

**Grade: 3**

**Lesson Number: 15**

**Course: Boli**

**Title: Mental Vices – III**

### **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 Lesson – I and II

### **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 Lessons I and II; please make sure you take a look so that you can conduct the discussion and answer any questions that the students might have.
- The teacher should have looked at group responses to questions during Mental Vices - II and then please give groups feedback. Give students particular feedback, so that they can make any specific changes where needed.

### **Engagement (20 minutes)**

- Greet the students and have them get settled.
- Do a quick recap of what students learned during the previous two weeks.
- Collect homework from those that need to turn it in. Check it immediately so that you can work with the group and offer suggestions, praises, etc.

**Exploration (30 minutes)**

- Have students seated together in a large group with lined paper to take notes – the teacher will explain to students how to go about writing their play/skit.
- Explain to students that they need to focus on:
  - Characters
  - Setting/Place
  - Time – Era (past or present)
  - Problem
  - Solution
- Ask students to start discussing the above story elements – they must write their thoughts and ideas on lined or unlined paper. Students should also create sketches of the characters and setting. Explain to students that the above story elements need to be strong. People should be able to relate to the elements. Also, the solutions for the problems need to be Gurmat-based. Ask the students to think about the solutions they come up with – is this what our Gurūs would do?

**Explanation/Extension (10 minutes)**

- Have students sit in a large circle – each student will be given a piece of paper – students need to write about what their group accomplished that day and what their contribution was to the group. The teacher will collect the writings and go over it to see if all students are playing a role in their group.

**Evaluation (On-going)**

- Work with groups during each session to see who needs a little extra push and/or help.