

# BUDDHISM: What is the 'Buddhist way of life'?



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<p><b>What's the purpose of this unit?</b> It is the intention of this unit to introduce pupils to the principal beliefs and practices of Buddhism. This is a key unit to prepare pupils for KS3, where they will further develop their understanding of Buddhism as a non-theistic religion (with no god). For this reason, it is strongly recommended that this unit is taught in Year 6, by which time pupils will have gained more of an overview of the nature of 'religion' through their study in the primary phase.</p>	
<p><b>Links across learning</b></p> <p><i>In order to access the learning in this unit, pupils should have learnt about....</i></p> <ul style="list-style-type: none"> <li>No prior learning about Buddhism</li> <li>Pupils may have encountered some elements in some thematic units</li> <li>There are also some elements of similarity between Buddhists' beliefs and those of Sikhs &amp; Sanatani (Hindus)</li> </ul>	<p><b>'Sticky knowledge'</b>      <b>By the end of this unit, pupils should know:</b></p> <ul style="list-style-type: none"> <li>about the story of how Prince Siddhartha Gautama became Buddha</li> <li>that 'Buddha' means 'awakened' or 'enlightened one'</li> <li>that there is no supreme deity in Buddhism</li> <li>that most Buddhists follow the teachings of the Buddha to gain enlightenment (Nirvana) which is achieved by meditating</li> <li>that there are Four Noble Truths in Buddhism: these are the causes of suffering, and were set out in the Buddha's first sermon</li> <li>that most Buddhists follow the Eightfold Path, which is the Middle Way (the 4<sup>th</sup> of the Four Noble Truths)</li> <li>the Eightfold Path is the means by which dukkha (suffering) can be ended</li> <li>that meditation helps the mind to develop 'Right Concentration' and that there are artefacts that help many Buddhists to meditate</li> <li>that worship and meditation are different</li> </ul>
<p><i>Where will pupils' learning go from here?....</i></p> <p>KS3 units of work: How do Buddhists understand existence?; Was the Buddha a person or a principle?; Can we be selfless in today's world?; Is Buddhist liberation possible?</p>	<p><b>Expected outcomes for this phase:</b> <i>i.e. what will pupils do to show this knowledge?</i></p> <ul style="list-style-type: none"> <li>gather, select &amp; organise ideas about the Buddha and his teachings</li> <li>consider whether worship and meditation are different things and why this might be</li> <li>express their understanding of Buddhism using theological vocabulary</li> <li>express clear views about how following the Eightfold Path might create challenges for a Buddhist</li> <li>consider how the four Noble Truths or the Eightfold Path might affect a Buddhist's way of life</li> <li>connect the key beliefs and teachings of Buddhism with features of a religion e.g. artefacts, symbols, rituals and what these mean to the Sangha (Buddhist community).</li> <li>apply ideas and reflections about issues raised e.g. suffering, enlightenment, meditation to their own, others' and Buddhists' lives</li> <li>articulate what it might mean for a Buddhist to live a 'good life', reflecting where their ideas/values come from, and consider how this view might be similar to or different from their own personal worldview (<b>personal knowledge</b>)</li> </ul>
<p><b>Key questions to shape the learning</b></p> <ol style="list-style-type: none"> <li><b>&amp; 2. Who was the Buddha? Why is he important to many Buddhists and how do they show this?</b></li> <li><b>What did Buddha teach about the four Noble Truths and how might they affect a Buddhist's way of life?</b></li> <li><b>How does the Eightfold Path help on the road to Nirvana (enlightenment)? How does this benefit the sangha (Buddhist community)?</b></li> <li><b>Why do many Buddhists meditate? Are worship and meditation different things and why this might be? How does being part of the sangha (Buddhist community) help?</b></li> <li><b>What is the 'Buddhist way of life'? How might what pupils have learned about influence and inspire them?</b></li> </ol>	



## Background knowledge for the teacher

**NB** As Buddhist meditation is seen as a religious practice, it is not appropriate to do it in the classroom, or to encourage pupils to participate on an educational visit. Instead, aspects of it can be encountered by taking part in non-religious exercises, such as mindfulness or calming, breathing exercises.

