

Getting to Know
Guru Teghbahadar Sahib

Gurmat Education Resource
Grades K - 8





Sikh Research Institute

Sikh Research Institute (SikhRI) is a global non-profit organization founded in 2003 in the United States. SikhRI inspires individuals to connect with their roots and organizations to connect with the Sikh ethos based on Guru Granth Sahib's paradigm of IkOankar's Nam (1Force's Identification). SikhRI is an oasis for development and dialogue based on excellence, integrity, and service to realize the full human potential.

SikhRI seeks to develop a principle-driven community by following Gurmat-based core beliefs and inspiring seekers through meaningful interactions, dialogue, and education.

SikhRI actively works towards promoting global harmony by building stronger relationships among the Sikh and non-Sikh communities. Our primary activities

include facilitating group training, providing curriculum materials, creating global awareness of Sikhi, and delivering strategic solutions to critical challenges facing the global Sikh community.

SikhRI focuses on developing critical thinking for Sikh institutions via the [State of the Panth Report](#) series. SikhRI's international team of specialists and subject matter experts researches each word of the Guru Granth Sahib, including etymology, grammar, and word meaning. [The Guru Granth Sahib Project](#) team collaborates to curate a literal translation, an interpretive transcreation, and commentary while incorporating the musical, poetical, and historical dimensions in contemporary Panjabi and English for a global audience.

SikhRI also produces diverse, immersive programs, webinars, podcasts, workshops, online courses, and lectures covering spirituality, history, culture, politics, language, community, family, and self-development. Its flagship program, [Sidak](#), is a 2-week immersive leadership development course for college students and young professionals.

SikhRI publishes textbooks, lesson plans, bilingual children's books, translations, and anthologies. The [Sojhi](#) program develops a K-12 curriculum, resources, and educational products to help young people build connections and derive Sikhi-based insights.

SikhRI also lends its expertise in the fields of art and literature. In 2016, SikhRI curated the Emperor-Prophet: Guru Gobind Singh Sahib exhibition for the Government of Bihar in partnership with the Panjab Digital Library. In 2019, SikhRI was the sole content curator for IN5 EXPERIUM – The Golden Temple, an audio-visual exhibition launched in Toronto, Canada, in partnership with PDA Trade Fairs Pvt Ltd. In 2020, SikhRI curated the

Guru Nanak Sahib: 1-Ness to 1-Identity exhibition for the National Museum in New Delhi, India. The portable version of this exhibition was also displayed in Melbourne, Australia; London, England; and San Francisco, USA.

SikhRI consults with global influencers and policymakers through think tanks, public policy forums, opinion or editorial publications, national and international institutions, and government panels to deliver a Gurmat-based perspective on Sikh issues. SikhRI provides insights and recommendations to inform, dialogue, and shape public opinion and policies on matters affecting Sikhs in a specific nation or multiple nations.

SikhRI is fueled by full-time employees, philanthropic donors, and global volunteers who devote their time and energy to Sikhi awareness and personal transformation, ensuring that programs are sustainable, diverse, relevant, and thoughtful. SikhRI is deeply grateful to its leadership, staff, volunteers, and donors; we value their contributions to making high-quality Sikh education freely accessible.

Letter

Vahiguru ji ka Khalsa, Vahiguru ji ki Fatih!

Welcome to SikhRI’s Gurmat Education Resource, *Getting to Know Guru Teghbahadar Sahib*.

As we approach the 350th anniversary of Guru Teghbahadar Sahib’s *Shahidi*-martyrdom in 2025, we offer this resource to help elementary and middle school learners reflect on the life, teachings, and legacy of the Ninth Guru. The Guru’s courage, compassion, and unwavering commitment to justice continue to guide and inspire Sikhs and others around the world today.

This resource invites young minds to gain insight into who Guru Teghbahadar Sahib was and is—through the Guru’s words (sabad), accounts of the Guru’s life, and the principled stands the Guru took to uphold freedom of belief. Each lesson is thoughtfully designed to support age-appropriate reflection, discussion, and personal connection.

Whether used at home, in Gurmat or Panjabi classes, or at Sikh camps, this resource provides parents, educators, and facilitators with everything they need: clear lesson plans, creative worksheets, engaging vocabulary activities, sabad review sheets, and tools for both reflection and project-based learning. With flexible pacing and inclusive materials, it supports a variety of learning styles and environments.

We invite you to explore the life of Guru Teghbahadar Sahib with your students. May the Guru’s words and actions illuminate our thinking and strengthen our resolve to live with courage, compassion, and conviction.

With love and appreciation,
The SikhRI Team

Table of Contents

1	Getting to Know Guru Teghbahadar Sahib
2	Sikh Research Institute
4	Letter
10	Notes for Instructors
10	Inclusive Learning Reminders
10	Lesson Delivery Tips
10	Supporting Active Engagement
10	Visual Learning
11	Discussion and Sharing
11	Creative Memory Aids
11	Empowering Participation
11	Objective
12	Students Will Explore
12	Learning Outcomes
12	Teacher Resources
12	Recommended Readings & Listening
13	Preparation
13	Materials Required
13	Using This Resource
14	Lesson 1: [Guru] Tyag Mal to [Guru] Teghbahadar
14	Guru Teghbahadar Sahib — What’s in a Name
14	General Materials
14	Objectives
14	Lesson 01 Video
14	Opening Discussion
15	Instructions
16	Family Tree Activity
17	Learning Inclusions
17	Independent Work
18	Course Project
18	Learning Check
19	Lesson 01 Worksheets - Grades 3-5
21	Lesson 01 Worksheets - Grades 6-8
23	Lesson 01 Worksheets - All Grades
24	Lesson 2: The Knower
24	Guru Teghbahadar Sahib — I Found Him!
24	General Materials

24	Objectives
24	Lesson 02 Video
24	Opening Discussion
25	Instructions
25	The Story of Recognition
26	Key Takeaways
26	Learning Inclusions
26	Independent Work
27	Course Project
27	Learning Check
28	Resources
28	NANAK IX – Biographical Information
29	Guru Teghbahadar Sahib: From Tyag Mal to True Guru
30	Guru Teghbahadar Sahib: Sovereignty, Sacrifice, and Shelter
32	Lesson 02 Worksheets - Grades 3-5
34	Lesson 02 Worksheets - Grades 6-8
37	Lesson 3: Remembering and Singing the Praises
37	Guru Teghbahadar Sahib — Jaijavanti
37	General Materials
37	Objectives
37	Sabad 1
38	Transcription
38	Translation
38	Lesson 03 Video
38	Opening Discussion
39	Instructions
39	Rag Jaijavanti
41	Learning Inclusions
42	Independent Work
42	Course Project
42	Learning Check
43	Optical Illusion Resource Sheet
49	Lesson 03 Worksheets - Grades 3-5
59	Lesson 03 Worksheets - Grades 6-8
68	Lesson 4: Sing the Praises – Time is Passing By
68	Guru Teghbahadar Sahib — Jaijavanti
68	General Materials
68	Objectives
68	Sabad 2
69	Transcription
69	Translation

69	Lesson 04 Video
69	Opening Discussion
70	Instructions
70	Rag Jaijavanti
71	Learning Inclusions
72	Independent Work
72	Course Project
73	Learning Check
74	Lesson 04 Worksheets - Grades 3-5
77	Lesson 04 Worksheets - Grades 6-8
81	Lesson 5: The Dream of the World or The Mind's Condition
81	Guru Teghbahadar Sahib — Jaijavanti
81	General Materials
81	Objectives
81	Sabad 3
82	Transcription
82	Translation
82	Lesson 05 Video
82	Opening Discussion
83	Instructions
83	Rag Jaijavanti
85	Learning Inclusions
85	Independent Work
86	Course Project
87	Lesson 05 Worksheets - Grades 3-5
92	Lesson 05 Worksheets - Grades 6-8
96	Lesson 6: Sing, Before Time Runs Out
96	Guru Teghbahadar Sahib — Jaijavanti
96	General Materials
96	Objectives
96	Sabad 4
97	Transcription
97	Translation
97	Lesson 06 Video
97	Opening Discussion
98	Instructions
98	Rag Jaijavanti
100	Learning Inclusions
100	Independent Work
100	Course Project
101	Learning Check

102	Lesson 06 Worksheets - Grades 3-5
107	Lesson 06 Worksheets - Grades 6-8
114	Lesson 7: A Life of Courage, Reflection & Remembrance
114	Guru Teghbahadar Sahib — Final Reflection
114	General Materials
114	Objectives
114	Lesson 07 Video
114	Opening Discussion
115	Mini Reflection: Remembering the Martyrdom
116	Learning Inclusions
116	Optional Interactive Activities
117	Independent Work
117	Course Project
118	Learning Check
119	Lesson 07 Worksheets - Grades 3-5
122	Lesson 07 Worksheets - Grades 6-8
125	Interactive Vocabulary Notebook - Grades 3-5
127	Interactive Vocabulary Notebook - Grades 6-8
129	Online Courses
129	Anandu Sahib
130	Barah Maha
130	Education Resources
130	Getting to Know 1984
131	Getting To Know
131	Guru Ka Bagh Morcha
131	Getting to Know Guru Nanak Sahib
132	Getting to Know Hari Singh Nalua
132	Getting to Know Jassa Singh Ahluwalia
133	Getting To Know Rani Jind Kaur
133	Getting To Know Sohila
134	Guru Granth Sahib Summer Curriculum
135	Sojhi: Grade 3 - 5 Curriculum
136	Sojhi: Grade 6 - 8 Curriculum
137	Children's Books
137	Daddy's Turban
137	Thank You, Vahiguru
138	My Gurmukhi Khajana
138	Resilient Roots: A Sikh Family's Journey
139	Podcasts
139	Getting to Know Rani Jind Kaur

139	Getting to Know Rani Jind Kaur: Episode 1
139	Getting to Know Rani Jind Kaur: Episode 2
140	Getting to Know Guru Nanak Sahib
140	Episode 1: When Guru Nanak was Little
140	Episode 2: The Lesson in Equality
141	Episode 3: Lasting Friendships
141	Episode 4: Importance of Honest Living
142	Episode 5: Being True, Inside and Out
142	Episode 6: Keeping Our Thoughts Clean
143	Episode 7: Remembering Vahiguru's Beautiful Creation
143	Episode 8: Protecting the Rights of Others
144	Episode 9: Vahiguru Is Everywhere
144	Episode 10: Keeping Promises
145	Episode 11: When Guru Nanak Met Guru Angad
145	Episode 12: The Second Nanak
146	Getting to Know Your Sakhis
146	Episode 1: Sharing & Caring
147	Episode 2: Loving & Serving
148	Episode 3: Defending & Healing
149	Episode 4: Listening & Believing
150	Episode 5: Honoring & Working
151	Episode 6: Humility & Honesty
152	Episode 7: Wisdom & Youth
153	Episode 8: Forgiveness & Bravery
154	Episode 9: Questioning & Understanding
155	Episode 10: Learning & Growing
156	Episode 11: Respect & Equality
157	Episode 12: Reflecting & Connecting
158	Webinars
158	Babanian Kahanian Divas
158	Who is Sura?
159	Char Sahibzade: Invincible, Warrior, Brave, Victory Confirmation
159	Journey With the Gurus - Volume 2
160	The Environment: Recognizing Creator in Creation

Notes for Instructors

Effective educators foster meaningful connections with students by using age-appropriate strategies, inclusive teaching practices, and sensitivity to classroom dynamics. Recognizing that students express understanding in different ways, thoughtful instructors adapt their approach to encourage active participation, curiosity, and reflection.

Inclusive Learning Reminders

As you guide students through this resource, consider the various ways learners may connect with the material. Some students may respond more deeply to stories, while others may connect more through reflective discussions, creative expression, or engagement with the Guru’s words. If students seem hesitant, offer alternative ways to participate, such as drawing, movement, storytelling, or small-group sharing. Encouraging multiple forms of expression ensures every learner feels connected and included.

Lesson Delivery Tips

To help students meaningfully engage with Guru Teghbahadar Sahib’s life and teachings:

- Clearly state the purpose and learning goals at the start of each lesson.
- Explore what students already know or feel about the topic.
- Gently correct misunderstandings through discussion and exploration.
- Encourage reflection by connecting content to students’ lived experiences.
- Offer space for personal expression through journaling, art, or open-ended questions.

Supporting Active Engagement

This resource encourages educators to create a learning environment that invites curiosity, reflection, and creativity. The following approaches may support student engagement:

Visual Learning

- **Creative Expression Activities:** Invite students to visually respond to a sabad through symbolic art, calligraphy, or thoughtful design. They may express the feeling or insight evoked by the sabad using colors, patterns, or imagery—without directly illustrating events or figures.

- **Art Inspired by the Guru’s Life:** Encourage students to create artwork that reflects a value, moment, or teaching from Guru Teghbahadar Sahib’s life—such as courage, compassion, or standing for justice. This might include landscapes, objects, abstract forms, or interactions between people that reflect these principles.
 - *Note: Students must not depict Guru Sahib’s face. Since no portraits of the Guru exist, the purpose of the activity is not to recreate likenesses, but to reflect the spirit and message of the Guru’s legacy through creative expression.*
- **Word Webs or Concept Maps:** Support students in making visual connections between key ideas—like bravery, remembrance, or protection—using diagrams, symbolic sketches, or poetic word clusters.

Discussion and Sharing

- **Pair and Share:** Let students talk with a partner before sharing with the larger group to build confidence.
- **Class Circle Reflections:** Provide space for students to express how a lesson or sabad made them feel, or what they learned.

Creative Memory Aids

- **Games and Mnemonics:** Encourage students to create rhymes or simple games to remember key terms or stories.
- **Hands-On Projects:** Utilize crafts, posters, or interactive journals to help students engage with and process what they’re learning in a tactile manner.

Empowering Participation

- **Rotating Helpers:** Allow students to assist with reading instructions or lead a small part of the activity. This builds confidence and ownership.
- **Choice-Based Activities:** Allow students to choose how they want to reflect—writing, drawing, speaking, or acting it out.

Objective

Guru Teghbahadar Sahib, the Ninth Guru, embodies timeless courage, compassion, and principled resistance. In an era marked by political oppression and religious persecution, the path chosen was one of truth, justice, and unwavering commitment to freedom of conscience—for all, not just for some. Through contemplative sabads and decisive action, the Guru modeled leadership grounded in reflection and fearless conviction.

This educational resource invites students to explore the moral clarity, historical significance, and enduring legacy of the one revered as *srisati di chadar*—the “Protector of Humanity.”

Through this lesson plan, students will:

- Explore the key events of Guru Teghbahadar Sahib’s life and the historical context in which he lived.
- Reflect on the Guru’s teachings through selected sabads.
- Discover how the Guru’s values of freedom, justice, and remembrance continue to guide and inspire.

Students Will Explore

- Who was Guru Teghbahadar Sahib, and what key events shaped his life?
- What do the Guru’s sabads reveal about his beliefs?
- Why is the Guru’s final act of martyrdom considered a pivotal moment in Sikh history?
- How do the Guru’s actions help us understand the importance of standing up for others

Learning Outcomes

By the end of the lesson(s), students will be able to:

- Understand the historical and timeless significance of Guru Teghbahadar Sahib.
- Identify key moments from the Guru’s life and explain their relevance.
- Engage with selected sabads to reflect on the Guru’s teachings.
- Recognize the importance of standing up for justice and freedom of belief.

Teacher Resources

Recommended Readings & Listening

Harinder Singh

- Sultan-ul Duniya Wal-Akhirat: Guru Teghbahadar Sahib – [Read here](#)
- Top Ten Truths About Guru Teghbahadar Sahib – [Read here](#)

Inderpreet Singh

- Guru Teghbahadar Sahib – [Listen here](#)

Inni Kaur

- Guru Teghbahadar Sahib Voices: O Mind! Transcend – [Read here](#)

Ishmeet Kaur

- Shrist ki Chadar Guru Teghbahadar: The Contemporary Indian Perspective – [Read here](#)

Jasleen Kaur

- Exploring Death in Salok Mahala 9 – [Read here](#)

Surender Pal Singh

- Politics of the Sword-Warrior Guru – [Read here](#)

Preparation

- Review the recommended readings to deepen your understanding of Guru Teghbahadar Sahib’s life and teachings.
- Read each lesson plan to understand the flow and identify needed materials.
- Gather and organize all student-facing materials listed in the “Materials Required” section.
- Test any audio or video files you plan to use.
- Arrange the space for discussion, reflection, and creative activities.

Materials Required

- Printed Activity Worksheets
- Vocabulary Match Cards
- Sabad Review Sheets
- Poster Project Planning Guides
- Final Reflection Journal Templates
- Whiteboard or chart paper
- Markers, pens, colored pencils, drawing paper
- Audio playback device (if using Sabad recordings or podcasts)

Using This Resource

This resource is designed to be flexible and adaptable. Each lesson includes an opening discussion, core activities, and closing reflections. You may choose to teach the lessons sequentially or select individual lessons that best suit your learners’ needs. Printable templates and review activities are included to deepen understanding and support varied learning styles.

Begin with **Lesson 1** to introduce students to Guru Teghbahadar Sahib’s early life and foundational values.

Lesson 1: [Guru] Tyag Mal to [Guru] Teghbahadar

Guru Teghbahadar Sahib — What’s in a Name

Time Estimate: 45 minutes – 1 hour

General Materials

- Lesson Plans:** Each lesson plan walks you through what you can do with your students.
- Lesson Videos:** Each video introduces you to the lesson, clarifies key principles, and either covers some of the history of Guru Teghbahadar Sahib or explores a Sabad (composition) revealed by the Guru.
- Interactive Notebook Sheet Template:** Students can use this ([Grades 3-5](#); [Grades 6-8](#)) sheet to understand the vocabulary for each Sabad and include it in their interactive notebooks.

