Dependent Origination

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| Overview & PurposeDependent Origination can be used to demonstrate *saṃsāra*, *karma*, and the Middle Way in action. Students should be able to combine knowledge from previous lessons to have a clearer understanding of nature of reality.  | Education Standards Addressed |
| **Activity** | **Aims** | **Time Given** | **Other** |
| Recap previous lessons on *saṃsāra* and *karma*. Ask students questions about the three marks of existence, rebirth and the nature of *karma*. | Students should be reminded of previous lessons and important facts about Buddhist doctrine. | 5 minutes |  |
| Using a powerpoint or handout explain the basic principles of dependent origination. Explain that although it appears that thinks are stable this is not the case and everything is constantly changing. Everything is caused into existence. Use analogies to demonstrate that things are causally created.  | Students should understand that has *saṃsāric* existence is a state of flux.  | 10 minutes |  |
| Get the students to copy down the twelve stages of dependent origination (twelve *nidanas*). Explain the different ways that this can be understood (3 life times, one lifetime, thought processes).  | Knowledge of causal connections should be demonstrated | 10 minutes |  |
| Explain to students how dependent origination allows there to be rebirth whilst still adhering to *anatta* and *anicca*. Provide examples of this. Explain how *karma* causes a new being into existence. | Students should be able to remember previous lessons about the nature of *saṃsāra* and *karma*. This should stretch students understanding about both.  | 10 minutes |  |
| If possible provide students with A3 paper. In groups or individually get them to create flow charts that explain how dependent origination works. | This should provide student s with the opportunity to clarify what they have learnt in the lesson whilst giving them a tool from which they can revise from at a later date. | 15 minutes |  |