Some useful resources:

- We recommend that you use the resource here: [Life of the Buddha | Buddhism for Schools \(thebuddhistcentre.com\)](https://www.thebuddhistcentre.com/resources/life-of-the-buddha) for this unit. Make sure you view each before the session! You may need to select excerpts that best fit the needs of your pupils. This has been written by Buddhists for use in schools.
- Although written for younger children, the Believing and Belonging series of books has a lovely one based on a Buddhist family's story: [My Buddhist Family \(booksatpress.co.uk\)](https://www.booksatpress.co.uk/my-buddhist-family)
- Also, for retrieval practice: mostly quizzes: [Ages 8-11 | Buddhism for Schools \(thebuddhistcentre.com\)](https://www.thebuddhistcentre.com/resources/ages-8-11), and as examples of lived experience, though aimed at older pupils: [Teachers | Buddhism for Schools \(thebuddhistcentre.com\)](https://www.thebuddhistcentre.com/resources/teachers)
- Buddhism started in India about 2500 years ago. Buddhism is not strictly a religion but a way of living, based around achieving enlightenment and nirvana (overcoming suffering). Whilst Buddha is the most important authority within Buddhism, he is not worshipped as a god. There is no supreme deity in Buddhism, which is what makes it different from all the other faiths taught at KS2. This needs to be clearly explained to pupils. Buddha is not worshipped as a god, as there is no supreme deity in Buddhism, but is honoured as a great teacher.
- The Four Noble Truths are:
  - *The belief that suffering (dukkha) exists- in negative events such as sickness and death, and also in things that are pleasing, because the pleasure will end.*
  - *The acceptance that the origin of suffering is craving. This keeps the being in samsara, the eternal cycle of rebirth and hence suffering.*
  - *The statement that suffering can be brought to an end (nirvana).*
- A description of the way leading to Nirvana is the Noble Eightfold Path, which is: Right view; Right thought; Right speech; Right action; Right livelihood; Right effort; Right mindfulness; Right contemplation.
- Buddhists have three treasures, in which they seek refuge: the Buddha, the dhamma (his teachings) and the sangha (the Buddhist community).
- The five elements within a Buddhist temple are Fire, Air, Earth, Water and Wisdom.
- Many Buddhists are taught that it helps to mediate with others and learn from a teacher.

Golden thread	Further questions to support learning	Vocabulary / Glossary for this unit
 <p><b>God</b> <i>(NB Buddha isn't seen as a god)</i></p>	<ul style="list-style-type: none"> <li>• <b>Who was the Buddha? Why is he important to many Buddhists and how do they show this?</b></li> <li>• <b>How do Buddhists celebrate Vesak and what does this show about his importance to Buddhists?</b></li> <li>• <b>What was the most important event in the story of the Buddha? Why?</b></li> <li>• <b>What Buddha-like figures are there in other religions? How are they similar? How are they different?</b></li> <li>• <b>How do you think statues of the Buddha might help a Buddhist?</b></li> <li>• <b>What did Buddha teach about the Four Noble Truths?</b></li> <li>• <b>What might the Four Noble Truths mean in an everyday context?</b></li> <li>• <b>How does the Eightfold Path help on the road to Nirvana (enlightenment)?</b></li> <li>• <b>What does following the Eightfold Path mean to Buddhists?</b></li> <li>• <b>How might living according to the Eightfold Path enable a better life for a Buddhist?</b></li> </ul>	<p><b>Siddhartha Gautama</b> – the wealthy prince who became...</p> <p><b>Buddha</b> – the founder of the Buddhist religion; 'Buddha' means 'awakened one' or 'enlightened one'</p> <p><b>Nirvana (Enlightenment)</b> – a state of perfect wisdom and compassion, where the being has escaped the cycle of samsara</p> <p><b>Samsara</b> – the cycle of birth and rebirth, which can only be escaped by enlightenment</p> <p><b>Meditation</b> – the practice of focussing the mind, 'right concentration'</p> <p><b>Shrine</b> – a place where a Buddha statue is located</p> <p><b>Dhamma</b> – the teachings of Buddha</p>