Objectives

- Students will:*
- Discuss how names reflect identity and character.
 - Explore Guru Teghbahadar Sahib’s childhood and his transformation from [Guru] Tyag Mal to [Guru] Teghbahadar.
 - Understand the spiritual meanings behind renunciation (Tyag) and bravery (Bahaduri).

Lesson 01 Video

Opening Discussion

Guiding Question/Prompt: *Do you know what your name means?*

- Ask the students to jot down their names on a piece of paper. Invite them to recall a conversation they may have had with a parent or family member about their name.
- Have them write:
- What does their name mean?
 - Who named them?

- Why do they think they were given that name?
- Whether they feel they are living true to their name.

This last question might be difficult for some students to answer, so be kind and inviting. Only ask if they know the meaning of their name. If they do not, and you do, share it with them. If no one knows the meaning, ask them to list a few qualities they believe they have.

Then ask: “Am I living my daily life according to what my name means or the qualities that I wrote down?”

Instructions

Ask the students if they know the name of the Ninth Guru. Depending on their age, they may or may not recall it quickly. After confirming it is Guru Teghbahadar Sahib, ask if anyone knows whether he had a different name at birth. Some may know his name was [Guru] Tyag Mal.

Explain

- Tyag means *to give up, reject, or abandon*. Let children know that as they explore Guru Sahib’s life and Sabads throughout the course, they will begin to understand what kinds of things the Guru encourages us to “give up” or “abandon.”
- Ask: *What does “Teghbahadar” mean?*
- Explain that:
- **Tegh** means *Sword*
 - **Bahadar** means *Brave or Warrior*

- Narrate to the children that Guru Sahib learned the art of swordsmanship from Baba Buddha ji early on in his life and received spiritual and int  lectual education from Bhai Gurdas ji.
- (See *Learning Inclusions* for how to extend this into a follow-up activity.)
- Narrate that during the Battle of Kartarpur in 1635, Guru Harigobind Sahib witnessed his son’s bravery and renamed him [Guru] Teghbahadar.
 - Use this story to transition into a discussion of Guru Sahib’s family. The name change from [Guru] Tyag Mal to [Guru] Teghbahadar provides a way to explore lineage and legacy.
 - The mention of Guru Harigobind Sahib prompts students to understand the Guru Sahib’s family and examine their family tree.
 - You can start discussing Guru Sahib's family tree as an activity. Using the chart or worksheet below, have students fill it out individually or in teams. The team that gets the most correct answers wins.
 - After discussing the family tree, you can print out a completed sheet and give it to the students.

Family Tree Activity

Introduce the activity by having students complete a Guru Sahib family tree worksheet individually or in teams. The team that gets the most correct answers wins. After the activity, provide a completed reference sheet for review.



Contextual Highlight

The son of Guru Harigobind Sahib, [Guru] Teghbahadar was first known as [Guru] Tyag Mal. He participated in the battle between his father and Paindey Khan, displaying such feats of bravery that Guru Harigobind Sahib named him [Guru] Teghbahadar. Thus, from [Guru] Tyag Mal, a person who has renounced everything, he became the ‘sword-warrior.’ He was immersed in Nam and simultaneously active in temporal issues.

Gurbani says:

- “He is the brave, the warrior, who is dyed in the Nam.”
- “He is the brave warrior who fights the battle of *Dharam*-Principle; the battle of ‘word-arrows’.

Learning Inclusions

Introduce a mini-lesson or assign as homework:

- Divide the class into two groups: one researching Baba Buddha ji, and the other researching Bhai Gurdas ji.
- In the next session, students form teams to create and present posters on these influential Sikh figures.
- Educators can use Sojhi's lesson plans as a resource for their research and presentations. [Grades 3-5 Curriculum](#); [Grades 6-8 Curriculum](#)

Independent Work

Grades 3–5

- Students can draw or write a few lines about what their name means to them or what they imagine their name could tell if they don’t know.
- They can reflect on a quality they admire in Guru Teghbahadar Sahib and illustrate or describe it in a simple chart.

Grades 6–8

- Students write a short reflection: Does your name reflect your identity? If not, what would you like your name to represent?
- Ask students to make a list of traits they think a person named “Teghbahadar” would have and compare those to the qualities discussed in the lesson.

Course Project

Students will begin a course-long project in which they will choose to either:

- Option 1: Create a poster on Guru Teghbahadar Sahib’s life.
- Option 2: Create a poster focused on Guru Sahib’s *Bani*.

Each lesson will support their project by highlighting elements of Guru Sahib’s biography and Sabads. Students will use class discussions, interactive activities, and their own research to complete their final presentation.

Learning Check

Use the following framework to assess understanding:

- ☐ **Remember:** Can the student recall the meanings of 'Tyag Mal' and 'Teghbahadar'?
- ☐ **Understand:** Can they explain why discussing the meaning of names is essential?
- ☐ **Apply:** Can they connect Guru Teghbahadar Sahib’s name change to his life and actions?
- ☐ **Interpret:** Can they reflect on how Tyag and Bahaduri help us understand the Guru’s character?
- ☐ **Evaluate:** What are the student’s main takeaways from this lesson?
- ☐ **Create:** Can the student reflect on how they embody the qualities associated with their own name in their life?

Name _____ Date _____

Lesson 1: From [Guru] Tyag Mal to [Guru] Teghbahadar Sahib Interactive Vocabulary Notebook Page - Grades 3-5



Let’s explore some important words from today’s lesson!
Use the table below to think, draw, and write about each word in your own special way.

Word	What It Means (In Your Words)	Draw a Picture	Use It in a Sentence
Brave			
Kindness			
Name			
Courage			

Reflection Questions



1. Do you know what your name means?

☐ Yes ☐ No ☐ Not Sure

If yes, write it here: _____

2. What is one way you can be brave and kind—just like Guru Teghbahadar Sahib?

3. What does the name “Teghbahadar” mean?

Circle the correct answer.

Light of Truth

Sword of Honor

Friend of All

Name _____ Date _____

Lesson 1: From [Guru] Tyag Mal to [Guru] Teghbahadar Sahib
Interactive Vocabulary Notebook Page - Grades 6-8

Use this notebook page to explore key vocabulary from today's lesson. Think about what each word means in Gurbani and how it connects to your understanding of the world.

<i>Gurbani Word</i>	<i>English Meaning</i>	<i>Definition (In Your Own Words)</i>	<i>Use It in a Sentence</i>	<i>Symbol or Sketch</i>	<i>Part of Speech</i>

Reflection Questions

1. What does your name mean?

Do you feel your actions or values reflect the meaning of your name? Why or why not?

2. What does it mean to ‘renounce’?

What are some things (habits, distractions, fears) that people your age might choose to renounce in order to live with greater intention or clarity?

3. What does ‘bravery’ look like in your life?

Describe a moment—real or imagined—when standing up for truth or helping someone required courage.

Name _____ Date _____

Guru Teghbahadar Sahib: Family Tree Worksheet

Fill in the blanks below using what you’ve learned about Guru Teghbahadar Sahib’s family. Work individually or in teams to complete the tree. The team with the most correct answers wins!



Lesson 2: The Knower

Guru Teghbahadar Sahib — I Found Him!

Time Estimate: 45 minutes – 1 hour

General Materials

- Lesson Plans:** Each lesson plan walks you through what you can do with your students.
- Lesson Videos:** Each video introduces you to the lesson, clarifies key principles, and either covers some of the history of Guru Teghbahadar Sahib or explores a Sabad (composition) revealed by the Guru.
- Interactive Notebook Sheet Template:** Students can use this ([Grades 3-5](#); [Grades 6-8](#)) sheet to understand the vocabulary for each Sabad and include it in their interactive notebooks.

Objectives

- Students will:*
- Explore how Guru Teghbahadar Sahib became known to the Sikh community after multiple impostors attempted to claim the Guruship.
 - Reflect on the qualities that make someone authentic and trustworthy.
 - Understand that the Guru is the Knower of hearts—always present and aware of the Sikh's inner truth.

Lesson 02 Video

Opening Discussion

- Guiding Question/Prompt: *How would you know if someone or something is authentic?*
- Depending on the students’ age, you might hear responses such as:
- It looks or sounds like something I already know.
 - It says or does the same things I’ve heard before.
 - It follows the same rules or values.
 - Their actions match their words.

- They live by the principles they say they believe in.
- Use their answers to build toward the deeper theme: How do we recognize the true Guru?

Instructions

- After the discussion, ask students: Do you know how Guru Teghbahadar Sahib became the Ninth Guru?
- Note to Teacher*
- There are many versions of this story across traditions. For this lesson, use the version provided below.

The Story of Recognition

- There were nearly 22 Guru-impostors at the time:
- Minas of Amritsar
 - Descendants of Suraj Mal
 - Impostor Sodhis
- There were many competing claims to Guruship:
- The elder son of Baba Gurditta (sometimes seen as the “crown prince”)
 - Those in possession of the Adi Granth (Kartarpuri Bir)

None of these claimants could prove their authenticity.

However, when Makhan Shah Lubana offered only two gold coins to Guru Teghbahadar Sahib, Guru Sahib said, “*Why have you brought only two, when you promised five hundred?*” None of the other claimants could make that claim. This moment revealed that the Guru is all-knowing.

Discussion Points

- Before Guru Harikrishan Sahib left the earthly realm, he said, “*Baba Bakala*,” indicating that the next Guru would be found in Bakala.
- During a dangerous shipwreck, Makhan Shah Lubana prayed to Guru Nanak Sahib, promising 500 gold coins in gratitude if saved.
- Makhan Shah Lubana tested each of the 22 self-proclaimed Gurus with two coins. All accepted without question.
- A villager directed him to [Guru] Teghbahadar Sahib, son of Guru Harigobind Sahib.
- When Makhan Shah offered two coins, Guru Sahib asked, “*Why only two, not the five hundred?*”
- Overjoyed, Makhan Shah ran to the rooftop shouting, “*I have found the True Guru!*”
- The Sikhs gathered and bestowed the title of Guru upon Guru Teghbahadar Sahib.

Key Takeaways

- A Sikh meets the Guru by walking the path the Guru has shown.
- Even when physically distant, the Guru is always near and knows the Sikh’s heart.
- Following Sikh teachings enables Sikhs to recognize the true Guru and the message that the Guru conveys.

Learning Inclusions

Introduce a mini-lesson or assign as homework:

- Have students research Makhan Shah Lubana and his role in identifying Guru Teghbahadar Sahib.
- Older students may explore the context of the 22 impostors and discuss why Makhan Shah’s test was so important.
- In the following session, students can present short skits, illustrated scenes, or group posters to reflect what they’ve learned.
- Educators can use Sojhi's lesson plans as a resource for their research and presentations. [Grades 3-5 Curriculum](#); [Grades 6-8 Curriculum](#)

Independent Work

Grades 3–5

- Draw or act out the moment Makhan Shah realized who the true Guru was.
- Complete a matching activity: “Which quality matches the real Guru?”
- Reflect: *How do you know someone is telling the truth?* Write or draw your answer.

Grades 6–8

- Write a short reflection: *Why do you think the Guru knew what was in Makhan Shah’s heart?*
- Fill out a cause-and-effect chart: *What happened when Makhan Shah met impostors vs. the real Guru?*
- Optional: Creative journal entry from the perspective of someone witnessing the rooftop announcement.

Course Project

Students will continue their course-long project:

- Option 1: Create a poster on Guru Teghbahadar Sahib’s life.
- Option 2: Create a poster focused on Guru Sahib’s *Bani*.

This lesson contributes to the “Revealing of the Guru” theme—students can document how Guru Sahib’s wisdom, humility, and spiritual authority were recognized and how this moment fits into his life story or teachings.

Learning Check

Use the following framework to assess understanding:

- ☐ **Remember:** Can the student recall what happened in the story of Makhan Shah and the impostors?
- ☐ **Understand:** Can they explain why Makhan Shah trusted Guru Teghbahadar Sahib?
- ☐ **Apply:** Can they connect the story to what it means to follow the Guru’s path today?
- ☐ **Interpret:** Can they reflect on why the Guru’s awareness of the 500 coins mattered in revealing his identity?
- ☐ **Evaluate:** What do students think it means that the “Guru is the Knower of hearts”?
- ☐ **Create:** Can they reflect on a time they made a promise and how they kept it—or draw a scene from the story?

Resources

NANAK IX – Biographical Information

<i>Prakash-Birth</i>	1621 Amritsar East Panjab, India
<i>Parents</i>	Father: Guru Harigobind Sahib Mother: Mata Nanaki
<i>Siblings</i>	Four Brothers: Atal Rai, Ani Rai, Gurdita, Suraj Mal Sister: Bibi Viro
<i>Spouse</i>	Mata Gujri
<i>Children</i>	[Guru] Gobind Rai
<i>Guruship</i>	1664 (43 years old)
<i>JotiJot/Death</i>	1675 (54 years old) Delhi, India
<i>Cities Established</i>	Anandpur (earlier Chak Nanaki), Rupnagar, East Panjab, India
<i>Institutions</i>	<i>Suba</i> (equivalent to governor), for connecting Guru and local <i>sangats</i> /communities
<i>Values</i>	Courage Challenge Tyranny Self-Sacrifice

Guru Teghbahadar Sahib: From Tyag Mal to True Guru

The son of Guru Harigobind Sahib, Guru Teghbahadar Sahib was first known as [Guru] Tyag Mal. He took part in the battle between his father and Paindey Khan and showed such feats of bravery that Guru Sahib named him [Guru] Teghbahadar—brave of the sword. From [Guru] Tyag Mal, one who had renounced everything, he became the sword-warrior. Immersed in *Nam*, he remained deeply spiritual while actively engaged in temporal matters, including warfare. As *Gurbani* says:

“He is the brave, the warrior, who is dyed in the *Nam*.”
“He is the brave warrior who fights the battle of *Dharam*-Principle—the battle of ‘word-arrows’.”

Upon Guru Harigobind Sahib’s instructions, [Guru] Teghbahadar Sahib went to Bakala and immersed himself in meditation. A master of the sword, he was now preparing to use the might of his spirit to blunt the enemy’s blades. Once again in Sikhi, an unruffled heart would break the neck of tyranny; a calm gaze would still the storm. A quiet martyrdom would uproot injustice. This is the unique trait of a Sikh: just as they may repel tyranny with the sword, they may also blunt tyrannical swords with the power of *Nam*.

Right before leaving the earthly realm, Guru Harikrishan Sahib said, “*Baba Bakala*.” Makhan Shah Lubana went to Bakala, hoping to fulfill a promise he had made to himself. During a near-fatal shipwreck, he had prayed to Guru Nanak Sahib and vowed to offer 500 gold coins in gratitude if he survived.

When he arrived in Bakala, Makhan Shah was dismayed to find 22 men claiming to be the Guru. He decided to offer two gold coins to each and believed the true Guru would know what he had pledged. All 22 impostors accepted the gold without question.

Makhan Shah then asked the villagers if there was anyone else he should visit. Someone told him about “Tega,” the son of Guru Harigobind Sahib. When Makhan Shah met Guru Teghbahadar Sahib, he placed two gold coins before him. The Guru looked at him and asked, “Why have you brought two instead of 500?” Upon hearing this, Makhan Shah was overjoyed. He ran to the rooftop and proclaimed,

“*Guru ladho re!*” — “I have found the True Guru!”

The Sikhs gathered at Guru Teghbahadar Sahib’s home, and he was bestowed the Guruship.

This *sakhi* teaches us that a Sikh can meet the Guru only by walking the path shown by the Guru. Even if physically distant, the Guru is always near and knows what lies in the Sikh’s heart. And when we follow the teachings of Sikhi, we are able to recognize the Guru and his true message.

Guru Teghbahadar Sahib: Sovereignty, Sacrifice, and Shelter

Guru Teghbahadar Sahib left Bakala and traveled to the city of Amritsar. When he arrived, he went to Sri Harimandar Sahib to pay his respects to the Adi Granth, but he was denied entry. Guru Sahib sat outside in deep meditation for some time and quietly left. The people of Amritsar were shocked and saddened by how the Guru was treated. They later visited him and respectfully escorted him back to Sri Harimandar Sahib.

Dhir Mal, a false claimant to the Guruship, continued to oppose Guru Sahib. He conspired with a *masand* and attempted to harm the Guru physically. In anger, the Sikhs retaliated and looted Dhir Mal's belongings. Among the items taken were handwritten Sabads from the earlier Gurus. When Guru Teghbahadar Sahib learned of this, he instructed the Sikhs to return everything—including the *Gurbani*. To this day, descendants of Dhir Mal still possess some of these Guru writings.

Later, Guru Sahib established a new city. He purchased land in Makhawal and founded what came to be known as Anandpur Sahib, the City of Bliss.

Travel was an important tradition for the Gurus. It allowed them to meet new people, share the message of Sikhi, and stay connected with distant sangats. Guru Harigobind Sahib had traveled to the Gangetic plains; Guru Teghbahadar Sahib traveled even farther east—to Dhaka, Kamrup, and beyond. While in Dhaka, he received the joyful news of the birth of his son, [Guru] Gobind Rai.

At this time, Emperor Aurangzeb was enforcing a campaign of forced conversions to Islam. Temples were destroyed, sacred threads (*janeus*) were removed, and dissenters were killed. Guru Teghbahadar Sahib stood firmly against this tyranny and the loss of religious freedom. When the Kashmiri Pandits came to him seeking help, the Guru became the *shelter for the shelterless*.

But the Gurus were not only protectors—they were empowerers. They did not teach us to die in resistance for the sake of it. They taught us to live and act as people of *Dharma*—of principle. That is why the young [Guru] Gobind Rai responded so clearly: no one would be more suited to make such a sacrifice than the Guru himself.

The Guru's decision addressed the heart of the issue—and changed the course of history. After Guru Teghbahadar Sahib's martyrdom, there were no more forced conversions under threat of death. This brutal practice began to disappear—not just in India but across parts of the Muslim world.

