

Grade: 3

Lesson Number: 12

Course: Virṣā

Title: Mental Vices – V

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.
 - In this lesson students will be working on components of the skit/ play.
 - 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

- Previous completion of Mental Vices Lessons– Days I, II, III and IV. (can be found in Bolī lesson plans)

Materials

- Information on discrimination – both gender and caste-based discrimination (see Mental Vices- Day I in Bolī lessons)
- Blank paper
- Crayons, Color Pencils, or Markers
- Pencil
- Chart paper
- Lined notebook paper

Advanced Preparation

- The information about caste & gender-based discrimination has been provided in Lesson I; please make sure you take a look so that you can conduct the discussion and answer any questions that the students might have.

Engagement (20 minutes)

- Greet the students and have them get settled.
- Do a quick recap of what students learned during the previous class sessions.
- Collect homework from those that need to turn it in. – Check it immediately so that you can work with the group and offer suggestions, praise, etc...
- Teacher will give students a brief description on today's activities. Teacher will remind students that during the previous session, groups had started work on the character/s and setting of their skit. In this session they will focus on writing the

script. Each skit needs to be 10–12 minutes. In this amount of time, each group is to present their character, the problem that the character is facing, how the character is dealing with the problem using Gurmat as a base and how others view the problem.

Exploration (30 minutes)

- As groups get ready to work together, they need to discuss the purpose of their story and make sure that the purpose is being conveyed.
- They need to make sure that they think about the following questions as they write their skit:
 - What is the problem that we are making people aware of?
 - How does this problem affect the main character? Does it affect him/ or her directly? Does this problem affect the entire community?
 - How does the main character deal with the problem? Is this based on Gurmat standards? Would our Gurūs solve this problem in this way?
 - How do the other characters feel about the problem?
 - Is anything being done about the problem? If so, what? If not, why not?
 - What does the group creating the skit want the audience to feel?
 - What does the group want the audience to do after they see the skit?

Explanation/Extension (10 minutes)

- For the next three or four sessions, groups will be assigned to work with other groups. During this time, both groups will share their ideas with their peers about their skits. As one group is presenting their ideas to the next group, the group that is listening can and should give feed-back about how they felt.
- Remind all students that they need to be respectful to others and be careful that they don't hurt anyone's feelings by making harsh comments. Tell students that: "only constructive comments are allowed!"
- As groups are working together, ask each group to make sure that the other group addressed the questions from the Exploration portion outlined above.

Evaluation (On-going)

- Students who did not complete all, some, or most of today's class work, will need to find some time to work with their team during the week so that everyone will be ready to work during the next session.