

### S3 Unit: Buddhism and Work

Programme of Work Title	<b>World Religion Buddhism</b>
Brief Description	This unit is about developing an understanding of a world religion. It provides opportunities for pupils to look at the importance of selected Buddhist teachings and how these might apply in the workplace.

#### National 4 Outcomes

##### Outcome 1

The candidate will:

- 1 Apply knowledge and understanding of the impact and significance of religion today, by:**
  - 1.1 Describing the meaning of a source related to a world religion today, in straightforward terms
  - 1.2 Describing one key belief and one key practice related to the source, in straightforward terms
  - 1.3 Describing how the source informs the belief and practice, in straightforward terms
  - 1.4 Providing a straightforward comment on the significance of a religious belief, practice, and source to people's lives today

#### Level 4 Experiences & Outcomes covered in the unit

##### Subject specific

Having considered the key beliefs of world religions, I can express reasoned views on these and discuss how putting them into practice might affect individuals and society. I can confidently support my own responses to these issues of belief. **RME 4-04a**

I can explain how the values of world religions contribute to as well as challenge Scottish and other societies. **RME 4-05c**

I am able to reflect upon my own responses to the challenges and opportunities presented by Scotland's religious and cultural diversity and extend this reflection to the global context. **RME 4-06b**

I am developing respect for others and my understanding of their beliefs and values. **RME 4-07a**

Having reflected upon and considered a range of beliefs, belief systems and moral viewpoints, I can express reasoned views on how putting these beliefs and values into action might lead to changes in society. **RME 4-09a**

**Responsibility for all****Health and well being**

I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. **HWB 4-11a**

**Literacy across learning**

When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions. I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking. **LIT 4-02a**

As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate. **LIT 4-05a**

I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience **LIT 4-06a**

I can show my understanding of what I listen to or watch by giving detailed, evaluative comments, with evidence, about the content and form of short and extended texts. **LIT 4-07a**

**Themes across learning (e.g. enterprise, skills for work, ICT)****Literacy**

1.1 Reading - understanding and interpret ideas, opinions and information presented in texts, for a purpose and within a context. Pupils will handle information to make reasoned and informed decisions.

1.2 Writing - pupils will create texts to communicate their ideas, opinions and information

**Health and Wellbeing**

3.1 Personal learning - pupils will be actively engaged in learning. Learning will promote curiosity, thinking constructively, reflecting, and learning from experience.

**Employability**

4.6 Citizenship - this unit will promote concern for others, being aware of rights and responsibilities; being outward looking towards society and being able to recognise one's personal role in this context and in context of global issues

**Thinking skills**

5.3 Applying -this unit will develop pupils' ability to use existing information to solve a problem in a different context, and to plan, organise and complete a task.

5.4 Analysis and Evaluating - subject content naturally helps develop pupils' ability to identify and weigh-up the features of a situation or issue and to use judgement in coming to a conclusion. It includes reviewing and considering any potential solutions.

**Evidence of unit assessment:** SQA Unit assessment materials

Lesson title	Learning outcomes	Possible learning activities/experiences	Possible resources	Extension tasks where applicable	Possible homework	Success criteria
<b>1. Introduction to work and ideal jobs</b>	<ol style="list-style-type: none"> <li>1. Learning key terms relating to work and Buddhism.</li> <li>2. Giving examples of appropriate and inappropriate jobs.</li> </ol>	<ul style="list-style-type: none"> <li>• Group Activity: Speed-dating</li> <li>• Activity: Answers to the speed dating questions</li> <li>• Class discussion: listing jobs</li> <li>• Exit tickets (Plus, Change, Interesting)</li> </ul>	<ol style="list-style-type: none"> <li>a. Power Point</li> <li>b. Jotters</li> <li>c. Speed-dating terms</li> <li>d. Post-it notes</li> </ol>	My ideal job or a job I wouldn't do.	My ideal job or a job I wouldn't do.	<ul style="list-style-type: none"> <li>• Pupils can explain different forms of work.</li> <li>• Pupils can give 3-4 examples of appropriate and inappropriate jobs.</li> </ul>
<b>2 Metta</b>	<ol style="list-style-type: none"> <li>1. Describing the key term Metta</li> <li>2. Considering the importance of Metta in the workplace.</li> </ol>	<ul style="list-style-type: none"> <li>• Watch a video-clip, write down the key features of Metta.</li> <li>• Read an example of using Metta in the workplace</li> <li>• Reflective questions</li> </ul>	<ul style="list-style-type: none"> <li>• Power Point</li> <li>• Video-clip: Buddhist nun</li> <li>• Information sheet</li> <li>• Jotters</li> </ul>	What would this class/ school be like if it was a Metta class?		<ul style="list-style-type: none"> <li>• Pupils can describe the key features of Metta.</li> <li>• Pupils can consider the impact of Metta in the workplace.</li> <li>• Pupils can imagine what a Metta environment might be like.</li> </ul>
<b>3. Karuna</b>	<ol style="list-style-type: none"> <li>1. Explaining the meaning of Karuna.</li> <li>2. Describing how Karuna is applicable to family, community and world.</li> </ol>	<ul style="list-style-type: none"> <li>• Class discussion: the key features of Karuna.</li> <li>• Watch a video - clip about the random acts of Karuna.</li> <li>• Answer the 3-1-1 activity</li> <li>• Traffic Lights</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• video-clip: random acts of Karuna.</li> <li>• How can I be more compassionate worksheets</li> <li>• Jotters</li> </ul>		Suggestions from each class	<ul style="list-style-type: none"> <li>• Pupils can explain the meaning of Karuna.</li> <li>• Pupils can give examples of Karuna.</li> <li>• Pupils can identify actions which are applicable to family, community and world.</li> </ul>

