

Grade: 1

Lesson Number: 1

Unit Name: Our Gurūs

Course: Virṣā

Title: Our Gurūs - I

Standards

Standard 4: The Ten Nānaks

- Students identify the Gurūs, describe the role of the Gurū, and explain where the Gurūs receive their authority.
 - *Students begin to understand the purpose of the Gurū. Their relationship to the Sikhs is explained in simple terms using analogies of family structures from the family tree.*

Objectives

1. Students will verbally identify the first five Gurūs and describe the role of the ‘Gurū.’

Prerequisites

- None.

Materials

- 11 x 14 cardboard piece for each child
- ‘Tacky Glue’ bottles
- Different shapes of dry pasta
- Gold/silver spray paint
- Printed sheet listing all of the 10 Gurūs to be placed on cardboard pasta frame
- Dry erase board/blackboard/markers
- Chart paper

Advanced Preparation

- Make sure cardboard is cut to size and sheets with the Gurūs’ names are at least 5 x 7.
- Draw a 5 x 7 rectangle on the cardboard piece so that children can decorate accordingly.
- Make a printed sheet listing the 10 Gurūs in bold letters to place in the center of the pasta frame.
- This is Part I in a two-part series on the Ten Nānaks.

Engagement (15-20 minutes)

- Begin discussion of what children know about what Gurū’ means. Ask them what a “Gurū” does. Looks like? Acts like? Talks like? Is a Gurū a girl or a boy? What does the Gurū teach us? Etc...
- After that, tell them that a Gurū’s name is two words put together to mean something.
- Explain to them that ‘Gu’ (ਗੁ) means Darkness and ‘Rū’ (ਰੂ) means Light.
- Continue to explain that the Gurū is like someone who knew how to travel from a dark room to a bright room without getting hurt by things in the way. But in order to

- be a Gurū they had to learn how to get to the bright side and had to practice doing it, as well as believing that they could do it.
- Ask them how they would learn a direction. Get them to answer that they can ask someone or they can copy someone, *lg* "learn from someone, and then they would have to practice going in the direction so that they know where to go.
 - Explain to children that similarly our Gurūs lived their lives and showed us or gave us guidance of how to live as good human beings. They showed us how to live life with belief in Vāhigurū. If we learn about their lives then we can also know what we should do to be good human beings. We can take the example of how they lived their life and try to live our life in the same way.
 - Tell them that the Gurūs were able to do this because they believed that Vāhigurū was the creator and in order to serve Vāhigurū one had to be a good person and serve humanity.
 - Ask them if they want to live a life as a good human being? And then ask them *hqt* "examples of what living like a good human being means.
 - Write the examples on chart paper and save the chart paper for future classes.
 - If possible, ask each child to provide an example, putting their name next to their example. This way you and the other children will get a chance to remember their name.
 - Since this is your first class you can also use this as an opportunity to lay down some of the rules for your class.

Exploration (35 minutes)

- Begin by asking children who our first Gurū is. Most children may say Gurū Nānak and/or Gurū Granth Sāhib.
- Tell them that Gurū Nānak was the first Gurū and all the other Gurūs were part of Gurū Nānak and therefore, even though each Gurū had their own individual name, they are often referred to as 'The 10 Nānaks.' Then ask them how many living Gurūs we have had total.
- Tell children that a Sikh is someone who believes in the 10 Nānaks, the Gurū Granth Sāhib and Gurū Panth and one Vāhigurū. You don't have to go into detail of the Gurū Panth yet unless someone asks you about it.
- ~~At~~ Continue to ask who these Gurūs were.
- Begin by writing the names of the Gurūs on the board.
- Have children repeat names after you. Do the first five Gurūs only.
- After repeating the first set of names, go through each Gurū again. This time tell them one thing about the Gurū. Below *ctg* "uwi i gurlqpu *hqt* "j kpi u "q "vgm'cdqw" each Guru=you can decide what you want to tell them.
 - Gurū Nānak Sāhib wrote Japujī Sāhib (ask if they know what Japujī Sāhib is; most of them should)
 - Gurū Aṅgad Sāhib formalized the Gurmukhī script and taught Gurmukhī so that everyone was able to read it.
 - Gurū Amardās Sāhib helped everyone be aware that all humans were equal; he spoke up against Satī-explain to them what Satī is.

- Gurū Rāmdās Sāhib began the construction of the Sarovar at Harimandar Sāhib, (Children might know this as Golden temple; make reference to that and tell them that it is called Harimandar Sāhib) and built Rāmdāspur (currently Amritsar).
- Gurū Arjan Sāhib compiled the Ādi Granth (make reference to the Gurū Granth and tell children that is where the teachings of the Gurūs are kept) and also was the first Sikh martyr.
- Go over the names one more time and have children repeat them after you.
- Then have the children make a pasta-edge frame. Have them decorate the cardboard leaving enough space to put the Gurūs' name sheet in the middle of the frame.

Explanation/Extension (5-10 minutes)

- After children are done decorating their frames, go over the names of the Gurūs again and the one fact you told them about the Gurūs, having the children do most of the talking this time.

Evaluation (On-going)

- At the beginning of the next class ask children if they remember the name of the first five Gurūs and also what they remember about each Gurū.
- Pay special attention to what children have to offer during discussions and particular questions they may have regarding any discussion topics.
- Create a portfolio for each child and put in it any information that you think will be needed to monitor their progress over the semester.

