas spread out on a cloth (artefacts or pictures will do). You might, for example, use a donkey, tree, gift of gold, star, mince pie, Santa, angel, baby, cracker and toy sheep. Ask ten of the children to say what one of the objects has to do with Christmas. Ask them to line them up, one to ten: which matters most? Which is closest to the true meaning of the festival? This works well with big numbers on the floor in circle time.

Show the clip, and ask: what matters most in this story?

Learning idea 2: ‘Son of God’: what does that mean?

Discuss the idea of Jesus, the ‘Son of God’, with the class. Note that this idea is what Christians believe, but Muslims, who think Jesus was a prophet, don’t agree. Begin a discussion of this higher-order thinking by asking the children which of these five ideas about Jesus they like best (put them on flashcards):

- Every baby is special: people like the story because of the baby.
- God on Earth: Jesus was special because he was God come down to Earth.
- The angel said ‘Peace.’ Jesus came to Earth to bring peace, just like the angel said to the shepherds.
- Unusual king? Jesus is remembered every Christmas because he was born in a stable, not a palace. He’s a different kind of king; a king for everyone.
- God loves everyone! Jesus came to Earth to show everyone what God’s love is like.

Ask groups of four pupils to choose two of the sentences and make pictures to show what they mean. Encourage speculation and connections between ideas. Make this a focus for children’s own thinking, not just about a set answer. Good RE = thoughtful RE.

The quiz

Ask children to watch carefully and see if they can answer the questions. Teams of three are good for this.

1. Who is the most important person for Christians? Jesus.
2. What story is called ‘The Nativity’? The Christmas story.
3. What was the name of the girl from Nazareth? Mary.
4. What was the name of the angel? Gabriel.
5. How did the angel appear to Joseph? In a dream.
6. Who ruled the land where Mary and Joseph lived? The Roman emperor.
8. Where was the animals’ food usually kept? In the manger.
10. What were the three gifts? Gold, frankincense and myrrh.

Access the films here.
**Religions of the World:**

*storytelling from the BBC for 4–7s in RE*

### Background for the teacher

Jesus’ teaching was often given in parables – stories with hidden messages.

In this programme, children will hear the stories of the Good Samaritan and the lost sheep, and they will be asked to think about the meanings of the stories for themselves.

They will learn about two key themes in Jesus’ teaching: love is not just for your own friends, but must be for everyone, even those who we think are enemies. God cares especially for people who are ‘lost’ in any way. Both of these stories provide excellent opportunities for artwork as well. Can the children draw the key moment of the story in a close up? Can a small group make a storyboard for each parable, in five or six pictures? Focus on the deeper meanings!

### Keywords:
- religion, parable, lost and found, Samaritan, enemy, God

### Learning idea 1: Drama and role play

Ask the class to split into small groups and improvise their dramatic versions of the two stories. The easiest way to do this is to have two narrators, your best readers perhaps, to read a line of the story each, and other children act out the meaning of each line. Give them 15 minutes to practice and then have a class drama show, where the children watch the work of other groups and show their own work.

### Learning idea 2: Hidden messages?

Discuss the idea of a message hidden in a story with the class, and ask them to think carefully about the hidden messages of these two stories.

Ask the children with talking partners to suggest the ‘hidden messages’ of the story about the Good Samaritan. Make a list on the whiteboard or on cards of all the possible hidden messages.

Do the same with the story of the lost sheep.

Compare the two lists: did Jesus use the same ‘hidden messages’ in his stories more than once? Which story do children like most?

Discuss these messages with pupils: which message goes with which story? Which sentences say what Jesus stories mean the best? Keep asking ‘Why?’

- Sometimes help comes from surprising people.
- When you get lost, someone will come to find you.
- Everyone should care for each other, not just for their own friends.
- God is like a Good Shepherd.
- Love your neighbour.
- God loves it when lost people come home.
- Don’t make enemies: make friends!

Invite the children to retell the story by sequencing pictures or in art, drama writing or another form.

### The quiz

Ask children to watch carefully and see if they can answer the questions. Teams of three are good for this.

