

RELIGIOUS FIGURES FOR KS3 RE

SUZANNE FINLAY
and
ANDREA LUCAS
with
PHIL FREEMAN
and
KATHERINE BENZINSKI

Illustrated by
ANDREW WRIGHT



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INTRODUCTION

The Pack *Religious Figures for KS3 RE* aims to provide a resource for the QCA Scheme of Work for RE relating to religious figures. It explores the lives of the Buddha, Guru Nanak, Mahatma Gandhi, Martin Luther King and Malcolm X. These five people all experienced injustice and, because of this, tried to make a difference. They are all strong historical figures, share deep religious convictions and many similarities in their teachings and philosophy. The approach to each figure is similar so that comparisons can be made and takes students through the early life of (and influences on) the individual; significant and life-changing events; teachings and beliefs, the figure's death and the impact that made; reasons for being remembered and influences on life today.

Student Suitability The pack is designed to be used with students at Key Stage 3, alongside the QCA RE Scheme of Work Unit 7C: Religious figure. However, it can be used across all year groups, depending upon the ability of students. When assessing the suitability of the pack, teachers must consider if it follows the guidelines of the local agreed Syllabus for RE.

Using The Pack Each unit within the pack can be used individually or the complete pack can be used as a course. The religious figures can be studied in any order, although it is suggested that Gandhi is studied before Martin Luther King who used Gandhi as a role model for peaceful protest. You can use the pack to compare and contrast significant events or teachings. Alternatively, you could look at one particular aspect of each religious figure's life, such as: 'Why is he remembered today?' History teachers may find the pack useful.

The Teachers' Notes opposite each worksheet outline the learning outcome, management of the lesson, points to note, preparation, differentiated activities and extension work. We presume that you have access to a range of resources and that students are used to working in small and large discussion groups. If you have a query about how best to use the pack, we are happy to help; please write to us at the address below.

The People Involved The consultant authors for this pack were Suzanne Finlay and Andrea Lucas. Suzanne is Head of Music at a large Liverpool city comprehensive school and has experience teaching across all key stages and in special education. Andrea teaches at the same comprehensive school and is Head of RE and co-ordinator for PSE. The editorial co-ordinator was Phil Freeman, a retired teacher from Liverpool. The writer and editor was Katherine Benzinski, a freelance editor. Andy Wright was the illustrator. The Chalkface format was created by Susan Quilliam.

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How To Contact Us The Chalkface Project, PO Box 111, Milton Keynes MK11 1XN
Tel: 0800 781 8858
Fax: 0845 458 5344
E-mail: sales@chalkface.com
Website: www.chalkface.com
Homework website: www.iamclever.org

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GENERAL GUIDELINES

The Lesson Plan opposite each page supports the teaching of each lesson as required. These more general guidelines give advice on using the whole pack and could form the basis of in-service training prior to using it.

If you are copying worksheets for a supply teacher to use, please remember to photocopy both the relevant Lesson Plans and these General Guidelines.

Preparation

Specific preparation for the lesson is indicated in the *Preparation required* section of the Lesson Plan. You should always have available copies of the worksheet, pens, pencils and a chalkboard or equivalent. Some worksheets require teachers to collect newspaper reports. Teachers should familiarise themselves with the websites suggested (*Useful website URLs*), as they can gain valuable information and find additional activities. It would be useful, if possible, to have access to the Internet during the lessons.

Possible classroom management challenges that may be created by the worksheet and any specific issues are brought to your attention under the heading *Points to be aware of*. You will need to show a sensitive approach to many of the issues and concepts dealt with in this pack. This is particularly relevant when covering such issues as racial hatred and prejudice, when you will need to use your own professional judgement, which should be consistent with departmental, school and local authority guidelines. You will need to be aware that figures such as Malcolm X may not be revered by everyone.

Each worksheet is designed to last for a one-hour lesson (although timing may vary according to the ability of the students). You can link sheets to make a double lesson or discuss related issues from different areas of the pack; suggestions are given under *Links to other worksheets*.

The lesson

The pack is designed for students to learn about religious figures and learn *from* them, so students should be encouraged to express their own response and ideas. Aim to encourage the spiritual, social, moral and cultural development of the students. Ensure that all students are encouraged to stay on task in the lessons. Especially be aware of passive students or students who may underachieve, as group work may give them the opportunity to hide; positively encourage them at all times.

You can decide how to manage each activity in the classroom. However, guidelines are given on timing and how to group the students. Where a specific approach is required for an activity, this is indicated in the Lesson Plan, although most of the information will be found on the worksheet.

Each worksheet has three main activities, which generally begin with an introductory discussion and move through to individual or group work. The activities fall into several basic formats:

- thought starters
- oral work
- brainstorming
- research
- written work
- working in role or 'imagine' exercises

Where relevant, you may choose to allow students with poor writing skills to work on the sheet and mark, underline or colour to show understanding. Where extended writing or copying is required, you could modify the task and set a precise target for students who work very slowly, inaccurately or untidily. You may find it useful to mark sections which you expect students to complete with a fluorescent pen. Where a different approach might be more appropriate for less able (or more able) students, this is highlighted in the *Differentiation* sections of the Lesson Plan. Guidelines are also given for assessing students' learning in an informal way under the heading *Assessment strategy*.

GENERAL GUIDELINES

Follow-up work

The Lesson Plans include suggestions for *Extension activities*. These are designed to carry the topic into double lessons, or to provide an opportunity for out-of-classroom work. Many of the activities are differentiated.

