

## KS3 Unit 3.3 Sikhism Lesson 2

### Context:

Students have completed a homework in which they have begun to identify their task according to the TASC enquiry based method. It is important to encourage students to think through the project carefully before they take the next steps.

### Essential core:

- It is possible that students will want their own copy of the essential core since this provides the assessment objectives.

### Resources:

Essential Core sheets

Tasc wheel

[www.bbc.co.uk/religion/religions/sikhism](http://www.bbc.co.uk/religion/religions/sikhism)

[www.sikhs.org/](http://www.sikhs.org/)

email a believer: <http://pof.reonline.org.uk/>

### INTRODUCTION:

Remind students of their task and to feedback their questions and responses to the 'Identity' element of the TASC wheel. They should discuss with their talk partners their responses and questions.

Share these with the rest of the group. Are there similar goals? Obstacles? Knowledge?

If not raised ask if they would find the assessment objectives useful?

It might also be useful to share with them some of the key technical terms they will need to include. As a minimum these will include:

1. Guru Granth Sahib
2. Guru
3. Khanda
4. Khalsa
5. Langar
6. Sewa
7. Sangat
8. Sikh
9. Vahiguru
10. Guru Nanak
11. Gurdwara
12. Mul Mantra

Alternatively (and perhaps preferably) students could use the assessment document to make a list of key concepts they will need to cover.

### BUILD UP:

Students are now at the point where they need to make some decisions. This may have already taken shape but they now need to put their mind to the "Generate" element of the TASC method:

- How many ideas can I find?
- Who can help me?

- Where can I find out more?
- What do other people think?
- Is there another way

When doing this stage, students have to remember their task. 'How many ideas can I generate?' refers to the way in which I can produce the guide. The questions need to be thought about on their own and then shared with talk partners and perhaps snowballed. So for example, where do they think they can find out information? Who can help them? They may ask if a Sikh could be invited in to class! At least someone who has been to a Gurdwara (-eg other member of staff). Perhaps someone who writes guide books could be invited in.

It may be necessary to provide internet access so that they can discover potentially good sources of information (see resources).

Once this has been thoroughly discussed it is time for students to make some decisions:

**Decide:**

- Which ideas are important?
- Which is the best idea?
- What will happen if....
- What is my plan

In this context the students need to consider all the options they have been considering and thinking about how best to achieve their goal. So for example, if they decide to produce a film, do they have the ability to edit films? Can they add narration? Will this be the best medium? It is important here that students remember that the medium is not the message- they will not necessarily get chosen just because they make a film, uploaded to youtube.

They also need to think about a plan. The guide needs to be broken down into elements and they need to think about from where they will obtain accurate information. They also need to remember two very important things:

- (1) They **must not plagiarise**. Don't just copy and paste from websites- you will know and they need to understand what they include
- (2) There will be an assessment, so they need to be prepared. They learn nothing from copying.

**TASK:**

See above

**FORMATIVE ASSESSMENT:**

Teachers need to be sure that students understand the task and have a realistic plan to move them forward. Teachers need to be checking all the time that they have thought about their choices and not taken their 'eye off the goal'.

**Plenary**

Talk with your talk partner what you have decided to do and talk through your plan. Share suggestions and improvements to your ideas.