Getting To Know

Guru Nanak Sahib

Gurmat Educational Resource
Getting to know Guru Nanak Sahib – Gurmat Education Resource

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Dialog

Vahiguru Ji Ka Khalsa
Vahiguru Ji Ki Fatih!

Welcome to SikhRI’s Gurmat Educational Resource Getting To Know Guru Nanak Sahib!

This set of lessons is meant to introduce children to Guru Nanak Sahib and help them develop a fundamental knowledge base through Sakhis and other activities. Getting To Know Guru Nanak Sahib is perfect for use at home, Gurmat and Panjabi schools, as well as Sikh camps.

Included in the lessons are audio stories on Guru Nanak Sahib’s life recorded in both English and Panjabi in celebration of Guru Nanak Sahib’s 550th Prakash Purab as well as stories from the book Journey with the Gurus.

The lesson plans provide questions to open up a dialog with the children and activities to give them an opportunity for self-exploration and self-reflection. There are nine lesson plans in the packet overall, and each one can be used individually or in combination with others.

This curriculum has been graciously sponsored by Drs. Navinderdeep Singh and Sukhbir Kaur Nijher, Ocala, Florida, USA.

With love and appreciation,

Your team at SikhRI
What was it like before Guru Nanak Sahib

Day 1  Age 6 – 11 years  Time: 45 – 55 min

Objective: Students will learn how it was when Guru Nanak Sahib came into the world.

Opening Discussion

Ask the children what they know about the time before Guru Nanak Sahib was born. What was the world like for people, especially in the area he was? Feel free to ask questions such as: Could everyone participate in everything such as prayers, eating together, bringing water from the well, etc.

On a chart write ‘Guru Nanak Sahib’ and around that write all the ideas/thoughts that the children share.

Instruction

• Make sure the following are covered during the above discussion and if not share it with them. It may be useful to put the following bullets up on a chart paper or board in a shortened form as the children will work on an activity at the end of the class.

• Most individuals practiced the Hindu religion. In the mid-fifteenth century Hinduism and Jainism were the dominant religions. Hindu customs were prevalent and they had a strong impact on Buddhism, Jainism, and Islam to a great extent.

• The Hindu caste system separated everyone into four categories that created inequality in society:
  1. Brahman: priest and teacher
  2. Kshatrya: warrior
  3. Vaishya: trader
  4. Shudra: untouchable

• The Brahmans were the only ones who could read, study and interpret scriptures and so, as a result, they had control over the religious life of the people.

• The Shudras were not accepted and the touch or shadow of a Shudra was considered unclean. It was considered that they could pollute the higher castes.

• The status of women was degrading. They were forbidden to go to gatherings and were not entitled to any inheritance. They were considered ritually impure and were not entitled to learn the sacred texts.

• The women were not given any independence. It was thought that only an obedient wife would be glorified in heaven. They were expected to commit sati (dying at the pyre of their husband) as the status of a widow was considered not only unfortunate but inauspicious.

• Further, since the time of the Lodh Dynasty, rulers began to impose Islam. The Hindus were treated with all sorts of indignities and persecutions to persuade them to convert to Islam.

Then ask the children that if the world was such, what needed to be done? How do they think Guru Nanak Sahib helped fix these issues?

• Let them jot down notes for themselves and encourage them to use information that they know about Guru Nanak Sahib.

• Also, tell them that we will be learning about Guru Sahib and getting to know his way through some of his life stories.

Activity

• Have children pick one of the areas from above that they think is still an issue today.

• Have them think of ways that they can change this issue.

• How will they make people aware of this?

• What will they do to change them?

• How long will it take to change it?

• Once they have jotted down their thoughts, put them into groups with other children who picked the same issue and let them discuss their ideas.

• Encourage children to make baby steps towards this change in their life.
Guru Nanak Sahib’s Childhood

Day 2

Objective: Students will learn about when Guru Nanak Sahib was little.

Opening Discussion

- Ask the children:
  - What was Guru Nanak Sahib like when he was a child?
  - Did he like to study? Did he like to play games?
  - Let them share their thoughts.