1. Say what Jesus’ message about neighbours was.
   ‘Love your neighbour.’
2. Where was the Jewish man travelling to?
   Jericho.
3. What did the group of bandits do?
   Robbed the traveller.
4. Which two people walked past the injured man?
   A priest and an assistant priest.
5. Who were the enemies of the Jewish people?
   The Samaritans.
6. What drink did the Samaritan give to the injured man?
   Water.
7. In the story of the lost sheep, how many sheep did the shepherd count?
   99.
8. How did he carry the lost sheep home?
   On his shoulders.
9. Who did the shepherd tell about the sheep he had found?
   All his friends.
10. Can you say why Christians think God is like a shepherd?
    Because God cares for everyone, especially people who are lost.

Access the films [here](www.retoday.org.uk/NotesbyProgrammeConsultantLatBlaylock).
Religions of the World: storytelling from the BBC for 4–7s in RE

Background for the teacher

In this programme, children will hear the story of the first Easter. The programme neither avoids nor dwells upon the events of Jesus’ death on Good Friday; this is an essential part of the story, but this age group do not need gory details. Notice that the story could be alarming to pupils, which is why it is told in a low-key way here.

They will learn about the story of the empty tomb, and the different people who came to believe Jesus had been raised from the grave. This idea of new life is central to Christian belief.

Key words: religion, Easter, grave/tomb, believe

Learning idea 1: Who felt what, and why?

Good RE often connects to social and emotional learning, for children working to the Early Learning Goals and also for infants.

Ask the class to try to remember all the people in the story and answer for each one: what did they do? What did they feel?


Can the children describe what made the people feel like this? Can the children say when they have felt these emotions? Can they connect these events with the emotions (mix them up a bit!)?

- Someone else has a present which you would like. (Jealous.)
- You cannot find your favourite toy. (Sad.)
- You are out with your mum. Suddenly you cannot see her anywhere. (Scared.)
- You find out a big wonderful surprise; way better than you expected. (Amazed.)
- You are going to spend all weekend with your favourite people. (Happy.)
- Something very mysterious has happened and you can’t understand it at all. (Puzzled.)

Learning idea 2: Little questions, big questions

Discuss the idea that questions can be of different sizes, and ask the children to say which of these is the ‘biggest’:

- What was the cross made from?
- What made Jesus’ friends cry?
- How could Jesus come alive again?

Ask the children with talking partners to think up some little questions (sometimes using ‘what . . .’, ‘when . . .’ and ‘who . . .’) and some big questions (often starting ‘why . . .’ and ‘what if . . .’) about his story.

Select the biggest questions of all, and write them in huge letters on massive sheets of paper on the floor. Sit around them in a circle and ask: can we think of some answers? Big questions often have more than one good answer! Can the TA write suggested answers around the biggest questions?

The quiz

Ask children to watch carefully and see if they can answer the questions. Teams of three are good for this.

1. Why were some leaders jealous of Jesus?
   He had lots of followers.

2. Jesus was crucified outside a city. Which city?
   Jerusalem.

3. How was Jesus killed?
   He was crucified on a cross.

4. What special name is given to the day Jesus died?
   Good Friday.

5. What was used to close the tomb or grave?
   A huge round stone.

6. What did the figure in white say to Jesus’ female friends?
   ‘Don’t be afraid; Jesus is alive again.’

7. Why did the women feel confused?
   Because they could not work out why the grave was empty.

8. Why do you think Mary was crying?
   She was sad about Jesus being dead.

9. What did Jesus ask his disciples to do?
   Spread the good news.

10. What do Christians like to remember at Easter?
    Jesus dying and coming back to life.

Three of Jesus’ female friends went to his grave on Sunday morning, but the body was not there.

Access the films here.
Religions of the World: storytelling from the BBC for 4–7s in RE

Background for the teacher

In this programme, children will hear the Muslim stories of the tiny ants and the crying camel. They will learn about different ways that the Prophet Muhammad (pbuh) showed his care for every creature.

