

<p>What this unit contains</p>	<p>Guru Har Gobind and the story celebrated by Sikhs at Diwali. Guru Gobind Singh the last human Guru. The 5 Ks. Festival of Baisakhi. Sikh names. Sikh beliefs in action - story of the Guru and the Water carrier.</p>		
<p>Where the unit fits and how it builds upon previous learning</p>	<p>This unit builds on work covered in Unit 1 and further develops pupils' knowledge about the importance of equality in Sikhism. It fills in the historical detail about the Gurus who followed Nanak and how they developed Sikh beliefs in equality. It introduces pupils to the key festival of Baisakhi. Through this unit pupils begin to learn about Sikh symbols of identity.</p>		
<p>Extension activities and further thinking</p>	<ul style="list-style-type: none"> ➤ Reflect on what it means to belong. ➤ Talk about whether it is ever right to fight for your beliefs. ➤ Consider why believing that everyone is equal may mean you should be kind to everyone. 		
<p>Vocabulary</p> <p>Sikh Singh Khanda unique Guru</p> <p>Sikhism Diwali Kaur Kangha</p> <p>equal Guru Har Gobind Kara Kacchera</p> <p>Baisakhi Guru Gobind Singh Kirpan Gurdwara</p>	<p>SMSC/Citizenship</p> <ul style="list-style-type: none"> ➤ Communities are made up of people who all have different contributions. ➤ Symbols of belonging to groups. ➤ What it means to belong to a community and to have a shared identity. 		

Unit 2 Session 1

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know that there were 10 Sikh human Gurus, the first one being Guru Nanak; ➤ know that the Guru Granth Sahib is the final Guru; ➤ know that different books are important to different members of the class; ➤ know that Guru Har Gobind was another Sikh Guru. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p>	<p>Recall work covered in Unit 1 about Sikhism and Guru Nanak. Discuss what a Guru is. Recall Guru Nanak's message to people about equality and what equality might mean.</p> <p>Look at a poster of the Gurus and locate Guru Nanak. He is often shown as the largest - why? How would you describe him? Explain that the poster shows all the human Gurus and also the Guru Granth Sahib, a very special book for Sikhs, which contains all the teachings of the Gurus.</p> <p>Talk about how a book can be a teacher (guru) and ask pupils if they know of any books that have taught them something really important. Share ideas.</p> <p>Would pupils call any of these books Gurus? Explain that to Sikhs the Guru Granth Sahib is their last teacher. Write a short response sheet about a story that has really helped them and why.</p> <p>On the poster locate and name Guru Gobind Singh and Guru Har Gobind and explain that these are the Gurus that they will find out about next.</p> <p>More able pupils could research the Gurus on the internet or in the library before the next lesson.</p>	<p>Resources</p> <p>Video</p> <p>Pathways of Belief – BBC Sikhism</p> <p>Poster of the Sikh Gurus</p> <p>Short response sheet</p> <p>Websites</p> <p>The Sikh Net: http://www.sikhnet.com/</p> <p>The Sikh Home Page: http://www.sikhs.org/</p> <p>The Guru Granth Sahib: http://users.uniserve.com/~jsbrar/ggranth.html</p> <p>http://www.bbc.co.uk/religion/religions/sikhism/</p>