- Then begin sharing some of the basic information:
  - Born in 1469 in Rai Bhoi Ki Talvandi (present-day Nankana Sahib in Pakistan)
  - Mother’s name: Mata Tripta ji; Father’s name: Mehta Kalu ji (Mehta Kalyan Das)
  - Sister’s name: Bebe Nanaki; Brother-in-law’s name: Bhai Jaidev
  - Best friend (and travel companion’s) name: Bhai Mardana
  - Wife’s name: Mata Sulakhani Ji
  - Sons’ names: Baba Sri Chand and Baba Lakhmi Das

Sakhi Time

- Use the link below to listen to the first story on Guru Nanak Sahib as a child.
  - Chapter 1: When Guru Nanak was Little
    http://sikhcast.podbean.com/e/chapter-1-when-guru-nanak-was-little/
- After the story ask the children to share their thoughts on the story?
- Ask questions about the story?

Activity

Have students draw a picture of the Sakhi they have heard or take a portion of the Sakhi and put it in a poetic form.

Listen Here

http://sikhcast.podbean.com/e/chapter-1-when-guru-nanak-was-little%2F%2Fthe-sikhcast-by-sikhi/#more-10939955
Equality

Objective: Students will learn about how Guru Nanak Sahib spoke about Equality even as a young child.

Opening Discussion
- If you are working with a group of children, come to your group with a bag of candies and randomly give candies to children who are wearing a color that you like.
- Following that ask the children why they think that only some of them got candies? Let them explore different reasons.
- Then share with them that since you know more than all the kids, you decided that kids who are wearing your favorite color will get candy.
- See their reaction and then ask them ‘Do you think I am being fair?’
- Mostly, if not all will probably say ‘NO.’
- Have a discussion around why it was not fair and then make sure that everyone gets candies.

Sakhi Time
You may choose to read or ask the children to read themselves ‘The Janeu Ceremony’ from Journey With The Gurus Volume 1.

Activity
- Tell the children that they are going to be investigators for one week.
- They must keep a journal of every discriminatory action they see or they see someone being treated unfairly.
- They should write their observations in a journal.
- At the end of the week, they need to pick any of the actions they saw and write about whether or not it was corrected. If it was not corrected what can they have done to fix it? Also, to make sure that a discriminatory action did not happen again, what steps did they do to fix it?
- Have them share their findings with the class or family.

Final Discussion
- Remind the children that equality and seeing oneness in all is a central principle of Sikhi.
- By being aware of this and putting it into action ones actions are always equal.
- Encourage the children to continue to be observers and in their own ways stand up for those who are not able to stand up for themselves.

https://www.sikhri.org/chapter_2_lessons_in_equality_the_sikhcast_by_sikhri
Kirat Karni

Objective: Students will learn about Guru Nanak Sahib’s travels (udasis) and the importance of Honest Living.

Opening Discussion
- Ask the children to share all the places they have traveled to and the kinds of transportation they have used?
- Then, on a globe or a world map, help children identify the following countries: Afghanistan, Iran, Iraq, Saudi Arabia, Sri Lanka, India, and Pakistan.
- Ask them if anyone has traveled to these countries?
- Ask them if they can guess why they identified these places?
- If they don’t share that these were some of the countries that Guru Nanak Sahib traveled to, then let them know.
- Tell them that Guru Nanak Sahib traveled to all these places with Bhai Mardana ji who was a musician. He and Bebe Nanaki were Guru ji’s best friends.

Sakhi Time
- Sakhi 1: Have them listen to the sakhi ‘A Lasting Friendship.’
- Sakhi 2: Use the link below to listen to the sakhi ‘Importance of Honest Living.’

Activity
- After listening to the second sakhi, ask the children why Guru Nanak Sahib chose to stay with Bhai Lalo?
- Ask them to retell the story of how Guru ji explains to Malik Bhago why he didn’t come to his feast?
- Have them discuss how they can do honest work (Kirat Karni) one of the core principles of Sikh? Let them give examples of working hard and honestly about their schoolwork.
- Also, discuss Seva and what the role of langar needs to be. Have them clearly understand that while we are used to langar at Gurduaras or at family gatherings after a divan, langar needs to be shared with those in need. Let them discuss some ideas on how they can make this happen in their communities.

