

GCE A LEVEL

RELIGIOUS STUDIES: BUDDHISM

SCHEME OF LEARNING

The principal aim of the Scheme of Learning is to support teachers in the delivery of the new specification.

It is not intended as a comprehensive reference, but as support for professional teachers to develop stimulating and exciting courses tailored to the needs and skills of their own students in their particular centres. In addition, this document must not be used instead of the specification, but must be used to support the delivery of it.

It offers assistance to teachers with regard to possible classroom activities, links to digital resources (both our own, freely available, digital materials and some from external sources), text books and other resources, to provide ideas when planning interesting, topical and engaging lessons. The intention of this scheme of work is that learners will participate in some independent learning tasks prior to attendance at the lesson. In this way, learners should arrive at the lesson with questions concerning areas that they do not understand, and there is more time for analysis and evaluation of the material within the lesson time. For those who do not wish to take this approach, the activity suggestions should still be flexible enough to be adapted.

Buddhism Theme 1: Religious figures and sacred texts (part 2).
1D. The Pali Canon: its role in Buddhism as a whole.

Lesson	Specification detail	Activities	Concepts	Useful resources	Assessment focus	Independent learning for next lesson
1	The Tipitaka. The importance of the Pali Canon as a source of wisdom.	<p>Open by sharing views based on their reading/previous knowledge of the question raised by Harvey: ‘<u>Do we really know anything of what the Buddha taught?</u>’</p> <p>Go through Harvey’s analysis of two groups regarding the authenticity of the Tipitaka (pp. 30-34).</p> <p>Explain the background to the Tipitaka using handout based on http://palicanon.org/</p> <p>Discuss and note key points on how the Parable of the Poisoned Arrow from the Sutta Pitaka might be relevant here – print off one version taken from here: http://buddhazen101.tumblr.com/post/25078328254/parable-of-the-poisoned-arrow</p>	<p>authority</p> <p>source of wisdom</p>	<p>Williams, Paul (2000) – Buddhist Thought, Routledge, 0415571790 [<i>authenticity of the Tipitaka here pp. 30-34</i>].</p> <p>Rahula, Walpola (1959) – What the Buddha Taught, Gordon Fraser, 9559219197</p> <p>Lopez, D.S. (ed.) (2004) Buddhist Scriptures. Penguin Books. (Penguin Classics S), 9780140447583</p> <p>Mascaro, Juan (2015) - The Dhammapada, Penguin, 9780141398815</p> <p>Harvey, Peter (1990) – An Introduction to Buddhism, Cambridge University Press, B01K0TGV4Y</p> <p>Handout could be given using points in http://palicanon.org/ which outlines the Tipitaka from the parinibbana of the Buddha through to the Sixth Council in 1954 http://palicanon.org/ http://tipitaka.org/eot</p>	<p>Targeted questioning. Focus on learners who need to develop their responses more.</p> <p>Focus on use of technical terminology to gauge learners’ levels of knowledge/understanding</p> <p>Check notes taken on the Parable of the Poisoned Arrow.</p>	<p>Listen to the podcast – 18 minutes - on the Parable of the Water-Snake and the Raft taken from the Sutta Pitaka: https://secularbuddhism.com/parable-of-the-raft/</p> <p>Note that this is from the point of view of secular Buddhism which is useful for Theme 2C. Consider how this may be relevant to understanding the relative importance of the Pali Canon. Summarise key points of the talk.</p> <p>Take notes, give one question for discussion by the class, one key point that seemed most important and an overall assessment.</p>

Buddhism Theme 1: Religious figures and sacred texts (part 2).
1D. The Pali Canon: its role in Buddhism as a whole.

Lesson	Specification detail	Activities	Concepts	Useful resources	Assessment focus	Independent learning for next lesson
2	The wider authority and significance of the Sutta Pitaka	<p>Quick vocabulary/key concepts test of 10 questions based on last lesson.</p> <p>Open by sharing questions based on listening to the podcast https://secularbuddhism.com/parable-of-the-raft/ and reading. Discuss the key points given and the overall assessment.</p> <p>Collect in notes summarising key points of the talk</p> <p>Distribute selections from the Dhammapada – best known part of the Sutta Pitaka. Learners to comment on the type of literature being read i.e. poetry/sermon etc.</p> <p>Demonstrate variety of Sutta Pitaka by reading together one of the Jataka Tales: https://www.thoughtco.com/the-jataka-tale-of-the-selfless-hare-450049</p> <p>Follow with a discussion of what Buddhist teaching can be found here.</p>	<p>authority</p> <p>source of wisdom</p>	<p>Rahula, Walpola (1959) – What the Buddha Taught, Gordon Fraser, 9559219197 [<i>selected texts at the end from the Sutta Pitaka</i>].</p> <p>Mascaro, Juan (2015) - The Dhammapada, Penguin, 9780141398815 [<i>n.b. the Dhammapada is taken from the Minor Writings of the Sutta Pitaka</i>].</p> <p>The Tale of the Selfless Hare could be printed off for learners to highlight/note key ideas as it is read. https://www.thoughtco.com/the-jataka-tale-of-the-selfless-hare-450049</p>	<p>Quick vocabulary/key concepts test of 10 questions based on last lesson.</p> <p>Targeted questioning. Focus on learners who need to develop their responses more.</p> <p>Focus on use of technical terminology to gauge learners' levels of knowledge/understanding</p> <p>Check notes taken on the talk.</p>	<p>Revision of previous work on the Patimokkha as used in the Theravada Sangha. Full list of the 227 rules can be found here: http://en.dhammadana.org/sangha/vinaya/227.htm</p> <p>Take notes, give one question for discussion by the class, one key point that seemed most important and an overall assessment.</p> <p>Listen to extracts from the Vinaya Pitaka: https://www.youtube.com/watch?v=HYuj-UGR4R8</p> <p>Dip into parts of the Abhidhamma Pitaka : free download: https://store.pariyatti.org/Comprehensive-Manual-of-Abhidhamma-A--PDF-eBook_p_4362.html</p>

Buddhism Theme 1: Religious figures and sacred texts (part 2).
1D. The Pali Canon: its role in Buddhism as a whole.

Lesson	Specification detail	Activities	Concepts	Useful resources	Assessment focus	Independent learning for next lesson
3	The authority of the Vinaya for the Theravada sangha, the relevance of the Abidhamma for the commentarial development of Buddhism.	<p>Without their notes, learners to write brief summary of the Parable of the Poisoned Arrow and of Raft.</p> <p>Sharing views based on the Vinaya Pitaka. Some discussion could take place of the place of nuns in the Theravada tradition which is useful for Theme 3F.</p> <p>Should the Vinaya be updated? Abridge the article here for discussion/noting: https://www.budsas.org/ebud/whatbudbelieve/148.htm</p> <p>Share views based on the Abhidhamma Pitaka and its complexity. How relevant is it?</p> <p>Note the comments here: https://www.youtube.com/watch?v=LIK3h-UMwaw</p>	<p>authority</p> <p>source of wisdom</p>	<p>Lopez, D.S. (ed.) (2004) Buddhist Scriptures. Penguin Books. (Penguin Classics S), 9780140447583 [<i>Evolution of Ordination from the Vinaya Pitaka pp. 223-229</i>].</p> <p>Harvey, Peter (1990) – An Introduction to Buddhism, Cambridge University Press, B01K0TGV4Y [<i>account of the Abidhamma found pp. 83-89</i>]</p> <p>Question of relevance of the Vinaya Pitaka particularly in the West could be useful here based on a handout from here: https://www.budsas.org/ebud/whatbudbelieve/148.htm</p>	<p>Without their notes, learners to write brief summary of the Parable of the Poisoned Arrow and of Raft.</p> <p>Targeted questioning. Focus on learners who need to develop their responses more.</p> <p>Focus on use of technical terminology to gauge learners' levels of knowledge/understanding</p>	<p>Background reading: Harvey, Peter (1990) – An Introduction to Buddhism, Cambridge University Press, B01K0TGV4Y [<i>The Heart Sutra and sunyata: pp. 133-136</i>]</p> <p>Take notes, give one question for discussion by the class, one key point that seemed most important and an overall assessment.</p> <p>Read the Heart Sutra here in a new translation used by Thich Nhat Hanh – more of whose work is covered in Theme 1F: https://plumvillage.org/news/thich-nhat-hanh-new-heart-sutra-translation/</p>

Buddhism Theme 1: Religious figures and sacred texts (part 2).
1E. The main themes and concepts in two Mahayana texts.

Lesson	Specification detail	Activities	Concepts	Useful resources	Assessment focus	Independent learning for next lesson
4	The Heart Sutra - the philosophical content regarding the mutual identity of emptiness and form.	<p>Quick vocabulary/key concepts test of 10 questions based on last lesson.</p> <p>5 minute chant of the Heart Sutra with translation here: https://www.youtube.com/watch?v=QUzzivYjvRA</p> <p>Worth spending time going through the notes on Harvey, Peter (1990) – An Introduction to Buddhism, Cambridge University Press, B01K0TGV4Y [<i>The Heart Sutra and sunyata: pp. 133-136</i>] Also useful background for Theme 3A.</p> <p>Read through some of the issues raised by sunyata here: https://www.huffingtonpost.com/lewis-richmond/emptiness-most-misunderstood-word-in-buddhism_b_2769189.html</p> <p>Learners explain sunyata to each other using their knowledge of the Heart Sutra.</p>	<p>emptiness (sunyata)</p> <p>form</p>	<p>One question on the Heart Sutra can be found in the SAMS here which provide some useful material: http://www.eduqas.co.uk/qualification/s/religious-studies/as-a-level/WJEC-Eduqas-A-level-religious-studies-sams-from-2016.pdf?language_id=1&dotcache=no&dotcache=refresh</p> <p><i>[Possibly set as essay for assessment or arranged as part of timed essay practice.]</i></p> <p>Harvey, Peter (1990) – An Introduction to Buddhism, Cambridge University Press, B01K0TGV4Y [<i>The Heart Sutra and sunyata: pp. 133-136</i>]</p> <p>Useful/accessible discussion of sunyata here: https://www.huffingtonpost.com/lewis-richmond/emptiness-most-misunderstood-word-in-buddhism_b_2769189.html</p> <p>Williams, Paul (1989) – Mahayana Buddhism, Routledge, B01FIY9O1I ISBN:0415236614</p> <p>Lopez, D.S. (ed.) (2004) - Buddhist</p>	<p>Quick vocabulary/key concepts test of 10 questions based on last lesson.</p> <p>Targeted questioning. Focus on learners who need to develop their responses more.</p> <p>Focus on use of technical terminology to gauge learners' levels of knowledge/understanding</p> <p>Assess learners' understanding through final exercise explaining sunyata.</p>	<p>Watch the drama of the Parable of the Burning House! https://www.youtube.com/watch?v=D38Dq31achE</p> <p>Read these different versions of the Parable: https://www.elephantjournal.com/2014/04/the-parable-of-the-burning-house/</p> <p>http://www.age-of-the-sage.org/buddhism/parable_burning_house.html</p> <p>Take notes, give one question for discussion by the class, one key point that seemed most important and an overall assessment.</p>

			<p>Scriptures. Penguin Books, (Penguin Classics S), 9780140447583</p> <p>Kapleau, P. (1989) - The three pillars of Zen : teaching, practice and enlightenment, Doubleday Anchor, 9780385260930</p> <p>Suzuki, D.T. (1991) - An introduction to Zen Buddhism. Rider, 9780712650618</p> <p>Teiser S & Stone J. (2009) - Readings of the Lotus Sutra, Columbia University Press, 0231142897</p>	
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Buddhism Theme 1: Religious figures and sacred texts (part 2).
1E. The main themes and concepts in two Mahayana texts.