The response of [Guru] Gobind Rai also shows us that Guru Teghbahadar Sahib was widely seen as a person of integrity—a man of the Divine. When Guru Sahib arrived in Delhi, he challenged the emperor with his presence. If the rulers martyred him, they would be remembered as tyrants. If they spared him, they would have to admit they were wrong. Someone in the court thought of

a way out: they asked Guru Sahib to perform a miracle. In their view, a true man of God would have supernatural powers—and if the Guru showed one, it would prove he was not a “heathen.”

Guru Teghbahadar Sahib refused.

Guru Sahib was martyred—along with Bhai Mati Das, Bhai Sati Das, and Bhai Dayal Das.

Their refusal to bend made the empire's cruelty all too visible. The world saw who the tyrants were. The practice of forced conversions began to come to an end.

To protect their image, Mughal court historians began rewriting the story. They tried to discredit the Guru and twist the meaning of his sacrifice. Today, some still try to reduce Guru Teghbahadar Sahib's martyrdom to simply an act of saving the Brahmins. But the Guru's stand was much deeper. Just like Guru Arjan Sahib, Guru Teghbahadar Sahib stood for universal freedom—for truth, conscience, and sovereignty. Guru Sahib made a statement on behalf of all of humanity, not one group.

Name _____ Date _____

Lesson 2 Activity Worksheet: I Found the True Guru!

The Story in Simple Words

Makhan Shah was on a ship when a big storm came. He prayed to the Guru and promised to give 500 gold coins in gratitude if he was saved. The storm stopped, and he went to a village called Bakala to find the Guru. But many people were pretending to be the Guru!

Makhan Shah had an idea. He gave each person only two gold coins. Then he found Guru Teghbahadar Sahib. The Guru said, 'Why did you bring only two coins instead of 500?' Makhan Shah was so happy! He ran to the rooftop and shouted, 'I found the True Guru!'

Think and Talk

- Why did Makhan Shah give only two coins to each person?
- How did Guru Teghbahadar Sahib know about the 500 coins?
- What would you do if you made a promise to someone very special?

Vocabulary

New Word	What It Means (In Your Words)	Draw a Picture

Draw It!

Draw Makhan Shah on the roof, joyfully calling out, “I found the True Guru!”
Draw the Guru is sitting nearby—from behind, showing only his back (not his face).

Name _____ Date _____

Lesson 2 Activity Worksheet: The Knower

Story Summary

Makhan Shah Lubana survived a shipwreck and vowed to give 500 gold coins in gratitude to the Guru. In the village of Bakala, 22 men claimed to be the Guru. Makhan Shah offered each of them two coins. They all accepted without question—until he met Guru Teghbahadar Sahib, who asked, 'Why only two, not the five hundred?' Makhan Shah knew then that he had found the True Guru and ran to the rooftop to proclaim his discovery.

This story reminds us that the Guru is always near, knows our heart, and can never be impersonated.

Reflection Questions

1. What does this story tell us about how to recognize the true Guru?

2. Why was Makhan Shah so sure that Guru Teghbahadar Sahib was the real Guru?

3. Have you ever made a promise during a difficult time? Did you keep it?

3. What do you think it means that the Guru 'knows our heart'?

Vocabulary

New Word	What It Means	Use It in a Sentence	Symbol or Sketch

Creative Activity

Makhan Shah ran to the rooftop and shouted, "I have found the True Guru!"
Draw a picture of Makhan Shah on the rooftop, and in a quote bubble, write what he said.

Lesson 3: Remembering and Singing the Praises

Guru Teghbahadar Sahib — Jaijavanti

Time Estimate: 45 minutes – 1 hour

General Materials

- Lesson Plans:** Each lesson plan walks you through what you can do with your students.
- Lesson Videos:** Each video introduces you to the lesson, clarifies key principles, and either covers some of the history of Guru Teghbahadar Sahib or explores a Sabad (composition) revealed by the Guru.
- Interactive Notebook Sheet Template:** Students can use this ([Grades 3-5](#); [Grades 6-8](#)) sheet to understand the vocabulary for each Sabad and include it in their interactive notebooks.

Objectives

- Students will:*
- Explore and understand four Sabads by Guru Teghbahadar Sahib in Rag Jaijavanti.
 - Reflect on how we spend our time versus creating space to remember *Vahiguru*, IkOankar.

Sabad 1

ੴ ਸਤਿ ਨਾਮੁ ਕਰਤਾ ਪੁਰਖੁ ਨਿਰਭਉ ਨਿਰਵੈਰੁ ਅਕਾਲ ਮੂਰਤਿ ਅਜੂਨੀ ਸੈਭੰ ਗੁਰ ਪ੍ਰਸਾਦਿ ॥
ਰਾਗੁ ਜੈਜਾਵੰਤੀ ਮਹਲਾ ੯ ॥
ਰਾਮੁ ਸਿਮਰਿ ਰਾਮੁ ਸਿਮਰਿ ਇਹੈ ਤੇਰੈ ਕਾਜਿ ਹੈ ॥
ਮਾਇਆ ਕੇ ਸੰਗੁ ਤਿਆਗੁ ਪ੍ਰਭ ਜੂ ਕੀ ਸਰਨਿ ਲਾਗੁ ॥
ਜਗਤ ਸੁਖ ਮਾਨੁ ਮਿਥਿਆ ਝੂਠੇ ਸਭ ਸਾਜੁ ਹੈ ॥੧॥ ਰਹਾਉ ॥
ਸੁਪਨੇ ਜਿਉ ਧਨੁ ਪਛਾਨੁ ਕਾਹੇ ਪਰਿ ਕਰਤ ਮਾਨੁ ॥
ਬਾਰੂ ਕੀ ਭੀਤਿ ਜੈਸੇ ਬਸੁਧਾ ਕੇ ਰਾਜੁ ਹੈ ॥੧॥
ਨਾਨਕੁ ਜਨੁ ਕਹਤੁ ਬਾਤ ਬਿਨਸਿ ਜੈਹੈ ਤੇਰੇ ਗਾਤੁ ॥
ਛਿਨੁ ਛਿਨੁ ਕਰਿ ਗਇਓ ਕਾਲੁ ਤੈਸੇ ਜਾਤੁ ਆਜੁ ਹੈ ॥੨॥੧॥
-ਗੁਰੂ ਗ੍ਰੰਥ ਸਾਹਿਬ ੧੩੫੨

Transcription

ikoañkār sati nāmu kartā purakhu nirbhaū nirvairu akāl mūrati ajūnī saibhañ gur prasādi.
rāgu jaijāvantī mahalā 9.

rāmu simari rāmu simari ihai terai kāji hai.
māiā ko saṅgu tiāgu prabh jū kī sarani lāgu.
jagat sukh mānu mithiā jhūṭho sabh sāju hai.1. rahāu.
supne jiu dhanu pachānu kāhe pari karat mānu.
bārū kī bhīti jaise basudhā ko rāju hai.1.
nānaku janu kahatu bāt binasi jaihai tero gātu.
chinu chinu kari gaïo kálu taise jātu āju hai.2.1.

-Guru Granth Sahib 1352

Translation

1 creative and all-pervasive Supreme Being. Eternal Nam. Creator-Being. Fear-less. Enmity-less. Timeless-Form. Un-Born. Self-Illuminated. (Realized) by Guru’s grace.
Rag Jaijavanti, Ninth Embodiment.

Remember Ram, remember Ram, only this is (of use) in your deeds.
Renounce the company of Maya, attach (yourself) to the sanctuary of Prabhu.
Consider the comforts of the world false; the entire creation is false.1. rahau.
Recognize wealth as a dream; in what do (you) have pride?
Just like a wall of sand, the kingdom of earth is.1.
Servant Nanak utters (this) statement: Your body will perish.
(Just as) yesterday has gone moment by moment, so is today going.2.1.

[Bani Commentary](#) [Bani Video](#)

Lesson 03 Video

Opening Discussion

Ask students to:

- Share with a partner how they spend their week.
- Talk about their routine.
- Share what they enjoy doing.
- Share what they spend most time on.

Then ask everyone: Do you feel you take enough time out of your routine to think about or remember *Vahiguru*?

Let students share their thoughts on why they think so or why they don’t.

Instructions

- You can choose to ask students to share their answers, or you can introduce the Sabads.
- Let the students know that they will be introduced to four Sabads revealed by Guru Teghbahadar Sahib in *Rag Jaijavanti*.

Rag Jaijavanti

Jaijavanti is a *rag* (musical mode) often used to express two opposite feelings, usually to an extreme degree. Those feelings frequently encompass both the positive feeling of accomplishment and victory, as well as the negative feeling of loss.

In the first Sabad, Guru Sahib is asking us to remember IkOankar, who is all-pervasive (spreading widely throughout everything). Guru Sahib tells us that remembering *Vahiguru* will be helpful to you.

Read line 1

ਰਾਮੁ ਸਿਮਰਿ ਰਾਮੁ ਸਿਮਰਿ ਇਹੈ ਤੇਰੈ ਕਾਜਿ ਹੈ ॥
rāmu simari rāmu simari ihai terai kāji hai.

- Explain the words individually to the students
- Remember (simari) Ram, remember Ram, only this is (of use) in your deeds (kāji).
- When explaining simar to the students, explain that when we talk about remembering Ram, we are referring to keeping the One that is present in everything at the forefront of our actions. General human nature and tendency is to get attached to material or emotional things that we like and enjoy. Guru Sahib is asking us to remember (simari) that IkOankar, that *Vahiguru*, that one force that is in everything (rāmu). Don’t lose sight of that and overindulge in your attachment. Remembrance of Ram (that is, in everything) is your true task (kāji) in life.
- Focus on *Simari*, *Ramu*, and *Kaji*.

Read line 2

ਮਾਇਆ ਕੇ ਸੰਗੁ ਤਿਆਗੁ ਪ੍ਰਭ ਜੂ ਕੀ ਸਰਨਿ ਲਾਗੁ ॥
māiā ko saṅgu tiāgu prabh jū kī sarani lāgu.

- Before moving on to the next line, ask them what they are most attached to, such as people or possessions. Answers will vary according to age.

- Explain that Guru Sahib is telling us to give up the things we are overly/obsessively attached to, like material things we collect or hold extremely dear to ourselves, and come into the protection of IkOankar.
- Guru Sahib explains to us that material attachment or worldly comforts are not something we will have forever. It is only temporary and will stay behind when we leave this world, or it can disappear instantly.
- You can further discuss what it means to come into the protection of or sanctuary of IkOankar. Let students share what this means to them, what they may have seen in examples, and how they can incorporate it into their daily lives.

Read line 3

ਜਗਤ ਸੁਖ ਮਾਨੁ ਮਿਥਿਆ ਝੂਠੇ ਸਭ ਸਾਜੁ ਹੈ ॥੧॥ ਰਹਾਉ ॥
jagat sukh mānu mithiā jhūṭho sabh sāju hai.1. rahāu.

- Before starting the third line, ask the students: What is an illusion?
- Let the students share their answers.
- Clarify that “an illusion is a thing that is or is likely to be wrongly perceived or interpreted by the senses.”
- Share some optical illusions or ask students to share any they know.
 - Duck-Rabbit Illusion (for elementary school)
 - Impossible Triangle or Ames Room (for middle school)
- **Explain:** “Just like these images trick our eyes, Guru Sahib reminds us that worldly comforts may also deceive us—they seem lasting, but they disappear.”
- Guru Sahib explains that the comforts of the world are an illusion and will ultimately disappear.

Read line 4

ਸੁਪਨੇ ਜਿਉ ਧਨੁ ਪਛਾਨੁ ਕਾਹੇ ਪਰਿ ਕਰਤ ਮਾਨੁ ॥
supne jiu dhanu pachānu kāhe pari karat mānu.

- Continuing to explain, Guru Sahib further tells us that we should consider wealth a dream; how can you take pride in something that is fleeting? You will wake up from this dream, and it will be as if...

Read line 5

ਬਾਰੂ ਕੀ ਭੀਤਿ ਜੈਸੇ ਬਸੁਧਾ ਕੇ ਰਾਜੁ ਹੈ ॥੧॥
bārū kī bhīti jaise basudhā ko rāju hai.1.

- Ask them what would happen if they were to build a wall of sand. Some may say they can’t build it, or some may say you have to change it to build it, but ultimately, they know it won’t stand. It will only be temporary.

- Explain to them that Guru Sahib is telling us that just like a wall of sand, the wealth we accumulate and hoard will eventually disappear.

Read line 6

ਨਾਨਕੁ ਜਨੁ ਕਹਤੁ ਬਾਤ ਬਿਨਸਿ ਜੈਹੈ ਤੇਰੇ ਗਾਤੁ ॥
nānaku janu kahatu bāt binasi jaihai tero gātu.

- Guru Teghbahadar Sahib, using the signature of Guru Nanak Sahib, says in humility, reminding us that one day this body of ours (yours) will perish.
- Note: The Gurus who have compositions in the Guru Granth Sahib sign off on their Sabad using Nanak to help us be clear that the thoughts of all the Gurus are no different than Guru Nanak Sahib, and also help us recognize the same jot in all the Nanak I-X.

Read line 7

ਛਿਨੁ ਛਿਨੁ ਕਰਿ ਗਇਓ ਕਾਲੁ ਤੈਸੇ ਜਾਤੁ ਆਜੁ ਹੈ ॥੨॥੧॥
chinu chinu kari gaïo kálu taise jātu āju hai.2.1.

- Guru Sahib continues his thought that the body will perish; don’t waste time; moments are passing quickly. Remember IkOankar and take on the qualities to live your life according to them.
- Explain to students that, in the end, Guru Sahib reminds us that even our bodies will leave this world, and just as the moment passes moment by moment, so will we. Do not waste your time. Remember IkOankar in whatever you do, and use your time wisely.

Learning Inclusions

Introduce a mini-lesson or assign as homework:

- Use the “Simran Circle” or “Sabad Connection Tracker” activities to help students reflect on where remembrance (*Simran*) naturally fits into their day.
- Introduce the “Temporary vs. Lasting” visual sorting or cut-and-paste activity to explore the concept of illusion and permanence shared in the Sabad.
- Encourage peer dialogue or journaling prompts such as “What am I holding onto that doesn’t last?” to help students internalize Guru Sahib’s guidance on detachment, remembrance, and wise use of time.
- Educators can use Sojhi's lesson plans as a resource for their research and presentations.
[Grades 3-5 Curriculum](#); [Grades 6-8 Curriculum](#)

Independent Work

Grades 3–5

- Complete the “My Simran Moments” worksheet: Write or draw one moment each day where you remembered the One.
- Circle words in the Sabad that feel important and write what they mean to you in a reflection bubble.
- Use a cut-and-paste matching activity with images to compare temporary vs. lasting things (e.g., money, toys vs. love, truth).

Grades 6–8

- Write a short reflection: *What illusion am I holding on to? Why is it hard to let go?*
- Fill in a “Sabad Connection Tracker”: Choose one line from the Sabad and describe how it relates to your current life.
- Optional: Create a mini-poster with the line “jagat sukh mānu mithiā” and illustrate it with a metaphor or visual story.

Course Project

Students will continue their course-long project by:

- Adding content about Guru Teghbahadar Sahib’s teachings in *Rag Jaijavanti* to either their life-focused or *Bani*-focused poster.
- Reflecting on how this Sabad encourages remembrance, detachment, and wise use of time, key themes to include in visual or written form.
- Using the Sabad vocabulary worksheet and personal reflections to deepen their final presentation’s message.

Learning Check

Use the following framework to assess understanding:

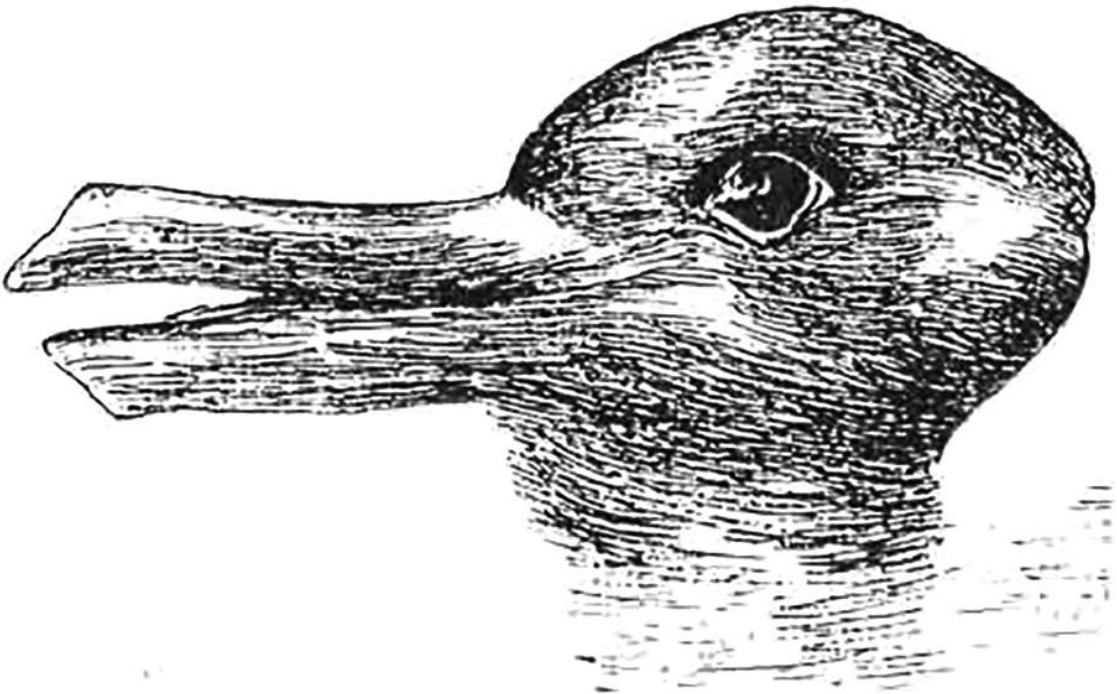
- ☐ **Remember:** Is the student able to identify key vocabulary from the Sabad?
- ☐ **Understand:** Can the student summarize the Sabad in their own words?
- ☐ **Apply:** Can they connect the Sabad to daily life reflection?
- ☐ **Interpret:** Can the student name one actionable goal inspired by the Sabad?
- ☐ **Evaluate:** What were the student’s main takeaways?
- ☐ **Create:** Can the student interpret the Sabad’s teachings in their own routine?