	<ul style="list-style-type: none"> <li>• <b>Why do many Buddhists meditate?</b></li> <li>• <b>Are worship and meditation different things and why this might be?</b></li> <li>• How might meditation lead to enlightenment?</li> <li>• The sangha is one of the Triple Gems for Buddhists. Why do you think this is?</li> <li>• <b>What is the 'Buddhist way of life'?</b></li> </ul>	<p><b>Four Noble Truths</b> – realities about suffering and their solutions, these are...</p> <p><b>Dukkha</b> – suffering</p> <p><b>Samudaya</b> – the desires that cause suffering e.g. greed</p> <p><b>Nirodha</b> – the end of suffering</p> <p><b>Magga</b> – the way to bring the end, the Eightfold Path</p> <p><b>Noble Eightfold Path</b> – eight ways to live that lead to Nirvana, and bring an end to suffering and the endless cycle of samsara</p> <p><b>Wheel of Dharma</b> – another way of representing the Eightfold Path, and the symbol of the Buddhist religion</p> <p><b>Rebirth</b> – being born again, into a different being</p> <p><b>Dhamma</b> – Buddhist teachings</p> <p><b>Sangha</b> – the Buddhist community</p> <p><b>Triple Gems</b> – three treasures for Buddhists: the Buddha, Dhamma &amp; the Sangha</p>
 <p><b>Community</b></p>	<ul style="list-style-type: none"> <li>• What do different Buddhists say about the Buddha?</li> <li>• <b>How might the Four Noble Truths affect a Buddhist's way of life?</b></li> <li>• <b>What is the Eightfold path and how does it affect a Buddhist's way of life?</b></li> <li>• How might following the Eightfold Path create challenges for a Buddhist?</li> <li>• How does living a 'good life' benefit a Buddhist – and benefit the Buddhist community (sangha)?</li> </ul>	
 <p><b>Identity</b></p>	<ul style="list-style-type: none"> <li>• Was Siddhartha right to leave his wife and family to pursue his own questions about suffering?</li> <li>• What does it mean to be "enlightened?"</li> <li>• What do you think about the concept of 'Enlightenment'?</li> <li>• What questions might we need to explore in the sessions ahead?</li> <li>• <b>The scriptures say that the Buddha's last words to his friends were "All things are impermanent. With mindfulness, strive on." What do you think he meant?</b></li> </ul>	

**Learning objectives: Sessions 1&2: Who was the Buddha? Why is he important to many Buddhists and how do they show this?**

**Skills developed:**

- to **research** the story of how Prince Siddhartha became the Buddha.
- To **explain** what Buddhism is and how it began.
- To **recognise** that most Buddhists don't worship a God like most other world religions.

**Knowledge acquired:**

- about the story of how Prince Siddhartha became Buddha
- that 'Buddha' means 'awakened' or 'enlightened one'
- that there is no supreme deity in Buddhism

- Show selection of images related to Buddhism including pagoda, a Buddha statue, symbols, a monk, a map of India – ask pupils to find the link between the objects.

**Who was the Buddha?**

Use images of the birth of the Siddhartha Gautama (from the British library) to depict his greatness- e.g., The birth of the Buddha-to-be (Bodhisatta), Burma, 19th century <https://www.bl.uk/sacred-texts/articles/the-buddha-and-buddhist-sacred-texts>

**Ask pupils to look at the image and write a question about the picture.**

**Explain:**

*The scene shows the procession of Queen Mahamaya who is carried in and enclosed in a tiered-roofed golden palanquin, with white umbrellas held aloft, headed by royal ministers and guards on her way to her parental country Devadaha as her wish to be with them at the time of her baby.*

*Attended by women in a curtained enclosure, the Queen stands (upper left) and her right hand grasps a branch of a flowering sala tree, which is bending towards her. She then gave birth to her son in the Lumbini grove, between the two countries of Devadaha and Kapilavatthu.*

