

Unit :Buddhism – The Buddha asks: Why is there suffering?

Key areas of enquiry: A + E

About this unit: This unit is intended for year 7 or 8

This is a compulsory unit.

The main focus should be on the Ultimate Question ‘The Buddha asks why is there suffering?’ rather than getting bogged down in the biographical details of the life of the Buddha. An overview is all learners need at this stage. It is important to allow plenty of time for the learners to reflect on the questions.

Prior learning	Technical Vocabulary	Resources
This unit is the first Buddhism unit, so no prior knowledge is expected.	In this unit children will have an opportunity to use words and phrases related to:- Anicca Anatta Dukkha Suffering Buddha Four Noble Truths Three Marks of Existence	Pictures – someone happy, someone suffering Pictures – baby and teenager (teacher?) Christmas story – see resource pack Pyramid activity – see resource pack Bruce Almighty video/DVD Animated World Faiths video <u>Suggested Text book</u> e.g. The Buddhist Experience, Aylett, Buddhism for Today, Chris Wright This is RE book 1 Cath Large Buddhism by Sue Penney Obituary guidelines – see resource pack Stilling exercise guidelines – see resource pack ‘The Living Years’ Mike and the Mechanics CD

Skills	Attitudes
Investigation – I can search for answers	Open-mindedness Appreciation and wonder

Expectations

At the end of this unit	
<p><i>Core learners</i> <i>Level 4</i></p>	<p>Be able to describe in some detail the key features of the life of the Buddha, and his search for a cure to suffering. Learners can offer their own responses to the problem of suffering</p>
<p><i>Level 5</i></p>	<p>Be able to demonstrate detailed knowledge and understanding of how the Buddha became enlightened and his key teachings of anicca, anatta and dukkha. Learners can express their own responses to suffering, and the opinions of others including Buddhists</p>
<p><i>Reinforcement – Level 3:</i></p>	<p>Be able to describe some elements of the life of the Buddha, and know his status within Buddhism Learners can talk about the problem of suffering, and raise relevant questions</p>
<p><i>Enrichment – Level 6:</i></p>	<p>Be able to analyse the significance and impact of key Buddhist teachings such as anicca, anatta, dukkha and the Four Noble Truths. Learners can offer a reasoned arguments in response to their own and others attitudes about the issue of suffering</p>

Learning Objectives	Possible Teaching Activities (Select from)	Learning outcomes	Contribution to other Curriculum Areas/ other information
<p>To know what suffering is</p> <p>To understand why people suffer</p> <p>To evaluate the different types of suffering</p>	<p>What types of suffering are there? Provide a range of newspaper headlines, for learners to divide into different types of suffering</p> <p>Why do people suffer? Watch the first 15 minutes of Bruce Almighty, and examine why the character Bruce is suffering. Read/tell the story of the boy who doesn't get what he wants for Christmas. Explore why this leads to suffering, and make links to greed and selfishness.</p>	<ul style="list-style-type: none"> • Reinforcement – learners can describe different types of suffering, and describe why the people they have studied have suffered • Core – learners can explain the difference between different kinds of suffering, and give reasons why people suffer • Enrichment – learners can evaluate the reasons for and impact of different types of suffering 	<p>Media Studies</p> <p>PSHE</p> <p>English</p>
<p>To know who Buddha was</p> <p>To understand the Buddha's importance to Buddhists</p> <p>To evaluate the Buddha's importance for Buddhists</p>	<p>Who was the Buddha? Watch the Life of the Buddha video (Animated World Faiths series) – 15 minutes. Sentences describing key events in the life of the Buddha – sequence in the right order. Pyramid activity – a range of cards with reasons why the Buddha is important to Buddhists, in</p>	<ul style="list-style-type: none"> • Reinforcement – learners can describe some events in the life of the Buddha and can give a simple reason for his importance • Core – learners can 	<p>Media Studies</p> <p>Citizenship and PSHE</p>

