

## Adult Lesson Plans: Creative Activities

### Shabad One

#### Rag Gauri Dipki Mahala 1

#### Materials

- 6x9 Canvas Boards
- Tempura Paints
- Drop Cloth
- Paintbrushes

#### Task

After translating and discussing the first shabad of Sohila, participants will have an opportunity to creatively express the ideas from this shabad. Before passing out the materials, the moderator should pose the following prompt:

“I want you all to take a few moments to reflect on the key messages you take away from this shabad. In this activity, I want you to think about how you would express these messages to a five-year old child. We will give you paints and canvases, and you will have half an hour to produce paintings that reflect the key themes of this bani as you would want to communicate them to a child.”

After allowing the students 30 minutes to develop their paintings, ask each participant to present their piece to the rest of the group.

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### Shabad Two Rag Asa Mahala 1

#### Materials

- Construction Paper
- Markers
- Rhyming Dictionary

#### Task

After a brief discussion, we will engage in a creative activity that will help reinforce and deepen the participants' understandings of this shabad. The moderator should pass out markers and construction paper and ask the students to take two minutes to write down the key messages they took away. After two minutes, remind the students of the analogies in the shabad that highlight plurality within oneness (i.e., the six worldviews and the various forms of temporality). The moderator should ask the students to take two minutes to develop their own analogies for illustrating plurality within oneness.

After this five-minute exercise, split the students into groups of three or four and give them 25 minutes to freely develop poetry/lyrics that reflect the themes and ideas. This poetry can be of any style and on any topic related to the shabad we discussed. After they finish writing their poems or songs, give the students some time to share and perform the poetry/songs that they developed.

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### Shabad Three

#### Rag Dhanasari Mahala 1

#### Materials

- Soil
- Seeds
- Small Flower Pots
- Tempura Paints
- Paintbrushes

#### Task

Having discussed the perception of oneness in the natural world, we will engage in an activity that reinforces the connection between Sikhi and ecology. Each participant will be given a small flower pot, which they will be free to decorate with any ideas, words, or images derived from the third shabad of Sohila. The moderator will then distribute soil and seeds to plant within the flowerpot, which the participants will be free to take home. After completing this project, the students will present their pieces to the group and explain how their flowerpot connects with this shabad in particular and with Sikh ideals more generally.

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### Shabad Four

### Rag Gauri Purbi Mahala 4

#### Materials

- Butcher Paper
- Old Magazines
- Old Newspapers
- Markers
- Map Pencils
- Glue Sticks

#### Task

After discussing the challenge of vices within our lives, the participants will work together to prepare a collage that represents the challenges they encounter in their own lives. They will have twenty minutes to cut, paste, draw, and write anywhere and everywhere on the butcher paper. The students may express anything they like as long as it relates to vices, and after twenty minutes, they will present to the group.

After this exercise, the moderator will pull out a fresh sheet of butcher paper and ask the participants to illustrate the virtues they would need to overcome the challenges they had considered. They will have twenty minutes for this exercise as well, and at the end of it, they will present their ideas on how they can overcome the previously discussed challenges.

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### Shabad Five

### Rag Gauri Purbi Mahala 5

#### Materials

- Pens
- Paper
- Laptops with video recording capabilities
- iMovie or similar software

#### Task

In this session, we will spend time thinking through the shabad by making a video. Participants will take five minutes listing out characteristics of their *ardas* and what they would really want in life in order to be happy. We will then split them into groups of four to prepare and film videos that take on the prompt: “My ardas is \_\_\_\_\_.” After writing their thoughts, students will work in groups to develop a quick video on iMovie.