*Karma*

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| Overview & Purpose Students will have an understanding of the origins of the concept of *karma* and will be able to demonstrate the importance of *karma* within Buddhist doctrine. | | | Education Standards Addressed | |
| **Activity** | **Aims** | **Time Given** | | **Other** |
| Ask students if they have heard of *karma*, what it means to them and what religion or religions they associate it with. | Students should be able to see that *karma* is present in a number of religions and have a basic knowledge of what it is. | 10 minutes | | *Karma* has been addressed in many films and television shows. Whilst these might provide a basic understanding the portrayal of *karma* is not necessarily Buddhist. |
| Using a powerpoint or handout to explain the origins of *karma* as ritual action and how this evolved within Brahmanical and Buddhist thought. Make sure that students take notes if they do not have a handout. | Students should be able to see the differences between Brahmanical and Buddhist ideas about *karma*. They should also be able to identify the terms as meaning ‘action’. | 10 minutes. | | Many students expect *karma* to have a near instant effect. This is not the case in Buddhist thought and students might need to be reminded that *karmic* results can take many lifetimes to come into fruition. |
| Introduce the students to good and bad *karma*. Group students into pairs and get them to discuss what they think makes an action good or bad. The pairs should then present their ideas to the class. | This should make students think critically about the function of *karma*. | 15 minutes | | If the class is large split the students into larger groups. |
| Explain to students that it is the intention behind the action that determines whether there will be a good or bad *karmic* result. Also explain that mental, verbal and physical actions can all generate *karmic* results. | Students will understand the importance that intention has on the *karmic* results of a particular action. The same action can produce different results dependent upon the thought behind it. | 10 minutes. | | The Eight Fold Path is useful way of demonstrating this. For an additional task you can ask students to examine the Eight Fold Path and get them to explain why it promotes good *karmic* results. |
| Get students to recap the lesson. Ask them what *karma* is within Buddhist thought, how it is produced and the differences between good and bad *karma* | Students will be able to demonstrate what they have learnt over the course of the lesson. | 5 minutes. | |  |