Listen Here
https://www.sikhri.org/chapter_4_-_importance_of_honest_living_the_sikhcast_by_sikhri
Being True Always

Objective: Students will learn about the importance of being truthful at all times and about integrity.

Opening Discussion
- Ask children what integrity means?
- Clarify that it is doing the right thing even when no one is looking.
- Ask them if they have ever done something wrong when no one was looking?
- How did it make them feel?
- Did they do anything to change or fix their behavior after they did it?
- What made them change their behavior?

Tell them that as they are listening to the Sakhi, they should fill out their character analysis of Sajjan.

Sakhi Time
- Sakhi: Have them listen the Sakhi ‘Being True, Inside Out’.

Activity
- Review the Character Analysis organizer with the children. Let them share what they have filled in.
- Discuss how a Sabad can change someone’s mind. Explain that sometimes listening and understanding is almost like having a conversation with your mind which helps us realize what the right thing to do is.
- Ask children if there is any Sabad or any line (tukh) from Gurbani that they understand and use in their daily lives. Let them share those with everyone.
- Remind them that Sajjan's Sakhi is focusing on being truthful all the time. Also, make sure to highlight that we don’t hurt anyone regardless of whether they are in front of us or whether they are behind our back. Bring the conversation back to integrity, emphasizing that all times require the right action.

https://www.sikhri.org/chapter_5_being_true_inside_out_the_sikhcstr_by_sikhri

©www.EasyTeacherWorksheets.com
Objective: Students will learn about how all of creation is Vahiguru’s doing.

Opening Discussion
- Ask the children if they have ever looked at the sky. Tell them to describe it. Write down all the descriptions on a chart paper or on a board. Encourage them to go beyond the physical description and ask them to share how it feels when they are out in the open.
- Then give the children a large paper plate, some crayons or paints, glitter, star stickers, etc. and ask them to create the night sky and see how it could look.

Sakhi Time
- Listen to the Sakhi: ‘Remebering Vahiguru’s Beautiful Creation’.

Activity
- Let the children share their thoughts after the Sakhi is completed.
- Ask them if they have ever thought of the Creator being part of creation. If they have ever sensed that there is more to what they see in the creation or realize that there is a Force that created it.
- Remind them that Guru Sahib’s eyes saw the Creator in everything and because of that Guru Sahib was able to explain it to people in the Sakhi.
- Further, discuss and explain that when we start to realize that the Creator is in the creation and we serve creation (everything around us) that in itself is a way of showing worship.
- Ask them if they can easily smell the fragrance of the flowers?
- Ask them if they can feel the nice breeze?
- Most likely the children will say it is not that easy because we don’t have that much greenery anymore as often we tear down trees to build more buildings.
- Have them think about their neighborhoods and ask them to make a list of three things they can do to help bring greenery or more nature to their neighborhood.
- Encourage them to implement their plan.
- At the very end, give them the attached Sabad and have them go over it and think of how Guru ji must have felt when he uttered it.

https://drive.google.com/file/d/1dgyypdfs6mJ77BeTySF1vANUtsO0c3/view?usp=sharing
Rights of Others

Objective: Students will learn about how Guru Nanak Sahib believed in protecting the right of others.

Opening Discussion
- Begin by telling children that Guru Nanak Sahib was once put in jail and today they will learn about why?

Sakhi Time
- Listen to the Sakhi: 'Protecting the Rights of Others.'

