

Grade: 3

Lesson Number: 14

Course: Boli

Title: Mental Vices – II

Standards

Standard 3: Introduction to Mental Vices

- Students identify why caste-based, gender-based, and other forms of discrimination and biases are contradictory to Sikh values through the performance of a play.
 - *Students should participate in active visual illustrations of the injustices caused by caste and gender-based discrimination.*

Objectives

1. Students will learn about caste-based, gender-based and other forms of discrimination.
2. The students will work in a group to create a play illustrating the fact that these forms of discrimination take place in our community in this day and age – though it contradicts what Sikhī teaches us.

Prerequisites

- Completion of Mental Vices Lesson – I

Materials

- Information on discrimination (attached below)
- Blank paper
- Crayons, Color Pencils, or Markers
- Pencil
- Chart paper
- Lined notebook paper

Advanced Preparation

- The information about caste and gender-based discrimination has been provided; please make sure you take a look so that you can conduct the discussion and answer any questions that the students might have.
- Have some topics in mind that students could create skits on – there may be some students who didn't get a chance to think about this during the week.

Engagement (20 minutes)

- Greet the students and have them get settled.
- Do a quick recap of what students learned during the previous week.
- Remind students what their homework was and see how many students thought about topic where they felt someone or a group of people were being discriminated because of their gender, caste, religion etc.
- Write down students' ideas for skits on the board/chart paper.

- Once all topics are on the board – explain to students that you will need to narrow the topics down to four to five topics. If students could not come up with four to five topics, the teacher needs to suggest different topics.
- One way of narrowing down topics is to combine similar ideas. Next have the class vote until you are down to four to five topics. Four to five groups are perfect for a class of 20 to 25 students and each group will have four to five students.
- Next students need to decide which group they would like to be in – explain to students that they need to choose a group because of the topic not because their friends are in that group.

Exploration (30 minutes)

- Once students have chosen their groups, have them sit with their team-members so that they can begin discussion about their topic. They must discuss the following:
 - Why does this incident (Women not being allowed to do certain sevā at Darbār Sāhib) occur? (ਬੀਬੀਆਂ ਨੂੰ ਦਰਬਾਰ ਸਾਹਿਬ ਵਿਚ ਕੁਝ ਸੇਵਾਵਾਂ ਨਹੀਂ ਕਰਨ ਦਿੱਤੀਆਂ ਜਾਂਦੀਆਂ, ਇਹ ਕਿਉਂ ਹੁੰਦਾ ਹੈ?)
 - Is it fair? Why or why not? (ਕਿ ਇਹ ਠੀਕ ਹੈ? ਕਿਉਂ ਜਾਂ ਕਿਉਂ ਨਹੀਂ?)
 - What should be done about it? (ਇਸ ਦੇ ਬਾਰੇ ਕੀ ਕਰਨਾ ਚਾਹੀਦਾ ਹੈ?)
 - What can you do about it? (ਤੁਸੀਂ ਇਸ ਬਾਰੇ ਕੀ ਕਰ ਸਕਦੇ ਹੋ?)
 - Why does this topic need to be brought to people's attention? (ਇਸ ਵਿਸ਼ੇ ਬਾਰੇ ਲੋਕਾਂ ਨੂੰ ਸੂਚੇਤ ਕਰਨਾ ਕਿਉਂ ਜ਼ਰੂਰੀ ਹੈ?)
 - How would the Gurū feel about this incident taking place? (ਗੁਰੂ ਜੀ ਇਸ ਬਾਰੇ ਕੀ ਮਹਿਸੂਸ ਕਰਣਗੇ?)
- Ask students to write out their answers to the above questions in Gurmukhī on lined paper – one paper per group.
- As the session is coming to an end, ask students to complete their writing and then sit in a circle with the rest of the class.
- Collect the papers from any group that has completed the assignment – the rest need to complete it for homework.

Explanation/Extension (10 minutes)

- Give each student a piece of paper and ask them to respond to the following writing prompt: “Why did you choose this topic? (ਤੁਸੀਂ ਇਸ ਵਿਸ਼ੇ ਨੂੰ ਕਿਉਂ ਚੁਣਿਆ?) How does this topic make you feel? (ਤੁਹਾਨੂੰ ਕੀ ਮਹਿਸੂਸ ਹੁੰਦਾ ਹੈ ਇਸ ਵਿਸ਼ੇ ਬਾਰੇ?) Why do you feel this is a topic that needs to be addressed in our community? (ਇਸ ਵਿਸ਼ੇ ਬਾਰੇ ਤੁਹਾਡੀ ਸਮਾਜ ਵਿਚ ਗਲ-ਬਾਤ ਕਰਨੀ ਕਿਉਂ ਜ਼ਰੂਰੀ ਹੈ?)”
- Ask students to write out their thoughts and illustrate with a quick sketch of what this incident would look like.

Evaluation (On-going)

- At the beginning of the next session, review the topics that students choose – work with each group to see how much they completed.

Teacher Resources

From: http://www.adl.org/what_to_tell/whattotell_intro.asp

The population of our nation is becoming increasingly diverse. Here are some suggestions to help your child get along with people of varied backgrounds and abilities in the United States today.

While today's changing demographics are compelling, historically the United States has always been challenged to find effective ways for its diverse populations to live and work well together. To ensure their potential for success, **we must prepare all children to live and work harmoniously and productively alongside others who represent various and many racial and cultural groups, backgrounds and abilities in our society.** One of the greatest obstacles to creating such a future is prejudice. While many of us would like to believe that prejudice is a problem of the past, this is not the case. Incidents of prejudice and discrimination occur every day. For example, on a daily basis:

- Some people are called hurtful names or are excluded from participating in events;
- Some people are unfairly excluded from jobs, neighborhoods, bank loans, educational opportunities, social events and clubs;
- Some people are attacked and beaten;
- Some people's homes, places of worship, or cemeteries are vandalized; and
- Some people are unfairly paid less than others for doing equal work.

Prejudice:

Attitudes or opinions about a person or group simply because the person belongs to a specific religion, race, nationality, or other group. Prejudices involve strong feelings that are difficult to change. Prejudice is pre-judging. A person who thinks, "I don't want (name of group) living in my neighborhood," is expressing a prejudice.

Such instances of discrimination are far from rare. If we are to have a just society, it is up to each of us to take a stand against such unfair practices and attitudes. **We must teach our children that there is no place for prejudice or discrimination in our communities, homes, schools or places of work.**

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