<b>4. Rokpa</b>	1. Introduction to Rokpa 2. Describing how Rokpa works.	<ul style="list-style-type: none"> <li>Recap activity: "Give me 3"</li> <li>Watch a video-clip: Rokpa</li> <li>Discuss the work Rokpa does</li> <li>Answer questions in Buddhism and Christianity book.</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint</li> <li>Video-clip: Rokpa</li> <li>Jotters</li> <li>Buddhism and Christianity book</li> </ul>	Explain the symbols on the Rokpa logo.		<ul style="list-style-type: none"> <li>Pupils can explain the work of Rokpa</li> <li>Pupils can describe what Rokpa does.</li> </ul>
<b>5. Dana &amp; Sila</b>	1. Exploring the concepts of 'Dana' and 'Sila' 2. Describing the ways in which a Buddhist could practise Dana and Sila in the workplace	<ul style="list-style-type: none"> <li>Find the aim of the lesson: 'Crack the code' starter</li> <li>Activity: If this is the answer, then what's the question?</li> <li>Activity 2: Think, pair, share: examples of when you have been greedy or selfish in the past year and what the consequences were</li> <li>Picture notes</li> <li>Write up picture notes</li> <li>Exit tickets</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint</li> <li>Picture notes text</li> <li>Jotters</li> <li>Post-it notes</li> </ul>			<ul style="list-style-type: none"> <li>Pupils can describe the concepts of Dana and Sila.</li> <li>Pupils can explain how a Buddhist can practise Dana and Sila in the workplace</li> </ul>
<b>6. The Five Precepts</b>	1. Explaining the meaning of the Five Precepts 2. Identifying the five precepts in the workplace	<ul style="list-style-type: none"> <li>Starter: Give me 3 things you are able to remember about Dana and Sila</li> <li>Activity 'The dice': What does this precept mean?/ What is the positive side of this precept?</li> <li>Watch a video clip of the five precepts in the workplace.</li> <li>Reflective questions</li> </ul>	<ul style="list-style-type: none"> <li>Power point</li> <li>Video-clips: YouTube</li> <li>Jotters</li> <li>Post-it notes</li> </ul>			<ul style="list-style-type: none"> <li>Pupils can explain the meaning of the Five Precepts</li> <li>Pupils can describe how the Five precepts can be applied to the workplace by a Buddhist</li> </ul>

<b>7. Revision</b>	1. Identifying key facts about Buddhism in the workplace 2. Applying their own views to Buddhists' beliefs about work	<ul style="list-style-type: none"> <li>• Match the key words with the correct definition</li> <li>• Find eight words related to Buddhism in the workplace from the table and explain the relationship between them</li> <li>• Choose one precept and explain its meaning</li> <li>• Sort card: Group the following jobs into 2 categories: jobs that a Buddhist can do and jobs a Buddhist cannot do</li> <li>• Match the precept given with the jobs that might be rejected if this precept is followed</li> <li>• Reflective questions</li> </ul>	<ul style="list-style-type: none"> <li>• Power point</li> <li>• Post-it notes</li> <li>• Cards</li> <li>• Worksheets</li> </ul>			Pupils demonstrate an understanding of the areas covered by the learning outcomes
<b>8. Assessment (AS 1.1-1.4)</b>	Displaying knowledge, understanding and analysis of key topics studied in this unit	Complete assessment	<ul style="list-style-type: none"> <li>• SQA Unit assessment materials</li> </ul>			Pupils successfully pass all AS
<b>9. Return of assessment</b>	Feedback, both whole class and individual	<ul style="list-style-type: none"> <li>• Opportunity for re-assessment of individual outcomes where needed</li> <li>• Unit review</li> </ul>	<ul style="list-style-type: none"> <li>• Materials to support re-assessment</li> <li>• Reflective self-assessment/next steps proforma</li> </ul>			

<b>Contexts for learning</b>	<b>Curriculum areas and subject</b>	IDL	The ethos of life and the school	Opportunities for personal achievement
<b>Skills for learning, life and work</b>		Remembering, understanding, applying, evaluating, creating, organisation, emotional intelligence, literacy, health and wellbeing, co-operation		