Lesson	Specification detail	Activities	Concepts	Useful resources	Assessment focus	Independent learning for next lesson
5	The Parable of the Burning House in the Lotus Sutra - exemplifying the concept of skilful means and the provisional nature of the teachings.	<p>Quick test on the Heart Sutra and the meaning of sunyata.</p> <p>Open by sharing questions based on research on the Parable of the Burning House and reading. Discuss the key points given and the overall assessment.</p> <p>Go through the full text of the parable in pairs with learners noting key ideas. Plenary feedback.</p> <p>Focus on the Parable of the Burning House as elucidating the urgency of the human condition, the distracted state of sentient beings, the use of skilful means, the provisionality of the teachings of Buddhism, and the ultimate subsumation of all paths into the one bodhisattva path.</p>	<p>emptiness (sunyata)</p> <p>form</p>	<p>Full downloadable text of the Parable of the Burning House can be found here: http://www.mpcmontreal.org/?q=en/node/885</p> <p>Williams, Paul (2000) – Buddhist Thought, Routledge, 0415571790 [<i>skilful means can be found here pp. 169-171</i>].</p> <p>Short but clear and accurate account of skilful means can be found here: https://en.wikipedia.org/wiki/Upaya</p>	<p>Quick test on the Heart Sutra and the meaning of sunyata.</p> <p>Targeted questioning. Focus on learners who need to develop their responses more.</p> <p>Focus on use of technical terminology to gauge learners' levels of knowledge/understanding</p> <p>Set essay question: 'The Pali Canon has little importance for Buddhists today.'</p>	<p>Revision in preparation for timed essay.</p> <p>Write out essay plan/mind-map which will be used for the essay.</p>

Buddhism Theme 1: Religious figures and sacred texts (part 2).
1E. The main themes and concepts in two Mahayana texts.

Lesson	Specification detail	Activities	Concepts	Useful resources	Assessment focus	Independent learning for next lesson
6		<p><i>Dependent on the time available.</i></p> <p>Timed essay: 'The relative importance of the Pali Canon for Buddhists.' [30] 30 minutes <i>approximately</i> + extra time for those who require it. Check beforehand on those allowed to use laptops in the examination.</p> <p>Learners might be able to exchange essay plan/mind-map of how to answer the question with each other.</p> <p>General comments about essay structure, use of paragraphs and the need for evaluation throughout.</p>			<p>Formal summative assessment based on timed essay.</p>	<p>Watch and take notes on Thich Nhat Hanh from the interview here: https://www.youtube.com/watch?v=dG2mMU1loGk and from short biography here: http://www.bbc.co.uk/religion/religions/buddhism/people/thichnhatanh.shtml</p> <p>On the Dalai Lama from the interview here: https://www.youtube.com/watch?v=WFSQKVm-et8 and from the short biography here: http://www.bbc.co.uk/religion/religions/buddhism/people/dalailama_1.shtml</p> <p>Take notes, give one question for discussion by the class, one key point that seemed most important and an overall assessment.</p> <p><i>Keep the focus just on these two interviews as other Youtube material will be useful for the next couple of lessons.</i></p>

Buddhism Theme 1: Religious figures and sacred texts (part 2).

1F. The contribution made to the development of Buddhist thought by the work of contemporary Buddhist teachers.

Lesson	Specification detail	Activities	Concepts	Useful resources	Assessment focus	Independent learning for next lesson
7	<p>A comparison of the background and work of the Fourteenth Dalai Lama and Thich Nhat Hanh.</p> <p>The Fourteenth Dalai Lama's and Thich Nhat Hanh's practical interpretation of Buddhist teachings for life in the West.</p>	<p><i>Worth spending some time on this as it is useful for Theme 4D Tibetan Buddhism and 4F Socially Engaged Buddhism.</i></p> <p>Quick vocabulary/key concepts test of 10 questions based on last lesson.</p> <p>Open by sharing questions/assessment based on interviews with Thich Nhat Hanh and the Dalai Lama and on short biographies of each.</p> <p>Learners in pairs/groups should have access to ipad/laptop/tablet for internet research and put together notes on timeline/key quotations.</p> <p>Pair/group work presented in plenary session and agreed points put together.</p> <p>Use as basis for test next lesson.</p>	<p>simple practices</p> <p>acts of kindness</p> <p>compassion</p> <p>non-harming</p>	<p>Faure, Bernard (2009) - Unmasking Buddhism. John Wiley and Sons Ltd., 9781405180641</p> <p>Piyadassi, M. (1991) - The spectrum of Buddhism : writings of Piyadassi. Jivinda De Silva, 9789559098034</p> <p>Dumoulin, H. (1992) - Zen Buddhism in the 20th century, Weatherhill Inc., 9780834802476</p> <p>HH Dalai Lama. (2012) Beyond Religion: Ethics for a Whole World. Mariner Books. 054784428X</p> <p>Thich Nhat Hanh. (1999) - The Heart of the Buddha's Teaching: Transforming Suffering into Peace, Joy, and Liberation, Broadway Books, 0767903692</p>	<p>Quick vocabulary/key concepts test of 10 questions based on last lessons.</p> <p>Targeted questioning. Focus on learners who need to develop their responses more.</p> <p>Focus on use of technical terminology to gauge learners' levels of knowledge/understanding</p> <p>Assess learners' understanding through final exercise on Thich Nhat Hanh and the Dalai Lama.</p>	<p>Revise key points from lesson on Thich Nhat Hanh and the Dalai Lama for test.</p>

Buddhism Theme 1: Religious figures and sacred texts (part 2).

1F. The contribution made to the development of Buddhist thought by the work of contemporary Buddhist teachers.

Lesson	Specification detail	Activities	Concepts	Useful resources	Assessment focus	Independent learning for next lesson
8	Thich Nhat Hanh's emphasis on simple practices (smiling, breathing and walking).	<p>Test on Thich Nhat Hanh and the Dalai Lama.</p> <p>Listen together to Thich Nhat Hanh on Smiling (10 minutes). Could be used as a secular meditation exercise with all sitting focused.</p> <p>https://www.youtube.com/watch?v=LjUL_qDXnA8</p> <p>Watch the walking meditation (5 minutes) here: https://www.youtube.com/watch?v=QdO1vZJgUu0</p> <p>Learners to read/note the talk on 'Peace is Every Step' and in pairs discuss to what extent this is an innovative form of Buddhism.</p>	simple practices	<p>Thich Nhat Hanh. (1999) - The Heart of the Buddha's Teaching: Transforming Suffering into Peace, Joy, and Liberation, Broadway Books, 0767903692</p> <p>Thich Nhat Hanh. (1976) – The Miracle of Mindfulness! A Manual on Meditation, Beacon Press, 0807011193 [also useful for Theme 4B]</p> <p>Extracts from talk by Thich Nhat Hanh can be found here which would be a useful handout: https://www.dhammatalks.net/Books/10/Thich_Nhat_Hanh_Peace_is_Every_Step.htm</p>	<p>Test on Thich Nhat Hanh and the Dalai Lama.</p> <p>Assess learners' overall approach through their listening to Thich Nhat Hanh on Smiling.</p> <p>Assess learners' understanding through final exercise on Thich Nhat Hanh.</p>	<p>Watch Ten Mindfulness Movements from Thich Nhat Hanh: https://www.youtube.com/watch?v=oj8ZcFYZNg</p> <p>The Dalai Lama and Lady Gaga talking about Kindness: https://www.youtube.com/watch?v=eKfPM1jqdnc</p> <p>The Dalai Lama and Russell Brand: https://www.youtube.com/watch?v=en9yNEkU5kU</p> <p>Read: https://www.elephantjournal.com/2015/11/thich-nhat-hanh-dalai-lama-buddhist-leaders-unite-in-unprecedented-stance-on-climate-crisis/</p> <p>Take notes, give one question for discussion by the class, one key point that seemed most important and an overall assessment.</p>

Buddhism Theme 1: Religious figures and sacred texts (part 2).

1F. The contribution made to the development of Buddhist thought by the work of contemporary Buddhist teachers.

Lesson	Specification detail	Activities	Concepts	Useful resources	Assessment focus	Independent learning for next lesson
9	<p>The Dalai Lama's emphasis on acts of kindness.</p> <p>Thich Nhat Hanh and the Dalai Lama and their views about compassion and non-harming.</p>	<p>Quick vocabulary/key concepts test of 10 questions based on last lessons.</p> <p>Open by sharing questions/assessment based on youtube clips with Thich Nhat Hanh and the Dalai Lama.</p> <p>Read/note/discuss 'my religion is kindness' article.</p> <p>Explain the two types of compassion as presented by the Dalai Lama.</p> <p>Individual/pair/group set out position standpoints for debate: How successful are Thich Nhat Hanh and the Dalai Lama in ensuring the relevance of Buddhism in the modern world and in developed new and innovative expressions of Buddhism.</p>	<p>acts of kindness</p> <p>compassion</p> <p>non-harming.</p>	<p>HH Dalai Lama. (2012) Beyond Religion: Ethics for a Whole World. Mariner Books. 054784428X</p> <p>Short article which combines the Dalai Lama on kindness, mindfulness and psychology. Would be a useful handout: https://www.psychologytoday.com/blog/finding-true-refuge/201506/my-religion-is-kindness</p> <p>HH Dalai Lama and Cutler H. (1998) The Art of Happiness. Coronet Books. 0340750154 [<i>On Compassion pp. 91-105 very useful explanation of Tse-wa and two types of compassion</i>].</p>	<p>Quick vocabulary/key concepts test of 10 questions based on last lessons.</p> <p>Targeted questioning. Focus on learners who need to develop their responses more.</p> <p>Focus on use of technical terminology to gauge learners' levels of knowledge/understanding.</p> <p>Assess learners' understanding through final debating exercise.</p>	

**Buddhism Theme 3: Significant social and historical developments in religious thought.
3A. Historical development of Buddhism**

Lesson	Specification detail	Activities	Concepts	Useful resources	Assessment focus	Independent learning for next lesson
1a	The development of key Buddhist traditions in Japan: Zen, Pure Land and Nichiren.	<p>Quick vocabulary/key concepts test of 10 questions based on last lessons.</p> <p>Revise the Heart Sutra and the meaning of sunyata.</p> <p>Context <i>required</i> to understand key Buddhist traditions which started in the 12th/13th century CE. Focus on general background of Buddhism into Japan in 538 CE followed by period of expansion/links with political power/increasing wealth & influence/increased complexity/division between Buddhism for the elite at court & Buddhism for the people/decadence & corruption/period of social & political chaos.</p> <p>Learners to be given handout on mappo. Highlight/note key points. Discussion of how belief in mappo might affect understanding of Buddhism.</p>	mappo	<p>Harvey, Peter (1990) – An Introduction to Buddhism, Cambridge University Press, B01K0TGV4Y [<i>Buddhism in Japan: pp. 161-163. Might be useful as handout.</i>]</p> <p>http://www.onmarkproductions.com/assets/images/spread-of-buddhism-map-copyright-buddhanet-TN.jpg [<i>useful map of spread of Buddhism.</i>]</p> <p>https://www.buddhanet.net/e-learning/history/jap_timeline.htm [<i>useful timeline of Buddhism in Japan.</i>]</p> <p>http://www.oxfordreference.com/view/10.1093/oi/authority.20110803100132647 [<i>Explanation of Mappo. Might be useful as a handout.</i>]</p>	<p>Quick vocabulary/key concepts test of 10 questions based on last lessons.</p> <p>Focus on use of technical terminology to gauge learners' levels of knowledge/understanding.</p> <p>Assess learners' understanding through final exercise based on mappo.</p>	<p>Watch and take notes on documentary which covers much of this unit: https://www.youtube.com/watch?v=G6KyQlo9Q7M</p> <p>Take notes, give one question for discussion by the class, one key point that seemed most important and an overall assessment.</p>