*The baby (depicted, upper right, like a small golden Buddha image) is passed from the hands of the Brahmas to the guardian gods and from them to the hands of men.*

*The Bodhisatta (Buddha-to-be) now stands upright and, with a white umbrella held above him, takes seven steps and proclaims his greatness.*

*Soon after the birth, the king's wise men predicted that the little prince would become either a universal monarch, or a Buddha, 'awakened one'.*

**Resources:**

[pagoda](#), a [Buddha statue](#), [symbols](#), a [monk](#), a map of India, laptops for research

<https://www.bl.uk/sacred-texts/articles/the-buddha-and-buddhist-sacred-texts>

**For teacher knowledge and beautiful images:**




**Buddhism- Origins, Traditions and Contemporary Life, Edited by Jana Igunma and San San May. British Library 2019**

**BBC video, select relevant content:**

[Buddhism - KS2 Religious Education - BBC Bitesize](#)

**Engage  
(10%)**



	Establish with pupils that this baby (Siddhartha Gautama) was to be someone special! Important to also establish that the Buddha wasn't worshipped as a supreme deity but is honoured as a great leader.	
<p><b>Enquire &amp; Explore (50%)</b></p> 	<p><b>Who was the Buddha?</b> Read the story of Prince Siddhartha Gautama or view an animation on you tube and find out what changed his life e.g. watch videos 1,2&amp;3* <a href="https://www.thebuddhistcentre.com/life-of-the-buddha">Life of the Buddha   Buddhism for Schools (thebuddhistcentre.com)</a> (Pupils make notes to keep track of what happened in Buddha's life as they view)</p> <p>Summarise who the Buddha was and what was it that made an impact on his life to make it change the way it did.</p> <p>In groups, investigate different Buddha statues and find out what the different poses mean [see Resources]</p>	<p><b>Resources:</b> *Episode 1: The boyhood of Siddhartha Episode 2: Going forth Episode 3: Enlightenment</p> <p>Use the same video link, but use episode 7, The Buddha Image: <a href="https://www.thebuddhistcentre.com/life-of-the-buddha">Life of the Buddha   Buddhism for Schools (thebuddhistcentre.com)</a> Also, <a href="https://www.learnreligions.com/buddha-statues-meaning-of-postures-and-poses">Buddha Statues: Meaning of Postures and Poses (learnreligions.com)</a> &amp; <a href="https://www.learnreligions.com/the-meaning-of-mudras-in-buddhist-art-and-iconography">The Meaning of Mudras in Buddhist Art and Iconography (learnreligions.com)</a></p>
	<p><b>Why is he important to many Buddhists and how do they show this?</b></p> <ul style="list-style-type: none"> <li>What do different Buddhists say about the Buddha?</li> </ul> <p>Use the lens of social science to find out about how different Buddhists view the Buddha and find out what impact the Buddha has on their lives. You will need to select videos [right] that are appropriate for your pupils Can pupils link common threads and differences between their findings from the interviews?</p> <p><b>How do Buddhists celebrate Vesak and what does this show about his importance to Buddhists?</b> Listen to some Buddhist children talk about Vesak, the Buddha's birthday: <a href="https://www.cbbc.com/news/religion/vesak-festival-what-is-it-and-how-do-buddhists-celebrate-buddha-day-or-vesak">Vesak festival: What is it and how do Buddhists celebrate Buddha Day or Wesak? - CBBC Newsround</a></p>	<p><b>Resources:</b> You might find some excerpts here you could use to show pupils about young British Buddhists: <a href="https://www.thebuddhistcentre.com/learnreligions.com/learnreligions.com">Us and Them: video-based resource for 12-16 years   Buddhism for Schools (thebuddhistcentre.com)</a></p> <p>More here: <a href="https://www.thebuddhistcentre.com/life-of-the-buddha">The Buddha   Buddhism for Schools (thebuddhistcentre.com)</a></p>
<p><b>Evaluate (20%)</b></p> 	<ul style="list-style-type: none"> <li>What was the most important event in the story of the Buddha? Why?</li> <li>What Buddha-like figures are there in other religions? How are they similar? How are they different?</li> <li>Was Siddhartha right to leave his wife and family to pursue his own questions about suffering?</li> <li>How do you think statues of the Buddha might help a Buddhist?</li> <li>What do you think about the concept of 'Enlightenment'? What questions might we need to explore in the sessions ahead?</li> </ul>	
<p><b>Express (20%)</b></p>  <p><i>(Could be more if you are cross-curricular)</i></p>	<ul style="list-style-type: none"> <li><b>Write</b> a short bio or make a fact file/ story board about Prince Siddhartha Gautama (the Buddha) to show how the key events of his life influenced his teaching.</li> <li><b>Act</b> the story of Gautama Buddha, then "hot seat" him to find out how he reached enlightenment, the challenges he met and his advice for us today.</li> <li><b>Recount</b> the story of Siddhartha Gautama in no more than 20 lines. What can Buddhists and others learn from this story?</li> <li><b>Create a 'mood board'</b> showing different Buddha statues and what the positions mean.</li> </ul>	<p><b>Resources:</b></p>



