

Encounter Unit – What do Buddhist believe (Year 5/6 encounter)

In this unit the children will find out about the life and teachings of Gotama Buddha – the founder of Buddhism. They use a range of written and visual sources to select, record and evaluate information on the importance of this religious figure. Pupils will think about his ideas about truth and wisdom. They will consider their own beliefs in the light of their learning about the Buddha.

Key Areas of Enquiry

A-Beliefs, teaching and sources

B-Practices and ways of life

D-Questions of identity, diversity, and belonging

Background Story/ Information

In this unit children will learn about Buddhist ideas and beliefs and how these ideas are expressed in Buddhist Stories. They will learn about meditation, worship and Buddhist ritual in the temple/home and gain some understanding of some Buddhist festivals.

Cross Curricular Links

Art, literacy, dance, drama, geography

Key Vocabulary

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to the study of:

- the life of Gotama Buddha, *eg enlightenment, meditation, the Middle Way*
- Buddhism, *eg the Four Noble Truths, the Noble Eightfold Path, karma, nibbana/nirvana*

Skills

Investigation, Interpretation, Application, Communication,

Attitudes

Respect, Open -mindedness, compassion

Learning about religion (Attainment Target 1)

Pupils use a developing religious vocabulary to describe and show understanding of **Buddhist** sources, practices, beliefs, ideas, feelings and experiences. They make links between them, and describe some similarities and differences both within and between religions. They describe the impact of religion on people's lives. They suggest meanings for a range of forms of religious expression

Learning from religion (Attainment Target 2)

Pupils raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments within **Buddhist** belief. They apply their ideas to their own and other people's lives. They describe what inspires and influences themselves and others.

Key Questions

Who was the Buddha? What did the Buddha teach? Why is the Buddha important? What do Buddhist believe and how does this guide the way they live their lives? What things do Buddhists do that are special? What special festivals do Buddhists have? How do Buddhist teachings compare to those of Jesus Christ? What teachings of the Buddha could help me live my life?

Assessment opportunities are indicated by a ☺ throughout the document

Learning Objectives	Possible Teaching/Learning Activities	Learning Outcomes	Resources / Extension / Home learning
Study Unit 1 (Buddhism Introduction)			
<ul style="list-style-type: none"> • why the life of the Buddha is remembered by Buddhists today • about the background of the Buddha • why his birth is considered special by Buddhists 	<ul style="list-style-type: none"> • Place a Buddhist artifact where all pupils can see it. Outline that it tells us information about the Buddhist religion. What questions could we ask about each artifact. Children then try to answer the questions based on what they know from looking at them. • Talk briefly about the artifact to give the children a concept of what they are looking at. • Identify the Buddha as a real historical figure and show where his birth place was on a map of South East Asia (Nepal Himalaya). • Research countries where Buddhism is practiced, plot these on a world map and research 10 quick facts about the countries for a country fact sheet. <p>Plenary for Study Unit 1</p> <ul style="list-style-type: none"> • Read about the birth of the Buddha: who his parents were, his mother's dream and his birth, the soothsayers' prophecy, etc. Talk about why his birth is considered important to Buddhists. • Alternatively watch the first part of the DVD The Little Buddha. 	<ul style="list-style-type: none"> • identify where and when the Buddha was born • Discuss the key points about the Buddha's birth to show why Buddhists believe that it was special 	<ul style="list-style-type: none"> • Prayer Flags, Prayer Wheels, Prayer beads, singing bowls, DVD The Little Buddha.