	<p>pairs learners place cards in hierarchical order on a blank pyramid. Pairs join to form fours and renegotiate, then eights, then whole class feedback.</p>	<p>explain some key events in the life of the Buddha, and give some reasons for his importance</p> <ul style="list-style-type: none"> • Enrichment - learners can evaluate the importance of the Buddha for Buddhists 	
<p>To know Buddha's teaching on suffering To understand the Buddha's teachings on suffering To evaluate the success of the Buddha's teachings in explaining suffering</p> <p>To know the 3 marks of existence To understand the importance of the 3 marks of existence To evaluate their significance for Buddhists</p>	<p>What does the Buddha teach about suffering? Show a picture of someone suffering – ask learners why this person is suffering? What led up to this? What will follow from it? Show a picture of a happy person – ask learners why this person is happy? Whether this will last? What could stop this happiness?</p> <p>What are the 3 marks of Life? Show a picture of a baby and a teenager (possibly of the teacher). Learners can identify the differences between the two. Has anything remained the same? Learners could be asked to record the differences between themselves as a baby, a primary age child, and now. Read e.g. Buddhism by Sue Penney pp.13-13, The Buddhist Experience pp.8 or Buddhism for Today p.18, This is RE Book 1 pp 62 and explain the terms anicca, anatta and dukkha. Put 6 pieces of large paper around the room (titled Dukkha –what it means, Dukkha – why it's</p>	<ul style="list-style-type: none"> • Reinforcement – learners can describe the Buddha's teachings about suffering (dukkha) • Core – learners can explain why the Buddha thought we suffer • Enrichment – learners can analyse how successful the Buddha's teachings are in explaining suffering • Reinforcement – learners can describe the 3 marks of existence • Core – the learners can explain the importance of the 3 marks of existence 	<p>Media Studies Art PSHE</p>

	<p>important etc). Give each learner a sticky-note. They write an explanation to go on one of the posters, and stick it on. When all the notes are stuck on, divide the pupils into 6 groups. Each group takes one poster and presents the results to the class.</p> <p>Learners can look for information about what the Buddha says causes our suffering.</p> <p>or</p> <p>Play the Song 'The Living Years' originally by Mike and the Mechanics but plenty of cover versions around. Listen to the lyrics and evaluate how well does this song express the Buddhist teaching on the 3 marks of life</p> <p>Stilling exercise [see sheet for teacher instructions] – ask learners to record an activity they really enjoy. Now ask them to close their eyes and imagine themselves doing that activity for an extended period. Ask the learners to open their eyes and record how that activity made them feel after an extended period. (e.g. sick, tired, bored, frustrated). Draw out that even things which make us happy can also make us suffer.</p>	<ul style="list-style-type: none"> • Enrichment – learners can evaluate the importance of the 3 marks of existence 	
<p>To know the four noble truths</p> <p>To understand their effect on a person's life</p> <p>To evaluate the importance of the Four Noble Truths</p>	<p>What are the Four Noble Truths?</p> <p>Brainstorm why people suffer, including Buddhist views</p> <p>Using textbook (e.g. Sue Penney pp.14-15 or Buddhism for Today 20-21, or The Buddhist Experience pp.8-9, or This is RE book 1 pp64/65) or information sheet read about the Four Noble</p>	<ul style="list-style-type: none"> • Reinforcement – learners can describe the Four Noble Truths • Core – learners can explain the importance of the Four Noble Truths • Enrichment – learners 	<p>English</p> <p>Art</p> <p>Citizenship</p> <p>Media Studies</p> <p>PSHE</p> <p>ICT (if leaflet completed on</p>

	<p>Truths.</p> <p>Given a tick list of different behaviours learners can select those which a Buddhist might demonstrate if they follow the Four Noble Truths</p> <p>Ask learners to create an information leaflet for Year 6 students about the Four Noble Truths</p>	<p>can evaluate the importance of the Four Noble Truths for s Buddhist</p>	<p>computers)</p>
<p>Assessment task - To demonstrate learners understanding of this topic</p>	<p>What is the significance of the life and teachings of the Buddha?</p> <p>Write an obituary for the Buddha.</p> <p>Give learners a word limit. Stress that 50% of the words should be used on the first 5 sections and 50% on the last section. 'Why will he be remembered'</p> <p>This could be an ICT task if resources are available.</p> <p>As an introduction to this repeat the pyramid activity done earlier in the unit. Have the order of their hierarchies changed? Why?</p>	<ul style="list-style-type: none"> • Reinforcement – learners can describe some key elements of the life of the Buddha. • Core – learners can explain the importance of the life of the Buddha and his teachings • Enrichment – can evaluate the importance of the life of the Buddha and his teachings 	<p>ICT Literacy/English Citizenship PSHE</p>