Unit 2 Session 2

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know how Guru Har Gobind put his Sikh beliefs into practice when he rescued the 52 Hindu Princes; ➤ know that this story is retold and remembered every year at the festival of Diwali; ➤ consider how members of the class have been helped by others in times of difficulty. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>Point out the image of Guru Har Gobind on the poster. How might pupils describe him? How is he different from Guru Nanak?</p> <p>Explain that there is a story about him remembered by Sikhs at the festival of Diwali every year.</p> <p>Ask pupils about times when they have been in real difficulty and have been helped by others and how they have felt. Explain that the story they're going to hear describes a time when one of the Gurus helped many people who were in trouble.</p> <p>Tell the story or show a video telling the story of Guru Har Gobind rescuing the 52 Hindu princes. Why did the Guru believe it was important to help the Princes?</p> <p>Pupils should each draw a tassel to recall the tassels on the Guru's cloak and on a label attached to their tassel write about a time when someone else helped them.</p> <p>Pupils should either:</p> <ul style="list-style-type: none"> ▪ find out how Sikhs celebrate Diwali or ▪ create newspaper articles on 'The Release of the Princes from Prison' or ▪ make individual thank you cards from the princes to the Guru. 	<p>Resources Story of Guru Har Gobind and the Hindu princes.</p> <p>Information books for research about Diwali. Sikh Diwali cards.</p> <p>Video: 'Stories from the Sikh World' told by Roop Singh</p>



Unit 2 Session 3

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ appreciate that the clothes people wear tell others about them; ➤ know about the 5 Ks and understand the symbolism of the kara and the kesh. 		<p>√</p> <p>√</p> <p>√</p>	<p><i>Before the lesson display clothing and pictures of people wearing a range of items that are uniforms, religious symbols or symbolic dress.</i></p> <p>Discuss how the items in the collection tell us about the people who wear them. Can pupils distinguish between uniforms that show people belong to a community and clothes that tell you about something people believe?</p> <p>Examine the 5Ks and pictures of Sikhs wearing these items. Display the names and explain why they are called the 5 Ks. You might use a Sikh soft doll to show them being worn or to play a game to see who can name and point to chosen items.</p> <p>Talk about the practicalities of wearing the 5 Ks and how they make people visible. Explain the symbolism of the kara and the kesh.</p> <p>Watch a video showing a boy tying a turban. Draw and label the items, explaining their significance.</p>	<p>Resources</p> <p>Dress items/ pictures of people wearing uniforms (e.g. school or cub uniform) religious symbols (e.g. cross on chain) or symbolic dress (e.g. priest's collar, Muslim headscarf).</p> <p>5 Ks (N.B. Health & Safety - the kirpan is meant to stay in its scabbard).</p> <p>Sikh soft doll (available from Articles of Faith).</p> <p>Video: Pathways of Belief: Sikhism (BBC)</p> <p>N.B. Kacchera should be introduced sensitively to ensure pupils are not embarrassed or offend others. The introduction of these gave freedom to men previously wearing a dhoti that can easily come loose when riding or engaged in battle.</p>

Unit 2 Session 4

Learning objectives	A T 1	A T 2	Suggested teaching activities	Focus for assessment	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know when and how Guru Gobind Singh introduced the 5 Ks to Sikhs; ➤ know some ways that Baisakhi is celebrated in the Gurdwara. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p></p> <p></p> <p></p> <p>√</p>	<p>Either watch the 'sword' section of the video 'Water moon...' or the relevant programme from 'Pathways of Belief - Sikhism' or the story from 'Stop, look, listen - stories of faith' or retell the story of Guru Gobind Singh and the beginning of the Khalsa.</p> <p>Explain that this story is retold every Baisakhi in the Gurdwara. Talk about how Sikhs act out the parts of the important people in the story.</p> <p>Find out and list ways in which the festival is celebrated, including religious processions.</p> <p>Assessment Task Write a note or postcard to a friend as someone present when the Guru was asking for volunteers. Explain what you saw and how you felt during this experience and afterwards.</p>	<p>Assessment Levels <i>Level 1 Attainment target 1</i> Pupils use some religious words and phrases to recognise and name features of religious life and practice. They can recall religious stories and recognise symbols. <i>Attainment target 2</i> Pupils talk about their own experiences and feelings, what they find interesting or puzzling and what is of value and concern to themselves and to others.</p> <p><i>Level 2 Attainment target 1</i> Pupils use religious words and phrases to identify some features of religion and its importance for some people. Pupils retell religious stories and suggest meanings for religious actions and symbols. <i>Attainment target 2</i> Pupils ask, and respond sensitively to, questions about their own and others' experiences and feelings. They recognise that some questions cause people to wonder and are difficult to answer.</p>	<p>Resources Videos Water, moon, candle, tree, sword' (Channel 4) or 'Stop, look, listen - stories of faith' or 'My Sikh Faith' (pages 24-25) 'Guru Nanak and the Sikh Gurus' by Ranjit Arora</p>