**Learning objectives: Session 3: What did Buddha teach about the Four Noble Truths and how might they affect a Buddhist's way of life?**



**Skills developed:**

- **Describe** the Four Noble Truths
- **Explain** how a Buddhist's way of life might be affected by the Four Noble Truths.
- **Explain** how the Four Noble Truths make pupils reflect on their own ideas of suffering.

**Knowledge acquired:**

- that there are Four Noble Truths in Buddhism and these are the causes of suffering and a way to end suffering and to become 'enlightened'.
- The Four Noble Truths were set out in the Buddha's first sermon.

<p><b>Engage</b> (10%)</p> 	<p>If pupils could be granted 3 wishes, what would they be? Rate each of the wishes for the likelihood that they could come true: 1- very likely, 2- quite likely, 3- unlikely, 4- very unlikely</p> <p>Discuss:</p> <ol style="list-style-type: none"> <li><i>What are the 'basics needs' for living?</i></li> <li><i>What is the difference between 'needs' and 'wants'?</i></li> <li><i>Does happiness depend on you having all that you 'need' or 'want'?</i></li> <li><i>Is greed or craving ever a good thing?</i></li> <li><i>Is there a way of achieving happiness in life?</i></li> </ol> <p>Most Buddhists believe in the Four Noble Truths as ways of being free from suffering. The Four Noble Truths are fundamental to all Buddhist teachings; it is from these that all else follows. The Four Noble Truths were set out in Buddha's first sermon.</p>	<p><b>Resources:</b></p> <p><b>Questions: Buddhists</b> <b>Stephen Pett RE Today Services</b></p>
<p><b>Enquire &amp; Explore</b> (50%)</p> 	<p><b>Use episodes 4&amp;5: The Buddha decides to teach, and Teaching the Dhamma,</b> to introduce pupils to the main dhamma (teachings)</p> <p>Pupils research the Four Noble Truths-</p> <ol style="list-style-type: none"> <li>1. <b>Dukkha:</b> recognition of suffering, that there is a problem. <b>Dis-ease, satisfactoriness, imperfection</b></li> <li>2. <b>Samudaya:</b> the cause of the illness, <b>craving (desires) &amp; ignorance</b></li> <li>3. <b>Nirodha:</b> the suffering can be ended, to get rid of Dukkha &amp; achieve Nirvana (total peace)</li> <li>4. <b>Magga:</b> the prescription / remedy, the Middle Way, which is the path leading to peace</li> </ol> <p><b>What might the Four Noble Truths mean in an everyday context?</b></p> <p>From newspapers and magazines, collect examples of suffering in the world, with pictures. With a partner arrange your examples under two headings: suffering which can be changed and suffering which cannot be changed. Explain your choices.</p>	<p><b>Resources:</b></p> <p><a href="http://www.thebuddhistcentre.com">Life of the Buddha   Buddhism for Schools (thebuddhistcentre.com)</a></p>

