

TITLE: Impermanence Man/Women



Here is a fun approach to Impermanence, one of the thoughts that turn the mind. Kids really get into this.

TOPIC: Impermanence, cause and effect, body awareness

BIG IDEA: Causes and conditions come together to create all compounded forms, including our body, that themselves are dependant on the causes and conditions of multifarious processes to function as a perceived “whole.” All compounded phenomena ultimately fall apart.

ESSENTIAL QUESTIONS: What is permanent? How is your body put together?

AGE GROUP: All ages

<p>Know: At the end of the unit, all students should know....</p>	<p>Understand: At the end of the unit, all students should understand that.....</p>	<p>Do: During this lesson, students will..</p>
<p>This is actual knowledge they come away with. E.g. Know a bit about the various functions of the physical body - bones, muscles, organs etc. Mine and everyone’s body is depend on so many causes and conditions functioning together to keep it alive.</p>	<p>This is the deeper take away All phenomena come together and fall apart.</p>	<p>This is the actual activity that can be explained more below Use natural materials to create a person in the sand. They will feel their own bodies and talk about how they work to build the bodies. Then they will leave them and observe how they change day to day.</p>

Materials: twigs, stones, leaves, sand, shells, sea weed etc. accessible in a natural environment.

Activity description:

Step one: Have the kids feel their own bones in arms, legs and hands. Ask them how their limbs are put together, exploring the long bones, muscles and joints etc.

Step two: Create a person with natural elements, doing the best they can to replicate the anatomy they have felt in themselves with a little more detail added by instructor’s sense of anatomy. You could use stone for organs and leaves

and grass for skin etc. The person can be big or small.

Step three: When the person is complete, sit around him (or her) and talk about how these natural elements that came together will remain for a while and then change.

Closing contemplation and meditation: Asks the students for their thoughts and reflections with, “How might the person change after we leave, in different seasons for example? Might animals find some of the elements useful and take them away?” After all the children’s thoughts are heard, conclude with a short meditation session. ([Mind Jars](#) can be used at this time to support the meditation.) Dedicate the merit of this activity for the benefit of all beings.

Which of the 7 intelligences are being activated?

- Verbal/Linguistic – yes
- Visual/Spatial - yes
- Bodily/Kinesthetic - yes
- Intrapersonal - yes
- Interpersonal – yes
- Musical/Rhythmic -no
- Logical/Mathematical/Scientific -yes