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| **Teacher**  **Mrs Thurgood** | **Subject**  **Buddhism** | | **Date** |
| **Period** | **Room** | | **Year group**  **9** |
| **On roll: B G** | | | **Set / Mixed Ability** |
| **Ability profile – Please refer to groups of learners (ability/SEN/FSM/EAL) and individual pupils** | | | |
| **Role of support staff** | | | |
| **Resources and materials** | | | |
| **Context of lesson**  Students will be aware of what may happen when people go too far to the extreme of rejecting worldly goods and materialism. Students will be aware of how the story of the Buddha develops with the Buddha leaving the palace along with his wife and child and becoming a nomad. The Buddha tries asceticism and reject this was of life opting for a healthier more balanced way of life. The caterpillar process will be a focus on being aware of how these situations may affect the Buddha. | | | |
| **Learning objectives**   * **To understand and appreciate the importance of community spirit (C)** * **To know and appreciate why the Buddha left the palace.** * **Confidence in reflecting upon why the Buddha made such a big life change.**   **What progress will pupils have made in their learning and what evidence of this will there be?**  Pupils will be aware of and be able to confidently discuss the Birth story of the Buddha. They will know why it is important to Buddhists and also why it’s important to respect religious stories. Progress will be shown through discussion and ideas in the article they write. Students will be able to use the quotes to reinforce their opinions and ideas of being respectful towards others. | | | |
| **Lesson plan to include reference to independent learning opportunities, differentiated activities for groups of learners and individual students and mini plenaries.**  **Starter** Think pair share about your newspaper article of local people helping in the community. Prepare to be asked to share your views on the article with the class. Was your story successful? Say why. Does it make you think about your role within the community? Give two examples of how you could help more in the community.  **Task 1** The Buddha chose to leave the palace to have more of a role of community spirit because of the 4 sights that he came across when leaving the palace. Come up with reasons why he may not be content with living within the palace grounds. Also suggest why he thought his life would be better by leaving the palace.  **Task 2** On each desk are pictures of what happened to the Buddha after he left the palace. In groups of 4 put them in order of what might have happened in the Buddha’s life after he left the palace. Write a summary of his life outside the palace. Extension. Write your views of why the Buddha may have gone too far in his lifestyle after leaving the palace. What effect do you think this may have had on him?  **Task 3** Read about what happened to the Buddha when he left the palace. What do you think the reasons might be for living this type of lifestyle? Do you think that this is a healthy lifestyle? What do you think the Buddha’s thoughts were at this time? | | | |
| **Assessment for learning evidence including peer/ self-assessment (Please signpost specific work to view in books and specific points in the lesson where progress will be assessed)**  Pupils will be assessed by independent refection and through class discussion. Peer assessing views and opinions. Students will move around the room to ensure that they are learning from each other and clarifying their own opinions. | | | |
| **Opportunities to develop Literacy and Numeracy**  Key terms nomad & asceticism | | **Character**  Community Spirit (C) | |
| **Final Plenary**  Answer the exit questions and think about the caterpillar process. | | | |
| **Homework**  Mark books | | | |