Unit 2 Session 5

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know the significance of the names Singh and Kaur; ➤ know how the names of Sikh babies are chosen; ➤ understand what names tell others about who we are. 		<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>Talk about the names of members of the class and how these were chosen (pupils may have been asked to find this out during the previous week as homework). Talk about the special meanings of any names or whether they were the names of special people in the present / past.</p> <p>Recall information on Sikh names from previous lesson.</p> <p>Watch the section on the Pathways of Belief video explaining how Sikh babies are named or read 'My Sikh Life' p 22. Explain why Singh (lion) was a good name for someone prepared to fight for his beliefs and how Kaur (princess) means every woman Sikh is special.</p> <p>Talk about how names give us our unique identity and show that we belong (family, religion).</p>	<p>Resources</p> <p>Video Pathways of Belief: Sikhism(BBC)</p> <p>Books 'My Sikh Life'</p>

Unit 2 Session 6

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know that Sikhs follow the teachings of the Gurus in the way they behave; ➤ consider the lessons they can learn from the actions of Bhai Ganahya and the message of the Gurus. 	√	√ √ √	<p>Tell the story of the Guru and the Water carrier (Bhai [brother] Ganahya) Discuss whether the water carrier was a good Sikh and how his behaviour put Guru Nanak's teachings into practice.</p> <p>Record opinions on short response sheets.</p> <p>Make a class 'Water carrier Award' and decide what behaviours or qualities are needed to win the award. Make a class record of the criteria.</p> <p>During the remainder of the week give the award each day to the pupil who most demonstrates the agreed qualities in school.</p>	<p>Resources</p> <p>Videos Stop, look, listen - stories of faith</p> <p>Book Re-Tell stories Volume 2 - Lewisham LEA (contains story of the Guru and the water carrier).</p>

Unit 2 Session 1 Activity Sheet 1

Short response sheet

A story that has really helped me is

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because.....

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Unit 2 Session 1 Activity Sheet 2

The Gurus

Why is Guru Nanak shown as the largest picture?

How would you describe him?



Unit 2 Session 2 Activity Sheet 3

Guru Har Gobind



Why did the Guru feel it was important to help the Princes?

How do Sikhs celebrate Diwali?

Unit 2 Session 2 Story 1

Guru Har Gobind and the release of the Princes

Many of his ministers complained to Emperor Jahangir. They said, "Guru Har Gobind is trying to make a huge army and someday he will attack you. You should have him arrested."

Jahangir was convinced, so he ordered that Guru Har Gobind be arrested and sent to prison in Gwalior for twelve years.

When the Guru was taken to the prison, he was surprised to see 52 Hindu princes who were also prisoners. Jahangir had defeated all of them and arrested them. The princes were in bad shape; they had dirty clothes and were malnourished.

While in the prison, Guru Har Gobind started to preach the message of Guru Nanak to the princes. Many Sikhs wished to see their Guru, so they would walk to the Gwalior fort where the Guru was.



Unit 2 Session 2 Story 1 - Guru Har Gobind

However the guards would not allow them in, so they would just bow to the walls of the fort where the Guru was. This became a fairly regular event as many Sikhs started to come.

Mian Mir, a respected Muslim, came and told Jahangir that he was wrong for arresting a holy man like the Guru. He convinced the Emperor to release the Guru.

The Guru refused to leave the prison. 'I will only leave if you also free all of these princes. Jahangir said that he would allow as many princes that could hold onto the Guru's robe to be freed. So the Guru had a special robe with 52 tassels made. All 52 princes could hold onto the Guru's robe and be freed.

This is the reason Guru Har Gobind was called the deliverer of prisoners.

