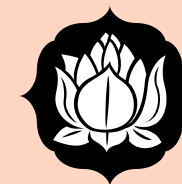


# BUDDHISM Key Stage 3 Unit 4: The Life & teaching of the Buddha



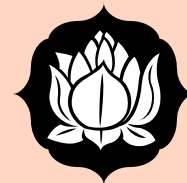
<p><b>What this unit contains</b></p>	<p>Significant events and experiences in the Buddha's life including his death. Dukka The Four Noble Truths including the Noble Eightfold Path The Five Moral precepts Concepts of enlightenment, impermanence, interdependence and karma. Symbolism of the lotus</p>																		
<p><b>Where the unit fits and how it builds upon previous learning</b></p>	<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>																		
<p><b>Extension activities and further thinking</b></p>	<ul style="list-style-type: none"> <li>➤ 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?</li> <li>➤ Produce a guide to everlasting happiness</li> <li>➤ Share views of your journey to enlightenment</li> </ul>																		
<p><b>Vocabulary</b></p> <table border="0" data-bbox="114 1053 1048 1197"> <tr> <td>Buddha</td> <td>Anicca</td> <td>consequence</td> <td>Dukka</td> </tr> <tr> <td>Buddhism</td> <td>enlightenment</td> <td>Dhammapada</td> <td>Dhamma</td> </tr> <tr> <td>Buddhist</td> <td>karma</td> <td>interdependence</td> <td>lotus</td> </tr> <tr> <td>Siddhartha</td> <td>moral precepts</td> <td>impermanence</td> <td></td> </tr> </table>	Buddha	Anicca	consequence	Dukka	Buddhism	enlightenment	Dhammapada	Dhamma	Buddhist	karma	interdependence	lotus	Siddhartha	moral precepts	impermanence		<p><b>SMSC/Citizenship</b></p> <p>Links can be made to the following areas of the Citizenship Programme: 1a; 2a; 3a</p> <ul style="list-style-type: none"> <li>➤ Rules for living</li> <li>➤ Moral behaviour</li> <li>➤ Considering the range of effects that personal actions can have on others</li> <li>➤ Learning from the lives of inspirational people and the contribution of the Buddha's life to individuals and society.</li> </ul>		
Buddha	Anicca	consequence	Dukka																
Buddhism	enlightenment	Dhammapada	Dhamma																
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### Unit 4 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"> <li>➤ appreciate the transitory nature of the pleasure given by material / sensory objects.</li> <li>➤ know the beginning of the story of the Buddha's life and search for enlightenment and how this prophesied at his birth.</li> <li>➤ know that the Buddha had a compassionate desire to find the universal answer to why people suffer.</li> </ul>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>Compile individual list of 6 things that make you lastingly happy. Discuss in groups of 4 and feedback to class why any of these items chosen might not result in lasting happiness.</p> <p>Watch video extract showing birth and early life of Buddha up to his decision to leave home to search for enlightenment. Contextualise the Buddha's departure in relation to Hindu 4 stage of life and the extended family that would support his wife and child*.</p> <p>Ask the class: Is there anything you have always felt is not quite right? Having returned to it time and time again, can you see how this causes you suffering? The Buddha wanted to find an answer to why we all feel like this about something. He wasn't just thinking about himself but about all people.</p> <p>As a class discuss:</p> <ul style="list-style-type: none"> <li>➤ What questions was the Buddha asking?</li> <li>➤ How did the Buddha feel about the people he saw who had raised the questions in his mind?</li> <li>➤ What was the process he was expecting to embark on?</li> <li>➤ Why couldn't he find the answer staying where he was?</li> </ul> <p>Set Homework: Imagine you are Siddhartha Gotama and write a letter to your wife explaining why you are leaving the palace.</p>	<p><b>Resources</b></p> <p><b>Videos:</b> <i>Little Buddha</i> or <i>Living Buddhism - Buddhism for Key Stage 3</i> (Clearvision) or <i>Buddhism in Focus - Programme 1</i></p> <p><b>Teacher note</b> <b>Sensitivities:</b> <i>*N.B. society at the time and the position of holy men in Hindu life. Ensure that pupils understand that leaving home is not a necessarily appropriate response to things getting tough but that leaving home in search of truth and enlightenment is a age of life in Hinduism.</i></p>





