



<p>What this unit contains</p>	<p>The spread of Buddhism worldwide - Theravadan and Mahayana Buddhism The Dalai Lama Bodhisattvas - the Bodhisattva Avalokiteshvara. Meditation - Samatha (Tranquil Abiding) and Vipassana (special insight)</p>		
<p>Where the unit fits and how it builds upon previous learning</p>	<p>This unit builds upon knowledge covered in all previous units. It further develops understanding of Buddhism as a world faith by exploring the way that Buddhism has spread across the world and the two main groups of Buddhists today.</p> <p>The unit also explores issues of life and death and introduces pupils to the concept of a Bodhisattva - one who chooses to return in order to help others still trapped in the cycle of life, death and rebirth.</p> <p>This unit completes the Key Stage 3 Buddhism requirements.</p>		
<p>Extension activities and further thinking</p>	<ul style="list-style-type: none"> ➤ Research the situation in Tibet today with regard to the practice of religion. ➤ Investigate other forms of Meditation ➤ Interview a Buddhist (possibly by e-mail) on what meditation means to them ➤ How can wise teaching and wise people make a difference to individuals, communities and the world? 		
<p>Vocabulary</p> <p>Dalai Lama Bodhisattva incarnate</p> <p>Theravada(n) Mahayana(n) meditate Tranquil Abiding</p> <p>Avalokiteshvara meditation Vipassana (special insight) Samatha (tranquil abiding)</p> <p>incarnation rebirth</p>	<p>SMSC/Citizenship</p> <p>Links can be made to the following areas of the Citizenship Programme: 1a; 1f; 2a; 3a</p> <ul style="list-style-type: none"> ➤ Considering the qualities of inspirational people ➤ Benefits of a reflective approach to life ➤ Moral decisions ➤ Ways to improve oneself ➤ Buddhism as an international faith & cultural influences of faith expression. 		



Unit 5 Session 1

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know that Buddhism has spread from India where it started, to many countries in the world. ➤ recognise Buddhist iconography ➤ be able to identify the countries where images were created ➤ know and understand that there are two main schools of Buddhism. 	<p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p>	<p>Show pupils on a map the countries where Buddhism spread. You could use the map in Sources of Faith as a teaching tool using a data projector. Explain that these fall into 2 main schools and what these are called. – Mahayana and Theravada.</p> <p>Using travel brochures of these countries identify 2 places of interest associated with Buddhism.</p> <p>From the images and explanations provided on Buddhism, find 4 images of the Buddha from different countries. Explain to a partner how different cultures influence the style of the Buddha's image.</p> <p>Choose your favourite image and write a haiku or other form of poem about what the Buddha might be saying to you.</p>	<p>Resources</p> <p>Map of SE Asia showing the spread of Buddhism</p> <ul style="list-style-type: none"> ▪ travelling south-west into Sri Lanka, Thailand, Burma, Vietnam, Cambodia-Theravadan School ▪ from Northern India north-west into Tibet, Nepal, China, Korea, Japan-The Mahayana School <p>Travel brochures of countries as above</p> <p>A series of images of the Buddha from around the world labelled with country of origin</p> <p><i>Buddhism- A new approach</i>-(1996) Steve Clarke and Mel Thompson - Hodder and Stoughton</p> <p><i>Buddhism for Today</i> - Chris Wright - OUP</p> <p>Folens - <i>Photopack on Buddhism</i></p> <p>Themes in World religions - 58 photocopyable images (CUP)</p> <p>Video:</p> <p>Clearvision <i>KS3 Living Buddhism</i></p> <p>CD Rom:</p> <p>Sources of Faith - CD ROM</p>



Unit 5 Sessions 2 & 3

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ Know who the Dalai Lama is and the meaning of his title. ➤ Know that he is the 14th incarnation ➤ know how he was recognised ➤ Know that the Dalai Lama came from Tibet ➤ The Nobel Peace Prize 1989 ➤ The Dalai Lama's work today 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>Recap why people are admired.</p> <p>Consider that although many people believe that when people die they are lost to us the tradition in Tibet says that they can come back to us. Introduce the idea of a Bodhisattva.</p> <p>Explain that the Dalai Lama is believed to be in his 14th incarnation and is a Bodhisattva.</p> <p>Show the 'recognition' part of the start of the video <i>Kundun</i> or read the section about this from one of the books recommended.</p> <p>Discussion: The Dalai Lama is called Ocean of Wisdom. What is meant by this title?</p> <p>Research Task: (including homework) Using the Dalai Lama Research sheet find out about the life of the Dalai Lama</p>	<p>Resources</p> <p>Video: <i>Kundun</i></p> <p>Books: <i>Faith in Action - Exiled Leader</i> (RMEP) <i>To the Lion Throne</i> by Whitney Stewart (Snow Lion) Pictures of the Dalai Lama Dalai Lama Research Sheet</p> <p>Buddhist Websites: The Buddha Net http://www2.hawkesbury.uws.edu.au/BuddhaNet The Buddhist World http://www.iems.nwu.edu/~cwshen/buda-net.html Kid's Buddhism http://www.ipg.umds.ac.uk/~crr/virtuous-reality/ The Dharma Net http://dharmanet.org/ Buddhist Scriptures http://www.serve.com/cmtan/buddhism/</p>



