INFORMATION FOR TEACHERS

DIDACTIC REFERENCES – SECONDARY LEVEL II

OBJECTIVES

Students will be able to . . .

1. explain different models of why things happen in the first place.
2. understand the Buddhist view of karma as the cause of happy or sorrowful experiences as an explanatory model.
3. explain that every experience depends on accumulated karma.
4. demonstrate that one can shape one's own future through appropriate actions with body, speech, and mind.
5. understand that karmic impressions can vary in strength.

INTRODUCTION

The basic question is, why do things happen the way they do?
What explanatory models are there?

Using a suitable medium, **Material 1A and 1B** are presented one after the other and discussed in the plenary. **Material 1A** suggests life circumstances, with **Material 1B** possible forces are named, which are then briefly explained.

EXERCISE 1

Students reflect on difficult life situations and how to deal with them, **Worksheet 1, part A.** They include Buddhist statements on karma and direct their attention to the question of room for maneuver and personal responsibility. From the possible answers to **Worksheet 1, part B,** which the students find in group work, this Buddhist view emerges. In the class discussion this is made comprehensible. The students are offered this explanatory model, and they assess for themselves what they think about it. The **Answers to WS 1** offer possible answers.

NOTES

Everything that one has done in the past with body, speech and mind leaves karmic traces that become ripe again through suitable conditions. Everyone has planted the seeds himself, everything is the consequence of our past deeds. That is why Buddhism does not speak of "guilt" but of personal responsibility. Through personal responsibility, freedom of action arises. Through positive actions happiness arises, through negative actions suffering arises. Habits and tendencies of action are formed.

DEEPENING

The text on **Worksheet 2** gives a short insight into the basics of the Buddhist view on karma. The students reflect again on the Buddhist core statements for themselves in individual work. In a further step, they now reflect on their own scope of action in building up karma and on self-responsibility for the contents of the memory consciousness. Here, too, it is a matter of comprehending the Buddhist explanatory model. **Answers to WS 2** offer possible answers.

EXERCISE 2

Worksheet 3 gives information about when a karmic impression is particularly strong. In **Exercise 1**, the students should discuss real-life examples from their environment in the group. In doing so, they will also reflect on the consequences of their respective attitudes and actions, both for themselves and for the fellow human beings involved. They will grasp the principle of personal responsibility and understand that this leads to the freedom to consciously decide which actions to take and which not to take. They recognize that even previous negative actions can be changed into positive ones through a consciously chosen new attitude.

SECURING KNOWLEDGE

With **Exercise 2 on Worksheet 3,** the students are asked to illustrate their acquired knowledge about karma in the form of a diagram. The teacher summarizes the main factors involved in the creation of karma and how they influence each other.
The diagrams can be presented and discussed in plenary.

NOTES

To deepen the topic of **Karma - Cause and Effect**, the topic of the ten useful and harmful actions is suitable. There, among other things, the consequences of one's own actions with body, speech and mind are explained in more detail and also how to remove negative impressions in the mind.