Appendices

Appendices 1 to 5 provide some basic historic details of the five religious figures: the Buddha, Guru Nanak, Mahatma Gandhi, Martin Luther King and Malcolm X. A glossary of terms and beliefs is included, where the terms used in the lesson might need some explanation (or when it would be useful for students to be able to remind themselves of the meanings). This also includes some basic explanation of religious beliefs (such as the Four Noble Truths of Buddhism).

Appendix 6 provides a comprehensive list of assessment questions, to enable you to check on students' levels of understanding, which can be used with all the religious figures, either at the end of each unit, or at the end of the pack. The page also lists useful websites.

Web-based homework

If you have access to the Web, either at home or at school, you can take advantage of our web-based homework activities at www.iamclever.org. Students work on-line and send their work directly to your personal homepage on our website, www.iamclever.org. The system is secure, easy to use, and has been shown to be very motivating for the students. Every UK secondary school is already registered on the system. All you have to do is add yourself as a teacher, so that your students can send work to you. Simply click on 'log in here' and follow the instructions from there. The whole process takes about two minutes.

SECTION 1: THE BUDDHA

SECTION 1: CONTENTS

- 10 THE EARLY LIFE OF THE BUDDHA**
Students learn about the early life of Siddattha Gotama and gain an insight into suffering and its causes.
- 12 ENLIGHTENMENT**
Looking at Siddattha's enlightenment and its impact on himself and on his followers.
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- 18 THE BUDDHA DIES**
The significance of events that led up to the Buddha's death.

LESSON PLAN FOR THE EARLY LIFE OF THE BUDDHA

| | |
|--|---|
| Learning outcome | Students will be aware of the early life of Siddattha Gotama and gain an insight into suffering and its causes. |
| Links to other worksheets | All the Buddha sheets are related. This page could also be used in conjunction with others in which the religious figures have a life-changing experience, such as when Guru Nanak bathes in the river and experiences God, described on page 24. |
| Preparation required | You will need background material on the Buddha and his early life as Siddattha Gotama, so that you can answer students' questions. The material on appendix page 80 will provide basic historical details and should be photocopied for the students' use. Difficult words and terms are also explained on this page. You will also need to collect recent newspaper articles containing examples of suffering. Alternatively, you could provide a selection of the week's newspapers, so that students can find up-to-date examples of suffering and ideas for their own articles. (You may need to give them extra time to do this.) |
| Points to be aware of | You will need to show sensitivity when exploring issues related to suffering. |
| ACTIVITY 1: Timing | 20 minutes |
| Grouping | Whole class and individual |
| Teacher strategy | Before the students attempt to answer the questions, you will need to look at the pictures with them and – through discussion – address the issues that the students are asked to think about. |
| ACTIVITY 2: Timing | 30 minutes |
| Grouping | Groups and individual |
| Teacher strategy | You might want to allow the students to work in groups to make the list, then ask for class feedback, recording ideas on the board. You might also want to suggest appropriate examples of suffering for students to write about and less able students will need a format for writing the newspaper articles. |
| ACTIVITY 3: Timing | 10 minutes |
| Grouping | Groups |
| Teacher strategy | Encourage students to think about different causes – both natural and man-made. |
| Differentiation strategy for low ability students | Students of low ability may need more teacher input when looking through the newspapers. You might want to prepare some articles for those students with specific literacy problems. |
| Extension activities | Ask students: 'Are there any ways in which suffering can be eased or alleviated?' If so, list those ways. |
| Homework | There is an on-line homework activity available for this lesson. You will need to register on www.iamclever.org and then send students to the site. The homework is RELIGIOUS FIGURES FOR KS3 RE, THE EARLY LIFE OF BUDDHA. For this homework, students complete the following activity: Using the Internet, find out about an organisation that helps alleviate suffering. |
| Useful website URLs | www.buddhanet.net www.gotamabuddha.com/ www.abm.ndirect.co.uk www.dbcbbuddhistbookstore.com/GautamaBuddha.htm |
| Assessment strategy | Students' written work should display a knowledge of the early life of Siddattha Gotama and an understanding of suffering. |

THE EARLY LIFE OF THE BUDDHA

LEARNING OUTCOME: YOU WILL LEARN ABOUT THE EARLY EVENTS IN THE LIFE OF SIDDATTHA GOTAMA AND INCREASE YOUR UNDERSTANDING OF SUFFERING AND ITS CAUSES.



Before he is born, Siddattha's mother (Queen Maha Maya) dreams about a white elephant. A wise man tells her this means her son will be a very special man.



Siddattha's father wants him to be happy, so he grows up in luxury and is never allowed out of the palace grounds. He sees no suffering.



He marries a beautiful girl and has a son.



Siddattha becomes restless and wants to see the outside world. He persuades his chariot driver to take him for a drive. He sees an old man for the first time.



The next day, he sees a very sick woman.



On the third day, he sees a dead man. He is really upset at all the suffering in the world.



But then he sees a man who looks very happy. He is holy man, wearing a plain orange robe and living a very simple life.

1 The pictures on the left show the early life of the Buddha, whose name was Siddattha Gotama.

Why do you think Siddattha's father would not allow him to leave the palace grounds? What sort of life did Siddattha lead as a result?

What sort of suffering did Siddattha see once he left the palace?

Why do you think that the holy man was happy?

2 Read through the newspaper articles, to see what is going on around the world this week.

Now make a list of all the different types of suffering that you have found in these reports.

Imagine you are a journalist on a daily newspaper and write an article about one of the examples of suffering that you have listed.

3 Look again at the list you made for Activity 2, considering the causes of each example of suffering. Talk about who might be responsible in each case.

Is anyone to blame? If so, who?