Unit 5 Session 4

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> know items that are often found in/around/on a Buddhist shrine explore the significance and value of meditation explore a type of meditation found in Buddhist life and practice - Samatha 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p>	<p>Set up a Buddhist shrine in the classroom as it might be found in a temple or download an image of a Buddhist shrine. The objects would include a Buddha image, a vase for flowers, a holder for incense, a candle holder and 7 water bowls. The Buddha image is usually placed on a box that keeps it higher than the other objects.</p> <p>Draw, label and explain the significance of items on and around the shrine and what they represent. Explain how Buddhists use the shrine or see one in use on a video</p> <p>What are the benefits of meditation?</p> <p>Try out Samatha (Tranquil Abiding) meditation which is meant to help the mind to settle. Instructions: Sit in a comfortable position, hands resting gently in your lap, back straight, eyes gently closed and just become aware of your breathing, breathing slowly in and out. Gradually try to slow your breathing while making each breath as deep as possible. (5 minutes). Jot down notes of how this felt and what helped or hindered you in participating. Share with the class and discuss.</p> <p>Set homework: What are the physical, emotional and intellectual benefits of meditation?</p>	<p>Resources</p> <p>Teacher note</p> <p><i>Ensure that pupils do not hyperventilate or stop breathing - do not ask pupils to slow breath down to extremes</i></p>



Unit 5 Session 5

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know that there are 2 types of meditation: a) Tranquil abiding (this was the type tried out in lesson 4) b) Vipassana - special insight meditation <ul style="list-style-type: none"> • know about Metta, a form of Tranquil Abiding meditation The practitioner sends kind thoughts to increasingly wider groups of people starting with friends and family e.g. someone who has done something for them today and extending to everyone in the school ... city.... 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>In this lesson pupils will try out and discuss 2 different types of meditation. Begin the lesson with a stilling activity...</p> <p>Feedback views from the homework. Recall that Tranquil Abiding meditation is to let the mind settle and helps Buddhists to focus on one thing. Explain that Metta, one form of Tranquil Abiding meditation, is the next thing the class will try.</p> <p>Explain that when practising Metta the practitioner sends kind thoughts to increasingly wider groups of people. Ensure everyone is sitting in a comfortable, relaxed way. You may find it helpful to use a candle or concentration aid. Encourage pupils to send thoughts of loving kindness starting with a person who has done something for you. (5 minutes) Relax and discuss how this felt and difficulties encountered.</p> <p>Introduce Vipassana (special insight meditation) which is a method of penetrating the essence of that one thing that is being meditated upon. Use the analogy of an archer on a pitching ship trying to shoot at a target on the shore. Help the class to practice this meditation. They could meditate on an abstract quality, one of the Noble Truths etc. Pupils can select one of the Paths of the Noble Eightfold path and focus on how this might be integrated into their daily lives. (5 minutes)</p> <p>Relax and discuss how this felt and difficulties encountered. Record thoughts / attitudes to the activity in prose or poetry.</p> <p>Homework: Write a statement of intent on how you intend to improve in relation to a quality or behaviour as a response to an insight from today's meditations.</p>	<p>Resources <i>New Methods in RE</i> by Hammond et al.</p> <p>Candle or other item to aid focus and concentration</p> <p>NB This is not worshipping as a Buddhist. Meditation is not unique to Buddhism. It would only be worship if the object of the meditation was Buddhist.</p>



Unit 5 Session 6

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ Know that Bodhisattvas make a vow to return to help others in their search for happiness. ➤ Know that the Dalai Lama is considered to be an 'emanation' of the Bodhisattva Avalokiteshvara. ➤ Know and understand the symbolism of the 'Wheel of Life' 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>Watch '<i>Living Buddhism</i>' Programme 3 section on the Bodhisattva Avalokiteshvara.</p> <p>Why did the Bodhisattva come to have 1000 arms and heads?</p> <p>Remind pupils of the Dalai Lama. He is also a Bodhisattva and is considered to be an 'emanation' of the Bodhisattva Avalokiteshvara.</p> <p>Written Assessment Task: From what you have learnt about the Dalai Lama, how might you see his qualities showing him to be considered to be an 'emanation' of the Bodhisattva Avalokiteshvara?</p> <p>Focus on the Wheel Of Life poster and explain the symbolism of the 3 creatures in the middle. Explain the names of the realms and discuss images seen on the wheel.</p> <p>Write a paragraph for each realm and an aspect of a person's life that might reflect that realm e.g. a 'hungry ghost' might be someone who cannot ever get enough of something.</p>	<p>Resources Wheel of Life Poster A4 copies of the wheel of Life Bodhisattva images</p> <p>Video: Clearvision Trust <i>Buddhism for KS3 - 'Living Buddhism'</i></p> <p>Book: <i>The Mountains of Tibet</i> by Gerstein.</p> <p>N.B. The 6 realms can be considered both metaphorical and literal ways of being e.g. someone feeling intense hatred is in hell.</p>



Unit 4 Sessions 2 & 3 Dalai Lama research sheet



1. Who is the Dalai Lama?

Where was he born?
How was he recognised?
What does his name mean?
Where does he live now?

2. Why, when and how did he leave Tibet?

3. Find out about the Dalai Lama's Nobel Peace Prize and his work today.

4. Why was he awarded the Peace Prize?

5. Why is he a world figure?

Choose your favourite Dalai Lama quotation and say why this is important to you



Unit 5 Sessions 2 & 3: Dalai Lama Quotations

'Take into account that great love and great achievements involve great risk'

'One of the basic points is kindness. With kindness, with love and compassion, with this feeling that is the essence of brotherhood, sisterhood, one will have inner peace.'

'May I become at all times, both now and forever a protector for those without protection, a guide for those who have lost their way, a ship for those with oceans to cross, a bridge for those with rivers to cross, a sanctuary for those in danger, a lamp for those without light, a place of refuge for those who lack shelter and a servant for those in need.'

'If you wish to heal your own sadness or anger, seek to heal the sadness and anger of another.'

'Open your arms to change but don't let go of your values'.

'My religion is very simple, my religion is kindness.'

'Live a good, honourable life, then when you get older and think back you will be able to enjoy it a second time.'