Optical Illusion Resource Sheet

Use these visual examples to help students of different age groups understand the concept of illusion, or *Māyā*, as shared by Guru Teghbahadar Sahib. Each image offers an opportunity to reflect on how our senses can be deceived—and how what appears real may not always be lasting or true.

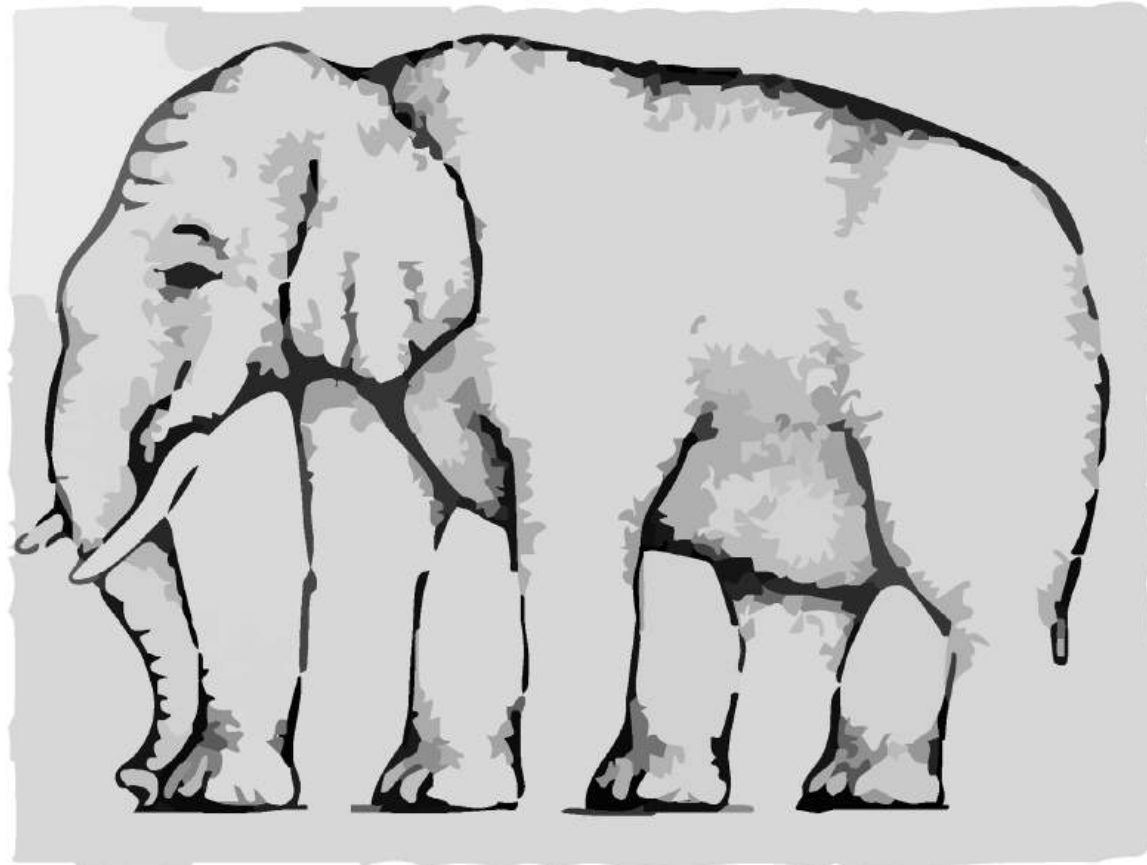
Duck-Rabbit Illusion (Elementary)

An image that can be seen as either a duck or a rabbit, depending on how you look at it. Teaches that perspective shapes perception.



Elephant with Extra Legs (Elementary)

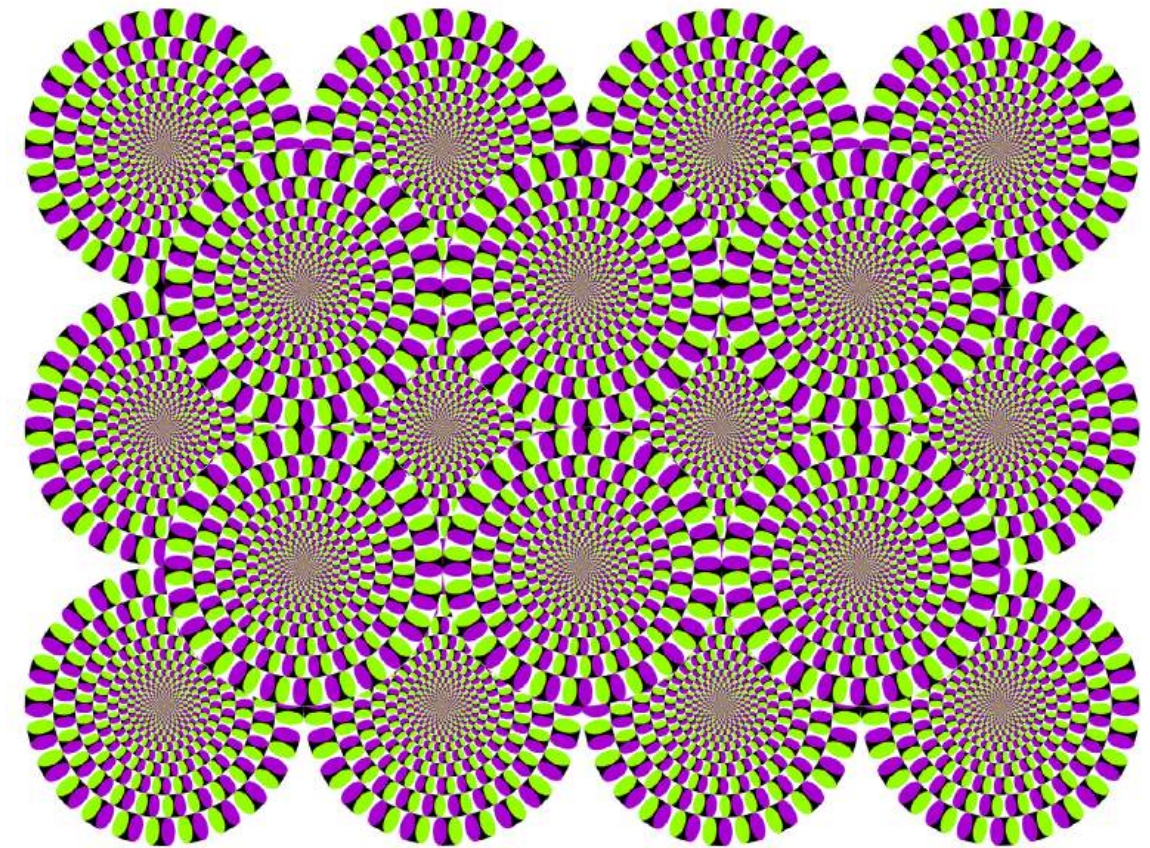
An elephant drawing where the number of legs seems wrong. Helps students see how our minds fill in missing or false details.



This image is based on The Shepard elephant, by Roger Shepard.

Rotating Snakes (Elementary)

Static circles that appear to spin when looked at. Demonstrates how motion can be falsely perceived.



Impossible Triangle (Middle School)

A triangle that looks real but can't exist in three dimensions. Encourages discussion about things that appear solid but are not.



Ames Room (Middle School)

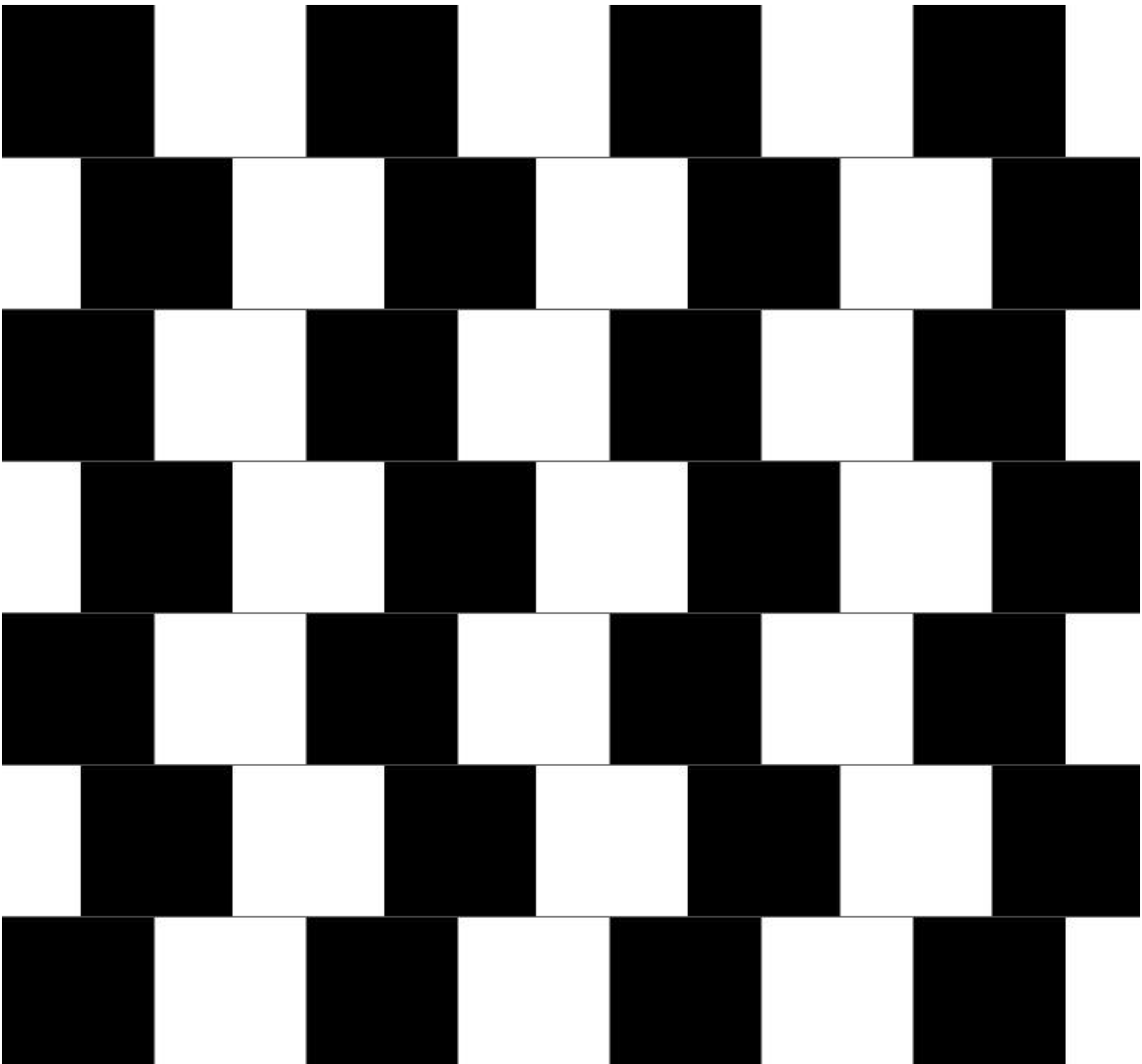
A distorted room where one person looks giant and another tiny. Shows how the environment alters perception.



By mosso - optical Illusion, CC BY 2.0
<https://commons.wikimedia.org/w/index.php?curid=4938891>

Café Wall Illusion (Middle School)

Straight lines appear slanted because of the background pattern. Emphasizes how context influences what we see.



Name _____ Date _____

Lesson 3 Activity Worksheet: Remembering and Singing the Praises

Sabad Vocabulary

Match the Gurmukhi word with its meaning. Then draw a picture **or** write what it reminds you of.

Simari	A name of IkOankar (the One)
Ramu	Illusion, temporary attachment
Kaji	Sanctuary or protection
Māiā	Useful, helpful
Sarani	Remembrance or to remember

Word	Draw a Picture	or	Write
Simari			
Ramu			
Kaji			
Māiā			
Sarani			

Draw It!

Draw something that reminds you of one of these words: Simari, Ramu, Kaji, Māiā, Sarani

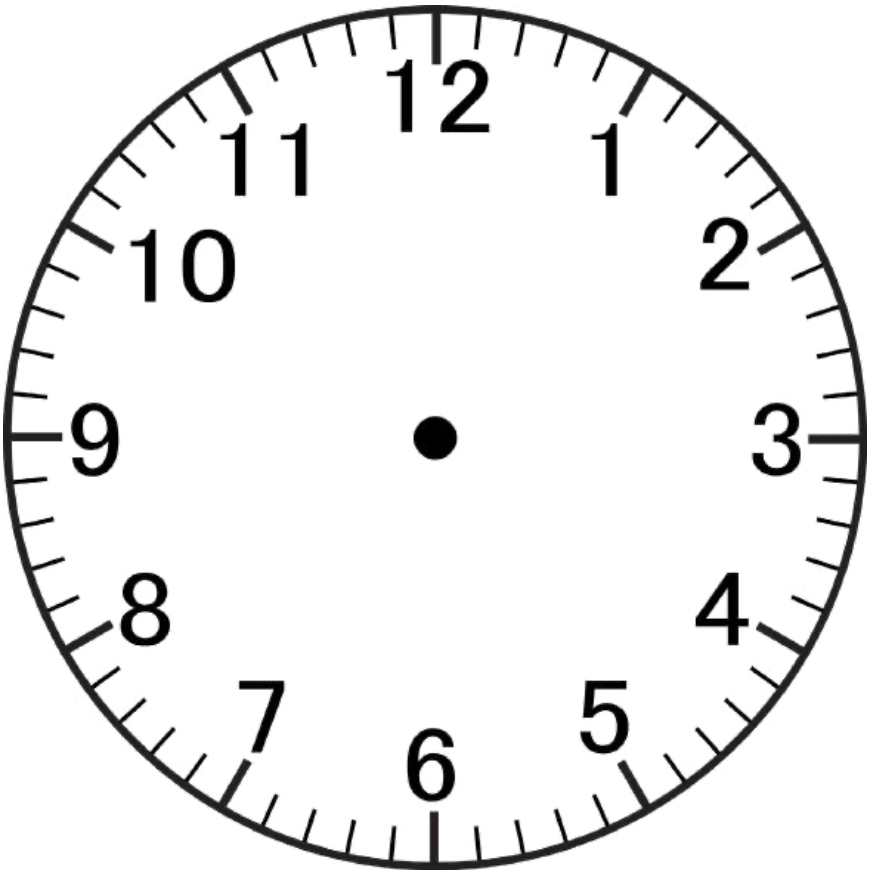
Name _____ Date _____

Lesson 3 Activity Worksheet: Remembering and Singing the Praises

Time Reflection Clock

Color in the clock to show what you did yesterday. Then write about how you can make time to remember IkOankar.

What I did yesterday (e.g., school, play, sleep, screen):



How can I make time to remember IkOankar during my day?

Name _____ Date _____

Lesson 3 Activity Worksheet: Remembering and Singing the Praises

Illusion vs. Reality Sorting Activity

Sort the items below into the two boxes: Illusion (Mithia) and Truth (Sach). Then pick one and explain why.

Items: Toys Grades Kindness Honesty
 Money Breath Ego Nam

*Illusion (Mithia)*

*Truth (Sach)*

Illusion vs. Reality In Your Words

Some things in life feel important but don't last. Others stay with us forever. List things that feel temporary (like an illusion) and things that are lasting (truth).

<i>Illusions (Temporary)</i>	<i>Truths (Lasting)</i>

Why did you choose these? Write a few sentences below

Name _____ Date _____

Lesson 3 Activity Worksheet: Remembering and Singing the Praises

Sand Wall of Wealth Illustration

Guru Sahib says wealth is like a wall of sand. What does that mean?
Draw a wall of sand and show what happens to it over time:

What are some things that LAST and don't disappear?

Name _____ Date _____

Lesson 3 Activity Worksheet: Remembering and Singing the Praises

My Daily Anchor

What is one small way you can remember IkOankar each day?

 Morning

 Afternoon

 Evening

What is one small way you can remember IkOankar each day?

Name _____ Date _____

Lesson 3 Activity Worksheet: Remembering and Singing the Praises

My Simran Moments

Each day this week, write or draw one moment when you remembered IkOankar (the One). This could be during play, study, a conversation, or any other time.

Day	My Simran Moment (write or draw)
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Sabad Word

Circle words in the Sabad that feel important to you. In the space below, write what one of those words means to you.

Important Word_____

What it means to me_____

Name _____ Date _____

Lesson 3 Activity Worksheet: Seeing Beyond What Appears

Exploring the Concept of Maya (Illusion)

Things are not always as they appear.

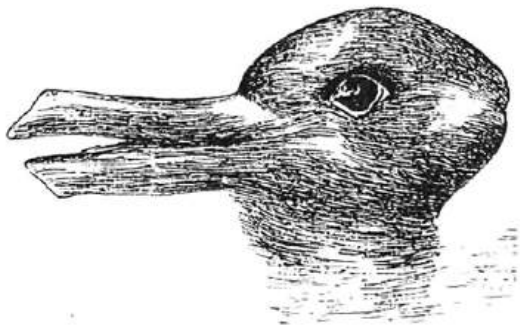
Teacher Note

Use these illusions to begin a discussion on Māyā — the idea that not everything we see or experience is permanent or true. Encourage students to share examples of when they realized something they believed was not real or lasting.

Directions for Students

Look at each picture carefully. What do you see at first? What do you notice when you look again? Write your thoughts.