**Buddhism Theme 3: Significant social and historical developments in religious thought.
3A. Historical development of Buddhism**

Lesson	Specification detail	Activities	Concepts	Useful resources	Assessment focus	Independent learning for next lesson
2	Pure Land with particular reference to the central practice of nembutsu going for refuge in Amida/Amitabha Buddha in Pure Land traditions.	<p>Learners to write short half page essay on mappo.</p> <p>Open by sharing questions/assessment based on Youtube clip of Buddhism in Japan.</p> <p>Using handout, learners in pairs to map key points of the lineage between Honen and Shinran and development of Jodo-shu and Jodo-shin-shu.</p> <p>Watch some/all of the youtube clips of the nembutsu.</p> <p>Discussion of nembutsu chant.</p> <p>Learners in pairs/groups should have access for internet research to ipad/laptop/tablet and find examples of nembutsu chanting.</p> <p>Pairs/groups/plenary discussion of key question: <u>To what extent is the nembutsu an expression of Buddhist teaching?</u> Simplicity/link to Heart Sutra useful here. Taking notes for timed mini-essay.</p>	<p>nembutsu</p> <p>going for refuge</p>	<p>Harvey, Peter (1990) – An Introduction to Buddhism, Cambridge University Press, B01K0TGV4Y [<i>Pure Land schools in Japan: pp. 163-165. Might be useful as handout</i>].</p> <p>Three versions of nembutsu: one shows how going for refuge to Amida can be done in everyday life: https://www.youtube.com/watch?v=hlmNpx9pUnQ</p> <p>Another shows a more refined version of the nembutsu: https://www.youtube.com/watch?v=tcWqzQ4NrY0</p> <p>Another home-made version: https://www.youtube.com/watch?v=3qEGp4xfv80</p>	<p>Mini-essay on mappo.</p> <p>Note contributions to discussion.</p> <p>Focus on learners who need to develop their responses more.</p> <p>Notes for timed essay</p>	<p>Revision in preparation for timed mini-essay.</p> <p><u>To what extent is the nembutsu an expression of Buddhist teaching?</u></p> <p>Write out essay plan/mind-map which will be used for the essay.</p> <p>Watch and take notes on the cartoon form but accurate account of the Sukhavati Pure Land Sutra: https://www.youtube.com/watch?v=TLSt-kIJTe4</p> <p>Take notes, give one question for discussion by the class, one key point that seemed most important and an overall assessment</p>

**Buddhism Theme 3: Significant social and historical developments in religious thought.
3A. Historical development of Buddhism.**

Lesson	Specification detail	Activities	Concepts	Useful resources	Assessment focus	Independent learning for next lesson
3	Nichiren, with particular reference to the central practice daimoku (mantra used in Nichiren traditions.)	<p>Dependent on the time available.</p> <p>Timed mini-essay: To what extent is the nembutsu an expression of Buddhist teaching?</p> <p>15 minutes + extra time for those who require it. Check beforehand on those allowed to use laptops in the examination.</p> <p>Sharing questions/assessment based on Youtube clip of Pure Land.</p> <p>Focus on similarity between Pure Land and Nichiren in that during the mappo age, an easy to practice self-power method is recitation of the daimoku: 'Na-mu myo-ho ren-ge-kyo'.</p> <p>Background knowledge needed of the Lotus Sutra – seen by Mahayana Buddhists as the ultimate teaching of the Buddha. May be studied in Theme 3B</p>	daimoku	<p>Nichiren, P.B. and Yampolsky (ed.) (1996) - Letters of Nichiren. Columbia University Press (Translations From The Asian Classics, 9780231103848</p> <p>Nichiren, P.B. and Yampolsky (ed.) - (1990) Selected writings of Nichiren, Columbia University Pres. (Translations From The Asian Classics), 9780231072601</p> <p>Harvey, Peter (1990) – An Introduction to Buddhism, Cambridge University Press, B01K0TGV4Y [<i>Nichiren in Japan: pp. 166-167. Might be useful as handout</i>].</p> <p>Useful for discussion/handout here from Soka Gakkai International: http://www.sgi.org/about-us/buddhist-lineage/lotus-sutra.html</p> <p>Three versions of the daimoku here: https://www.youtube.com/watch?v=WhN3Y8aSjYl</p> <p>From SGI in India here: https://www.youtube.com/watch?v=ml66Fsewq_o</p> <p>From Tina Turner here: https://www.youtube.com/watch?v=wMu6AmD5CMU</p>	<p>Timed essay: <u>To what extent is the nembutsu an expression of Buddhist teaching?</u></p> <p>Focus on use of technical terminology to gauge learners' levels of knowledge/understanding.</p> <p>Responses to essay plan/mind map task on chanting the daimoku.</p>	<p>Watch and take notes on the documentaries about Zen. Part One: https://www.youtube.com/watch?v=3FwGd8dSBp4 Part Two: https://www.youtube.com/watch?v=akcGISHakIA</p> <p>Take notes, give one question for discussion by the class, one key point that seemed most important and an overall assessment.</p>

		<p>Watch some/all of the youtube clips of the daimoku.</p> <p>Discussion of daimoku chant.</p> <p>Pairs/groups/plenary discussion of key question: To what extent is chanting the daimoku an expression of Buddhist teaching? Write an essay plan/mind map. Plenary session to bring ideas together for all to supplement their own work.</p>				
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**Buddhism Theme 3: Significant social and historical developments in religious thought.
3A. Historical development of Buddhism.**

Lesson	Specification detail	Activities	Concepts	Useful resources	Assessment focus	Independent learning for next lesson
4	Zen, with particular reference to the central practices of koan (paradoxical statement used a practice in Zen traditions)	<p>Open by sharing questions/assessment based on Youtube clip of Buddhism in Japan.</p> <p>Useful to distinguish the two Zen schools: Rinzai (associated with koans) & Soto (associated with zazen).</p> <p>Ensure learners are familiar with the definition of the Koan. Use the Youtube clip to help explain further.</p> <p>Pairs/groups/plenary discussion of key question: <u>To what extent is the koan an expression of Buddhist teaching?</u> Write an essay plan/mind map. Plenary session to bring ideas together for all to supplement their own work.</p> <p>Summative quiz on Buddhism in Japan covering the three schools.</p> <p>Distribute handout.</p>	koan	<p>Harvey, Peter (1990) – An Introduction to Buddhism, Cambridge University Press, B01K0TGV4Y [<i>Zen in Japan: pp. 165-166. Might be useful as handout</i>].</p> <p>Blackstone, Judith (1986) - Zen For Beginners, Writers and Readers Publications, 9780863161162</p> <p>Key definition of the koan to be used: <i>The koan is a paradoxical statement/story used as a practice in Zen traditions designed to make the mind despair of logic, stop being a discriminating mind and take a leap into an intuitive understanding of reality.</i></p> <p>101 Koans on youtube can be found here. The first one on Tea is the best known along with the Sound of One Hand Clapping which is at 30.55. Worth just playing a few at random as they illustrate the point of the koan. https://www.youtube.com/watch?v=g12vq_J762A</p> <p>Distribute handout of the Kalama Sutta (v. 9 & v. 10) found here in preparation for next lesson: http://www.accesstosight.org/tipitaka/an/an03/an03.065.soma.html</p>	<p>Focus on use of technical terminology to gauge learners' levels of knowledge/understanding.</p> <p>Responses to essay plan/mind map task on chanting the koan.</p> <p>Responses to summative quiz on Buddhism in Japan.</p>	<p>Read the Kalama Sutta handout. To what extent does this show that Buddhism is eminently scientific: detached sceptical investigation of empirically testable phenomena; no faith, no dogma, no revelation.</p> <p>Read extracts from the Lotus Sutra which can be found here. Note how it reflects the Asian Buddhist worldviews populated with a diversity of beings and realms: http://www.english.fgs2.ca/site/default/files/pdf/The%20Lotus%20Sutra.pdf</p>

Buddhism Theme 3: Significant social and historical developments in religious thought.

3B. The relationship between religion and society: respect and recognition and the ways that religious traditions view other religions and non-religious worldviews and their truth claims. Responses to the challenges from science.

Lesson	Specification detail	Activities	Concepts	Useful resources	Assessment focus	Independent learning
5a	<p>The tension between presentations of Buddhism as avoiding 'blind faith', emphasising the realisation of truth in experience (with reference to the Kalama Sutta v.9 & 10) and Asian Buddhist worldviews populated with a diversity of beings and realms.</p> <p>The Dalai Lama's assessment of the value of science.</p>	<p>Pairs/groups/plenary discussion with noting of key points made.</p> <p>Open by sharing questions/assessment based on the Kalama Sutta and the Lotus Sutra.</p> <p>Important that this is informed by other texts such as the Heart Sutra and the concept of sunyata. Key question: how are the diversity of beings and realms as found in the Lotus Sutra and other writings to be reconciled with a rationalist scientific approach?</p> <p>Learners in pairs/groups should have access for internet research to ipad/laptop/tablet and find out more regarding the Dalai Lama's approach to science: https://www.mindandlife.org/</p> <p>Pairs/groups/plenary discussion of question: '<u>The scientific world view and</u></p>	<p>avoiding 'blind faith'</p> <p>realisation of truth in experience</p> <p>Asian Buddhist worldviews populated with a diversity of beings and realms</p> <p>the value of science</p>	<p>Lopez, D. (2010) - Buddhism and Science: A Guide for the Perplexed. University of Chicago Press, 0226493199</p> <p>Towards the end of this article useful ideas about the Kalama Sutta and science: http://online.sfsu.edu/rone/Buddhism/VerhoevenBuddhismScience.htm</p> <p>Very clear and accessible article by Lopez on the Buddhism/Science relationship: https://quark.phy.bnl.gov/~pisarski/talks/Colloquia/Lopez.pdf</p> <p>Here Bhikku Bodhi challenges the view that the Kalama Sutta encourages a rationalist scientific approach. http://www.bps.lk/olib/nl/nl009.pdf</p> <p>Extracts from these could be made available during the lesson or links given for the timed essay.</p>	<p>Focus on use of technical terminology to gauge learners' levels of knowledge/understanding.</p> <p>Responses to essay plan/mind map task on chanting the Buddhism and science.</p>	<p>Go through notes on the question: '<u>The scientific world view and Buddhism are incompatible.</u>' Discuss. Plan the essay. Focus on structure and paragraphs. Evaluation throughout.</p>

		<p><u>Buddhism are incompatible.</u> _ Write an essay plan/mind map. Plenary session to bring ideas together for all to supplement their own work in preparation for timed essay.</p>				
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Buddhism Theme 3: Significant social and historical developments in religious thought.