The Hadith of the Prophet (his stories and sayings) are carefully recorded in several historic collections, and Muslims use these Hadith as examples of how they should live.

Stories of the Prophet are a good introduction to Islam, because they often show what kind of person the Prophet was, and raise questions about values such as kindness, care and fairness.

Key words: religion, Islam, Muslim, Prophet, care, kindness

Learning idea 1: How can we be kind to animals?

Ask the class to notice that the Prophet was kind to animals. Can they make a list of different animals, and different ways to be kind to them? You could use plastic animals to show different examples. Teach them that Muslims believe Allah made the whole world and all the creatures in the world, so caring for animals pleases Allah.

Ask children to draw their favourite animal and colour it beautifully. Can they choose three words to say how we can care for this animal? Can they write the words onto their picture? E.g. food, water, stroking, safety, gentleness, kindness, taking for a walk, cleaning out their house, never being cruel…'

Arrange the class’ pictures in a wall display, called: ‘Animals we love: how we show we care’.

Learning idea 2: Following the Prophet’s example of kindness

Discuss some examples of unkind treatments of animals. Is it unkind to make animals do performances? To make animals chase or fight with each other? Are children sometimes unkind to animals by mistake? The class will have some stories!

You could show a clip from 101 Dalmatians: Cruella DeVille is very scary, and doesn’t care about dogs! Ask the children how the film clip is connected to the two stories of the Prophet. List their answers—can they think of five? Six?

Teach the children that, for Muslims, copying the Prophet’s behaviour is very important, because a prophet is a special kind of religious leader. Give them a black and white outline drawing of an ant, and ask them to choose six words:

- Two that say what kind of person the Prophet seems to be.
- Two that say what made him a good leader.
- Two that name other leaders who it is good to copy or follow.

Add the little ant pictures to the display of animals they made in Learning idea 1 above. You can return to this display for further work on animals, care, kindness, fairness and Islam.

The quiz

Ask children to watch carefully and see if they can answer the questions. Teams of three are good for this.

1. Which religion is the second biggest in the world?
   Islam.

2. How old is Amina?
   11.

3. What is the Muslim holy book called?
   The Qur’an.

4. Who did the angel speak to, to give the words of the Qur’an?
   Prophet Muhammad.

5. What made the ants notice that there was a fire?
   Smoke and heat.

6. What did the Prophet’s companions use water for?
   To put out the fire.

7. Where was the Prophet walking when he heard the crying camel?
   In the garden.

8. What did the Prophet say was our duty?
   To care for creatures as much as we care for people.

9. What is Amina’s brother called?
   Raheem.

10. What birdsong did you hear right at the end?
    An owl hooting.

Access the films here.
### Religions of the World: 
storytelling from the BBC for 4–7s in RE

#### Programme 5: Islam 
The Five Pillars of Islam

#### Background for the teacher

In this programme, children will hear about the Five Pillars of Islam. These are introduced very simply for 4–7s. Muslim pupils may know a great deal about the practice of the Pillars, but for others this will be all new learning.

For Muslims, these five practices give structure and shape to religious life through rituals. A strong sense of unity comes from the shared practice of the world’s two billion Muslim people. The worldwide community of Muslims, called the *Ummah*, all share these religious rituals. These practices go back to the time and the example of the Prophet Muhammad (pbuh).

**Key words:** religion, Islam, Muslims, Five Pillars, believe, Shahadah, prayer, fasting, giving, city of Makkah

#### Learning idea 1: The timeframe of the Five Pillars

One useful way to think about the Pillars is that they each have a timeframe:

1. **Believe:** every waking moment.
2. **Pray:** five times a day.
3. **Give:** when you have money.
4. **Fast:** in the month of Ramadan.
5. **Visit Makkah:** once in your lifetime.

Ask the children in your class what they do daily, weekly or once a year. Ask them where they would like to go once in a lifetime, and why. These questions connect any child’s life to Islamic ritual.