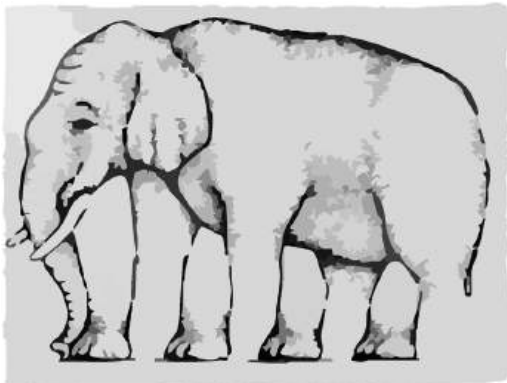
1. Duck–Rabbit Illusion



Do you see a duck or a rabbit?

What does this show about how our perspective can change what we see?

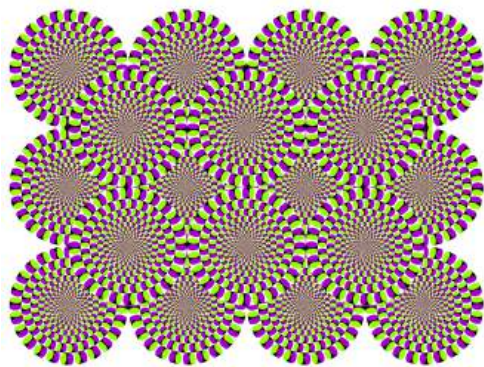
2. Elephant with Extra Legs



Count the legs carefully—how many do you see?

Why does our mind try to complete the picture even when it's wrong?

3. Rotating Snakes Illusion



Do the circles seem to spin even though the picture isn't moving?

What does this teach us about how our eyes and mind can be tricked?

Name _____ Date _____

Lesson 3 Activity Worksheet: Remembering and Singing the Praises

Sabad Vocabulary Deep Dive

Define each word below and use it in a sentence related to the Sabad. Then write a personal reflection.

Simari

Definition _____

Sentence _____

Reflection _____

Ramu

Definition _____

Sentence _____

Reflection _____

Kaji

Definition _____

Sentence _____

Reflection _____

Māiā

Definition _____

Sentence _____

Reflection _____

Sarani

Definition _____

Sentence _____

Reflection _____

Name _____ Date _____

Lesson 3 Activity Worksheet: Remembering and Singing the Praises

Time Awareness Journal

Fill out your daily time log. Then reflect on how time is spent and what might be adjusted to allow space for Simran.

What did I do every hour yesterday?

Time:_____ Activity:_____

Time:_____ Activity:_____

Time:_____ Activity:_____

Time:_____ Activity:_____

Time:_____ Activity:_____

Time:_____ Activity:_____

Time:_____ Activity:_____

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Time:_____ Activity:_____

Time:_____ Activity:_____

Time:_____ Activity:_____

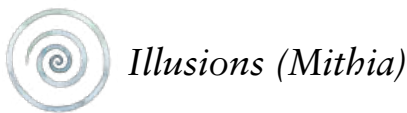
What patterns do I notice? How can I realign my time to reflect more Simari (remembrance)?

Name _____ Date _____

Lesson 3 Activity Worksheet: Remembering and Singing the Praises

Illusion vs Reality Critical Thinking

List three things in your life that may be illusions (temporary attachments) and three things that are lasting truths.



- 1) _____
- 2) _____
- 3) _____



- 1) _____
- 2) _____
- 3) _____

Why did you sort them this way? Explain your reasoning.

Name _____ Date _____

Lesson 3 Activity Worksheet: Remembering and Singing the Praises

Wealth & the Sand Wall Analogy

Guru Sahib compares wealth to a wall of sand. Reflect on this metaphor in writing or through a sketch.

Write your interpretation:

Optional: Draw the metaphor or a symbol representing impermanence.

Name _____ Date _____

Lesson 3 Activity Worksheet: Remembering and Singing the Praises

Sabad Connection Tracker

Design a simple plan to remember IkOankar each day. Identify what triggers or times help you remember.

 Morning

 Afternoon

 Evening

What symbol, phrase, or reminder will help you remember?

Optional: Draw the symbol

Name _____ Date _____

Lesson 3 Activity Worksheet: Remembering and Singing the Praises

7-Day Sabad Remembrance Tracker

Day	Did I Remember? (Yes/No)	When/How Did I Remember?	How Did It Make Me Feel?
Day 01			
Day 02			
Day 03			
Day 04			
Day 05			
Day 06			
Day 07			

Name _____ Date _____

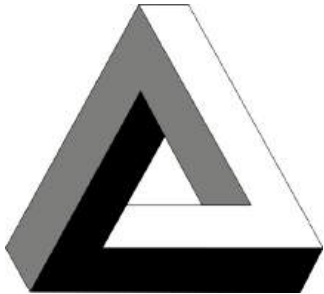
Lesson 3 Activity Worksheet: Seeing Beyond What Appears
Exploring the Concept of Maya (Illusion)

Seeing beyond the visible world.

Directions for Students

Study each image. Think about how it challenges what seems real. Write your reflection.

1. Impossible Triangle



This triangle looks solid—but could it exist in real life?

How does this relate to the difference between appearance and reality?

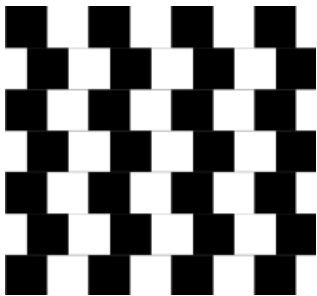
2. Ames Room



In this room, one person looks giant and another looks tiny—why?

How does this show that our surroundings can change what we believe is true?

3. Café Wall Illusion



The lines look crooked, but they are actually straight.

How can context or background influence our perception?

Closing Reflection

Think About It

Guru Teghbahadar Sahib reminds us that life itself can be like an illusion—changing, temporary, and often misleading. What helps us see through illusion to what is lasting and true?

Lesson 4: Sing the Praises – Time is Passing By

Guru Teghbahadar Sahib — Jaijavanti

Time Estimate: 45 minutes – 1 hour

General Materials

- Lesson Plans:** Each lesson plan walks you through what you can do with your students.
- Lesson Videos:** Each video introduces you to the lesson, clarifies key principles, and either covers some of the history of Guru Teghbahadar Sahib or explores a Sabad (composition) revealed by the Guru.
- Interactive Notebook Sheet Template:** Students can use this ([Grades 3-5](#); [Grades 6-8](#)) sheet to understand the vocabulary for each Sabad and include it in their interactive notebooks.

Objectives

- Students will:*
- Describe what Guru Teghbahadar Sahib is expressing in the 2nd Sabad of Rag Jaijavanti.

Sabad 2

ਜੈਜਾਵੰਤੀ ਮਹਲਾ ੯ ॥
ਰਾਮੁ ਭਜੁ ਰਾਮੁ ਭਜੁ ਜਨਮੁ ਸਿਰਾਤੁ ਹੈ ॥
ਕਹਉ ਕਹਾ ਬਾਰ ਬਾਰ ਸਮਝਤ ਨਹ ਕਿਉ ਗਵਾਰ ॥
ਬਿਨਸਤ ਨਹ ਲਗੈ ਬਾਰ ਓਰੇ ਸਮ ਗਾਤੁ ਹੈ ॥੧॥ ਰਹਾਉ ॥
ਸਗਲ ਭਰਮ ਡਾਰਿ ਦੇਹਿ ਗੋਬਿੰਦ ਕੇ ਨਾਮੁ ਲੇਹਿ ॥
ਅੰਤਿ ਬਾਰ ਸੰਗਿ ਤੇਰੈ ਇਹੈ ਏਕੁ ਜਾਤੁ ਹੈ ॥੧॥
ਬਿਖਿਆ ਬਿਖੁ ਜਿਉ ਬਿਸਾਰਿ ਪ੍ਰਭ ਕੇ ਜਸੁ ਹੀਏ ਧਾਰਿ ॥
ਨਾਨਕ ਜਨ ਕਹਿ ਪੁਕਾਰਿ ਅਉਸਰੁ ਬਿਹਾਤੁ ਹੈ ॥੨॥੨॥
-ਗੁਰੂ ਗ੍ਰੰਥ ਸਾਹਿਬ ੧੩੫੨

Transcription

jaijāvantī mahalā 9.
rāmu bhaju rāmu bhaju janamu sirātu hai.
kahaü kahā bār bār samjhat nah kiu gavār.
binsat nah lagai bār ore sam gātu hai.1. rahāu.
sagal bharam ḍāri dehi gobind ko nāmu lehi.
anti bār saṅgi terai ihai eku jātu hai.1.
bikhiā bikhu jiu bisāri prabh kau jasu hīe dhāri.
nānak jan kahi pukāri aūsaru bihātu hai.2.2.
-Guru Granth Sahib 1352

Translation

(Rag) Jaijavanti, Ninth Embodiment.
Sing the praises of Ram, sing the praises of Ram; life is passing away.
What do (I) say again and again, why do (you) not understand, O fool (being)?
(It) does not take time while perishing, (this) body is like a hailstone.1. rahau.
Drop all illusions, recite the Nam of Gobind.
At the end, with you, only this one goes.1.
Maya is like poison; forget (it); enshrine the praise(s) of Prabhu in the heart.
Servant Nanak, by proclaiming, states: Opportunity is passing away.2.2.

[Bani Commentary](#) [Bani Video](#)

Lesson 04 Video

Opening Discussion

- Ask students to reflect on the following questions. They can think about them, write their answers down, and then open it up for a group discussion:
- What does it mean to sing someone’s praises?
 - What happens when we sing someone’s praises?

Instructions

- You can choose to ask students to share their answers, or you can introduce the Sabads.
- Let the students know that they will be introduced to four Sabads revealed by Guru Teghbahadar Sahib in Rag Jaijavanti.

Rag Jaijavanti

Many different thoughts can come to mind, but try to highlight that when we sing someone's praises, we are referring to the qualities we admire in them.

Guru Sahib, in his second Sabad, helps us realize that time and opportunity are passing by; let us take on the qualities of IkOankar.

Read line 1

ਰਾਮੁ ਭਜੁ ਰਾਮੁ ਭਜੁ ਜਨਮੁ ਸਿਰਾਤੁ ਹੈ ॥
rāmu bhaju rāmu bhaju janamu sirātu hai.

- Guru Sahib is using bhaju – sing the praises of Ramu – the all-pervading force, the Beautiful One that is throughout everything. Within the same line, he says that janamu – your life is sirathu – passing away.

Read line 2

ਕਹਾਉ ਕਹਾ ਬਾਰ ਬਾਰ ਸਮਝਤ ਨਹ ਕਿਉ ਗਵਾਰ ॥
kahaü kaha bār bār samjhat nah kiu gavār.

- Guru Sahib is calling us foolish/ignorant (gavar), he says what (kaha) should I say (kahau) to you over and over (bar bar)? Why don't you understand (samjhat)? O ignorant! What can I say to you time and time again? Why do you not understand?

Read line 3

ਬਿਨਸਤ ਨਹ ਲਗੈ ਬਾਰ ਓਰੇ ਸਮ ਗਾਤੁ ਹੈ ॥੧॥ ਰਹਾਉ ॥
binsat nah lagai bār ore sam gātu hai.1. rahāu.

- Following that, Guru Sahib explains that it doesn't take time (lagai bār) for your hailstone (ore)-like (sam) body (gatu) to vanish (binsat).
- So, Guru Sahib is repeatedly telling us that the body is fleeting; therefore, take this opportunity to sing about the qualities and to adopt the qualities of the Creator, for this is what will be of use to you.

Read line 4

ਸਗਲ ਭਰਮ ਡਾਰਿ ਦੇਹਿ ਗੋਬਿੰਦ ਕੋ ਨਾਮੁ ਲੇਹਿ ॥
sagal bharam ḍāri dehi gobind ko nāmu lehi.

- Guru Sahib continues on to say that let go (ḍāri dehi) of all (sagal) illusions and doubts (bharam) and take (lehi) the name/qualities (nam) of the One who knows creation (Gobind).

Read line 5

ਅੰਤਿ ਬਾਰ ਸੰਗਿ ਤੇਰੈ ਇਹੈ ਏਕੁ ਜਾਤੁ ਹੈ ॥੧॥
anti bār saṅgi terai ihai eku jātu hai.1.

- In the end (ant bār), your support (sangi terai) will only be Nam, and it will only go with you (ihai eku jātu hai), referring to Nam.

Read line 6

ਨਾਨਕ ਜਨ ਕਹਿ ਪੁਕਾਰਿ ਅਉਸਰੁ ਬਿਹਾਤੁ ਹੈ ॥੨॥੨॥
nānak jan kahi pukāri aūsaru bihātu hai.2.2.

- In the last two lines, Guru Sahib reminds us that Maya (bikhia) is like poison (bikhu) – forget it (jiu bisari), and in your heart enshrine the praises (jasu hīe dhāri) of IkOankar (prabh kau).

Since both the Sabads discuss time passing, staying in remembrance, and using time wisely, consider discussing the two Sabads together.

Encourage students to use their interactive Sabad worksheets. You can have them fill out their worksheet and then discuss it in small groups, or discuss it and then complete it.

Learning Inclusions

Introduce a mini-lesson or assign as homework:

- Use the “Memory Card Match” game to reinforce vocabulary from the Sabad in a playful and memorable way.
- Provide students with the “Time Tracker” or “Time Reflection” worksheets to prompt awareness of how they use their time and how they can integrate remembrance into their day.
- Invite group sharing or journaling after using the cards or charts to help students internalize Guru Sahib’s message on impermanence and mindful living.
- Educators can use Sojhi's lesson plans as a resource for their research and presentations.
[Grades 3-5 Curriculum](#); [Grades 6-8 Curriculum](#)

Independent Work

Grades 3–5

- Complete the "Reflection Journal" worksheet: Write or draw a moment when they remembered—or could have remembered—IkOankar (e.g., during a game, study time, or helping someone). Describe how it felt and why it mattered.
- Complete the "Time Tracker Chart" worksheet: Identify three daily activities and reflect on where they could pause to remember or act kindly, based on Guru Sahib’s teachings.
- Complete the "Memory Card Match Game" worksheet: Play a vocabulary match game with terms from the Sabad (e.g., *bhaju*, *bharam*, *Nam*) and explain each in their own words.

Grades 6–8

- Complete the "Time Reflection Chart" worksheet: assess current habits, and write one intentional shift to align their actions with Sabad’s message.
- Write a short reflection: Respond in 1–2 paragraphs to, “*Guru Teghbahadar Sahib reminds us that our time is like a passing moment. What does that mean to me today?*”
- Vocabulary-to-Action Exercise: Choose two Sabad words (e.g., *bikhia*, *jasu*, *Nam*) and describe how to consciously apply one of them during the coming week.

Course Project

Students will continue their course-long project by:

- Option 1: A poster presentation on Guru Teghbahadar Sahib’s life.
- Option 2: A poster focused on Guru Sahib’s *Bani*.

Each lesson adds new content—life events or Sabad insights. Students should use their worksheets, vocabulary exercises, and personal reflections to guide their research and deepen their understanding, preparing them for their final presentation.

Learning Check

Use the following framework to assess understanding:

- ☐ **Remember:** Is the student able to identify words that were specifically mentioned in the lines?
- ☐ **Understand:** Can the student summarize or explain the Sabad in their own words?
- ☐ **Apply:** Was the student able to understand that the Sabad is helping us reflect on our daily life?
- ☐ **Interpret:** Can the student identify a meaningful goal in their daily life that helps them apply the Sabad?
- ☐ **Evaluate:** What are the main takeaways from this part of the lesson?
- ☐ **Create:** How does one understand or interpret the Sabad and its meanings in the context of their day-to-day lives?

Name _____ Date _____

Lesson 4 Activity Worksheet: Sing the Praises

Word Match & Meaning

Match the Sabad words with their meanings.

bhaju	Qualities or Name of the Creator
janamu	One who knows creation
bharam	Praises
Gobind	Illusion or Doubt
Nam	Life

Write one sentence about how each word makes you feel or what it reminds you of.

 Example Sentence: "Nam makes me feel safe because I remember the One is always with me."

bhaju _____

janamu_____

bharam _____

Gobind _____

Nam_____

Name _____ Date _____

Lesson 4 Activity Worksheet: Sing the Praises

Draw the Sabad

Draw a picture that shows what the Sabad is teaching. You might include:

- A clock for time passing
- A heart for remembrance
- A path or journey with IkOankar as a guiding light
- Yourself remembering or saying something kind

 Write a sentence to explain what your drawing means to you.

Name _____ Date _____

Lesson 4 Activity Worksheet: Remembering and Singing the Praises

Finish the Thought (Optional)

Complete the following sentences:

My life is a gift, so I will try to _____

When I feel confused or distracted, I will remember _____

Guru Teghbahadar Sahib teaches me _____

Name _____ Date _____

Lesson 4 Activity Worksheet: Remembering and Singing the Praises

Vocabulary Reflection

Choose three words from the Sabad (e.g., bikhia, jasu, Nam). For each word, complete the following:

Word _____

What does this word mean? _____

What is Guru Sahib teaching through this word? _____

How do I relate to this word in my life? _____

Word _____

What does this word mean? _____

What is Guru Sahib teaching through this word? _____

How do I relate to this word in my life? _____

Word_____

What does this word mean? _____

What is Guru Sahib teaching through this word? _____

How do I relate to this word in my life? _____

Name_____ Date_____

Lesson 4 Activity Worksheet: Remembering and Singing the Praises

Time Reflection Chart

Use the chart to reflect on your daily or weekly routine. Then write how you can make space for Simran (remembrance of IkOankar).

<i>Activity</i>	<i>Time Spent (Daily/Weekly)</i>	<i>How to Include Remembrance of IkOankar</i>

Reflection

Based on your chart, what is one change or shift you want to make this week?

Name _____ Date _____

Lesson 4 Activity Worksheet: Remembering and Singing the Praises

Partner Dialogue

With a partner, discuss the following questions. Then write your responses or summary below.

