

Grade: 3

Lesson Number: 16

Course: Boli

Title: Mental Vices – IV

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. In this lesson students will be working on components of the skit/play.
3. 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 Lessons – I, II and III.

Materials

- Information on discrimination – both gender and caste-based discrimination (see Mental Vices - I and II)
- 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.
- The students worked in groups during the previous session working on specific story elements - please give groups feedback. Make sure the idea for the skit is relevant.

Engagement (20 minutes)

- Greet the students and have them get settled.
- Do a quick recap of what students learned during the previous three 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.
- While teacher is checking homework, students will begin working with their team on this skit. Groups will decide on the setting. Though groups should have briefly

discussed story elements in the previous session, we are now encouraging students to add details. In other words, though groups may have a skeleton or a frame for their story, we are now adding some flesh to the bones to make the characters and story come alive.

- Teacher needs to work with each group and see if their story elements make sense. If not, teacher will make suggestions to assist those groups that require extra assistance.

Exploration (30 minutes)

- As groups discuss setting, they need to keep the actual story in mind. Groups need to ask themselves: Will this setting work for the skit we are presenting? If the story is based in Pañjāb, we can't have our characters skiing in Colorado.
- The story should be true to the era that students are trying to portray. There were not any automobiles during Gurū Nānak's time.
- Groups will concentrate on their main character – they will decide what the character's personality is like – Is he/she shy, loud, talkative, a perfectionist, friendly, silly, funny, annoying? What does the main character look like? Are they messy, neat, superficial etc.?
- Groups will begin working on supporting characters such as the main character's family, friends, enemies, etc.
- By the end of this lesson, students should have a write-up about their setting, main character and preliminary work on the supporting character/s.

Explanation/Extension (10 minutes)

- For the next three to 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!"

Evaluation (On-going)

- For students that did not complete all, some or most of today's class work, they 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.