#### Learning idea 2: Make a display of ‘bricks’

Discuss the idea that the Pillars hold up the religion like pillars in a building, and make it strong. Give each child up to five ‘bricks’ each—rectangles of paper in brown, gold and red colours. Ask them to draw on each brick something that makes them strong:

I feel strong when …

- I am with my dad
- I do well in a test
- I score a goal
- I am with my friends
- I am alone

There are many more!

Make a display of the Five Pillars of Islam using similar bricks with very simple facts about Muslim practice on them. Then make another display called ‘What makes our class strong’, building a classroom out of the children’s bricks. This activity enables children to think about well-being and personal strength: two of the things many Muslims like about practicing the Five Pillars.

#### The quiz

Ask children to watch carefully and see if they can answer the questions. Teams of three are good for this.

1. What is the Muslim symbol or ‘badge’?
   A moon and star.

2. What city does Amina live in?
   Glasgow.

3. What are the five things Muslims must do called?
   The Pillars.

4. When Muslims say they believe in One God, what is that called?
   Shahadah.

5. How many times a day do many Muslims pray?
   Five.

6. What time is the last prayer of the day?
   Between sunset and midnight.

7. The third Pillar is to do with money. What do many Muslims choose to do?
   Give £1 out of £40 to the poor.

8. The fourth Pillar is about not eating in daylight for a month. What is the month called?
   Ramadan.

9. What is the word Muslims use to mean ‘going without food’?
   ‘Fasting’.

10. Where do Muslims go for the fifth Pillar?
    To Makkah.

Access the films [here](http://www.retoday.org.uk/NotesbyProgrammeConsultantLatBlaylock).
Religions of the World:
storytelling from the BBC for 4–7s in RE

Background for the teacher

In this programme, children will hear the story of Moses and the Pharaoh. The Hebrew people are set free after being slaves in Egypt. Prayer and trust in G-d are the simple concepts used to make sense of the story.

They will learn about hard times: for Moses as a baby, and for the people enslaved in Egypt. They will learn about the hopeful idea of the ‘Promised Land’, described in the Jewish Bible as a ‘land flowing with milk and honey’.

The story is a founding story of Judaism and is celebrated annually through the Passover festival, usually called ‘Pesach’. Freedom, solidarity, G-d’s deliverance and justice are some of the key ideas.

Key words: religion, slave, pharaoh, prayer, freedom, trust

Learning idea 1: Slaves

Before you show the clip ask the class to make a list of things we have to do but don’t want to. This might include bedtime, school (sometimes), eating up all our food and many more. But tell the children that being a slave was much worse than all of these things put together: the Egyptians made life terribly hard for the Jewish slaves, and they could never do what they wanted. Ask each child to draw a picture of one of the slaves, and write three words to describe how the slave must have felt around their picture. Sad? Trapped? Imprisoned? Upset? Angry? Cross? Make a display.

Learning idea 2: Escaping!

Talk to the children about escaping, and how exciting it is to ‘get away’. Play a game in which a volunteer starts in the centre of a loose circle of blindfolded children. They can escape from the circle by moving very quietly through the blindfolded ‘guards’. But if the guards hear them, they can use outstretched arms to touch them and stop them escaping. Ask the children what the Jewish people were escaping from in the story, and make a list of different answers.

Learning idea 3: Promised Land

Discuss the idea of the ‘Promised Land’ with the children. A place where people can be free, safe and cared for each other. A place where there are lovely trees, and plenty of ‘milk and honey’, says the Jewish Bible. Ask the children to rest their heads on the desks and close their eyes, and give them a short guided reflection what their Promised Land would be like. Tell them they will be able to draw the Promised Land they have imagined, and when they open their eyes, give them paper and crayons for this. If appropriate, ask them to write a sentence to explain their drawing.

The quiz

Ask children to watch carefully and see if they can answer the questions. Teams of three are good for this.

1. How many thousands of years ago did the Jewish religion start? 4,000.
2. What do the Jewish people call the land of Israel? The Promised Land.
3. What was the King of Egypt called? The Pharaoh.
6. What did Moses do that made him run away? He killed an Egyptian guard.
8. What was the last plague sent to the Egyptians? The death of the firstborns, by the Angel of Death.
9. What did the Jewish people use to paint their doors? Lamb’s blood.
10. How did Moses lead his people across the Red Sea? He held out his shepherd’s staff and G-d made a way through the water.