3B. The relationship between religion and society: respect and recognition and the ways that religious traditions view other religions and non-religious worldviews and their truth claims. Responses to the challenges from science.

Lesson	Specification detail	Activities	Concepts	Useful resources	Assessment focus	Independent learning for next lesson
5b	Buddhism and Science	<p><i>Dependent on the time available.</i></p> <p>Timed essay: '<u>The scientific world view and Buddhism are incompatible.</u>' [30] 30 minutes <i>approximately</i> + extra time for those who require it. Check beforehand on those allowed to use laptops in the examination.</p> <p>Learners might be able to exchange essay plan/mind-map of how to answer the question with each other.</p> <p>General comments about essay structure, use of paragraphs and the need for evaluation throughout.</p> <p>When finished essays might be exchanged for cross-peer evaluation, comments, assessment. Provide learners with the 5 band assessment mark scheme.</p>			Formal summative assessment based on timed essay timed essay.	<p>Watch the discussion with Stephen Batchelor the leading secular Buddhist: https://www.youtube.com/watch?v=WYXm6vAxOMI</p> <p>Take notes, give one question for discussion by the class, one key point that seemed most important and an overall assessment.</p>

Buddhism Theme 3: Significant social and historical developments in religious thought.

3C. The relationship between religion and society: respect and recognition and the ways that religious traditions view other religions and non-religious worldviews and their truth claims. Responses to the challenges from secularisation.

Lesson	Specification detail	Activities	Concepts	Useful resources	Assessment focus	Independent learning for next lesson
6	Buddhism's frequent presentation in the West as a secular philosophy, with reference to Stephen Batchelor (a Buddhist Atheist) and his presentation of Buddhism as a rational philosophy and way of life.	<p>Open by sharing questions/assessment based on the interview with Stephen Batchelor. Show learners websites: https://secularbuddhism.com/ http://secularbuddhism.org/</p> <p>Link to concept of sunyata in the Heart Sutra and to the Kalama Sutta already covered.</p> <p>Key question as to what the Buddha taught and whether this is different from Buddhism as a religion.</p> <p>Concept of demythologising Buddhism – i.e. removing anything supernatural/spiritual.</p> <p>Explain key concepts in Stephen Batchelor's thought:</p> <ol style="list-style-type: none"> 1. Dharma Practice (not Buddhism); 2. Four Enobling Truths; 3. Agnosticism about some beliefs such as rebirth. <p>Useful to spend time with learners going through the article below highlighting/noting followed by pair/plenary discussion:</p>	secular/ rational philosophy	<p>Batchelor, Stephen (1998) - Buddhism Without Beliefs: A Contemporary Guide to Awakening. Riverhead Books, 1573226564 [Plenty of material here to use for a handout or accessible as a textbook.]</p> <p>Really useful short article here which could be a handout with some explanation: http://gaiahouse.co.uk/wp-content/uploads/Stephen-Batchelor-A-Secular-Buddhist.pdf</p> <p>Piyadassi, M. (1991) - The spectrum of Buddhism : writings of Piyadassi. Jivinda De Silva, 9789559098034</p>	<p>Focus on use of technical terminology to gauge learners' levels of knowledge/ understanding.</p> <p>Responses to reading the Batchelor article. Assess individual learner's level of knowledge/understanding.</p>	<p>Prepare position statement on the proposition that '<u>Secular Buddhism makes sense</u>'. Useful additional material can be found here:</p> <p>http://www.buddhanet.net/nuts_hell03.htm</p> <p>And here: https://www.thoughtco.com/buddhism-philosophy-or-religion-449727</p> <p>And here: https://www.youtube.com/watch?v=ogj9QSJIMqI</p> <p>Take notes, give one question for discussion by the class, one key point that seemed most important and an overall assessment.</p>

<http://gaiahouse.co.uk/wp-content/uploads/Stephen-Batchelor-A-Secular-Buddhist.pdf>

For further discussion: is Theravada nearer to a secular philosophy than Mahayana? Prepare learners to present a 2 minutes position statement on the proposition that 'Secular Buddhism makes sense'.

Buddhism Theme 3: Significant social and historical developments in religious thought.

3C. The relationship between religion and society: respect and recognition and the ways that religious traditions view other religions and non-religious worldviews and their truth claims. Responses to the challenges from secularisation.

Lesson	Specification detail	Activities	Concepts	Useful resources	Assessment focus	Independent learning for next lesson
7	David Brazier, who claims Buddhism is a religion.	<p><i>Dependent on the time available.</i></p> <p>Learners to present that position statements on the proposition that <u>'Secular Buddhism makes sense'</u>. Allow for questions from other learners and for responses. Key points could be noted as each position statement is given.</p> <p>Give summary of key findings and open up to plenary discussion. Focus on how the statement might be challenged particularly with regard to how 'religion' is defined.</p> <p>In pairs/groups, write key points/mind map of how Buddhism is a religion. Plenary session to bring ideas together.</p> <p>Learners to read through highlight/note handout: https://www.thoughtco.com/buddhism-philosophy-or-religion-449727</p> <p>Introduce view of David Brazier who belongs to the Pure Land School. Watch together Youtube clip which is part three of lengthy</p>	religion	<p>Brazier, David (2014) - Buddhism is a Religion: You Can Believe It. Woodsmoke Press, 0993131700</p> <p>Faure, Bernard (2009) - Unmasking Buddhism. John Wiley and Sons Ltd., 9781405180641 [<i>very useful chapter on whether Buddhism is an atheistic religion pp. 59-65. Suggestion that Buddhism could be seen as polytheistic, monotheistic and possibly atheistic depending on the school of Buddhism. Possible handout.</i>]</p> <p>Article worth using as a handout which concludes that Buddhism is a religion: https://www.thoughtco.com/buddhism-philosophy-or-religion-449727</p>	<p>Focus on use of technical terminology to gauge learners' levels of knowledge/understanding.</p> <p>Assess individual learner's level of knowledge/understanding through their position statements.</p>	<p>From Mahayana perspective research Vairocana Buddha in Chinese, Korean and Japanese Buddhism who is the Dharma body of the historical Buddha. Also known as the Primordial Buddha. Note that the first Christian missionaries in Japan believed Vairocana Buddha to be the equivalent of the Christian God. https://www.thoughtco.com/vairocana-buddha-450134</p> <p>Take notes, give one question for discussion by the class, one key point that seemed most important and an overall assessment.</p>

		<p>interview: https://www.youtube.com/watch?v=KnMHCUHufpA</p> <p>Prepare learners to present a 2 minutes position statement on the proposition that '<u>Buddhism is not atheistic</u>'.</p>				
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Buddhism Theme 3: Significant social and historical developments in religious thought.

3C. The relationship between religion and society: respect and recognition and the ways that religious traditions view other religions and non-religious worldviews and their truth claims. Responses to the challenges from secularisation.

Lesson	Specification detail	Activities	Concepts	Useful resources	Assessment focus	Independent learning
8	Buddhism's frequent presentation in the West as a secular philosophy, with reference to Stephen Batchelor (a Buddhist Atheist) and his presentation of Buddhism as a rational philosophy and way of life.	<p>Open by sharing questions/assessment based on the interview with Stephen Batchelor. Show learners websites: https://secularbuddhism.com/ http://secularbuddhism.org/</p> <p>Link to concept of sunyata in the Heart Sutra and to the Kalama Sutta already covered.</p> <p>Key question as to what the Buddha taught and whether this is different from Buddhism as a religion.</p> <p>Concept of demythologising Buddhism – i.e. removing anything supernatural/spiritual.</p> <p>Explain key concepts in Stephen Batchelor's thought:</p> <ol style="list-style-type: none"> 1. Dharma Practice (not Buddhism); 2. Four Enobling Truths; 3. Agnosticism about some beliefs such as rebirth. <p>Useful to spend time with learners going through the article below highlighting/noting followed by pair/plenary discussion:</p>	secular/ rational philosophy	<p>Batchelor, Stephen (1998) - Buddhism Without Beliefs: A Contemporary Guide to Awakening. Riverhead Books, 1573226564 [Plenty of material here to use for a handout or accessible as a textbook.]</p> <p>Really useful short article here which could be a handout with some explanation: http://gaiahouse.co.uk/wp-content/uploads/Stephen-Batchelor-A-Secular-Buddhist.pdf</p> <p>Piyadassi, M. (1991) - The spectrum of Buddhism : writings of Piyadassi. Jivinda De Silva, 9789559098034</p>	<p>Focus on use of technical terminology to gauge learners' levels of knowledge/ understanding.</p> <p>Responses to reading the Batchelor article. Assess individual learner's level of knowledge/understanding.</p>	<p>Prepare position statement on the proposition that 'Presenting Buddhism as secular makes sense'. Useful additional material can be found here:</p> <p>http://www.buddhanet.net/nuts_hell03.htm</p> <p>And here: https://www.thoughtco.com/buddhism-philosophy-or-religion-449727</p> <p>And here: https://www.youtube.com/watch?v=ogi9QSJIMqI</p> <p>Take notes, give one question for discussion by the class, one key point that seemed most important and an overall assessment.</p>

		<p>http://gaiahouse.co.uk/wp-content/uploads/Stephen-Batchelor-A-Secular-Buddhist.pdf</p> <p>For further discussion: is Theravada nearer to a secular philosophy than Mahayana? Prepare learners to present a 2 minutes position statement on the proposition that 'Secular Buddhism makes sense'.</p>				
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Buddhism Theme 3: Significant social and historical developments in religious thought.
3C. The relationship between religion and society: respect and recognition and the ways that religious traditions view other religions and non-religious worldviews and their truth claims. Responses to the challenges from secularisation.

Lesson	Specification detail	Activities	Concepts	Useful resources	Assessment focus	Independent learning for next lesson
9		<p><i>Dependent on the time available.</i></p> <p>Learners to present that position statements on the proposition that 'Buddhism is not atheistic'. Allow for questions from other learners and for responses. Key points could be noted as each position statement is given.</p> <p>Give summary of key findings and open up to plenary discussion. Focus on how the statement might be challenged particularly with regard to how 'religion' is defined.</p> <p>Half-way through course so worthwhile spending time recapping what has been covered, checking notes etc. to ensure consolidation of material.</p> <p>Quick quiz on the two themes covered.</p>	<p>N.B. Presentation of concepts already covered via wide variety of imagery on, for example, six realms or rebirth, popular beliefs in spirits and hungry ghosts, bodhisattvas, demons etc. Also recap imagery/beliefs regarding Amida/Amitabha and Pure Land: is taking refuge in something spiritual which exists supernaturally outside of oneself the essence of religion?</p>		<p>Focus on use of technical terminology to gauge learners' levels of knowledge/understanding.</p> <p>Assess individual learner's level of understanding/knowledge through their position statements.</p> <p>Check at half-way stage of course that learners have consolidated their knowledge/understanding.</p> <p>Responses to quick quiz.</p>	

Buddhism Theme 3: Significant social and historical developments in religious thought.

3C. The relationship between religion and society: respect and recognition and the ways that religious traditions view other religions and non-religious worldviews and their truth claims. Responses to the challenges from secularisation.