<p><b>Evaluate</b> (20%)</p> 	<p>How might this teaching about suffering link with the Buddhist concept of <b>Nirvana</b>?</p> <p><b>How do you think Buddhists might achieve this when the world is full of suffering?</b> Use the video as a clue....</p>	<p><b>Resources:</b></p> <p>BBC video here: <a href="#">How Buddhists show care</a></p>
<p><b>Express</b> (20%)</p>  <p><i>(Could be more if you are cross-curricular)</i></p>	<p><b>Debate</b> some of the key problems/injustices facing the world e.g. “Everyone should have the same amount of money;” “Wars are always the result of greed;” “Animals should never be killed.” <a href="#">What might a Buddhist say in response, and what do you think?</a></p> <p>Pupils choose an event in their lives when they have suffered in some way (emotionally or physically). Use the Four Noble Truths to break it down:</p> <ol style="list-style-type: none"> <li>1. How were you suffering?</li> <li>2. What thing caused your suffering?</li> <li>3/ 4. What did you do (or could have done) to stop or lessen the suffering?</li> </ol> <p><b>Now watch the final episode (6) about Buddha’s last days:</b> <a href="#">Life of the Buddha   Buddhism for Schools (thebuddhistcentre.com)</a> <a href="#">The scriptures say that the Buddha’s last words to his friends were “All things are impermanent. With mindfulness, strive on.” What do you think he meant?</a></p>	<p><b>Resources:</b></p>



**Learning objectives: Session 4: How does the Eightfold Path help on the road to Nirvana (enlightenment)? How does this benefit the sangha (Buddhist community)?**



**Skills developed:**

- **Explain** why many Buddhists follow the Eightfold Path.
- **Examine** how the Eightfold Path might influence the life of a Buddhist.
- **Express** how the Eightfold Path might create challenges for a Buddhist.

**Knowledge acquired:**

- that Buddhists follow the teachings of the Eightfold Path, which is the Middle Way- the fourth of the Four Noble Truths- the means through which dukkha can be ended.

<p><b>Engage (10%)</b></p> 	<p>Quickly sketch out a 'life cycle' – this should be a familiar concept from your Science curriculum.</p> <p>Look at the section of the concept map relating to the <b>cycle of samsara</b> – this may already be familiar to pupils if they have explored it in the unit 'Why should sanatanis live a good life?'</p> <p>Talk about the link between this image and the Buddha's life story – how did he escape the cycle of samsara and achieve Nirvana (enlightenment)?</p>	<p><b>Resources:</b></p> <p><b>Buddhism concept map</b></p> <p><b>Listen to what some Buddhists say about karma:</b> <a href="https://www.thebuddhistcentre.com/resources/buddhist-teachings">Buddhist Teachings   Buddhism for Schools (thebuddhistcentre.com)</a></p>
<p><b>Enquire &amp; Explore (50%)</b></p> 	<p>Pupils to find out what the Eightfold Path is:</p> <p>The Fourth Noble Truths- Magga- is the path to the end suffering. It isn't easy to let go of attachments and therefore end suffering. The Buddha taught people to live the Middle Way or the Noble Eightfold Path, consisting of eight steps to follow to end suffering.</p> <p>Show pupils the Eightfold Path Wheel of Rebirth and give examples of each step:</p> <ol style="list-style-type: none"> <li>1. Right action (behaving in a skilful way and not harming others)</li> <li>2. Right speech (speaking truthfully)</li> <li>3. Right livelihood (earning a living in a way that doesn't cause suffering or harm to others)</li> <li>4. Right mindfulness (being aware of yourself and the emotions of others)</li> <li>5. Right effort (putting effort into meditation and positive emotions)</li> <li>6. Right concentration (developing focus so that you are able to meditate)</li> <li>7. Right view/ understanding (remembering that actions have consequences)</li> <li>8. Right intention (being clear about following the Buddhist path)</li> </ol> <p><b>What does following the Eightfold Path mean to Buddhists?</b></p> <p>Carry out interviews with a range of Buddhists to explore what following the Eightfold Path means for them and what challenges doing this poses for them or use the resources linked, right.</p>	<p><b>Resources:</b></p> <p><b>Quotes from Buddhists talking about the impact of following the Eightfold Path and which challenges doing this poses for them. You can find these in the resources on the 'RE Downloads' area:</b> <a href="https://gdbelevate.org/help#re">https://gdbelevate.org/help#re</a></p> <p><a href="http://www.bbc.co.uk/bitesize/guides/zf8g4qt/video">www.bbc.co.uk/bitesize/guides/zf8g4qt/video</a></p> <p><b>Some young Buddhists talk about karma – and taking care of the world, scroll down to video 5a, or browse others:</b> <a href="https://www.thebuddhistcentre.com/resources/us-and-them">Us and Them: video-based resource for 12-16 years   Buddhism for Schools (thebuddhistcentre.com)</a></p>