Access the films here.
Writing about the story of Moses

Did you tell the story? Did you remember all about it? Did you use all your writing talents? Well done.

Share your story with other children and your teacher.

Access the films here.
Religions of the World: storytelling from the BBC for 4–7s in RE

Background for the teacher

In this programme, children will hear the Jewish story of Hanukkah. They will learn about a story in which being free to worship as you choose is very important – this is a festival of faith and freedom. It is about faith in G-d, who honours people who trust him, and freedom to worship as you choose, without being pressurised to do what rulers say.

They will think for themselves about the story of the miracle of Hanukkah, when Judah Maccabee lit the sacred temple lamps even though he had hardly any oil, and the lamps burned for eight days. They will be able to consider why this festival matters to Jewish people and to think about their own ideas to do with faith and freedom.

Key words: religion, festival, miracle, Hanukkah

Learning idea 1: Writing from pictures

Watch the programme together and discuss the story. Ask the class (Year 1 or 2) to use the pictorial writing frame on the next page to give a recount of the story they have seen and heard. Children can compare their recounts with other pupils. This activity offers good development opportunities for links between English, literacy and RE. The learning intentions are to enable pupils to remember and think about the festival.

Learning idea 2: We all like to be free: a display of flames

Discuss the idea of being free. This, for children aged 4–7, is a lot to do with doing what we want. What can we do at playtime but not during lessons? Do we all need a bit of freedom? Do we all enjoy choosing for ourselves?

- Ask the children to take the outline of a flame shape, on red paper, and draw a picture of themselves doing something they like to do when they have free time.
- On a yellow flame, they draw their favourite moment from the story.
- On orange flames, write the letters F R E E D O M and the letters H A N U K K A H.

Make a candle flame display of these flames, around a large nine-branched candlestick, like one Jewish people use at Hanukkah.

The quiz

Ask children to watch carefully and see if they can answer the questions. Teams of three are good for this.

1. What is the Jewish building for worship called? Synagogue.
2. Who is the Jewish religious leader? Rabbi Sydney.
3. How many days does Hanukkah last? Eight days.
4. What was the name of the cruel Greek leader who invaded the land of the Jewish people? Antiochus.
5. What is the Jewish holy book called? The Torah.
6. What was used to keep the lamps burning in the Jewish temple? Special or holy oil.
8. How long did the sacred lamps burn for when Judah lit them up, even though he had hardly any of the special oil? Eight days.
9. Jewish people believe the burning lamps were a miracle. What does the word mean? Something G-d does.
10. What were the two children in the story called? Solomon and Eliza.

Access the films here.
The Jewish story of Hanukkah
Write the story you saw on the video. There are some key words to help you at the bottom of the page.

Can you use any of these words to help you tell the story?
synagogue / army / temple / sad / Maccabee / holy oil / candle lamps / miracle / menorah / remember / Hanukkah

Access the films here.
**Religions of the World:**
*storytelling from the BBC for 4–7s in RE*

**Background for the teacher**

In this programme, children will hear the story of Divali, told in a simple form. The whole epic is full of incident, so this version is kept simple for 4–7s. They will learn about Hindus sharing this story at Divali time, and will be able to think about the big ideas in the story: light wins over darkness. Evil is defeated by goodness.

The storytelling is ‘framed’: 8-year-old Ravi asks his aunt and uncle to tell him the story on his way to school in Leicester.

**Key words:** religion, festival, Rama and Sita, gods and goddesses, good and evil, light and darkness

**Learning idea 1: Pictures in the right order**

Ask the class to discuss the meaning of the story. Children benefit from hearing more than one well-told version of the story of Rama and Sita. Use the video, and retell the story in another way too. You could take six still images from the video for children to sequence into the right order. They could colour or outline figures in the pictures to show who is a ‘goodie’ and who is a ‘baddie’ in the story. They could choose two words (from a list?) to describe each of the different characters (Rama, Sita, Hanuman, Lakshmana, Ravana).

