



BUDDHISM Key Stage 3 Unit 4: the Life & teaching of the Buddha

What this unit contains	<p>Significant events and experiences in the Buddha's life including his death. Dukka The Four Noble Truths including the Noble Eightfold Path The Five Moral precepts Concepts of enlightenment, impermanence, interdependence and karma. Symbolism of the lotus</p>		
Where the unit fits and how it builds upon previous learning	<p>This unit further develops knowledge and understanding of the life and key teachings of the Buddha. It builds on knowledge, understanding and concepts acquired in Key Stage 2 but will provide an introduction to Buddhism for pupils who have not been taught units 1-3.</p> <p>The unit makes links with Hinduism teachings and practice of the four stages of life and enables pupils to appreciate the links between these two world faiths.</p>		
Extension activities and further thinking	<ul style="list-style-type: none"> ➤ Religions try to find the answer to the problem of why there is suffering in the world - what is your understanding of suffering - are there different types of suffering? What does Buddhism and one other faith say about suffering? How are their answers / beliefs similar or different? ➤ Produce a guide to everlasting happiness ➤ Share views of your journey to enlightenment 		
Vocabulary Buddha Buddhism Buddhist Siddhartha Anicca enlightenment karma moral precepts consequence Dhammapada interdependence impermanence Dukka Dhamma lotus	SMSC/Citizenship Links can be made to the following areas of the Citizenship Programme: 1a; 2a; 3a <ul style="list-style-type: none"> ➤ Rules for living ➤ Moral behaviour ➤ Considering the range of effects that personal actions can have on others ➤ Learning from the lives of inspirational people and the contribution of the Buddha's life to individuals and society. 		



BUDDHISM Key Stage 3 Unit 4: the Life & teaching of the Buddha

Unit 4 Session 4

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note resources
Pupils should: <ul style="list-style-type: none"> ➤ Know and explore the Five Moral Precepts. ➤ Understand how these are applied to everyday life 	✓ ✓ ✓	✓ ✓ ✓	<p>In small groups or pairs, agree on 5 rules of behaviour that you would introduce to make life better for everyone. Feedback to the class and draw out similarities and differences.</p> <p>Give each group of pupils two dilemmas in which a moral decision has to be made (these could arise out of a modern soap series e.g. Eastenders or topical issues e.g. drug taking). Apply the 5 rules that your group has come up with to solve each dilemma - Feedback discussion: Hand out the worksheet of the Five Moral Precepts. Compare your 5 rules and solutions with the Five Moral Precepts and apply these to solve the same dilemma.</p> <p>Share how groups feel applying the Five Moral Precepts might solve each problem.</p> <p>Written task: Which Precept would you find most difficult to follow and why?</p>	<p>Resources List of a wide range of moral dilemmas preferably drawn from current news items or topical issues. Examples could include issues such as war, teenage pregnancy or abortions, racial tensions etc. [Tape of scenarios from a soap might be useful]</p> <p>Worksheet stating the Five Moral Precepts</p> <p>Teacher note <i>Sensitivity is required as to how the sexual precept is expressed.</i></p>



BUDDHISM Key Stage 3 Unit 4: the Life & teaching of the Buddha

Unit 4 Session 5

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
Pupils should: <ul style="list-style-type: none"> ➤ Know and understand the concepts of <ul style="list-style-type: none"> a) Anicca (impermanence) b) All things are interdependent c) Karma (actions have consequences) 	✓ ✓ ✓ ✓	✓ ✓ ✓	<p>Explain that this lesson will focus on three important Buddhist concepts and what these might mean in practice.</p> <p>a) Things change (Anicca) Organise pupils into pairs and/or groups. Select 2 images from Collection 1 for each group. The groups should each prepare a description for the class of how these images express impermanence. Feedback to whole class.</p> <p>b) Buddhists believe that all things are interdependent.</p> <p>Combine 2 or 3 groups into one. Look at the images selected and list what the 'change' in each is dependent upon. What are the causes and conditions? Feedback to the class. Explain that these can be things that are present or absent – pupils should find examples.</p> <p>c) Karma (actions have consequences) Give out and explain the Karma activity worksheet. Pupils should complete the worksheet as an Assessment Task.</p> <p>Plenary – discuss how these three concepts are inter-related and how they are underpinned by the Four Noble Truths.</p>	<p>Resources Two collections of recent newspaper and magazine pictures:</p> <ol style="list-style-type: none"> 1. people from different cultures of different ages or examples of change from the natural and man made world (impermanence) 2. Karma collection: of people engaged in a range of actions/scenarios, e.g. war, nursing, gardening, fishing (karma) <p>Teachings from the Dhammapada about Karma Karma Activity Sheet</p>



BUDDHISM Key Stage 3 Unit 4: the Life & teaching of the Buddha

Unit 4 Session 1 Activity Sheet 1

Imagine you are Siddhartha Gautama. Write a letter to your wife, Yashodara, explaining why you are leaving the palace.

You should include the following points:

- Your feelings for her and your son, Rahula and your feelings about leaving them both.
- The four sights of old age, sickness, death and the Holy Man and the effect they had on you.
- Tell her what you hope to achieve by leaving
- And how you hope to achieve it as an ascetic



BUDDHISM Key Stage 3 Unit 4: the Life & teaching of the Buddha

Unit 4 Session 5 Karma Activity Sheet 2

The Law of Karma is the law of cause and effect (Actions have Consequences)

Everything that is done is done with a purpose (motivation)

Every action can have good, bad, or neutral results or a mixture of these.

1. Consider these 2 actions:

A) lighting a fire (in different places - e.g. in a home, in a place of worship, in a forest, in a barbecue)

B) Lying to a hunter

- What motivation(s) might someone have for these actions?
- What consequences might each action lead to?

2. Select 2 pictures from the Karma collection

For each picture propose a motivation for the action shown and 4 possible results:

one good
one bad
one neutral
one mixed

3. Select one or more quotations from the Dhammapada as a caption for each of your pictures.



BUDDHISM Key Stage 3 Unit 4: the Life & teaching of the Buddha

The Lotus

As he sat under the Bodhi tree, he looked out over the world.

In his mind's eye he could see a pool; it was full of lotuses. Some of the lotuses were still stuck in the mud at the bottom of the pool, others had buds and were beginning to grow upwards through the water.

A few stood clear of the water, opening in the sunlight.

'People are like lotuses in different stages of development,' thought the Buddha.

'Everyone has the potential to achieve enlightenment, and those people who are like lotuses ready to open in the sunlight will be able to hear my teachings'.

So the Buddha decided to set out and teach the world about the truth he had discovered.

