# Title: Buddhist Views on God (and an evaluation of the topic)

**Key Questions:** What would we like to find out more about?

How do followers of T\* show curiosity?

How would my life improve if I were more curious?

Is curiosity a good thing?

Why is it good to be knowledgeable?

How do the followers of T\* show they value knowledge?

What knowledge from T\* do I think is valuable?

How do I respond when the views of different knowledgeable people conflict with each other?

**Key Concepts:** Atheism, Agnosticism, Theism, arguments, belief, practice, faith.

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| **Learning objectives** | **Activities** | **Resources** |
| LO: to consider Buddhist views on God and evaluate all the views on God that we have studied. | Ask students to write a definition of religion.  Feedback  Did their definitions refer to God? Does there need to be a belief in God for something to be a religion?  Explain we are going to look at Buddhist views today. In Buddhism there is no definitive belief in God and yet it is still considered a religion.  In pairs discuss  What makes something a religion if it is not belief in God?  Feedback.  Read information on Buddhist views of God.  Ask students to write a summary of this in their books.  Ask students to write a conversation about the nature and purpose of God between the followers of the religions they have studied. (You may wish to stipulate which believers as appropriate for the ability of your students.)  In pairs read through each other’s conversations. What could be added to them?  Show this film of different people talking about their views on God.  Ask students to write a soundbite that a Buddhist might give in response to the question “Is There a God?” that could be added to this film.  Feedback.  Now ask the students to think about all they have learnt in this unit and write a personal soundbite that responds to this film. Make sure they include clear reasons for what they think.  Feedback. | <http://www.buddhanet.net/e-learning/qanda03.htm>  <https://www.bbc.co.uk/programmes/p0193lsw> |