

**Unit Overview: How do we respond to suffering?**

**Approximate duration: 6 lessons**

Key Questions	Concepts	Learning Outcomes: Students should:	Possible Teaching & Learning Activities	Resources
<p>What causes suffering in the world?</p> <p>How would/might religious believers respond to suffering in the world? Why does God allow suffering?</p> <p>What do Buddhists teach about suffering?</p> <p>What do Christians teach about suffering?</p> <p>Is suffering ever a good thing?</p>	<p><b>Beliefs, teachings and sources</b></p> <ol style="list-style-type: none"> <li>Interpreting teachings, sources, authorities and ways of life in order to understand religions and beliefs.</li> <li>Understanding and responding critically to beliefs and attitudes</li> </ol> <p><b>Meaning, purpose and truth</b></p> <ol style="list-style-type: none"> <li>Exploring some of the ultimate questions that confront humanity, and responding imaginatively to them.</li> </ol>	<p>Identify and explain examples of moral and natural evil (level 4)</p> <p>Suggest reasons why a believer might make sense of suffering (level 5)</p> <p>Interpret what 2 religious stories teach about suffering to a believer, linking key beliefs and using a variety of sources (level 6)</p> <p>Investigate and evaluate my own and other people's understanding on the idea, that suffering is necessary (level 7)</p> <p>PLT - Independent enquirers</p> <p>PLT - Team workers</p> <p>PLT - Creative thinkers</p> <p>PLT - Effective participants</p>	<p>Discuss why suffering is a problem for them. Brainstorm in pairs all the ways humans can suffer. Use a spectrum scale to decide how much is human or natural causes.</p> <p>Looking at images of suffering, speculate what a religious believer might say and/or do to respond to the situation. Investigate possible answers to the question of suffering for believers</p> <p>Revise Buddhist teaching about the 4 Noble Truths and the Eightfold Path as a means of overcoming suffering. Identify a range of dilemmas and show the possible reflections of a Buddhist based on following the Eightfold Path.</p> <p>Brainstorm students' understanding of Christian responses to suffering and the basis of those responses. Revise the suffering of Jesus: draw a visual timeline of Jesus' life and annotate with key words or responses to highlight periods of difficulty or suffering. Look at the teaching of Jesus in the Beatitudes (Matthew Chapter 5 verse 10-12) Discuss the possible meanings of the Beatitudes and apply them to examples of people who suffer today.</p> <p>Small groups research and present on people who have sacrificed their lives for others, e.g. Mother Teresa, Dr Albert Schweizer, famous martyrs, Archbishop Romero, Jesus' death</p> <p>Discuss whether Christians, or others, can view situations differently because of religious teachings. In groups ask students to prepare a class presentation on whether in their opinion suffering can ever be a good thing.</p>	<p>Spring, Summer Autumn and Spring – film –watch only the first segment Spring'.</p> <p>Spiderman 3 – gives up being Spiderman and walks past someone being beaten up</p>

**Assessment: Is suffering ever a good thing?**

AT2 – Strand E Making sense of life

**Redbridge Levels of attainment**

<b>Level 3</b>	I can ask questions about suffering, write about what I think and compare my beliefs with at least one other person
<b>Level 4</b>	I can ask questions about suffering, write about what I think and compare my beliefs with other people's views
<b>Level 5</b>	I can explain and give reasons for my thoughts about suffering and compare these with other people's views that are similar and different from my own
<b>Level 6</b>	I can explain and give reasons for my thoughts about suffering and compare these with other people's views that are similar and different from my own, whilst expressing insight
<b>Level 7</b>	I can investigate my own and other people's responses to the question of suffering, identifying some of the connected reasons for their views