1. Why do you think Guru Sahib compares life to something quickly passing?

2. What does it mean to take on the qualities of IkOankar?

3. What is one change you could make this week based on this Sabad?

Lesson 5: The Dream of the World or The Mind’s Condition

Guru Teghbahadar Sahib — Jaijavanti

Time Estimate: 45 minutes – 1 hour

General Materials

- Lesson Plans:** Each lesson plan walks you through what you can do with your students.
- Lesson Videos:** Each video introduces you to the lesson, clarifies key principles, and either covers some of the history of Guru Teghbahadar Sahib or explores a Sabad (composition) revealed by the Guru.
- Interactive Notebook Sheet Template:** Students can use this ([Grades 3-5](#); [Grades 6-8](#)) sheet to understand the vocabulary for each Sabad and include it in their interactive notebooks.

Objectives

- Students will:*
- Describe what Guru Teghbahadar Sahib is expressing in the 3rd Sabad of Rag Jaijavanti.

Sabad 3

ਜੈਜਾਵੰਤੀ ਮਹਲਾ ੯ ॥
ਰੇ ਮਨ ਕਉਨ ਗਤਿ ਹੋਇਰੈ ਤੇਰੀ ॥
ਇਹ ਜਗ ਮਹਿ ਰਾਮ ਨਾਮੁ ਸੇ ਤਉ ਨਹੀ ਸੁਨਿਓ ਕਾਨਿ ॥
ਬਿਖਿਅਨ ਸਿਉ ਅਤਿ ਲੁਭਾਨਿ ਮਤਿ ਨਾਹਿਨ ਫੇਰੀ ॥੧॥ ਰਹਾਉ ॥
ਮਾਨਸ ਕੇ ਜਨਮੁ ਲੀਨੁ ਸਿਮਰਨੁ ਨਹ ਨਿਮਖ ਕੀਨੁ ॥
ਦਾਰਾ ਸੁਖ ਭਇਓ ਦੀਨੁ ਪਗਹੁ ਪਰੀ ਬੇਰੀ ॥੧॥
ਨਾਨਕ ਜਨ ਕਹਿ ਪੁਕਾਰਿ ਸੁਪਨੈ ਜਿਉ ਜਗ ਪਸਾਰੁ ॥
ਸਿਮਰਤ ਨਹ ਕਿਉ ਮੁਰਾਰਿ ਮਾਇਆ ਜਾ ਕੀ ਚੇਰੀ ॥੨॥੩॥
-ਗੁਰੂ ਗ੍ਰੰਥ ਸਾਹਿਬ ੧੩੫੨

Transcription

jaijāvantī mahalā 9.
re man kaün gati hoihai terī.
ih jag mahi rām nāmu so taü nahī sunio kāni.
bikhian siu ati lubhāni mati nāhin pherī.1. rahāu.
mānas ko janamu līnu simranu nah nimakh kīnu.
dārā sukh bhaïo dīnu pagahu parī berī.1.
nānak jan kahi pukāri supnai jiu jag pasāru.
simrat nah kiu murāri māiā jā kī cerī.2.3.

–Guru Granth Sahib 1352

Translation

(Rag) Jaijavanti, Ninth Embodiment.
O mind! What will be your state?
In this world (there) is the Nam of Ram, that (you) did not listen to with the ears.
(You) are much enticed by materialistic pleasures,
did not turn the intellect (from them).1. rahau.
(You) have taken birth as a human, (but) did not do remembrance for (even) an instant.
For wife (and) comforts (you) have become wretched,
the shackle is placed around the feet.1.
Servant Nanak, by proclaiming, states: Expanse of the world is like a dream.
Why do (you) not remember Murari, of whom Maya is the servant?2.3.

[Bani Commentary](#) [Bani Video](#)

Lesson 05 Video

Opening Discussion

Ask students to reflect on the following questions. They can think about them, write their answers down, and then open it up for group discussion:

- What will your life look like at the end of elementary school? Middle school? High school? College?
- What condition will you be in when you are grown up?

Instructions

Many different thoughts can come up during this discussion, but try to highlight the following:

- We don’t know what our state will be in the future. Most of the time, we are focused on what we want—what we want to accumulate (wealth, friends, family)—but all this, without remembrance, is a waste of time.

Rag Jaijavanti

Guru Sahib, in his third Sabad, helps us realize this by asking us:

Read line 1

ਚੇ ਮਨ ਕਉਨ ਗਤਿ ਹੋਇਹੈ ਤੇਰੀ ॥
re man kaün gati hoihai terī.

- O my mind (re man), what will your condition (kaün gati hoihai) or state be?
- Guru Sahib uses a question to prompt us to look ahead and asks, 'What will your condition or situation be if you don’t have the below in your heart?' He gives examples in the other lines of the Sabad.

Read line 2

ਇਹ ਜਗ ਮਹਿ ਰਾਮ ਨਾਮੁ ਸੇ ਤਉ ਨਹੀ ਸੁਨਿਓ ਕਾਨਿ ॥
ih jag mahi rām nāmu so taü nahī sunio kāni.

- Continue on to explain that we must act on what Guru Sahib is asking us to do.
- In this world (ih jag mahi), you have not listened (tau nahi sunio kani) to (or identified with) the One (ram namu) who is in everything.

Read line 3

ਬਿਖਿਅਨ ਸਿਉ ਅਤਿ ਲੁਭਾਨਿ ਮਤਿ ਨਾਹਿਨ ਫੇਰੀ ॥੧॥ ਰਹਾਉ ॥
bikhian siu ati lubhāni mati nāhin pherī.1. Rahāu.

- Have them reflect on what they thought they would be like as they grew up, and ask whether they were focused on things that can be accumulated. Show them how Guru Sahib is already telling us this.
- You are engrossed (ati lubhāni) in materialistic (bikhian) things and cannot separate your thoughts from them (mati nāhin pherī).

Read line 4

ਮਾਨਸ ਕੋ ਜਨਮੁ ਲੀਨੁ ਸਿਮਰਨੁ ਨਹ ਨਿਮਖ ਕੀਨੁ ॥
mānas ko janamu līnu simranu nah nimakh kīnu.

- And now Guru Sahib reminds us of this precious life.
- But you have received this precious human life (mānas ko janamu līnu) and have not even for an instant connected with (simranu nah nimakh kīnu) the qualities of IkOankar.

Read line 5

ਦਾਰਾ ਸੁਖ ਭਇਓ ਦੀਨੁ ਪਗਹੁ ਪਰੀ ਬੇਰੀ ॥੧॥
dārā sukh bhaïo dīnu pagahu parī berī.1.

- From material things, Guru Sahib helps us recognize how we become attached to family.
- You are caught in the shackles (berī) of family attachments (dārā sukh), and you suffer humiliation for the sake of those attachments.

Read line 6

ਨਾਨਕ ਜਨ ਕਹਿ ਪੁਕਾਰਿ ਸੁਪਨੈ ਜਿਉ ਜਗ ਪਸਾਰੁ ॥
nānak jan kahi pukāri supnai jiu jag pasāru.

- Then Guru Sahib, putting his signature on it, proclaims: This world is like a dream (supnai jiu jag)—it is temporary (pasāru).

Read line 7

ਸਿਮਰਤ ਨਹ ਕਿਉ ਮੁਰਾਰਿ ਮਾਇਆ ਜਾ ਕੀ ਚੇਰੀ ॥੨॥੩॥
simrat nah kiu murāri māiā jā kī cerī.2.3.

- Reminding us once again instead, remember (simrat) IkOankar, the One who owns this entire material world and all its pleasures (māiā jā kī cerī).

Learning Inclusions

Introduce a mini-lesson or assign as homework:

- Use the “Vocabulary Match Game” worksheet to reinforce understanding of key Sabad words and their meanings through an engaging, age-appropriate activity.
- Display a “Classroom Word Wall” that highlights Sabad vocabulary (e.g., *Nam*, *Mānas*, *Bikhian*, *Simran*) and allows students to build connections with the concepts during the week.
- Facilitate the “Dream World vs. Remembrance-Filled Life” Drawing Worksheet, where students depict two contrasting worlds—one filled with distractions and temporary attachments, and the other centered on remembrance, reflection, and the qualities of IkOankar.
- Encourage peer discussion or reflective journaling using the prompts from the worksheet to help students explore how Guru Teghbahadar Sahib’s message relates to their lives.
- Educators can use Sojhi's lesson plans as a resource for their research and presentations. [Grades 3-5 Curriculum](#); [Grades 6-8 Curriculum](#)

Independent Work

Grades 3–5

- Visual Reflection: Draw a scene that shows someone practicing remembrance (*simran*) of IkOankar at school, at home, or while playing.
- Complete the “My Day of Remembrance” worksheet: Reflect on one moment each day for a week where they can remember IkOankar or act kindly.
- Sabad Vocabulary Activity: Circle or highlight key words from the Sabad. Write their meanings or what they think each word represents.

Grades 6–8

- Personal Reflection (5–7 sentences): Respond to the prompt, “What am I most attached to right now? Does it help or distract me from living meaningfully?”
- Sabad Reflection Tracker: Choose one line from the Sabad that resonates with them. Note how they can apply their message this week.
- Mini-Poster (Optional): Create a visual or collage illustrating the Sabad’s central message—the contrast between illusion and remembrance.

Course Project

Students will continue their course-long project by:

- Option 1: A poster presentation on Guru Teghbahadar Sahib’s life.
- Option 2: A poster focused on Guru Sahib’s *Bani*.

In this lesson, students reflect on the third Sabad in *Rag Jaijavanti*. They should connect the teaching of this Sabad to their chosen topic. Encourage inclusion of:

- Key Sabad lines
- Personal reflections
- Vocabulary connections
- Historical or contextual insight

These elements will enrich their final presentation and demonstrate a growing understanding of both Guru Sahib’s life and teachings.

Learning Check

Use the following framework to assess understanding:

- ☐ **Remember:** Can the student identify and recall key vocabulary discussed in class from the Sabad?
- ☐ **Understand:** Can the student summarize or explain the Sabad in their own words?
- ☐ **Apply:** Is the student able to recognize how this Sabad invites us to reflect on daily life?
- ☐ **Interpret:** Can the student identify what they might need to let go of or focus on, based on the Sabad?
- ☐ **Evaluate:** What are the student’s main takeaways from this Sabad and discussion?
- ☐ **Create:** Can the student express or demonstrate how they interpret this Sabad and apply it in the context of their own lives?

Name _____ Date _____

Lesson 5 Activity Worksheet: The Dream

My Mind’s Thoughts

Draw or write what your mind often thinks about during the day.

- Circle the thoughts that make you feel happy or calm.
- Cross out the thoughts that make you feel distracted or worried.

Are these thoughts helping you remember IkOankar (the One)? Why or why not?

 Write 1-2 sentences or share with your class.

Name _____ Date _____

Lesson 5 Activity Worksheet: The Dream

The Dream World

Color or draw a picture of a dream world. Include things you like, such as toys, games, friends, or favorite places.

- Circle the things that are temporary (they won’t last forever).
- Put a star next to things that make your heart feel full, loving, and kind.

What would you do differently if you knew some things won’t last? What do you want to remember every day?

Name _____ Date _____

Lesson 5 Activity Worksheet: The Dream

Word Match

Match each Sabad word to its meaning.

Nam

Mānas

Bikhian

Simran

The qualities of IkOankar

Remembrance

Human life

Material attachments or poison-like distractions

Choose a word, then draw or write one thing that helps you remember this word during the day.

Name _____ Date _____

Lesson 5 Activity Worksheet: The Dream

Dream World vs. Remembrance Life

Draw two scenes side by side.

- Scene 1:** A Dream World: Draw things that might distract us, like toys, video games, or treats.
- Scene 2:** A Remembrance Life: Draw someone remembering IkOankar, helping others, or being kind.

Scene 1

Scene 2

Write one sentence about what makes this world meaningful or not meaningful.

Write one sentence about what makes this world meaningful or not meaningful.

Name _____ Date _____

Lesson 5 Activity Worksheet: The Dream

My Day of Remembrance

Each day this week, write or draw one moment when you remembered IkOankar or practiced kindness. Use the chart below:

Day	What I Remembered or Did
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Name _____ Date _____

Lesson 5 Activity Worksheet: The Dream

Reflecting on Life’s Direction

Write a short paragraph for each question.

What do you spend most of your time on?

How often do you remember IkOankar?

What distractions pull you away from remembrance?

Name _____ Date _____

Lesson 5 Activity Worksheet: The Dream

Simran Tracker

In the weekly tracker below, put a checkmark every time you remember IkOankar.

At the end of the week, reflect on the following:

Day	Checkmark or Simran
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

What helped you remember IkOankar?

What distracted you from remembering?

Lesson 6: Sing, Before Time Runs Out

Guru Teghbahadar Sahib — Jaijavanti

Time Estimate: 45 minutes – 1 hour

General Materials

- Lesson Plans:** Each lesson plan walks you through what you can do with your students.
- Lesson Videos:** Each video introduces you to the lesson, clarifies key principles, and either covers some of the history of Guru Teghbahadar Sahib or explores a Sabad (composition) revealed by the Guru.
- Interactive Notebook Sheet Template:** Students can use this ([Grades 3-5](#); [Grades 6-8](#)) sheet to understand the vocabulary for each Sabad and include it in their interactive notebooks.

Objectives

- Students will:*
- Describe what Guru Teghbahadar Sahib is expressing in the 4th Sabad of Rag Jaijavanti.

Sabad 4

ਜੈਜਾਵੰਤੀ ਮਹਲਾ ੯ ॥
ਬੀਤ ਜੈਰੈ ਬੀਤ ਜੈਰੈ ਜਨਮੁ ਅਕਾਜੁ ਰੇ ॥
ਨਿਸਿ ਦਿਨੁ ਸੁਨਿ ਕੈ ਪੁਰਾਨ ਸਮਝਤ ਨਹ ਰੇ ਅਜਾਨ ॥
ਕਾਲੁ ਤਉ ਪਹੂਚਿਓ ਆਨਿ ਕਹਾ ਜੈਰੈ ਭਾਜਿ ਰੇ ॥੧॥ ਰਹਾਉ ॥
ਅਸਥਿਰੁ ਜੇ ਮਾਨਿਓ ਦੇਹ ਸੇ ਤਉ ਤੇਰਉ ਹੋਇਰੈ ਖੇਹ ॥
ਕਿਉ ਨ ਹਰਿ ਕੇ ਨਾਮੁ ਲੇਹਿ ਮੂਰਖ ਨਿਲਾਜ ਰੇ ॥੧॥
ਰਾਮ ਭਗਤਿ ਹੀਏ ਆਨਿ ਛਾਡਿ ਦੇ ਤੈ ਮਨ ਕੇ ਮਾਨੁ ॥
ਨਾਨਕ ਜਨ ਇਹ ਬਖਾਨਿ ਜਗ ਮਹਿ ਬਿਰਾਜੁ ਰੇ ॥੨॥੪॥
-ਗੁਰੂ ਗ੍ਰੰਥ ਸਾਹਿਬ ੧੩੫੨-੧੩੫੩

Transcription

jaijāvantī mahalā 9.
bīt jaihai bīt jaihai janamu akāju re.
nisi dinu suni kai purān samjhat nah re ajān.
kālu taū pahūcio āni kahā jaihai bhāji re.1. rahāu.
asthiru jo mānio deh so taū teraū hoihai kheh.
kiu na hari ko nāmu lehi mūrakh nilāj re.1.
rām bhagati hīe āni chāḍi de tai man ko mānu.
nānak jan ih bakhāni jag mahi birāju re.2.4.
–Guru Granth Sahib 1352

Translation

(Rag) Jaijavanti, Ninth Embodiment.
Will pass away, will pass away, (your) life in vain, O (being)!
Night (and) day, having listened to Purana, (you) do not understand, O ignorant!
Yama has arrived; where will (you) go by running, O (being)?1. rahau.
The body which (you) have considered permanent, that (body) of yours will become dust.
Why do (you) not recite the Nam of Hari, O fool, (O) shameless!1.
Bring the devotion of Ram in the heart; you renounce the pride of the mind.
This is the described (thought) of servant Nanak: Settle in the world (like this), O (being)!2.4.

[Bani Commentary](#) [Bani Video](#)

Lesson 06 Video

Opening Discussion

- Ask students to reflect on the following questions. They can think about them, write their answers down, and then open it up for a group discussion.
- What have they done in the last 24 hours?
 - What is your purpose in life right now?
 - What would you consider successful?

Instructions

Read the entire fourth Sabad aloud to the students. Ask them to write down any words or meanings they understand. They may choose to note specific words, phrases, or share if they grasp the general sense.

Then, go through each line of the Sabad together and unpack its meaning.

Rag Jaijavanti

Read line 1

ਬੀਤ ਜੈਹੈ ਬੀਤ ਜੈਹੈ ਜਨਮੁ ਅਕਾਜੁ ਰੇ ॥
bīt jaihai bīt jaihai janamu akāju re.

- Use the discussion you had around the questions to go over the lines in the Sabad.
- Your life is passing (bīt jaiha)—again and again—and it will pass away in vain (janamu akāju re), O being.

Read line 2

ਨਿਸਿ ਦਿਨੁ ਸੁਨਿ ਕੈ ਪੁਰਾਨ ਸਮਝਤ ਨਹ ਰੇ ਅਜਾਨ ॥
nisi dinu suni kai purān samjhat nah re ajān.

- Even though you have listened (suni) to sacred texts (purān) day (dinu) and night (nisi), you still do not understand (samjhat), O ignorant (ajān) one. Guru Sahib often uses the reference to the fact that even though we have heard or know things, we don’t act on them because we ignore them or don’t understand them.

Read line 3

ਕਾਲੁ ਤਉ ਪਹੁਚਿਓ ਆਨਿ ਕਹਾ ਜੈਹੈ ਭਾਜਿ ਰੇ ॥੧॥ ਰਹਾਉ ॥
kālu taü pahūcio āni kahā jaihai bhāji re.1. rahāu.