<p><b>Evaluate</b> (20%)</p> 	<p>How might following the Eightfold Path create challenges for a Buddhist? Can pupils summarise their findings from the interviews conducted and establish what the challenges were. Reflect on the Eightfold path and rank the steps in order of “importance” or “level of challenge.” How does living a ‘good life’ benefit a Buddhist – and benefit the Buddhist community (sangha)?</p>	<p><b>Resources:</b></p>
<p><b>Express</b> (20%)</p>  <p><i>(Could be more if you are cross-curricular)</i></p>	<p>Imagine that in the school everyone believed the four noble truths and eightfold path – what might be different? Discuss an “eightfold path” for the class/school.</p> <p>Present findings in a range of ways: a map, animations, story boards, write ups, video, dramatisation.</p> <p>How might living according to the Eightfold Path enable a better life for a Buddhist? Make a game with cards setting out situations that will give good karma or bad karma</p>	<p><b>Resources:</b></p>



**Learning objectives: Session 5: Why do many Buddhists meditate? Are worship and meditation different things and why this might be? How does being part of the sangha (Buddhist community) help?**



**Skills developed:**




- **Review and state** the differences between worship and meditation
- **Conclude** that many Buddhists achieve enlightenment through meditation
- **Discover** how different artefacts help a Buddhist to meditate

**Knowledge acquired:**

- that Buddhists follow the teachings of Buddhism to gain enlightenment (Nirvana) which is achieved by meditating
- that there are artefacts that help Buddhists to meditate
- that worship and meditation are different

<p><b>Engage</b> (10%)</p> 	<p>Game of “Are you a Buddhist?” with cards containing variety of clues e.g. I pray 5 times a day; I meditate daily; I pray in church; I am a vegetarian... for sorting.</p> <p>Given a range of artefacts, what do pupils think they are? Silent debate.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Create photo cards or images to investigate key aspects of Buddhist belief and practice. Lots of images online, try <a href="#">6,000+ Free Buddhism &amp; Meditation Images - Pixabay</a></li> <li>• Buddhist artefacts are available to borrow from Diocesan Resource Centre at Guildford Cathedral, view catalogue &amp; book <a href="#">here</a>.)</li> </ul>
<p><b>Enquire &amp; Explore</b> (50%)</p> 	<p><b>Look at this image:</b> <a href="#">Theravada Buddhism Buddhist Nuns - Free photo on Pixabay</a> What are they doing?</p> <ul style="list-style-type: none"> <li>• Use photo cards or images to investigate key aspects of Buddhist belief and practice</li> <li>• Investigate and compare Buddhist artefacts and artefacts from other faiths which are used in prayer and/or meditation e.g. beads, bells, prayer wheel, music/sound/silence.</li> <li>• Find out how each helps to aid meditation.</li> <li>• Visit a Buddhist temple or set up a Buddhist shrine and identify symbols and items used in Buddhist “worship.”</li> <li>• Invite a Buddhist to visit school and answer questions and model how a Buddhist would meditate, explaining the challenges and benefits of meditation.</li> <li>• Watch some videos of Buddhists talking about meditation here, select which is most appropriate for your pupils: <a href="#">Meditation   Buddhism for Schools (thebuddhistcentre.com)</a></li> <li>• <b>Is it better to meditate alone or as part of the sangha (Buddhist community)?</b></li> <li>• <b>How might being part of the sangha help when meditating?</b></li> <li>• <b>The sangha is one of the Three Treasures for Buddhists. Why do you think this is?</b></li> </ul>	<p><b>Resources:</b></p> <p><i>Ask anyone in your school who may be going to Thailand or similar for their holiday to bring back some artefacts as they are readily and cheaply available!</i></p> <p><b>Artefacts – beads, prayer wheel, prayer flags, image of <a href="#">Eightfold Path Wheel</a></b></p> <ul style="list-style-type: none"> <li>• Watch excerpts of a guided meditation from the Woking Dhammakaya Buddhist Centre: <a href="#">Videos – Wat Phra Dhammakaya London</a></li> </ul>