**Learning idea 2: Making sense of the story**

Pupils enter into the stories via hot seating, dramatising, writing the diaries and/or prayers of Sita at different moments in the story, etc. Older pupils often respond well to thinking: ‘If Sita was a tweeter, then what would Sita Tweet?’ at different key moments.

Create simple ‘feelings graphs’ for the different characters (Rama, Sita, Ravana, Hanuman).

Ask what other stories are like this. Pupils can compare the Divali story and a Disney movie — often also about the triumph of the good, but which may not last 4,000 years!

What matters most at Divali? Children hear the stories of Rama and Sita, and learn about the celebration of Divali today in India and in (e.g.) Leicester. Give pupils a list of up to 12 things that might matter at Divali. Put the items on this list onto flashcards to sort out in circle time. Pupils choose and explain up to three things they think matter the most of all at Divali.

**12 things: what matters most at Divali?**

Put these onto flashcards for the last activity in Learning idea 2, for pupils to sort and rank:

<table>
<thead>
<tr>
<th>Choosing the elements of the story and Sita and her relationship to the others.</th>
<th>Divali cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lighting the lamps</td>
<td>Special food to eat</td>
</tr>
<tr>
<td>Fireworks</td>
<td>Giving presents</td>
</tr>
<tr>
<td>Dancing</td>
<td>Thinking about good and evil</td>
</tr>
<tr>
<td>Prayers</td>
<td>Families celebrating together</td>
</tr>
<tr>
<td>Divali lamps</td>
<td>Making rangoli patterns</td>
</tr>
</tbody>
</table>

**The quiz**

Ask children to watch carefully and see if they can answer the questions. Teams of three are good for this.

1. Where do Ravi and Deepa live?
   Leicester.

2. Which season of the year is the season for Divali?
   Autumn.

3. Who was Rama married to?
   Sita.

4. How many heads did Ravana have? Ten.

5. Ravana could shift his shape — once into a deer, and then into what? A thirsty beggar.

6. How was kind Sitawanted out of the magic circle? To give water to the thirsty beggar.

7. What is the name of the monkey king? Hanuman.

8. On which island was Sita imprisoned by evil Ravana? Lanka.

9. What special weapon did Rama use to kill Ravana? A golden arrow.

10. How were Rama and Sita guided home? With little oil lamps.

Religions of the World: storytelling from the BBC for 4–7s in RE

Background for the teacher

In this programme, children will hear two stories of Guru Nanak. They will learn about the Sikh religion, which is over 500 years old. Guru Nanak was a travelling teacher of kindness, peace and trust in God. The story of the milk and the jasmine flower tells how the Guru won the trust of the religious leaders of a city he visited by showing there is always more room for holiness in the world.

The second story tells how the Guru challenged a rich man to take a silver needle to the next life. He realised it was impossible. Sikhs think only good and holy deeds come with us to the life after death!

Key words: religion, Sikh, Guru, values, money, the next life

Learning idea 1: ‘Money can’t buy me love’

Before watching the film, clip, ask the children if they can think of things that money can’t buy. Ask the class to make a list, and then rank the things on the list: what matters most? Items likely to come up include families, friends, love, care, kindness and forgiveness. Are these things important? Are they even more important than money? Ask the children what the opposites of these things are as well. This will yield another list, relevant to the first story.

Learning idea 2: Hidden messages

After watching the two stories, invite the children to think/pair/share and say what the hidden messages in the stories might be. Note down what they say, and then ask them which messages they think go with each story from this list:

- ‘The world is never full of goodness: there is always room for more.’
- ‘Some people care so much about money they forget about kindness.’
- ‘The next life, after we die, is important as well as this life.’
- ‘If people are selfish or greedy, they can change to be better.’
- ‘God cares how we treat other people.’
- ‘You have to work out for yourself what you think God wants.’

Some of the messages could apply to both stories.