Study Unit 2 (Understanding dissatisfaction)			
<ul style="list-style-type: none"> • what 'renunciation' means • to identify 4 situations that lead people / Buddha to ask ultimate questions • to know and understand the reasons why the Buddha left home 	<ul style="list-style-type: none"> • Ask pupils to define in pairs 'dissatisfaction' and to give an example of something someone could be dissatisfied with. Record on class mind map. • Read about the Buddha's life in the palace and how his father tried to protect him from seeing suffering. (Alternatively, watch this section on the DVD), Identify the 4 sights that made him question his own existence and ultimately his longing to find the answer to the question "Why do people suffer?" • Ask pupils to produce a collage of images from newspapers and magazines that make people ask ultimate questions, eg <i>Why do bad things happen?</i> • Ask children to place themselves in a reflective standpoint and discuss and consider their solutions to suffering. What did Jesus teach us about "Love", as proactive people what would our answers be? Add these to the collages. 	<ul style="list-style-type: none"> • explain what renunciation means and recognise the link to the word renounce • explain why the Buddha left home to search for truth • identify situations that give rise to ultimate questions being asked 	<p>Home Learning Collect magazine and newspaper articles and photographs that show make you think "why do bad things happen?", or unhappiness / sadness.</p> <p>Possibly display images within the classic outline of the Buddha.</p> <p>DVD The Little Buddha.</p>
Study Unit 3 (Enlightenment, what is a Buddhists way of life)			
<ul style="list-style-type: none"> • what enlightenment and the Middle Way mean to Buddhists • how enlightenment changed the Buddha's life 	<ul style="list-style-type: none"> • Ask pupils to review the Buddha's life so far, and look at the next part of his story up to his discovery of the Middle Way and achievement of 'nibbana/nirvana' - a state of perfect peace and awareness, (alternatively use video clip to illustrate this). • Ask pupils to discuss and then answer the questions <i>How did the Buddha achieve enlightenment? What effect did achieving enlightenment have on the Buddha?</i> • Ask a practicing Buddhist to talk to the children about the way they live their life. Prior to this visit ask the children to formulate questions they can use to help them understand this person's beliefs and their spiritual way of life. 	<ul style="list-style-type: none"> • explain what enlightenment and the Middle Way mean to Buddhists • describe how enlightenment changed the Buddha's life • describe through discussion or written reporting how following Buddhist teaching has changed a persons life. 	<p>Home Learning Use interview notes to write a short report about their learning from our Buddhist visitor. 😊</p> <p>DVD The Little Buddha.</p> <p>Extension Watch video of Tibetan New Year. What do they see Buddhists doing?</p>

Study Unit 4 (What are the Buddha's main teachings? – 4 Noble Truths and the 8 Fold Path)			
<ul style="list-style-type: none"> the main Buddhist teachings to evaluate the importance of the Middle Way for Buddhists today 	<ul style="list-style-type: none"> Introduce the children to the Four Noble Truths and the Noble Eightfold Path. In groups or as part of a "World Cafe" activity ask the children to build up a set of activities or things that they could do that would allow them to walk the Eight Fold Path. Display their ideas within a picture of a Buddhist wheel and explain why this is one of the Buddhist symbols. 😊 	<ul style="list-style-type: none"> explain what is contained in the Four Noble Truths and the Noble Eightfold Path To suggest how they might walk this path 	<ul style="list-style-type: none"> Buddhist Wheel
Study Unit 5 (How helpful are the Buddha's teachings for today?)			
<ul style="list-style-type: none"> how the Buddha's teachings affect the lives of modern Buddhists to evaluate how helpful the Buddha's teachings are to practising Buddhists today 	<ul style="list-style-type: none"> Ask pupils in pairs to write a description of a modern-day dilemma where a moral decision needs to be made. Look at the 8 Fold Path and ask the pupils to make a copy of these rules for everyday living. Ask pupils to prepare, in groups, presentations of their dilemmas and then perform these to the rest of the class, and encourage them to decide what a Buddhist could do in each situation. Look at Tibetan Buddhist Prayer flags. Revise how these are used. Ask children to review their work on suffering and link this with dilemmas. Ask the children to write a thought piece to go on their own prayer flag. Join these together to add to a class display. 😊 Discuss how they feel the 8 Fold Path would be in their lives (add to a floor book) 	<ul style="list-style-type: none"> explain how the Buddha's teachings affect the lives of modern Buddhists evaluate how helpful the Buddha's teachings are for modern believers 	<ul style="list-style-type: none"> Prayer Flags

Study Unit 6 (Meditation and Prayer)

<ul style="list-style-type: none"> • about Buddhist meditation practices • to understand the reasons for and importance of meditation • to experience the sensation of quiet and reflection • to reflect on the importance of finding meaning and purpose in human life 	<ul style="list-style-type: none"> • Complete the story of the Buddha's life and death. (alternatively use video clip to illustrate this). • Ask pupils to identify when the Buddha meditated in his life and what this meditation led to. Give pupils the <u>option of</u> doing a breathing exercise with you, concentrating on slowing down their breathing. Encourage the children to feel the passage of air in and out of their noses and use this as a focus on the "now". Ask for feedback on how being quiet made them feel. Go on to think about how meditation may help Buddhists. Add ideas to floor book 😊. • Read Matthew 6:25 - 34. Use this as a reflection on living for now and link this to 4 Noble Truths and Right Mindfulness. Discuss as a class the similarities and differences. • Link ideas about Christian prayer with Buddhist meditation. Question the children to consider the role of prayer in their life and ask how often they just allow themselves to listen. "If prayer is like a telephone call, how often do we just hold the phone and listen?" 	<ul style="list-style-type: none"> • describe Buddhist meditation practices • give reasons for the importance of meditation to Buddhists. • consider similarities and differences with Christian Prayer. • describe the sensation of quiet and reflection 	<p>Home Learning Write a think piece on meditation and how it makes them feel. Possibly write as a poem, 😊.</p>
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