# **Disposition: Responding to suffering**

## **Lesson:** Two

### Question/LO: How do people handle the suffering that happens to themselves? What are the different responses?

| **Dimension of learning** | **Activities** | **Resources** |
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| Learning about religious traditions and non-religious world-views | Recap from the previous lesson the situations and events that hurt people. Share with pupils the Buddhist story of Kisagotami.After the pupils have heard the story, introduce the following questions. Pupils can think about them in pairs or groups, or as a whole class:Why can’t Kisagotami understand that her son is dead? Why doesn’t the Buddha just tell Kisagotami that everyone dies, rather than sending her off on the impossible mission? What does Kisagotami learn as she goes house to house seeking a mustard seed? What happens to Kisagotami as a result? Once the pupils have thought about answers to these questions, dramatize the story. Select a character to be Kisagotami. What do Buddhists believe about suffering, and how does this story demonstrate this?Question: What do pupils think about Buddhist responses to suffering?Ask pupils to write down their thoughts. | https://buddhiststories.wordpress.com/2012/11/03/kisa-gotami-and-the-mustard-seed/OrBuddhism4kids: Story of Kisa Gotami (buddhism4kids-buddhist.blogspot.com)Orhttps://www.turningwheel.org.uk/buddhist\_stories/kisa-gotami-and-the-mustard-seed/NB Do not select an actor for the role of the Buddha as some Buddhists can find this offensive. Use an alternate means of conveying the Buddha eg a follower of the Buddha reports what he has said in each case – or have a chair with a piece of fabric over it to represent the Buddha, or use a picture of the Buddha. A person can read the words that are attributed to the Buddha.This 2 minute video clip, shows how this story is important for Buddhists BBC Two - Belief File, Issues, The story of the mustard seed |