	<p>Find out what Buddhists believe about Nirvana (enlightenment) and how the cycle of samsara (session 2) is a part of this journey. You can view some age-appropriate materials here: <a href="#">What is Nirvana Day? - BBC Bitesize</a></p>	<ul style="list-style-type: none"> <li>• A day in the life of a Buddhist monk, shows meditation and being a part of the Sangha: <a href="#">A Day in the Life of a Buddhist Monk - TrueTube</a></li> </ul>
<p><b>Evaluate</b> (20%)</p> 	<ul style="list-style-type: none"> <li>• Discuss the similarities and differences between “worship,” “prayer” and “meditation” and consider how Christian meditation might differ or be similar to Buddhist meditation.</li> <li>• <b>How might meditation lead to enlightenment?</b></li> </ul>	<p><b>Resources:</b></p>
<p><b>Express</b> (20%)</p>  <p><i>(Could be more if you are cross-curricular)</i></p>	<ul style="list-style-type: none"> <li>• <b>Design</b> a Buddhist shrine to include 5 elements of your choice and explain reasons for including them.</li> <li>• <b>Write</b> a Buddhist meditative “prayer” and inscribe it on a flag or write a poem in response to the idea of a perfect or spoilt world.</li> <li>• <b>Draw</b> a plan for an exhibition of Buddhist artefacts, detailing artefacts to include and why.</li> </ul>	<p><b>Resources:</b></p>

<b>Session 6: What is the 'Buddhist way of life'? How might what pupils have learned about influence and inspire them?</b>		
<b>Skills developed:</b> <ul style="list-style-type: none"> <li>• <b>Reflect</b> knowledge gained through topic- assessment opportunity</li> </ul> <b>Knowledge acquired:</b> <ul style="list-style-type: none"> <li>• Coverage of all knowledge so far</li> </ul>		
<b>Engage</b> <b>(10%)</b> 	Retrieval Quiz based on key vocab and concepts from unit-	<b>Resources:</b>
<b>Express</b> <b>(70%)</b>  <i>(Could be more if you are cross-curricular)</i>	<p><b>What is the 'Buddhist way of life'?</b></p> <p><b>Prepare a leaflet</b> describing the Buddhist lifestyle to a non-Buddhist. Include comments about the positive benefits of living life this way.</p> <p>Write a <b>non-chronological report</b> based on the learning in this unit</p> <p><b>Create your own concept</b> map based on your learning</p> <p><b>Record a 'radio programme' style podcast</b> about what has been learnt in this unit.</p> <p><b>Write and perform a presentation</b> for other pupils, based on what has been learnt in this unit</p> <p><b>Make a comparison map</b> showing how the beliefs of many Buddhists compare with the beliefs of other worldviews (using relevant sources and evidence to help justify answers).</p>	<b>Resources:</b>
<b>Evaluate</b> <b>(20%)</b> 	Pupils to reflect on how their personal worldview has been changed through the learning from this topic. Who or what have the pupils been influenced by?	<b>Resources:</b>