

Unit Overview: How do Buddhists try and achieve enlightenment?

Approximate duration: 6 lessons

Key Questions	Concepts	Learning Outcomes: Students should:	Possible Teaching & Learning Activities	Resources
<p>What did the Buddha think life was like?</p> <p>How did Siddhartha discover enlightenment?</p> <p>How do Buddhists try to achieve enlightenment/ Nibbana?</p> <p>How does the Buddha’s teaching, the dharma, guide Buddhists today?</p> <p>Can the Eightfold Path or Middle Way provide the best way to live for Buddhists and non Buddhists?</p>	<p>Practices and ways of life</p> <ol style="list-style-type: none"> Exploring the impact of religions and beliefs on how people live their lives. Understanding that religious practices are diverse, change over time and are influenced by cultures. <p>Meaning, purpose and truth</p> <ol style="list-style-type: none"> Exploring some of the ultimate questions that confront humanity, and responding imaginatively to them. 	<p>Explain the Four Noble Truths and The (8-Fold) Middle Path giving reasons why Buddhists hold these beliefs (level 4)</p> <p>Interpret through use of examples what is meant by “Right Livelihood” in Buddhism (level 6)</p> <p>Consider the challenges of life for those with religious beliefs (level 5)</p> <p>Relate the 8 Fold Path to their own lives, and evaluate its usefulness to themselves as well as other people who are not Buddhists (level 6)</p> <p>Make connections between Buddhist teachings about who human beings are and enlightenment. (level 7)</p> <p>PLT - Independent enquirers</p> <p>PLT - Team workers</p>	<p>Explore and investigate the nature of life and existence for Buddhists – the four sights, 4 noble truths. You could use extracts from an edited version of Bertolucci’s Little Buddha: e.g.</p> <ul style="list-style-type: none"> ‘A Life of Luxury’ ‘The Three (4) Sights’ ‘Asceticism’ ‘Meditation & Self Realisation’ <p>Discover how Buddha achieved enlightenment</p> <p>Investigate the practice of meditation. ‘Meditation’ activity: How long can you sit quietly? What distracts you? How do you feel before, during and after this experience?</p> <p>Explore activities which would be difficult for Buddhists – how does the dharma guide Buddhists today?</p> <p>G & T extension task: Explain the three Buddhist symbols: cockerel, snake, pig – lust, hatred, ignorance, and their relevance for Buddhists today, through choosing modern symbols for them</p> <p>Reflect on and evaluate how Buddhists achieve enlightenment. Can the dharma or the Eightfold Path provide guidelines for living for people who are not Buddhists?</p>	<p>Bertolucci’s Little Buddha film on DVD is excellent</p> <p>Buddhist Society UK: Resources – Teachings: Overview of Buddhist teachings, including the Four Noble Truths, the Noble Eightfold Path and the Six Perfections.</p> <p>http://www.thebuddhistsociety.org/resources/Teachings.html</p> <p>Clear Vision Trust - Ask a Buddhist! Video clips in which Buddhists answer questions about a range of topics.</p> <p>http://www.clear-vision.org/Students/AskBud.aspx</p> <p>For meditation: Get pupils to smell, lick, place on tongue but not suck or chew the sweet before swallowing in order to fully appreciate the sweet. Relate this discipline to meditation. Are you craving it? Do you feel satisfied when you’ve eaten it?</p>

Assessment: “The Middle Way is always the best path to follow in life.” Discuss.

AT2 strand E – Making sense of life

Redbridge Levels of attainment

Level 4	I can give one reason someone might give for agreeing and one reason someone might give for disagreeing with this statement.
Level 5	I can give two reasons someone might give for agreeing and two reasons someone might give for disagreeing with this statement.
Level 6	I can through referring to my own and other people’s views give reasons and examples from real life that support arguments for and against this statement.
Level 7	I can write about the connections between a range of people’s views in answering this question, and connect their views with their beliefs about the purpose of life.