Activity
- Remind the children that over and over again, people were affected by Guru Sahib’s Bani. People would understand it, feel it and then bring that change in their life.
- Ask the children to think of any Sabad that they know and see if they understand what it means. If they don’t they can either research it for themselves or ask someone for help and see if they can find out the meaning of the Sabad and how they can incorporate it in their life.
- Now move your conversation to protecting the rights of others. Explain to them that sometimes we are not able to stand up for others because we are afraid of how we will be treated. Let them think of a time that they may have seen someone being bullied or someone not being allowed to do something because they were a boy or a girl or anything else.
- Did they do anything to change that situation? What happened when they tried?
- Ask them if they can think of any other Sakhs from the Guru History that shows the same kind of action of protecting the rights of others.

https://drive.google.com/file/d/18T5yb-KY1bRmL-8fgy4W-vR9gFljgk/view?usp=sharing

Listen Here
Vahiguru is Everywhere

Objective: Students will learn that Guru Nanak Sahib taught us that ‘Vahiguru is Everywhere.’

Opening Discussion
Begin the class by listening to the Sakhi: ‘Vahiguru is Everywhere.’

Sakhi Time
• Listen to the Sakhi: ‘Protecting the Rights of Others.’

Activity
• After listening to the Sakhi have the children share what they learned from it.
• Ask them to write 3-5 sentences explaining what Guru ji is teaching them through this Sakhi and also draw a picture that reflects their learning.
• Have everyone share their sentences and pictures. Ask them why they made the picture they made. How does it reflect the message that ‘Vahiguru is Everywhere.’
• Ask the children why at times it becomes difficult for them to remember that ‘Vahiguru is Everywhere?’
• Explain that sometimes we get so focused on what we want or what we need that we keep trying to achieve that. When we achieve it we think that ‘I’ made it happen. Remind them that Guru Nanak Sahib reminds us over and over again that everything flows from Ik Onkar and that when we forget that and we focus on ‘self’ that makes us forget. Also, explain that the first place we have to look for Ik Onkar is within ourselves.
• Remind them that if we make the three principles (Nam Japna, Vand Chakna, and Kirat Karni) our principles then it will help us keep our focus away from the ‘self.’
• In the end ask the children to write down 5 ways in which they can practice using Nam Japna, Vand Chakna and Kirat Karni in their daily lives.
• Share the ideas with the class and ask them to share it with their families and implement them.

https://drive.google.com/file/d/1KhC3N_S7PwURO7EwW8B8XHT-5Fx3A6i/view?usp=sharing
Four Promises

Objective: Students will learn about making a commitment and following through on it.

Opening Discussion
- Ask the children what a ‘Promise’ is? Why do we make it? Who checks if you fulfill your promise? Etc.
- Let them share all their thoughts and you may want to write it on a board or on a sheet if working individually.

Sakhi Time
- Listen to the Sakhi: ‘Keeping Promises.’
- Have available the Sakhi ‘Four Promises’ from Volume 2 of Journey With The Gurus.

Activity
- Depending on the age of the children, use the attached ‘Character Change’ sheet to complete individually or as a larger group.
- It is highly recommended that they complete the graphic organizer and that you also read the chapter on ‘Four promises’ from Volume 2 of Journey With The Gurus as it has more details and will provide evidence that can be included in their graphic organizer.
- Let the children share their organizers after they are done and have a discussion around how once again, Gurbani changed Bhumi just like we had seen in other lessons.
- Share with the children that even though Bhumi made the promise to Guru Nanak Sahib, he had to regulate himself to follow through on it. There were times that he was about to falter, but because of his faith and love towards Guru Sahib, he kept his commitment.
- In the end, ask the children to write down 1-3 promises that they want to make with themselves about improving their life in some way.
- Ask them to see if they can follow through with their promise over the next couple of months and keep a journal about how easy or difficult it was.
- Practice using Nam Japna, Vand Chakna and Kirat Karni in their daily lives.
- Share the ideas with the class and ask them to share it with their families and implement them.

How and Why Characters Change

Student's Name: __________________________
Title of Text: ____________________________  Author: ____________________________
Character's Name: ________________________

Directions: Provide evidence from the story to support your conclusions.

At the Beginning...  At the End...

How the Character Changed

Why the Character Changed

https://drive.google.com/file/d/1A5pzQ2XKsH4xnVCgZuS5HgK/
SgYcGW9/view?usp=sharing
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