

KS3 Unit 1 Making Sense of Life. Buddhism. Lesson 5.

- ☸ Know and explain the **precepts** in various forms, from the simple five to the more complex followed by **Bhikkus**, but not dwell on the complex precepts just be aware of the differences. Give example of how these precepts work in practice, in everyday life. **Explain that they are guidelines not commandments.**
- ☸ Demonstrate how the concepts of **Metta** - compassion or loving kindness, and **Prajna (SK)** - or wisdom, are central to the Buddhist path. Give historical and contemporary examples and explain them.

Resources: PPT, Dilemma sheets, 5 precepts tasks.

Vocabulary: *Precept, Moral, Ethics, Sila, Metta, Karma,*

INTRODUCTION: checking understanding of previous key words

Key Questions: Why have guidelines?

Discuss The Chinese Proverb, what do they get from it? Then ensure they understand it relates to moving away from something towards another thing. You could make it clear, by acting out moving from the door, to your desk.

Get them to explain this idea in their own words.

STORY:

I have done the animations in that order so you can explain each in more detail. 1) Not harming living beings is not just about physical, it includes emotional, psychological etc. harming an ant is less than harming a dog etc. this means most Buddhists are vegetarian. 2) FREELY is bold because if you do not have permission then it is not allowed, even if you mean no insult; so I cannot borrow a pen unless this student says I can even if it is for a second. 3) This means you do not disrespect your partner, no flirting, snogging cuddling other people if you are in a relationship or if they are. Obviously any kind of sexual violence or abuse is prohibited. 4) no lying, swearing, gossiping. This is their HW, see the next slide. 5) fairly obviously if you do this then you will probably do all of the other 4!

Crucial learning here, is the next animation, Buddhists think of the precepts in the positive manner, even though they are worded in the left hand manner. Link this to the proverb. Moving away from this, moving towards this.

Task: the moral dilemmas are deliberately ambiguous so they will need to think which Precept should be kept. They should write these down, or you could print them out. These are all situations I have dealt with.

Feedback their answers, you could say how you would deal with them too.

This also needs to be included in the AfL assessment.

Plenary:

Show the precepts are guidelines and are open to interpretation depending on the circumstance, what is important is the intention.

Differentiation:

Formative assessment: The AfL sheet has the end of unit criteria clearly shown.