Lesson	Specification detail	Activities	Concepts	Useful resources	Assessment focus	Independent learning for next lesson
10	Buddhism's frequent presentation in the West as a secular philosophy, with reference to Stephen Batchelor (a Buddhist Atheist) and his presentation of Buddhism as a rational philosophy and way of life.	<p>Open by sharing questions/assessment based on the interview with Stephen Batchelor. Show learners websites: https://secularbuddhism.com/ http://secularbuddhism.org/</p> <p>Link to concept of sunyata in the Heart Sutra and to the Kalama Sutta already covered.</p> <p>Key question as to what the Buddha taught and whether this is different from Buddhism as a religion.</p> <p>Concept of demythologising Buddhism – i.e. removing anything supernatural/spiritual.</p> <p>Explain key concepts in Stephen Batchelor's thought:</p> <ol style="list-style-type: none"> 1. Dharma Practice (not Buddhism); 2. Four Enobling Truths; 3. Agnosticism about some beliefs such as rebirth. <p>Useful to spend time with learners going through the article below highlighting/noting followed by pair/plenary discussion:</p>	secular/ rational philosophy	<p>Batchelor, Stephen (1998) - Buddhism Without Beliefs: A Contemporary Guide to Awakening. Riverhead Books, 1573226564 [Plenty of material here to use for a handout or accessible as a textbook.]</p> <p>Really useful short article here which could be a handout with some explanation: http://gaiahouse.co.uk/wp-content/uploads/Stephen-Batchelor-A-Secular-Buddhist.pdf</p> <p>Piyadassi, M. (1991) - The spectrum of Buddhism : writings of Piyadassi. Jivinda De Silva, 9789559098034</p>	<p>Focus on use of technical terminology to gauge learners' levels of knowledge/ understanding.</p> <p>Responses to reading the Batchelor article. Assess individual learner's level of knowledge/understanding.</p>	<p>Prepare position statement on the proposition that '<u>Secular Buddhism makes sense</u>'. Useful additional material can be found here:</p> <p>http://www.buddhanet.net/nuts_hell03.htm</p> <p>And here: https://www.thoughtco.com/buddhism-philosophy-or-religion-449727</p> <p>And here: https://www.youtube.com/watch?v=ogj9QSJIMqI</p> <p>Take notes, give one question for discussion by the class, one key point that seemed most important and an overall assessment.</p>

<http://gaiahouse.co.uk/wp-content/uploads/Stephen-Batchelor-A-Secular-Buddhist.pdf>

For further discussion: is Theravada nearer to a secular philosophy than Mahayana? Prepare learners to present a 2 minutes position statement on the proposition that 'Secular Buddhism makes sense'.

Buddhism Theme 3: Significant social and historical developments in religious thought.

3D. The relationship between religion and society: respect and recognition and the ways that religious traditions view other religions and non-religious worldviews and their truth claims. Responses to the challenges of pluralism and diversity.

Lesson	Specification detail	Activities	Concepts	Useful resources	Assessment focus	Independent learning for next lesson
1	<p>Emphasis within Buddhism on the individual testing the teachings and staying true to experience, even if that means following a path different to Buddhism (with reference to the Kalama Sutta v. 9 & 10 and Majjhima Nikaya 56.16 - the Buddha's conversation with Upali).</p> <p>The idea that religions contain truth/goodness that all can learn from, as evidenced in the Edicts of Emperor Ashoka: Rock Edict 7 and Rock Edict 12.</p>	<p>Discussion of what pluralism and diversity mean in the context of society and religion.</p> <p>Recap teaching of the Kalama Sutta already covered in Theme 3B.</p> <p>Explain background to conversation with Upali who is Jain and give handout of Majjhima Kikaya 56.16.</p> <p>Highlight Buddha's phrase 'make a thorough investigation' – and that although after his conversion Upali gives alms to the Jains, he no longer allows them into his house!</p> <p>Learners watch and take notes on youtube clip crash course history on the Buddha and Ashoka https://www.youtube.com/watch?v=8Nn5uqE3C9w</p> <p>Handout of the Rock Edicts given out – highlight key parts emphasising pluralism and diversity.</p> <p>In pairs/groups, write key</p>	<p>all religions contain truth/goodness</p> <p>teachings are sometimes considered to be only provisional, different upaya (skilful means) to suit different listeners.</p>	<p>Faure, Bernard (2009) - Unmasking Buddhism. John Wiley and Sons Ltd., 9781405180641 [Useful section on 'Buddhism is a tolerant religion' pp. 85-87.]</p> <p>Helpful scholarly article can be found here on Buddhism and pluralism: https://www.unm.edu/~rhayes/bahuvada.pdf</p> <p>Handout of the Kalama Sutta (v. 9 & v. 10) found here: http://www.accesstoinsight.org/tipitaka/an/an03/an03.065.soma.html</p> <p>Relevant section of the Majjhima Kikaya 56.16 can be found here: https://suttacentral.net/en/mn56 search for the phrase: "Householder, make a thorough investigation! It is good for a distinguished man like you to (first) make a thorough investigation." [Could be used as a handout.]</p> <p>Fourteen Rock Edicts of King Ashoka can be found here: https://www.cs.colostate.edu/~malaiya/as_hoka.html</p>	<p>Focus on use of technical terminology to gauge learners' levels of knowledge/ understanding.</p> <p>Assess individual learner's level of understanding/ knowledge through their work on Buddhism is a tolerant religion.</p>	<p>Whilst Buddhism is still regarded as a peaceful religion, read the following article about the situation in Myanmar today and the Buddhist monk Ashin Wirathu, the 969 Movement and Ma Ba Tha.</p> <p>https://www.huffingtonpost.com/burma-journal/buddhist-monk-wirathu-lea_b_3481807.html</p> <p>Read this article by Prof Michael Jerryson which suggests that Buddhism may not be as tolerant as it appears: https://aeon.co/essays/buddhism-can-be-as-violent-as-any-other-religion</p> <p>Take notes, give one question for</p>

	<p>In Mahayana Buddhism the teachings are sometimes considered to be only provisional, different upaya (skillful means) to suit different listeners.</p>	<p>points/mind map to support the statement 'Buddhism is a tolerant religion'. Plenary session to bring ideas together.</p>	<p>[Rock Edict 7 and 12 are relevant here and could be used as a handout.]</p> <p>Very useful explanation of upaya (skillful means) as found in the second chapter of the Lotus Sutra can be found here: https://www.adirondacktendai.org/the-lotus-sutra/the-lotus-sutra-%E2%80%93-chapter-two-%E2%80%93-skillful-means/</p> <p>Smart, Ninian (1969) – The Religious Experience of Mankind, Fontana, ISBN 0684146479</p> <p>Hinnells, John (1984) – A Handbook of Living Religions, Penguin, 0140135995</p> <p>Williams, Paul (2000) – Buddhist Thought, Routledge, 0415571790</p> <p>Piyadassi, M. (1991) The spectrum of Buddhism : writings of Piyadassi. Jivinda De Silva, 9789559098034</p> <p>Williams, Paul (1989) – Mahayana Buddhism, Routledge, B01FIY9O11</p> <p>Lahiri Nayanjot (2015) Ashoka in Ancient India. Harvard University Press, 0674057775</p>		<p>discussion by the class, one key point that seemed most important and an overall assessment.</p>
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Buddhism Theme 3: Significant social and historical developments in religious thought.

3D. The relationship between religion and society: respect and recognition and the ways that religious traditions view other religions and non-religious worldviews and their truth claims. Responses to the challenges of pluralism and diversity.

Lesson	Specification detail	Activities	Concepts	Useful resources	Assessment focus	Independent learning for next lesson
2	Is there a belief in Buddhism that religions contain truth/goodness that all can learn from?	<p>Begin with quick quiz on the topics covered in Theme 3A thus far.</p> <p>Sharing of questions/assessment based on the research regarding Myanmar and article by Prof Michael Jerryson.</p> <p>Watch the clip on Buddhism and violence in Sri Lanka: https://www.youtube.com/watch?v=VRB3aS75ZLY</p> <p>In pairs/groups, write key points/mind map to answer the question: '<u>Does the violence in Myanmar and Sri Lanka have anything to do with Buddhist beliefs?</u>'. Plenary session to bring ideas together.</p> <p>Return to and update notes taken on statement: Buddhism is a tolerant religion. Each learner to present and defend a position statement.</p>		[Worth considering the ways in which early Buddhism was not always peaceful in its methods e.g. Buddhism arrived in Tibet in the 8 th century and there was much destruction of existing Bon temples, monasteries and religious artefacts.]	<p>Begin with quick quiz on the topics covered in Theme 3A thus far.</p> <p>Focus on use of technical terminology to gauge learners' levels of knowledge/understanding.</p> <p>Assess individual learner's level of understanding/knowledge through their research on Myanmar and article by Prof Michael Jerryson.</p> <p>Assess individual learner's level of understanding/knowledge through their work on 'Does the violence in Myanmar and Sri Lanka have anything to do with Buddhist beliefs?'.</p> <p>Note the final position statements and check for appropriate use of technical terms, sources of wisdom and authority.</p>	<p>Begin study of Buddhism in Britain by looking at the following example of convert Buddhists/Buddhism via the Buddhafield Festival which is run by the Triratna Buddhist Order – formerly known as the Western Buddhist Order: http://www.buddhafield.com/?festival=about</p> <p>Watch the film here: https://www.youtube.com/watch?v=tv_oiqpPwqE</p> <p>Read about British Buddhism here: http://www.bbc.co.uk/religion/religions/buddhism/history/britishbuddhism_1.shtml</p> <p>Take notes, give one question for discussion by the class, one key point that seemed most important and an overall assessment.</p>

Buddhism Theme 3: Significant social and historical developments in religious thought
3E. Historical development of Buddhism in Britain.

Lesson	Specification detail	Activities	Concepts	Useful resources	Assessment focus	Independent learning for next lesson
3	<p>Buddhism in Britain, distinguishing between 'heritage' Buddhism (the Buddhism of those whose relatives were born in Buddhist countries and migrated to Britain) and 'convert' Buddhism. Possible reasons for the popularity of Buddhism in Britain.</p>	<p>Sharing of questions/assessment based on the research regarding the Buddhafield Festival and the Triratna Buddhist Order.</p> <p>In pairs/groups, write key points/mind map to answer the question: 'What aspects of Buddhism might make it popular in Britain today?'. Plenary session to bring ideas together.</p> <p>Read through the article by Dr Andrew Skilton and note the reasons given for the popularity of Buddhism in Britain.</p> <p>Learners in pairs/groups should have access to ipad/laptop/tablet for internet research and put together notes on the three largest Buddhist groups in the UK: Triratna, Soka Gakkai, New Kadampa Tradition.</p> <p>Learners to be reminded of essay technique and examination mark scheme. Revision for timed essay practice. Questions to be set on Theme 3B.</p>	<p>heritage</p> <p>convert</p>	<p>A question on Buddhism in Britain can be found in the SAMS here which provide some useful material:</p> <p>http://www.eduqas.co.uk/qualifications/religious-studies/as-a-level/WJEC-Eduqas-A-level-religious-studies-sams-from-2016.pdf?language_id=1&dotcache=no&dotcache=refresh</p> <p>Useful general background here: http://buddhanet.net/e-learning/buddhistworld/to-west.htm</p> <p>And also here: http://www.chinabuddhismencyclopedia.com/en/index.php/Why_is_Buddhism_so_popular_in_the_West%3F</p> <p>Statistics useful as cited here from the 2011 census regarding England and Wales: https://en.wikipedia.org/wiki/Buddhism_in_the_United_Kingdom</p> <p>Extrapolated data suggests almost 180,000 Buddhists of whom 37% born in the UK; 33% of whom are Caucasian.</p>	<p>Focus on use of technical terminology to gauge learners' levels of knowledge/understanding.</p> <p>Assess individual learner's level of understanding/knowledge through their work on 'What aspects of Buddhism make it popular in Britain today?'</p> <p>Assess readiness of learners for the examination via their notes/knowledge and understanding/essay/exam technique.</p>	<p>Revision of Theme 3B for timed essay.</p>

			<p>Some useful material can be abstracted from here although it is focused on Theravada: http://wrap.warwick.ac.uk/60349/1/WRAP_Thanissaro_%25282014%2529%20Internal%20diversity%20in%20Buddhism%20%255BJCR%255D%20preprint%20for%20WRAP.pdf</p> <p>Short article by Dr Andrew Skilton: http://www.bbc.co.uk/religion/0/27039902 [If shortened might be useful as a handout.]</p> <p>Strong John (2015) - Buddhisms: An Introduction. Oneworld Publications, 1780745052</p> <p>Bluck Robert (2008) - British Buddhism: Teachings, Practice and Development. Routledge, 0415483085</p> <p>Queen Christopher (2012) - Engaged Buddhism in the West. Wisdom Publications, B00JDZM84O</p> <p>Batchelor Stephen (2011) - The Awakening of the West: The Encounter of Buddhism and Western Culture, Echo Point Books & Media, 0963878441</p>		
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Buddhism Theme 3: Significant social and historical developments in religious thought
3E. Historical development of Buddhism in Britain.

