



Year 8 Religious Education Homework Menu: Buddhism



For this unit of work, Buddhism you must choose **THREE** take away items to complete. You will keep these at the back of your book.
 The chilli rating suggests the difficulty of the task, or the challenge it might offer. Challenge yourself by developing your knowledge and or skills.

MARKING: Your work will be marked based on effort. The effort range is from 1 to 6 (**like your ATL scores**) for EACH piece of work (you have the chance to get up to 9 EFFORT STICKERS)

1= not enough time or effort, do it again.

2= very little effort, improve it by working for an extra 20-40 minutes.

3= average effort, could do better, seek advice from your teacher

4= well done, you've tried hard have and clearly achieved - receive 1 **sticker**.

5 = good detailed work, showing effort, success and special elements - receive **2 stickers**.

6 = outstanding/ exceptional homework showing you have gone above and beyond with effort, time, planning and completion - receive **3 stickers**

In return: The number of stickers you have in total at the end of the Buddhism topic will reflect the number of Bonus points and type of reward you receive.

More advanced thinking skills 		Creating Produce a TV advert for a pilgrimage to a Thai temple. If you do not wish to film the TV advert you must plan it and explain what the production would be and find another pupil to agree to film it.	Create a model that shows either puja worship or a scene in the life of Siddhartha Gotama. Include a summary for an art gallery.
		Evaluating Which time period in Siddhartha Gotoma's life would have been the most interesting to be a part of? You can choose between his childhood as a prince, his life as an ascetic monk or his experiences as an enlightened Buddha. Once you have made your personal choice evaluate why someone may disagree with you.	Design a vegetarian menu for a new Buddhist restaurant opening in the city. Following the opening night submit two reviews, one positive and one negative. As the creator of the menu write back to the negative review and suggest additions that could be added to the menu to develop and expand it.
Analysing Research two Buddhist festivals and compare the excitement of the celebration, the remembrance and opportunity for spiritual growth or reflection. How do they compare? Which festival would a family most enjoy?		Look at the symbols commonly used in Buddhism. The wheel, the lotus flowers, the statue of the Buddha, the guitar and the path. Annotate each symbol with its meaning and which you think has more commercial value (t shirts, wall art) and which you think raises the most questions.	
Applying Apply the teachings of the eightfold path to an eight hour working day a person may experience. The worker can be in an office environment or a sporting environment or school. Plan carefully the barriers that may come up to stop someone having the 'right' path and how they cope.		Plan a pilgrimage tour to a Buddhist Temple in Thailand. How could someone from the UK travel there? What costs are involved? What would be included in a three day tour? Apply finance knowledge and itinerary knowledge to plan the perfect trip.	
Understanding Create a problem page for a magazine. Include up to three problems Buddhists may face when at school, at the park, with their family, on a day out. Show understanding of their problems and remind them what they can do by using their teachings.		Create a diary entry for a Buddhist who has just taken part in Puja worship in a temple. What did they see, hear, smell and do? How did it make them feel? What positive impact has it had on their well being?	
Remembering Make a memory card game called pairs. Choose 6 important key facts about Buddhism and copy them out twice on to card. Place all the cards face down and play with a friend, each turning over a pair at once. Keep the pair if they match, but turn them over and try again if they do not match. Repeat until game over. *Do not decorate the back of the cards as they must appear identical		Create a fact file for UK teachers and headteachers in the UK who may have Buddhist pupils in their school. What do the teachers and headteacher need to know? Is there any information that is important to pass on to the dinner staff, kitchen staff, caretakers, teachers and other students? What needs to go in the school calendar or other policies?	
Thinking skills 			



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circle: Self/ peer / teacher feedback For..... By

<p>Total number of tasks completed for the homework menu and date of completing :</p> <p>1 Date:</p> <p>2 Date:</p> <p>3 Date:</p> <p>(4) Date:</p>	<p>Level of challenge picked (circled) :</p> <table border="0"> <tr> <td>REMEMBERING</td> <td>ANALYSING</td> </tr> <tr> <td>UNDERSTANDING</td> <td>EVALUATING</td> </tr> <tr> <td>APPLYING</td> <td>CREATING</td> </tr> </table>	REMEMBERING	ANALYSING	UNDERSTANDING	EVALUATING	APPLYING	CREATING
REMEMBERING	ANALYSING						
UNDERSTANDING	EVALUATING						
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<p>Effort scores for the work</p> <p>1 2 3 4 5 6 and why</p> <p>1 2 3 4 5 6 and why</p> <p>1 2 3 4 5 6 and why</p>	<p>Total number of reward stickers:</p>						
<p>Self/ peer / teacher comment:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>Literacy feedback:</p> <p>Keyterms</p> <p>Spelling</p> <p>Punctuation</p> <p>Grammar</p>						