- When the time of death (kālu) arrives (pahūcio), where (kahā) will you run (bhāji)? Guru Sahib reminds us that when we reach the end, there is no place for us to escape to.
Explain here that “Kālu” is being used symbolically, referencing mythology. According to Hindu belief, *Dharamraj* or *Yamraj* (also known as jam, jamrā, jamrāj, kāl, dharamrāi, etc., in Guru Granth Sahib) is the mythological dispenser of justice who judges each being based on their deeds. Kālu becomes a symbol of fear and accountability. He is said to have two scribes, *Chitra* and *Gupt*, who record the deeds of all beings in a vast ledger. In the form of *Yamraj*, he punishes evildoers and sends them to hell. As *Dharamraj*, he rewards the righteous by sending them to heaven. -Adapted from *Guru Granth Vishvakosh, Dr. Ratan Singh Jaggi, Vol. 2, p. 400.*

Read line 4

ਅਸਥਿਰੁ ਜੇ ਮਾਨਿਓ ਦੇਹ ਸੇ ਤਉ ਤੇਰਉ ਹੋਇਹੈ ਖੇਹ ॥
asthiru jo mānio deh so taü teraü hoihai kheh.

- The body (deh) you believed to be stable (asthiru) and lasting will one day become dust (kheh); it will not remain forever.
- We feel that our body will always be with us, but in the end, this too will return to dust. It will not remain forever.

Read line 5

ਕਿਉ ਨ ਹਰਿ ਕੇ ਨਾਮੁ ਲੇਹਿ ਮੂਰਖ ਨਿਲਾਜ ਰੇ ॥੧॥
kiu na hari ko nāmu lehi mūrakh nilāj re.1.

- Why (kiu) don’t you remember or reflect on the qualities of IkOankar (nāmu), O foolish (mūrakh) and shameless (nilāj) one? That is what will truly endure.
- Guru Sahib uses a question to make us think and says, ‘Why haven’t you reflected on the qualities of IkOankar?’

Read line 6

ਰਾਮ ਭਗਤਿ ਹੀਏ ਆਨਿ ਛਾਡਿ ਦੇ ਤੈ ਮਨ ਕੇ ਮਾਨੁ ॥
rām bhagati hīe āni chāḍi de tai man ko mānu.

- Bring (āni) the devotion (bhagati) of the One IkOankar (rām) into your heart (hīe), and let go (chāḍi) of your mind’s (man) pride and ego (mānu).

Read line 7

ਨਾਨਕ ਜਨ ਇਹ ਬਖਾਨਿ ਜਗ ਮਹਿ ਬਿਰਾਜੁ ਰੇ ॥੨॥੪॥
nānak jan ih bakhāni jag mahi birāju re.2.4.

- Guru Sahib humbly declares: A purposeful life—lived in remembrance—brings true honor (birāju) while living in this world (jag).

Learning Inclusions

Introduce a mini-lesson or assign as homework:

- Use a word wall or matching game featuring key Sabad vocabulary (e.g., *kālu*, *nāmu*, *kheh*) to reinforce understanding.
- Facilitate a discussion or drawing activity that contrasts "temporary pride" with "lasting honor through remembrance."
- Encourage students to act out or storyboard a scene where a person realizes the impermanence of worldly attachments and turns to *Nam*.
- Educators can use Sojhi's lesson plans as a resource for their research and presentations. [Grades 3-5 Curriculum](#); [Grades 6-8 Curriculum](#)

Independent Work

Grades 3–5

- Complete a worksheet titled “What Will Remain?” where they match worldly items (e.g., toys, food, clothes) with their temporary nature and match spiritual values (e.g., kindness, remembrance, humility) with permanence.
- Draw a picture showing what it looks like to “bring devotion into the heart” and “let go of pride.”

Grades 6–8

- Write a 1–2 paragraph reflection: “What am I holding onto that won’t last?” followed by, “What do I want to hold onto instead?”
- Fill out a “Reality Check” worksheet where they list three things they value most and evaluate whether those things bring lasting peace or are temporary.
- Choose a line from the Sabad and rewrite it as a personal reminder or affirmation for the week.

Course Project

Students will continue their course-long project on either Guru Sahib’s life or Bani. This lesson invites reflection on Sabad four and its connection to ideas of transience, remembrance, and purpose. Students must incorporate this Sabad’s insights into their poster narrative, integrating visual or written elements that show a deeper understanding of what remains after everything else fades.

Learning Check

Use the following framework to assess understanding:

- ☐ **Remember:** Is the student able to identify words that were explicitly mentioned in the lines and discussed in class?
- ☐ **Understand:** Can the student summarize or explain the Sabad in their own words?
- ☐ **Apply:** Was the student able to understand that the Sabad is helping us reflect on our daily life?
- ☐ **Interpret:** Can the student identify the key message or focus of the Sabad and how it relates to their thinking or behavior?
- ☐ **Evaluate:** What are the main takeaways from this part of the lesson?
- ☐ **Create:** How does one understand or interpret the Sabad and its meanings in the context of their day-to-day lives?

Name _____ Date _____

Lesson 6 Activity Worksheet: Sing, Before Time Runs Out

Sabad Vocabulary

Match the Sabad vocabulary words with their meanings. Use lines, colors, or numbers to match each word to its meaning.

bīt jaihai	Dust or something that returns to dust
kālu	Mythological figure representing death or justice
kheh	Nam or qualities of IkOankar
nāmu	Devotion or loving remembrance
bhagati	Time is passing

Name _____ Date _____

Lesson 6 Activity Worksheet: Sing, Before Time Runs Out

Draw It!

Draw something that will disappear over time (like a sandcastle or melting snowman).



Draw something that represents remembrance of IkOankar (like a candle, light, or a name written in light).



Name _____ Date _____

Lesson 6 Activity Worksheet: Sing, Before Time Runs Out

Reflection Sentence Starters

Complete the following sentences:

I remember IkOankar when _____

Something I hold on to that won’t last is _____

I want to let go of _____

I want to hold on to _____

Name _____ Date _____

Lesson 6 Activity Worksheet: Sing, Before Time Runs Out

What Will Remain?

Draw a line to match the items in the left column with either “**Temporary**” or “**Lasting**” in the right column. Then, answer the reflection prompts below.

Toys	Temporary
Kindness	
Money	
Remembrance (Simran)	
Popularity	Lasting
Humility	
Clothes	
Truth	

One thing I hold on to that won’t last: _____

One thing I want to keep in my heart forever: _____

What helps me remember what is truly important?

Name _____ Date _____

Lesson 6 Activity Worksheet: Sing, Before Time Runs Out

Independent Drawing

Draw a picture showing what it looks like to 'bring devotion into the heart'

Draw a picture showing what it looks like to 'let go of pride.'

Name _____ Date _____

Lesson 6 Activity Worksheet: Sing, Before Time Runs Out

Vocabulary Reflection

Choose three words from the Sabad For each word, complete the following:

Word_____

What does this word mean? _____

What is Guru Sahib teaching through this word? _____

What is a connection to my life? _____

Word_____

What does this word mean? _____

What is Guru Sahib teaching through this word? _____

What is a connection to my life? _____

Word_____

What does this word mean? _____

What is Guru Sahib teaching through this word? _____

What is a connection to my life? _____

Name _____ Date _____

Lesson 6 Activity Worksheet: Sing, Before Time Runs Out

Personal Reflection

Write a personal reflection paragraph:

“Guru Sahib says our body will turn to dust and only Nam remains. What does that mean to you in today’s world?”

Name _____ Date _____

Lesson 6 Activity Worksheet: Sing, Before Time Runs Out

Application Chart

Complete the chart below using a line from the Sabad that stands out to you.

<i>Sabad Line</i>	<i>My Interpretation</i>	<i>How I Can Apply It This Week</i>

Name _____ Date _____

Lesson 6 Activity Worksheet: Sing, Before Time Runs Out

Reflection on Impermanence

Write a 1–2 paragraph reflection:

"What am I holding onto that won't last?"

"What do I want to hold onto instead?"

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, typical of notebook paper. There are no margins, text, or other markings on the page.

Name _____ Date _____

Lesson 6 Activity Worksheet: Sing, Before Time Runs Out

Reality Check

List the three things you value most and reflect if they bring lasting peace or are temporary.

<i>What I Value</i>	<i>Lasting or Temporary?</i>	<i>Why?</i>

Name _____ Date _____

Lesson 6 Activity Worksheet: Sing, Before Time Runs Out

Weekly Affirmation

Choose one line from the Sabad that resonates with you.
Rewrite it as a personal reminder or affirmation you can carry with you through the week.

Sabad Line _____

Personal Affirmation _____

Lesson 7: A Life of Courage, Reflection & Remembrance

Guru Teghbahadar Sahib — Final Reflection

Time Estimate: 45 minutes – 1 hour

General Materials

- Final Reflection Journal Templates
- Poster Project Planning Guides
- Vocabulary Match Cards (optional review game)
- Sabad Review Sheets (from previous lessons)

Objectives

Students will:

- Revisit key teachings from Guru Teghbahadar Sahib’s life and *Bani*.
- Reflect on the themes of remembrance, detachment, courage, and the passage of time.
- Understand the significance of Guru Teghbahadar Sahib’s *shahadat*-martyrdom as an act of spiritual sovereignty and universal protection.
- Personalize their learning by identifying how they can embody one lesson in their own life.
- Finalize and prepare to present their course-long project.

Lesson 07 Video

Opening Discussion

Guiding Question/Prompts:

- What are three things you will remember about Guru Teghbahadar Sahib?
- Which Sabad or story stood out to you the most, and why?
- What does it mean to live a meaningful life?
- What does courage look like in your everyday world?

- Why do you think Guru Teghbahadar Sahib gave his life? What does his sacrifice teach us about standing up for others?

Mini Reflection: Remembering the Martyrdom

Before beginning small-group work, invite students to pause and reflect on Guru Teghbahadar Sahib’s ultimate act of courage.

Facilitator prompts:

- Why do you think Guru Sahib is remembered as the *Protector of Humanity*?
- What kind of strength does it take to stand for someone else’s freedom—not just your own?
- What does this teach us about courage—not just on the battlefield, but in everyday life?
- What are some things you feel you need to take a stand for today? What are the different ways to take a stand for justice?

Encourage students to reflect personally or share aloud in pairs before transitioning to the small group discussion section.

Guru Teghbahadar Sahib gave his life for justice—not just to defend one faith, but to stand for the universal right to worship freely and live with dignity. He stood not with a sword in hand, but with unshakable resolve, as a *chadar*—a protective shield over all humanity.

At a time when many would have chosen silence or retreat, Guru Sahib chose to rise—not in aggression, but in clarity and principle. His stand was not for one group alone; he stood for the right of every individual to believe, to speak, and to live without fear. That is why we remember him as *Shristi ki Chadar*—the Protector of Humanity.

The Guru’s *shahadat*-martyrdom was not a moment of defeat; it was the blossoming of courage rooted in remembrance. At that moment, Guru Sahib did not just protect the Kashmiri Pandits. He protected the freedom of all people. Guru Sahib’s decision was not made in haste, but in stillness. In remembrance. In love with IkOankar and all of creation.

Instructions

Sabad Revisit: Display 1–2 lines from each of the Jaijavanti Sabads covered so far. Ask students:

- What was the core message of this Sabad?
- How do you relate to it now?
- Is there a line or word you still think about?

Small Group Discussion: Break into small groups and assign each group one theme:

- Time
- Remembrance

- Detachment
- Courage

Each group will:

- Define the theme in their own words.
- Provide one example of how Guru Teghbahadar Sahib embodied this theme.
- Share how students might live that theme today.

Personal Reflection Prompt:

- “If someone asked you who Guru Teghbahadar Sahib was, what would you say?”
- “What lesson from the Guru’s life or Sabads will you carry forward?”

Learning Inclusions

- **Review Game:** Vocabulary Match or Sabad Line Unscramble
- **Peer Interviews:** Students pair up and ask each other:
 - “What is one message you learned from Guru Sahib’s life?”
 - “How would you describe the meaning of Jaijavanti after this unit?”

Optional Interactive Activities

Use as in-class tools or take-home reflections to deepen engagement.

- 1) **“From His Life to Mine” – Visual Reflection Map:** A creative exercise to connect personal growth with Guru Teghbahadar Sahib’s life and teachings.

Grades 3–5

Students receive a scroll-style worksheet with prompts to draw or write:

- One action Guru Sahib took that I admire
- One quality I want to grow in
- One promise I make to myself today

Grades 6–8

A mind-map worksheet with four branches:

- Guru Teghbahadar Sahib (center)
- “His Life,” “His Bani,” “What I’ve learned,” “How I’ll live this”
- Students complete each section using phrases or reflections.

- 2) **“Sabad Card Pull” – Personal Anchor Practice:** Create small cards with meaningful lines from all four Sabads in *Rag Jaijavanti*.

- Students draw a random line and reflect:
 - What does this line mean to me today?
 - How can I carry it with me this week?
- Students can journal their response or create an affirmation card based on their pull.

Independent Work

Grades 3–5

- Complete the “My Learning Scroll” worksheet: students draw or write the three biggest things they learned from the unit.
- Final reflection: “If I could ask Guru Teghbahadar Sahib one question, it would be...”

Grades 6–8

- Write a 1-paragraph response to: “Guru Teghbahadar Sahib’s life and Sabads guide me to...”
- Complete the “Living the Teachings” worksheet: students write a specific goal for living with more remembrance, courage, or clarity.

Course Project

Students finalize and present their project, which may be either a poster on Guru Sahib’s life or his *Bani*. They may also include reflections on Guru Sahib’s *shahadat*-martyrdom, as an expression of spiritual sovereignty and the protection of all people’s rights. Presentations can be done in class, in small groups, or displayed gallery-style.

Encourage them to:

- Use direct lines from the Sabads.
- Include visuals or creative expressions.
- Reflect on how Guru Sahib’s wisdom applies to today.

Learning Check

Use the following framework to assess understanding:

- ☐ **Remember:** What were the main ideas of the Jaijavanti Sabads?
- ☐ **Understand:** What message did Guru Teghbahadar Sahib give through his life?
- ☐ **Apply:** What is one way you can practice remembrance or courage in your day?
- ☐ **Interpret:** How are Guru Sahib’s teachings different from the messages we hear in our everyday lives?
- ☐ **Evaluate:** Which message do you think is most important for your generation? What does Guru Teghbahadar Sahib’s *shahadat*-martyrdom mean to you personally? Why do you think it is remembered as an act of love and courage?
- ☐ **Create:** Can you make a motto or slogan inspired by Guru Sahib to guide your life?

Name _____ Date _____

Lesson 7 Activity Worksheet: My Learning Scroll

Reflections on Guru Teghbahadar Sahib

Think about all that you have learned about Guru Teghbahadar Sahib—his life, his courage, his teachings, and his Sabads. Use this scroll to draw or write your reflections in each section. You can use colors, symbols, or even short poems if you like!

1. One action Guru Sahib took that I admire:

 What did Guru Sahib do that showed his love, bravery, or wisdom? Why does this matter to you?

 Sketch the action you wrote about here (Optional):

2. One quality I want to grow in:

 Think about a quality Guru Sahib showed—like truthfulness, courage, kindness, or remembrance. Which one would you like to grow in, and how will you try to do so?

 Sketch the action you wrote about here (Optional):

3. One quality I want to grow in:

 Think about a quality Guru Sahib showed—like truthfulness, courage, kindness, or remembrance. Which one would you like to grow in, and how will you try to do so?

 Sketch the action you wrote about here (Optional):

Name _____ Date _____

Lesson 7 Activity Worksheet: Living the Teachings

Reflect on what you’ve learned about Guru Teghbahadar Sahib. Use the sections below to explore how his life and Sabads connect to your values and daily choices. Be honest, thoughtful, and personal.

Center Idea: Guru Teghbahadar Sahib

Write his name in the center of your page or draw a symbol that reminds you of him—such as a shield, flame, etc.

1. His Life – What stood out to me most:

Write 2–3 actions or qualities from Guru Sahib’s life that made a strong impression.

2. His Bani – What I remember most:

Write a line, idea, or word from one of the Sabads that stayed with you.

Why this stood out:

3. What I’ve learned:

In your own words, write a reflection about what this unit has taught you about life, time, remembrance, or courage.

4. How I’ll live this:

What is one specific thing you can do in your life to practice what you’ve learned?

I will make time to remember IkOankar by_____

I will practice courage by _____

I will let go of... and focus more on _____

Write your own plan:

Name _____ Date _____

Lesson: _____

Interactive Notebook - Grades 3-5

Sabad Line (in English or Gurmukhi)

Words That Stand Out

Draw or write three words from the Sabad that feel important to you.

- Word 1: _____
- Word 2: _____
- Word 3: _____

What Do These Words Mean to You?

- Word 1 Meaning: _____

- Word 2 Meaning: _____

- Word 3 Meaning: _____

Draw It!

Draw a picture that shows how this Sabad makes you feel or what it reminds you to do.

Name _____ Date _____

Lesson: _____

Interactive Notebook - Grades 6-8

Sabad Line (in English or Gurmukhi)

Vocabulary Focus

Word 1: _____

Meaning: _____

Word 2: _____

Meaning: _____

Word 3: _____

Meaning: _____

Reflection

What does this Sabad teach you?

Application

How will you apply this message in your life this week?

‘Getting to Know Guru Teghbahadar Sahib’ Team

Amanda Heck
Gildardo Santoyo
Inni Kaur
Jasmine Kaur
Manveer Dulay
Nikka Gaddi

Online Courses



Anandu Sahib

Anand Sahib course is based on the first five pauris (stanzas) and the fortieth pauri of the Bani (composition) of Anand Sahib. The course will help students learn about the third Nanak, Guru Amardas Sahib. Each unit allows students to acquire essential lessons. The course is designed for students aged seven years and above.