Lesson	Specification detail	Activities	Concepts	Useful resources	Assessment focus	Independent learning for next lesson
4		<p>Timed essay practice.</p> <p><i>Dependent on the time available allow for 1 hour or split over two lessons.</i></p> <p>Timed essay: 1. (a) 'Explain the diversity of Buddhism in Britain today.' [20] 1. (b) 'The practice of Buddhism in Britain is a distortion of true Buddhism.' [30] 60 minutes + extra time for those who require it. Check beforehand on those allowed to use laptops in the examination</p>		<p>SAMS material here: http://www.eduqas.co.uk/qualifications/religious-studies/as-a-level/WJEC-Eduqas-A-level-religious-studies-sams-from-2016.pdf?language_id=1&doctype=no&doctype=refresh</p>	<p>Marks from timed essays to be returned – possible one to one discussion on what went well and what could be even better.</p> <p>Possibly use feedback for found here: P.</p>	<p>Read the following and focus on the story of Mahapajapati the first Buddhist nun. https://www.theculturium.com/mahapajapati-gotami-mother-of-all/</p> <p>Research the Tibetan Buddhist nun Jetsunma Tenzin Palmo and watch the interview: https://www.youtube.com/watch?v=37oOHtHK_Xc</p> <p>Buddhist nunnery founded by Jetsunma Tenzin Palmo: https://www.youtube.com/watch?v=LZn4pQK9Gzw</p> <p>Take notes, give one question for discussion by the class, one key point that seemed most important and an overall assessment.</p>

Buddhism Theme 3: Significant social and historical developments in religious thought
3E. Historical development of Buddhism in Britain.

Lesson	Specification detail	Activities	Concepts	Useful resources	Assessment focus	Independent learning for next lesson
5	Return Essays	<p>Return essays allowing learners to read each other's.</p> <p>Discussion on mark scheme and marks awarded.</p> <p>The Mark Scheme from the SAMS could be distributed for discussion and for understanding what went well and what could be even better.</p> <p>Construction of model essay together with focus on structure.</p> <p>Discussion of revision strategies.</p>		<p>SAMS material here: http://www.eduqas.co.uk/qualifications/religious-studies/as-a-level/WJEC-Eduqas-A-level-religious-studies-sams-from-2016.pdf?language_id=1&doctype=no&doctype=refresh</p>	<p>Marks from timed essays to be returned – possible one to one discussion on what went well and what could be even better.</p>	<p>Read the following and focus on the story of Mahapajapati the first Buddhist nun. https://www.theculturium.com/mahapajapati-gotami-mother-of-all/</p> <p>Research the Tibetan Buddhist nun Jetsunma Tenzin Palmo and watch the interview: https://www.youtube.com/watch?v=37oOHtHK_Xc</p> <p>Buddhist nunnery founded by Jetsunma Tenzin Palmo: https://www.youtube.com/watch?v=LZn4pQK9Gzw</p> <p>Take notes, give one question for discussion by the class, one key point that seemed most important and an overall assessment.</p>

Buddhism Theme 3: Significant social developments in religious thought.
3F. The relationship between religion and society: religion, equality and discrimination.
The changing roles of men and women including feminist approaches within Buddhism.

Lesson	Specification detail	Activities	Concepts	Useful resources	Assessment focus	Independent learning for next lesson
6	Different views in Buddhism about whether women can be nuns or attain awakening. The Buddha ordained women, after persuasion.	<p>Sharing of questions/assessment based on the research regarding Mahapajapati and Jetsunma Tenzin Palmo.</p> <p>Read through of the Harvey handout on nuns in Buddhism.</p> <p>Discuss the Buddha's reluctance to ordain women and the Eight Garudhammas – did this reflect the misogyny of that time? Even after this, note that nuns remain subordinate to and dependent upon monks.</p> <p>Distinguish different Buddhist schools clearly: Theravada, Mahayana and Tibetan Buddhism and that they differ in their approach to the ordination of nuns.</p> <p>Worth introducing Sakyadhita here which is also covered in Theme 4F.</p> <p>Learners in pairs/groups should have access to ipad/laptop/tablet for internet research and put together notes on the relationship between Buddhism and women in Theravada,</p>	<p>awakening</p> <p>Buddhahood</p> <p>feminist</p>	<p>Faure, Bernard (2009) - Unmasking Buddhism. John Wiley and Sons Ltd., 9781405180641 [very useful chapter on whether Buddhism affirms that we are all equal pp. 99-103.]</p> <p>Harvey, Peter (1990) – An Introduction to Buddhism, Cambridge University Press, B01K0TGv4Y [Nuns in Buddhism: pp. 221-224. Might be useful as handout].</p> <p>Useful discussion material here: https://tricycle.org/magazine/bhikkhuni-ordination-modern-buddhism/</p> <p>From the perspective of Tibetan Buddhism: Jetsunma Tenzin Palmo and the nunnery she founded here: http://tenzinpalmo.com/ also worth noting the page here http://tenzinpalmo.com/geshe-ma-graduation/ whereby under the Dalai Lama, a nun can now take the highest qualification once reserved for monks and become a Geshe-ma.</p>	<p>Focus on use of technical terminology to gauge learners' levels of knowledge/understanding.</p> <p>Assess individual learner's level of understanding/knowledge through their work.</p>	<p>Read this detailed discussion of women in Theravada by Karen Andrews: http://www.bhikkhuni.net/women-in-theravada-buddhism/</p> <p>Read interview with leading Buddhist women here: https://www.lionsroar.com/forum-making-our-way-on-women-and-buddhism/</p> <p>Take notes, give one question for discussion by the class, one key point that seemed most important and an overall assessment.</p>

		<p>Mahayana and Tibetan Buddhism.</p> <p>Plenary session to bring ideas together.</p>	<p>A print out of the Eight Garudhammas might be useful here: http://www.chinabuddhismencyclopedia.com/en/index.php/Eight_Garudhammas</p> <p>Harvey, Peter (2000) – An Introduction to Buddhist Ethics, Cambridge University Press, B01K2IMC14</p> <p>Schireson, Grace (2009) – Zen Women, Wisdom Publications, B00JDZLTOE</p> <p>Johnston, W.M. (2000) - Encyclopedia of monasticism, volume 2 : M - Z. Fitzroy Dearborn Publish., 9781579580902</p> <p>Lopez, D.S. (ed.) (2004) - Buddhist Scriptures. Penguin Books. (Penguin Classics S), 9780140447583</p> <p>Williams, Paul (1989) – Mahayana Buddhism, Routledge, B01FIY9O1I</p> <p>Gross, Rita (1992) - Buddhism After Patriarchy: A Feminist History, Analysis, and Reconstruction of Buddhism. State University of New York Press, 0791414043</p>		
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Buddhism Theme 3: Significant social developments in religious thought
3F. The relationship between religion and society: religion, equality and discrimination.
The changing roles of men and women including feminist approaches within Buddhism.

Lesson	Specification detail	Activities	Concepts	Useful resources	Assessment focus	Independent learning for next lesson
7	<p>Different views in Buddhism about whether women can be nuns or attain awakening. The Buddha ordained women, after persuasion.</p> <p>The Lotus Sutra presents a range of teachings: all equally possess the potential to attain Buddhahood; the Dragon King's daughter (Chapter 12) transforms into a man before attaining awakening.</p> <p>Buddhism's commitment to the end of suffering may be</p>	<p>Quick quiz on previous lesson.</p> <p>Sharing of questions/assessment based on the research regarding the Karen Andrews article and the interview.</p> <p>Read through the transformation story regarding the Dragon King's eight-year-old daughter.</p> <p>Paired and group discussion as to whether the story shows Buddhism in a positive or negative light regarding feminism.</p> <p>Introduce to concept of the feminine in many of the Bodhisattvas of Mahayana, and sunyata whereby there is no such thing as form.</p> <p>NB Rita Gross and her assertion that: 1. It is only in Western Buddhist practice that women have 'full and complete participation'.</p>	<p>Buddhahood</p> <p>suffering</p> <p>feminism</p> <p>stereotypes</p>	<p>Appropriate section of the Lotus Sutra can be found here: https://nichiren.info/buddhism/lotussutra/text/chap12.html Search for 'There is the daughter of the dragon king Sagara' to find the place. <i>[Perhaps useful as a handout.]</i></p> <p>Extensive commentary on the encounter with the Dragon King's daughter can be found in the document available on the internet entitled: Women and children last? Buddhism, children, and the naga-king's daughter (Virginia Review of Asian Studies).</p>	<p>Responses to quick quiz on previous lesson.</p> <p>Monitor group discussion to note learners' level of knowledge and understanding.</p>	<p>Revision for timed essay: <u>'Buddhism aligns with feminism.'</u></p>

	<p>seen as inherently feminist (as indicated by Rita Gross).</p> <p>Cultural stereotypes of the roles of men and women have no universal application within Buddhism</p>	<p>2. Post-patriarchal Buddhism through the input of feminism will move away from 'spiritual discipline' focused on death/rebirth/Awakening to 'spiritual discipline' focused on wholeness, balance, peace, 'caring for the community'.</p> <p>If time available listen to/take notes on interview with Rita Gross on women in Buddhism which can be found here: http://secularbuddhism.org/2010/07/16/episode-21-rita-gross-roles-of-women-in-buddhism/</p> <p>Set timed essay for next lesson: 'Buddhism is fully aligns with feminism.'</p>				
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Buddhism Theme 3: Significant social developments in religious thought.
3F. The relationship between religion and society: religion, equality and discrimination.
The changing roles of men and women including feminist approaches within Buddhism.

