

Grade: 2

Lesson Number: 15

Unit Name: Sohila

Course: Bolī

Title: Sohilā I

Standards

Standard 8: Recitation of Sohilā

- Students recite Sohilā.

Objectives

1. Students learn when Sohilā is typically recited.
2. Students learn recitation of first two sabads of Sohilā.

Prerequisites

- Students should have developed the reading skills to read Sohilā.

Materials

- Singh, Tarlochan, et. Al. *The Sacred Writings of the Sikhs*. UNESCO Collection of Representative Works. Orient Longman, New Delhi: 1960, 2000.
- *Nitnem pothīs* printed by Sikh Missionary College
- Audio of Sohilā (CD provided; Track 16)
- 1 CD player
- 3-4 CD players with headphones

Advanced Preparation

- This is the first lesson in a four-part series on Sohilā.
- Teacher should have Sohilā memorized and also be familiar with its meanings. It is recommended that you use Professor Sahib Singh's "Guru Granth Darpan" (www.gurugranthdarpan.com) as a reference for literal meanings.

Engagement (15-20 minutes)

- Begin by asking students if they do pāṭh? Different children will have different responses.
- Ask children if they know what nitnem is.
- Some of the children might be familiar with it. If not then tell them it is a routine of Bāṇīs that are to be recited by a Sikh daily. Tell them that these are Jap, Jāp, and Savaye that are done in the morning and in the evening Rahirās is done and then at night before you go to sleep, Sohilā is done.
- Tell children that some people like to add more bāṇīs to their nitnem. Ask children why they think a routine was made.
- If children are interested you can have a short discussion on this. Then talk a little bit in detail about Sohilā and how it provides security before you go to sleep.
- Children may choose to use it as strength and to help prevent them from getting scared at night. They can use it as starting themselves as a routine that they create for themselves before they go to bed.

- Pick up on words such as ਨਿਰਭਾਉ, ਸੁਖ (nirbhaü, sukh).
- Tell children that the first shabad talks about singing the praises of the fearless Vāhgurū, who brings peace to everyone and also watches over everyone. Ask them questions like what it means to bring peace or when someone is at peace.

Exploration (35 minutes)

- Ask children to wash their hands and cover their heads. Give the pothīs to all the children and have them open to Sohilā.
- Most of them will be able to read the text with you.
- Slowly read one line at a time and have the children repeat after you. Read and repeat each line twice.
- Once you are done reading the entire first sabad, play the entire first sabad on the CD having children follow along.
- Then move on to the next sabad.
- Tell children that the second sabad is mainly about how even though there may be different forms, there is only one main teacher, one Vāhigurū.
- Again slowly read one line and have the children repeat after you. Do this twice.
- Again play the second sabad on the CD having children follow along.
- Now play both the first and second sabads on the CD and have children recite along with it.

Explanation/Extension (5-10 minutes)

- Explain to children that they can begin doing Sohilā before they go to sleep. They have been introduced to the first two sabads and then they can use a pothī to do the rest.
- Tell them to try to think about what the shabad is talking about.
- Ask children to test themselves by trying to do the first two sabads without their pothīs. (pothī is a word from Gurū Granth Sāhib; discourage the use of word ‘guṭkā’ for it means a piece of wood, generally used as door stopper, and is similar to a word for tobacco.)
- Ask children to ask for help from their parents.
- If you have time have some children listen to the Sohilā CD using their headphones and a group of them can practice with you.

Evaluation (On-going)

- Have children review the first two sabads and have it memorized to the best of their ability at home.
- Ask children to think about building a routine and asking one of their family members to do Sohilā with them before they go to bed at night.