# BUDDHISM Key Stage 3

## Unit 4: The Life & teaching of the Buddha

### Unit 4 Session 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"> <li>➤ Know the Buddha's teaching about the Four Noble Truths</li> <li>➤ Know the Noble Eightfold Path and consider ways this might be put into practice</li> <li>➤ Understand how following the Four Noble Truths can lead to enlightenment</li> </ul>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>Introduce pupils to the Four Noble Truths. Explain this using the analogy of an illness and a doctor. 1) What are the symptoms? 2) What is the diagnosis? 3) What is the prognosis? 4) What is the medicine?</p> <p>Divide class into 8 groups and give each group a copy of the Noble Eightfold Path. In groups students should discuss their section of the 'Path' and agree a practical example / illustration of it. E.g. what might right action look like? Feedback to the class and discuss.</p> <p>Hand out some current problems from newspaper articles, working on one aspect of the 'Path', how might someone behaving in this way alleviate or solve the problem?'</p> <p>Plenary: Return to the Four Noble Truths. Explain that the 3<sup>rd</sup> = enlightenment when all obstacles are removed. Reflect on the issue – how might applying other elements of the Noble Eightfold Path also improve it?</p> <p><b>Homework</b> Either:</p> <ul style="list-style-type: none"> <li>(i) Explain how following the right action or the right speech leads to a better life.</li> <li>or</li> <li>(ii) Write a story that shows how following at least one part of the Noble Eightfold Path leads to a better life'.</li> <li>or</li> <li>(iii) How can following the Noble Eightfold path in part or wholly make a difference to the lives of individuals and communities?</li> </ul>	<p><b>Resources</b> Worksheet stating the Four Noble Truths Worksheet stating the Noble Eightfold Path</p>



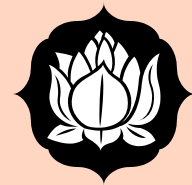
### Unit 4 Session 4

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"> <li>➤ Know and explore the Five Moral Precepts.</li> <li>➤ Understand how these are applied to everyday life</li> </ul>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<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><b>Resources</b> 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><b>Teacher note</b> <i>Sensitivity is required as to how the sexual precept is expressed.</i></p>



### Unit 4 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"> <li>➤ Know and understand the concepts of                             <ul style="list-style-type: none"> <li>a) Anicca (impermanence)</li> <li>b) All things are interdependent</li> <li>c) Karma (actions have consequences)</li> </ul> </li> </ul>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<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 <b>Assessment Task</b>.</p> <p>Plenary – discuss how these three concepts are inter-related and how they are underpinned by the Four Noble Truths.</p>	<p><b>Resources</b> Two collections of recent newspaper and magazine pictures:</p> <ol style="list-style-type: none"> <li>1. people from different cultures of different ages or examples of change from the natural and man made world (impermanence)</li> <li>2. Karma collection: of people engaged in a range of actions/scenarios, e.g. war, nursing, gardening, fishing (karma)</li> </ol> <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 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"> <li>➤ understand the symbolism of the Lotus</li> <li>➤ know how the Buddha's life was spent teaching and about the end of his life.</li> <li>➤ reflect on responses to death and remembering those who have died</li> </ul>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>Either watch a video portion showing the Buddha's vision of lotuses or explain it using the worksheet about the lotus symbol from the Clearvision pack.</p> <p>Draw an image of lotus flowers in different stages of development. Label with human qualities that you might associate with being enlightened / unenlightened.</p> <p>Watch a video to see the end of the Buddha's life. Reflect on the Buddha's last words: 'seek out your own enlightenment with diligence' and consider what Buddhists might believe this message meant to them.</p> <p>The Buddha's followers grieved for his death, but sought understanding through their teachings. Discuss / or write down the impact a bereavement might have / has had and questions that have been raised for members of the class by death.</p> <p>Plenary: Explore how all people experience grief when they lose someone and how religious beliefs can be both tested and a support to believers. How might recalling good memories and planning memorial services help people to feel more positive about a loss?</p> <p>Light a candle to remember people who have died.</p>	<p><b>Resources</b> Fabric lotus or pictures of lotuses.</p> <p>Clearvision video: Living Buddhism – Buddhism for Key Stage 3.</p> <p><b>Teacher note</b> Health &amp; Safety: Fire prevention materials will need to be in the room when lighting candles.</p>



### *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





### *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.



### 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.