Lesson	Specification detail	Activities	Concepts	Useful resources	Assessment focus	Independent learning for next lesson
8		<p>Timed essay practice</p> <p><i>Dependent on the time available allow for approximately 30 minutes.</i></p> <p>Learners might be able to exchange essay plan/mind-map of how to answer the question with each other.</p> <p>General comments about essay structure, use of paragraphs and the need for evaluation throughout.</p> <p>Timed essay: <u>'Buddhism fully aligns with feminism.'</u> [30]</p> <p>30 minutes <i>approximately</i> + extra time for those who require it. Check beforehand on those allowed to use laptops in the examination.</p>			<p>Formal summative assessment based on timed essay.</p>	<p>Watch this long Youtube video which gives an account of Bon religion: https://www.youtube.com/watch?v=Xt7hliru6Gw</p> <p>Take notes, give one question for discussion by the class, one key point that seemed most important and an overall assessment.</p>

Buddhism Theme 4: : Religious practices that shape religious identity

4D. Beliefs and practices of Tibetan Buddhist traditions with reference to mudra, mandala and mantra.

Lesson	Specification detail	Activities	Concepts	Useful resources	Assessment focus	Independent learning for next lesson
1	The relationship of Buddhism with pre-Buddhist Bon religion as part of the context for the development of distinctive practices.	<p>Return essays.</p> <p>Sharing of questions/assessment based on Bon documentary.</p> <p>Bon/Buddhism in Tibet best taught as an example of complex syncretism about which there is much scholarly debate (contrast Williams and Harvey).</p> <p>Key point 8th century CE Buddhism is brought to Tibet.</p> <p>New vocabulary would be useful here – with the lesson objectives being that learners are able to identify and connect 10 key terms: (A) Tonpa Shenrab (mystical founder of Bon 8,000 years ago); (B) Bonpo (follower of Bon); (C) Yung Drung Bon (Eternal Bon symbolised by reverse swastika sign); (D) Gsar Bon (New Bon i.e. name given to the mixture of Bon and Buddhism from the 8th century CE); (E) Shamanism (interaction with the world of supernatural beings to drive out negativities and bring healing, good weather, good</p>		<p>Williams, Paul (1989) – Mahayana Buddhism, Routledge, B01FIY9O11 ISBN:0415236614 [<i>very detailed account pp. 185-214.</i>]</p> <p>Harvey, Peter (1990) – An Introduction to Buddhism, Cambridge University Press, B01K0TGV4Y [<i>Buddhism in Tibet. pp. 145-147.</i>]</p> <p>Kapstein, Matthew (2013) - Tibetan Buddhism: A Very Short Introduction. OUP, 0199735123</p> <p>Thurman, Robert (1997) – Essential Tibetan Buddhism. Bravo Ltd, 0062510517</p> <p>Rinpoche, S., Gaffney, P. (ed.) and Harvey, A. (ed.) (2008) - The Tibetan book of living and dying. Rev. and updated edn. Rider, 9781846041051</p> <p>Powers, John (2008) - A Concise Introduction to Tibetan Buddhism, Snow Lion, 1559392967</p>	<p>Focus on use of technical terminology to gauge learners' levels of knowledge/understanding.</p> <p>Assess individual learner's level of understanding/knowledge through their work.</p>	<p>Revise 10 key terms for test. Research further information on them and take notes.</p> <p>(A) Tonpa Shenrab (mystical founder of Bon 8,000 years ago); (B) Bonpo (follower of Bon); (C) Yung Drung Bon (Eternal Bon symbolised by reverse swastika sign); (D) Gsar Bon (New Bon i.e. name given to the mixture of Bon and Buddhism from the 8th century CE); (E) Shamanism (interaction with the world of supernatural beings to drive out negativities and bring healing, good weather, good harvest etc.); (F) Four Refuges of Bon 1. Enlightened Beings, 2. Enlightened Teachings, 3. Spiritual heroes/heroines, 4. The Lama who embodies the other three; (G) Padmasambhava (8th century CE who introduced tantric practice to Tibet); (H) Śāntarakṣita (8th century CE founder of Tibetan</p>

		<p>harvest etc.); (F) Four Refuges of Bon 1. Enlightened Beings, 2. Enlightened Teachings, 3. Spiritual heroes/heroines, 4. The Lama who embodies the other three; (G) Padmasambhava (8th century CE who introduced tantric practice to Tibet); (H) Śāntarakṣita (8th century CE founder of Tibetan Buddhist monastery tradition). (I) Tantric Buddhism (ritual practice using meditation and symbols to evoke awakened deities and lead to Buddhahood). (J) Vajrayana Buddhism(vajra means both thunderbolt weapon and diamond; this yana or vehicle uses tantric methods to achieve awakening/enlightenment.) Watch together the Dalai Lama – notice that he holds the vajra in one hand and the bell in the other. https://www.youtube.com/watch?v=8nEkOAisMoQ</p> <p>Revise 10 key terms for test.</p>		<p>Very accessible information here on Bon: http://vajrayana.faithweb.com/ACollectionOfStudiesOnBon.pdf</p> <p>Tibetan Bon Study centre in London: http://yungdrungbon.com/index.html</p> <p>Vajra explained in more detail here: https://www.thoughtco.com/vajra-or-dorje-449881</p>		<p>Buddhist monastery tradition). (I) Tantric Buddhism (ritual practice using meditation and symbols to evoke awakened deities and lead to Buddhahood). (J) Vajrayana Buddhism(vajra means both thunderbolt weapon and diamond; this yana or vehicle uses tantric methods to achieve awakening/enlightenment.)</p>
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Buddhism Theme 4: : Religious practices that shape religious identity

4D. Beliefs and practices of Tibetan Buddhist traditions with reference to mudra, mandala and mantra.

Lesson	Specification detail	Activities	Concepts	Useful resources	Assessment focus	Independent learning for next lesson
2	Distinctive practices associated with Vajrayana Buddhism - mudra, (ritual bodily movements, often hand gestures) mandala (cosmic diagrams) and mantra (sacred sounds).	<p>Distinctive Vajrayana practices can be linked to the following Youtube clips for clarity/time. Learners to take notes on each:</p> <p>Mudra: https://www.youtube.com/watch?v=e3lnJ8_exWU</p> <p>Mandala: https://www.youtube.com/watch?v=10084L3Pqsc</p> <p>Mantra: This one links what has been covered: it is the mantra of Padmasambhava: 'Om Ah Hum Vajra Guru Padma Siddhi Hum'. Explanation here: https://www.wildmind.org/mantras/figures/padmasambhava Mantra chanting here: https://www.youtube.com/watch?v=zJElmjFnp8M</p> <p>Set timed essay for next lesson: <u>The main practices associated with Vajrayana Buddhism. [20]</u></p>		<p>Accessible and concise explanation of Tibetan Buddhism can be found here: http://www.bbc.co.uk/religion/religions/buddhism/subdivisions/tibetan_1.shtml [<i>might be useful if abridged as handout.</i>]</p> <p>Williams, Paul (2000) – Buddhist Thought, Routledge, 0415571790 [<i>Vajrayana explained pp 217-22</i>]</p> <p>The book cited above has information regarding vajra, mudra, mandala and mantra.</p>	Test on 10 key terms. Assess individual learner's level of understanding/knowledge through their work.	Revise for timed essay: Set timed essay for next lesson: <u>The main practices associated with Vajrayana Buddhism. [20]</u>

Buddhism Theme 4: : Religious practices that shape religious identity

4D. Beliefs and practices of Tibetan Buddhist traditions with reference to mudra, mandala and mantra.

Lesson	Specification detail	Activities	Concepts	Useful resources	Assessment focus	Independent learning for next lesson
3		<p><i>Dependent on the time available.</i></p> <p>Learners might be able to exchange essay plan/mind-map of how to answer the question with each other.</p> <p>General comments about essay structure, use of paragraphs and the need for evaluation throughout.</p> <p>Timed essay: <u>The main practices associated with Vajrayana Buddhism.</u> [20]</p> <p>20 minutes <i>approximately</i> + extra time for those who require it. Check beforehand on those allowed to use laptops in the examination.</p> <p>If time, learners might be able to read through each other's essays.</p>			Formal summative assessment based on timed essay.	<p>Research the Contemporary Mindfulness movement (linking Buddhist practice + cognitive therapy + neuroscience) on the internet for its use in 3 areas.</p> <ol style="list-style-type: none"> 1. Mindfulness + health care (examples drawn from pain management, treatment for stress, depression and anxiety, cancer management, addiction treatment). 2. Mindfulness + schools/education. 3. Mindfulness + large corporations and businesses. <p>Take notes, give one question for discussion by the class, one key point that seemed most important and an overall assessment.</p>

Buddhism Theme 4: : Religious practices that shape religious identity

4E. Buddhism and change – the development and influence on religious belief and practice within Buddhism of Mindfulness.

Lesson	Specification detail	Activities	Concepts	Useful resources	Assessment focus	Independent learning for next lesson
4	<p>Philosophical understandings of the nature of reality and religious experience found within the contemporary Mindfulness movement. The use of mindfulness in health care, education and business – examples drawn from pain management, treatment for stress, depression and anxiety, cancer management, addiction treatment, mindfulness in schools, mindfulness in large corporations and businesses.</p>	<p>Return essays. General comments/individual comments/possibility of writing a model essay.</p> <p>Sharing of questions/assessment/research contemporary Mindfulness movement (linking Buddhist practice + cognitive therapy + neuroscience).</p> <p>If it is suitable, try a basic mindfulness exercise with learners which can be accessed via Richard Burnett (co-founder of Mindfulness in Schools Project) giving a guided mindfulness exercise in this 19 minute TEDx talk:</p> <p>https://www.youtube.com/watch?v=6mlk6xD_xAQ</p>		<p>Thich Nhat Hanh (2014) - The Miracle Of Mindfulness: The Classic Guide to Meditation. Ebury Digital, B00IIS1XB6</p> <p>Culadasa (2017) - The Mind Illuminated: A Complete Meditation Guide Integrating Buddhist Wisdom and Brain Science for Greater Mindfulness. Hay House, 1501156985 [pp xx-xxvi provide the Buddhist grounding for the contemporary Mindfulness movement.]</p> <p>https://www.everyday-mindfulness.org/the-benefits-of-mindfulness/</p> <p>Useful article here about the science of mindfulness and how it works along with claims regarding its success:</p> <p>https://www.mindful.org/the-science-of-mindfulness/</p>	<p>Focus on use of technical terminology to gauge learners' levels of knowledge/understanding.</p> <p>Assess individual learner's level of understanding/knowledge through their work.</p>	<p>Revision for timed mini essay: '<u>Mindfulness works.</u>'</p> <p>Read the following articles which take a more sceptical view of the contemporary Mindfulness movement:</p> <ol style="list-style-type: none"> 1. Dawn Foster in the Guardian: https://www.theguardian.com/lifeandstyle/2016/jan/23/is-mindfulness-making-us-ill 2. Bret Stetka: https://www.scientificamerican.com/article/wheres-the-proof-that-mindfulness-meditation-works1/ 3. Anna Hart http://www.telegraph.co.uk/women/womens-life/11942320/Mindfulness-backlash-Meditation-bad-for-your-health.html <p>Take notes, give one question for discussion by the class, one key point that seemed most important and an overall assessment.</p>

Buddhism Theme 4: : Religious practices that shape religious identity

4E. Buddhism and change – the development and influence on religious belief and practice within Buddhism of Mindfulness.