If children are ready for it, then you could show them the clip from My Life, My Religion: Sikhs about the shared kitchen, the langar:
www.bbc.co.uk/programmes/p02mx57w

Discuss with the children how the hidden messages of the story are also seen in the free kitchen at a Sikh gurdwara.

The quiz

Ask children to watch carefully and see if they can answer the questions. Teams of three are good for this.

1. In what country did the Sikh religion start?
   India.

2. Who started the Sikh religion?
   Guru Nanak.

3. What was the name of Guru Nanak’s friend?
   Mardana.

4. What kind of flower was it in the story?
   Jasmine.

5. What was it that Guru thought the world needs more of?
   Holiness.

6. What made Duni Chand think he was a great person?
   He was very rich.

7. What did Guru Nanak take from his turban?
   A needle.

8. Who laughed at Duni Chand?
   His wife.

9. What do Sikhs think cannot be taken to the next world?
   Money.

10. What do Sikhs think can be taken to the next world?
    Good deeds and kind actions.

Access the films here.
Background for the teacher

In this programme, children will hear the story of Siddhartha and the swan. The boy Siddhartha cares for a wounded swan, then discovers his friend Devadatta was the one who shot the swan. Who owns an animal? The boys’ teacher says it is the person who cares for the animal. Pupils will learn about the Buddhist values of harmlessness and compassion.

The second story told in this animation is about the monkey king, who showed a human king how to be a leader by being willing to sacrifice himself for his followers. The big idea of sacrifice is best presented as ‘kindness that costs’ for pupils in our age group: the monkey king did not think of himself, but about how to help other people. Buddhist teaching about compassion is the focus.

Key words: religion, Buddha, Buddhist, care, kindness, India

Learning idea 1: Writing from pictures

Watch the programme together and discuss the story. Ask the class (Year 1 or 2) to use the pictorial writing frame on the next page to give a recount of the story they have seen and heard. Each box in the framework uses a still from the programme and prompts pupils to remember and write simply. Children can compare their recounts with other pupils. This activity offers good development opportunities for links between English, literacy and RE.

Learning idea 2: Questions

Ask each pupil to make up three questions about the story of either the swan or the monkey king that they would like to discuss.

Put all the questions in a tub, and get each group of four pupils to draw out five questions (there will be some left over). The groups discuss and perhaps write brief responses to the questions.

Ask the groups when they have completed this to share their best answers.

What would the pupils say is the most important thing about the story? Is the hidden message of the stories:

- be kind to animals?
- if you have an argument with a friend, ask a grown up for help?
- children should not have bows and arrows?
- a king or queen should always help all the creatures in the kingdom?
- being a leader is very difficult?

There’s a nice video from Clear Vision Trust telling this story at: www.youtube.com/watch?v=8Cl3eUeq94I

The stories of Buddhism often put the values of kindness, compassion and generosity into action.

The quiz

Ask children to watch carefully and see if they can answer the questions. Teams of three are good for this.

1. What was special about Siddhartha (who became the Buddha) at his birth? He was born a prince.
2. What bird did he watch? A swan.
3. What hurt the bird? An arrow.
4. What was Devadatta carrying? A bow and arrow.
5. Who did the teacher say owned the swan? Siddhartha.
6. Why did the teacher say that? Because he cared for it.
7. Who looked after the monkeys in the forest? The monkey king.
8. What fruit did the monkeys pick? Mangoes.
9. How did the monkey king save the other monkeys? By making a bridge from his own body.
10. What was it that changed the human king’s mind about how a good king should behave? When he saw the kindness and sacrifice of the monkey king.

Access the films here.
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<thead>
<tr>
<th>Writing about Siddhartha and the swan: a story from the Buddha’s childhood</th>
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<tbody>
<tr>
<td>Siddhartha.</td>
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<td>The poor swan.</td>
</tr>
<tr>
<td>Devadatta!</td>
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<tr>
<td>Asking a grown up.</td>
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<tr>
<td>Caring.</td>
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<tr>
<td>When he grew up, the Buddha taught people.</td>
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Did you tell the story? Did you remember all about it? Did you use all your writing talents? Well done.

Share your story with other children and your teacher.

Access the films here.