Lesson	Specification detail	Activities	Concepts	Useful resources	Assessment focus	Independent learning for next lesson
5	The response to the contemporary Mindfulness movement of Slavoj Zizek - that by encouraging stress-release, mindfulness serves capitalism rather than challenges it.	<p><i>Dependent on the time available.</i></p> <p>Timed mini-essay: <u>'Mindfulness offers an antidote to suffering.'</u></p> <p>15 minutes + extra time for those who require it. Check beforehand on those allowed to use laptops in the examination.</p> <p>Learners to exchange essays and write comments as appropriate.</p> <p>Sharing of questions/assessment/research regarding sceptical approach to contemporary Mindfulness movement.</p> <p>Discussion of two opinions: 1. Prof. Theodore Zeldin: "Mindfulness and meditation are bad for people. People should be thinking," he told the audience. "Life is about going out there and meeting people and hearing their thoughts." 2. Slavoj Zizek: The "Western Buddhist" meditative</p>	<p>Mindfulness movement</p> <p>stress release</p> <p>capitalism</p>	<p>Key scholarly article from Slavoj Zizek can be found here on the Speculative Non-Buddhist website: https://speculativenonbuddhism.com/2011/05/04/slavoj-zizek-heresy-western-buddhism-and-the-fetish/</p> <p>Commentary here: http://www.patheos.com/blogs/americanbuddhist/2013/12/20/13-as-the-year-of-mindfulness-critics-and-defenders.html</p> <p>Commentary here: https://www.newstatesman.com/sci-tech/2014/02/mindfulness-racket-evangelists-unplugging-might-just-have-another-agenda</p> <p>Commentary here: http://www.pomoculture.org/2016/09/25/zombie-apocalypse-as-mindfulness-manifesto-after-zizek/</p> <p>Brief critique from Suzanne</p>	<p>Marking of mini-essay.</p> <p>Focus on use of technical terminology to gauge learners' levels of knowledge/understanding.</p> <p>Assess individual learner's level of understanding/knowledge through their work.</p>	<p>Revision for timed mini essay: <u>'Mindfulness is mindless.'</u></p> <p>Recap material covered on Thich Nhat Hanh and the Dalai Lama.</p> <p>Read this article on Socially Engaged Buddhism by David Loy: http://www.zen-occidental.net/articles1/loy12-english.html</p> <p>Take notes, give one question for discussion by the class, one key point that seemed most important and an overall assessment.</p>

		<p>stance is arguably the most efficient way for us to fully participate in capitalist dynamics while retaining the appearance of mental sanity.</p> <p>Using the Suzanne Moore article, pairs/groups/plenary discuss whether "<u>Mindfulness is mindless.</u>" Taking notes for timed mini-essay.</p>		<p>Moore: https://www.theguardian.com/commentisfree/2014/aug/06/mindfulness-is-self-help-nothing-to-change-unjust-world <i>[might be useful as a handout.]</i></p>		
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Buddhism Theme 4: : Religious practices that shape religious identity

4E. Buddhism and change – the development and influence on religious belief and practice within Buddhism of Mindfulness.

Lesson	Specification detail	Activities	Concepts	Useful resources	Assessment focus	Independent learning for next lesson
6	The response to the contemporary Mindfulness movement of Slavoj Zizek - that by encouraging stress-release, mindfulness serves capitalism rather than challenges it.	<p><i>Dependent on the time available.</i></p> <p>Timed mini-essay on whether Mindfulness works.</p> <p>15 minutes + extra time for those who require it. Check beforehand on those allowed to use laptops in the examination.</p> <p>Learners to exchange essays and write comments as appropriate.</p> <p>Sharing of questions/assessment/research regarding sceptical approach to contemporary Mindfulness movement.</p> <p>Discussion of two opinions: 1. Prof. Theodore Zeldin: "Mindfulness and meditation are bad for people. People should be thinking," he told the audience. "Life is about going out there and meeting people and hearing their thoughts." 2. Slavoj Zizek: The "Western Buddhist" meditative stance is arguably the most</p>	<p>Mindfulness movement</p> <p>stress release</p> <p>capitalism</p>	<p>Key scholarly article from Slavoj Zizek can be found here on the Speculative Non-Buddhist website: https://speculativenonbuddhism.com/2011/05/04/slavoj-zizek-heresy-western-buddhism-and-the-fetish/</p> <p>Commentary here: http://www.patheos.com/blogs/americanbuddhist/2013/12/20/13-as-the-year-of-mindfulness-critics-and-defenders.html</p> <p>Commentary here: https://www.newstatesman.com/sci-tech/2014/02/mindfulness-racket-evangelists-unplugging-might-just-have-another-agenda</p> <p>Commentary here: http://www.pomoculture.org/2016/09/25/zombie-apocalypse-as-mindfulness-manifesto-after-zizek/</p> <p>Brief critique from Suzanne</p>	<p>Marking of mini-essay.</p> <p>Focus on use of technical terminology to gauge learners' levels of knowledge/understanding.</p> <p>Assess individual learner's level of understanding/knowledge through their work.</p>	<p>Revision for timed mini essay: '<u>Mindfulness is mindless.</u>'</p> <p>Recap material covered on Thich Nhat Hanh and the Dalai Lama.</p> <p>Read this article on Socially Engaged Buddhism by David Loy: http://www.zen-occidental.net/articles1/loy12-english.html</p> <p>Take notes, give one question for discussion by the class, one key point that seemed most important and an overall assessment.</p>

		<p>efficient way for us to fully participate in capitalist dynamics while retaining the appearance of mental sanity.</p> <p>Using the Suzanne Moore article, pairs/groups/plenary discussion of statement: '<u>Mindfulness is mindless.</u>' Taking notes for timed mini-essay.</p>		<p>Moore: https://www.theguardian.com/commentisfree/2014/aug/06/mindfulness-is-self-help-nothing-to-change-unjust-world <i>[might be useful as a handout.]</i></p>		
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Buddhism Theme 4: : Religious practices that shape religious identity

4F. Socially Engaged Buddhism (SEB): 'liberationist' traditions.

Lesson	Specification detail	Activities	Concepts	Useful resources	Assessment focus	Independent learning for next lesson
7	<p>Reasons for the development of Socially Engaged Buddhism. The primary drive to combat suffering (not just on achieving a positive rebirth or awakening for oneself).</p> <p>Thich Nhat Hanh's Mindfulness Trainings. The Dalai Lama's support of non-violent protest with regards to Tibet.</p>	<p><i>Dependent on the time available.</i></p> <p>Timed mini-essay: <u>'Mindfulness is mindless.'</u></p> <p>15 minutes + extra time for those who require it. Check beforehand on those allowed to use laptops in the examination.</p> <p>Learners to exchange essays and write comments as appropriate.</p> <p>Learners to recap material already covered on Thich Nhat Hanh and the Dalai Lama.</p> <p>Watch brief youtube clip of Dalai Lama on non-violence: https://www.youtube.com/watch?v=M93VOALwnol</p> <p>Sharing of questions/assessment/research regarding David Loy's article. Discussion could focus on his conclusion that Socially Engaged Buddhism may help to make the anti-globalisation movement spiritually aware.</p>	<p>Socially Engaged Buddhism</p> <p>suffering</p> <p>positive rebirth</p> <p>awakening for oneself</p> <p>non-violent protest</p> <p>social justice</p>	<p>Brazier David (2002) - The New Buddhism. St. Martin's Griffin, 0312295189</p> <p>Guruge Ananda (2008) - Buddhism, Economics and Science: Further Studies in Socially Engaged Humanistic Buddhism. AuthorHouse, 1434332241</p> <p>Henry Phil (2015) - Adaptation and Developments in Western Buddhism: Socially Engaged Buddhism in the UK. Bloomsbury Academic, 1474223788</p> <p>Harvey, Peter (2000) – An Introduction to Buddhist Ethics, Cambridge University Press, B01K2IMC14 [pp. 112-113.]</p> <p>Jones, Ken (1993) – Beyond Optimism: A Buddhist Political Ecology, Jon Carpenter, 1897766068</p> <p>Lengthy but useful article on Engaged Buddhism can be</p>	<p>Marking of mini-essay.</p> <p>Focus on use of technical terminology to gauge learners' levels of knowledge/understanding.</p> <p>Assess individual learner's level of understanding/knowledge through their work.</p>	<p>Revision for timed mini essay: <u>'Social justice is not a requisite of Buddhist teachings.'</u></p> <p>Visit the website: http://www.sakyadhita.org/</p> <p>Watch Joanna Macy at an event during the Buddhist Peace Fellowship meeting: https://www.youtube.com/watch?v=PUNcJYsHu0U</p> <p>Take notes, give one question for discussion by the class, one key point that seemed most important and an overall assessment.</p>

		<p>Key point that origins of Socially Engaged Buddhism found in the work and writings of Thich Nhat Hanh.</p> <p>Useful approach to Socially Engaged Buddhism from Ken Jones: it is the external form of the internal i.e. eco-social liberation rather than psycho-spiritual liberation leading to society's awakening not just the individual's awakening.</p> <p>Using the article, pairs/groups/plenary discussion of statement: <u>'Social justice is not a requisite of Buddhist teachings.'</u> Taking notes for timed mini-essay</p>		<p>found here: http://www1.uwindsor.ca/criticalsocialwork/understanding-the-engaged-buddhist-movement-implications-for-social-development-practice</p> <p>Keown, Damien (2005) - Buddhist Ethics: A Very Short Introduction, OUP, 019280457X</p> <p>Keown, Damien (2013) - Buddhism: A Very Short Introduction, OUP, 0199663831</p>		
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Buddhism Theme 4: : Religious practices that shape religious identity

4F. Socially Engaged Buddhism (SEB): 'liberationist' traditions.

Lesson	Specification detail	Activities	Concepts	Useful resources	Assessment focus	Independent learning for next lesson
8	<p>Key Socially Engaged Buddhist organisations:</p> <ol style="list-style-type: none"> 1. Sakyadhita 2. The Buddhist Peace Fellowship <p>The scholarly contribution of Joanna Macy and Damien Keown.</p>	<p><i>Dependent on the time available.</i></p> <p>Timed mini-essay: <u>'Social justice is not a requisite of Buddhist teachings.'</u></p> <p>15 minutes + extra time for those who require it. Check beforehand on those allowed to use laptops in the examination.</p> <p>Learners to exchange essays and write comments as appropriate.</p> <p>Sharing of questions/assessment/research regarding Sakyadhita and Joanna Macy interview.</p> <p>Quick interview with Damien Keown worth watching as it recaps Buddhism https://www.youtube.com/watch?v=p5HxC2q90RU</p> <p>Learners in pairs/groups should have access to ipad/laptop/tablet for internet research and put together notes on Joanna Macy's Global Oneness Project.</p>	social justice	<p>Keown, Damien (2005) - Buddhist Ethics: A Very Short Introduction, OUP, 019280457X</p> <p>Keown, Damien (2013) - Buddhism: A Very Short Introduction, OUP, 0199663831</p> <p>Useful website which covers the work of Joanna Macy</p> <p>https://www.globalonenessproject.org/people/joanna-macy</p> <p>http://www.sakyadhita.org/</p>	<p>Marking of mini-essay.</p> <p>Focus on use of technical terminology to gauge learners' levels of knowledge/ understanding.</p> <p>Assess individual learner's level of understanding/knowledge through their work.</p>	