[Free Download](#)

Online Courses

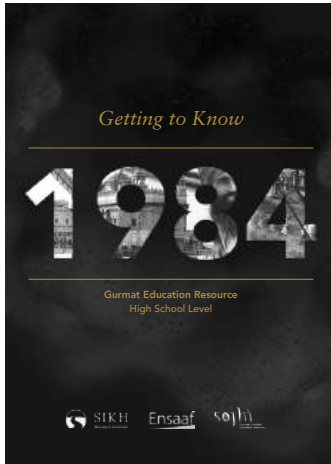


Barah Maha

Barah Maha course is based on the Bani (composition) of Barah Maha revealed by Guru Nanak Sahib and Guru Arjan Sahib. The course allows students to connect with Gurbani (Infinite Wisdom in the Guru Granth Sahib) through Barah Maha. Each unit has easy objectives, followed by an activity to help trigger a thought, feeling, and reflection. The course is designed for students aged eleven and above.

[Free Download](#)

Education Resources

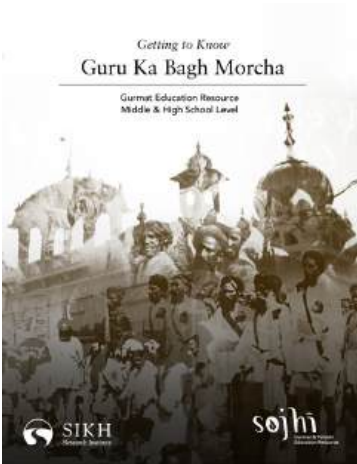


Getting to Know 1984

Getting to Know 1984 is an extensive educational resource meticulously crafted to introduce students to the pivotal events of June and November 1984—a transformative period in recent Sikh history. Each lesson is carefully developed with “Advanced Learning Opportunities” that engage learners at different proficiency levels, encouraging reflection on the historical context and its relevance in contemporary discourse. This resource, designed for students aged fourteen and above, offers a transformative journey into the Ghallugharas—the large-scale massacres and battles of 1984—highlighting the immense sacrifices made by Sikhs and inviting thoughtful discussion on their enduring lessons for our present and future.

[Free Download](#)

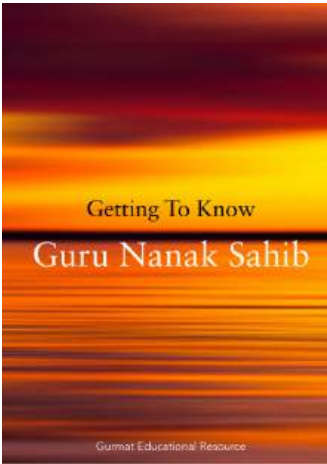
Education Resources



Getting To Know Guru Ka Bagh Morcha

The Guru Ka Bagh Morcha (1922) showcases the indomitable spirit of the Sikh community in its pursuit of protecting its heritage and reclaiming control over its sacred spaces. This significant chapter demonstrates the relentless quest for autonomy and identity set against the backdrop of British colonial rule.

[Free Download](#)

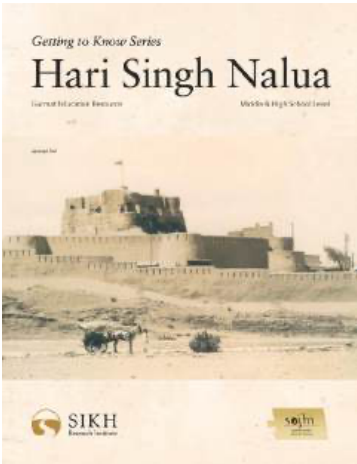


Getting to Know Guru Nanak Sahib

Getting To Know Guru Nanak Sahib, an educational resource, introduces young learners to Guru Nanak Sahib and helps them develop a fundamental knowledge base through sakhis (witnessed-narratives) and other activities. The lesson plans provide questions to open up a dialog with the students, and the exercises give them an opportunity for self-exploration and self-reflection. This resource is designed for students between the ages of four and ten.

[Free Download](#)

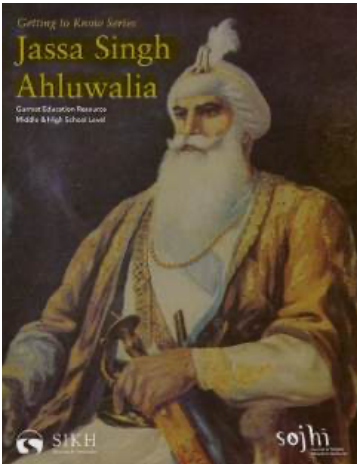
Education Resources



Getting to Know Hari Singh Nalua

Getting To Know Hari Singh Nalua, an educational resource, invites young learners to immerse themselves in the history of Hari Singh Nalua when he was a child and onwards to his encounters when he joined Maharaja Ranjit Singh’s court. This resource artfully surveys his military ventures as a general through glimpses into his significant battles and the war strategies during his time in the Sikh Kingdom. Inquisitive minds will have the opportunity to engage with this online resource to cultivate a better understanding of Sikh leadership and rule. This resource is designed for middle and high school students.

[Free Download](#)

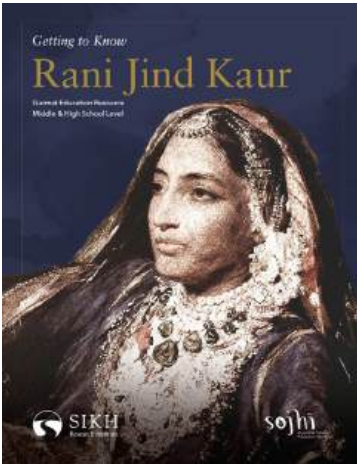


Getting to Know Jassa Singh Ahluwalia

Getting To Know Jassa Singh Ahluwalia, an educational resource, invites young learners to immerse themselves in the history of Jassa Singh as a leader of the Sikh community. This educational resource provides an in-depth look into the context of the history and questions of sovereignty in the Panjab. It will enable learners to center their subjective understanding of Sikhi when completing assignments and activities. The questions in the educational resource provide an opportunity for self-exploration and invite sincere engagement in conversations about Sikh leadership. This resource is designed for middle and high- school students with options for advanced learning built into this online lesson plan.

[Free Download](#)

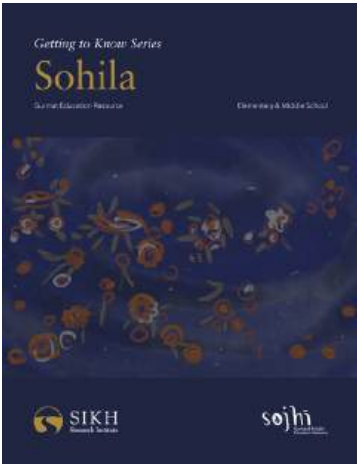
Education Resources



Getting To Know Rani Jind Kaur

Getting to Know Rani Jind Kaur is an extensive educational resource meticulously crafted to introduce students to the illustrious legacy of Rani Jind Kaur and the admirable qualities of Sikh leadership. Each lesson is thoughtfully paired with various “Advanced Learning Opportunities,” catering to students of diverse proficiency levels and encouraging them to delve deeper into learning and contemporary discourse.

[Free Download](#)

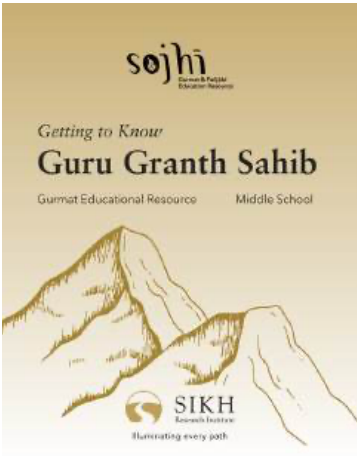


Getting To Know Sohila

Getting To Know Sohila introduces the Gurbani (Infinite Wisdom in the Guru Granth Sahib) in a new and inviting way to young learners. The lesson plans provide an in-depth look into the context of the Sohila Bani and prompt students to center their subjective understanding of Sikhi when completing assignments and activities. The questions in the course open up a dialog with the students and their instructors, provide an opportunity for self-exploration, and invite sincere engagement with Gurbani. This resource is designed for students between the ages of ten and fifteen, with options for advanced learning built into the lesson plans.

[Free Download](#)

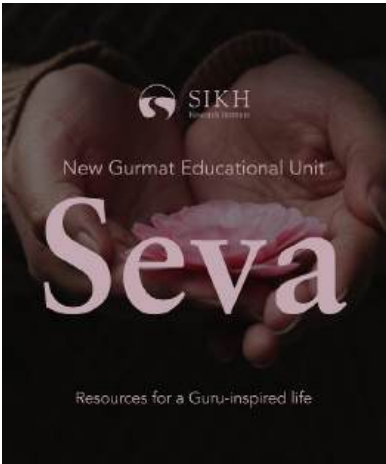
Education Resources



Guru Granth Sahib Summer Curriculum

The summer curriculum is dedicated to learning the history and profound wisdom of the Guru Granth Sahib. Each lesson plan has been thoughtfully constructed to encourage, engage, and strengthen future generations’ curious minds and provide a greater understanding of the Guru Granth Sahib. The curriculum is designed for students between the ages of seven and fifteen.

[Free Download](#)



Seva - Gurmat Educational Unit

The education resource explores the Seva (service) concept in light of Gurbani–Wisdom, Tavarikh–History, and Rahit–Lifestyle. Each lesson plan is designed for 1–5 days of learning and will produce an impact that lasts a lifetime. This unit is designed for students between the ages of five and ten.

[Free Download](#)

Education Resources



Sojhi: Grade K - 2 Curriculum

A comprehensive Gurmat-based curriculum called Sojhi. In the Panjabi language, ‘Sojhi’ means ‘insight.’ The curriculum develops insights to inspire a Guru-centered life. Each grade is divided into two core curricula: Boli (Language Arts) and Virsa (Sikh History). Download printable worksheets, lesson plans, and power-points.

[Free Download](#)



Sojhi: Grade 3 - 5 Curriculum

A comprehensive Gurmat-based curriculum called Sojhi. In the Panjabi language, ‘Sojhi’ means ‘insight.’ The curriculum develops insights to inspire a Guru-centered life. Each grade is divided into two core curricula: Boli (Language Arts) and Virsa (Sikh History). Download printable worksheets, lesson plans, and power-points.

[Free Download](#)

Education Resources

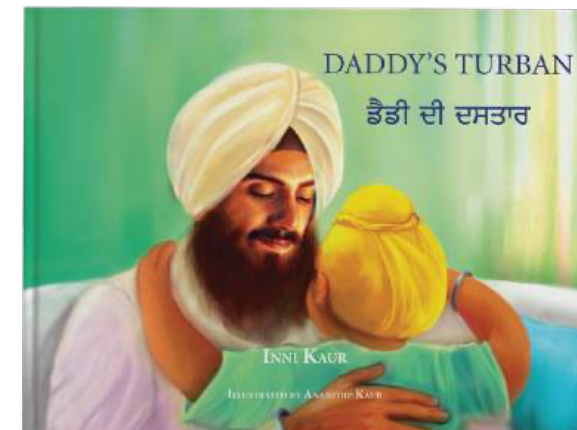


Sojhi: Grade 6 - 8 Curriculum

A comprehensive Gurmat-based curriculum called Sojhi. In the Panjabi language, 'Sojhi' means 'insight.' The curriculum develops insights to inspire a Guru-centered life. Each grade is divided into two core curricula: Boli (Language Arts) and Virsa (Sikh History). Download printable worksheets, lesson plans, and power-points.

[Free Download](#)

Children's Books



Daddy's Turban

This bilingual book takes us into the world of a little Sikh boy, Tegh, who is fascinated by how his father wears his turban. Tegh wants to grow up quickly, while his father cherishes his son's innocence. This is also a story of Sikh culture and a celebration of one of its most revered ceremonies – Dastar Bandi. Educators will also find the book helpful in their teaching, as it contains a special multicultural essay explaining the significance behind turban-wearing.

[Shop Online](#)

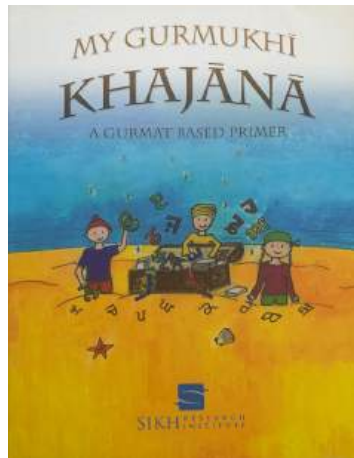


Thank You, Vahiguru

This simple bilingual story is told through the eyes of a mother. It lays out all the good things about being an older sibling and reminds new siblings that they are just as special as ever. The readers are also introduced to the Sikh naming ceremony. The comforting words and warm illustrations will give the reader a glimpse into Sikh family life and culture.

[Shop Online](#)

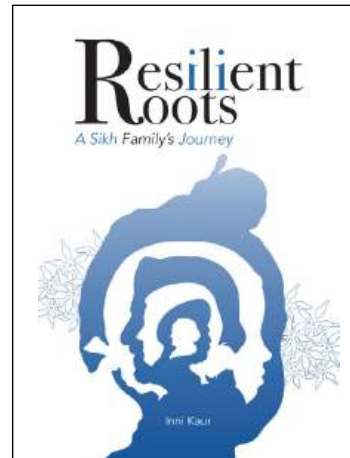
Children's Books



My Gurmukhi Khajana

A Gurmat-Based Primer: On each page of this primer, there are three words for every Gurmukhi alphabet, complete with child-friendly illustrations. Vibrant illustrations bring to life words from Guru Granth Sahib, Bhai Gurdas Ji, and Guru Gobind Singh Sahib's Zafarnamah and Jap Sahib. This kaida makes a perfect gift for children on any occasion.

[Shop Online](#)



Resilient Roots: A Sikh Family's Journey

Immerse yourself in the profound narrative of Resilient Roots, where the echoes of a rich Sikh heritage resonate through the lives of Zoravar and his father, Inderpal Singh. This captivating book bridges generational gaps, weaving a story of discovery, resilience, and unity against the backdrop of pivotal historical events such as the Partition of India and the 1984 Sikh genocide.

[Shop Online](#)

Podcasts

Getting to Know Rani Jind Kaur



Getting to Know Rani Jind Kaur: Episode 1

Tune in to Santbir Singh and Sean Holden as they delve into the captivating tale of Rani Jind Kaur, the last queen of Panjab, in the inaugural episode of this podcast series. But why is it crucial for us to unravel her narrative?

[Listen Online](#)



Getting to Know Rani Jind Kaur: Episode 2

In this installment, the nefarious machinations of the British against Rani Jind Kaur are starkly exposed. Exiled and subjected to a reduction in her rightful share from the Panjab treasury, Rani Jind Kaur pens a poignant letter to the British representative, Henry Montgomery Lawrence. In her message, she laments the betrayal of trust, accusing them of unjustly stripping her of her possessions and separating her from her son. With heartfelt anguish, she implores for justice, invoking the sanctity of motherhood and appealing to the conscience of those who have perpetrated such cruelty upon her.

[Listen Online](#)

Podcasts

Getting to Know Guru Nanak Sahib



Episode 1: When Guru Nanak was Little

When and where was Guru Nanak Sahib born? Who were Guru ji’s parents? Who was Guru ji’s sister? Where did Guru ji go to school? Listen and discover the answer to all these questions.

[Listen Online](#)



Episode 2: The Lesson in Equality

When Guru Nanak Sahib was eleven years old, Pandit Hardyal, the family priest, told his parents, Pita Kalu ji and Mata Tripta ji, that now was his time for the “janeu” ceremony. Follow along to find out what happened at the “janeu” ceremony.

[Listen Online](#)

Podcasts

Getting to Know Guru Nanak Sahib



Episode 3: Lasting Friendships

Guru Nanak Sahib left Talwandi to live with his sister, Bebe Nanaki, and her husband, Jairam Das, in Sultanpur. The Governor of Sultanpur hired Guru ji to manage the storehouse. After a few years, Guru ji invited his best friend, Bhai Mardana, to live with him. Listen and find out what happens when the two friends begin living together.

[Listen Online](#)



Episode 4: Importance of Honest Living

Malik Bhago was a wealthy and powerful man who held a yearly feast for the gods and goddesses seeking their blessings. He invited Guru Nanak Sahib to his feast. Listen and discover what Guru ji did and how Malik Bhago transformed.

[Listen Online](#)

Podcasts

Getting to Know Guru Nanak Sahib



Episode 5: Being True, Inside and Out

Sajjan ran an inn in Tulamba for travelers to stay overnight. Guru Nanak Sahib and Bhai Mardana decided to stay at Sajjan’s inn. Sajjan felt that Guru Ji was wealthy. Listen to find out what happened next.

[Listen Online](#)



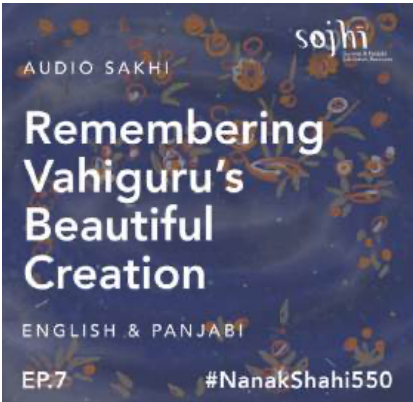
Episode 6: Keeping Our Thoughts Clean

Guru Nanak Sahib and Bhai Mardana visit the town of Hardwar. Guru ji goes into the river Ganges and sees people throwing water towards the sun. Guru ji begins throwing water toward his fields in Panjab. The people in the river could not believe what Guru ji was doing. Listen and find out what Guru ji tells them.

[Listen Online](#)

Podcasts

Getting to Know Guru Nanak Sahib



Episode 7: Remembering Vahiguru’s Beautiful Creation

The Mayor of the Puri invited Guru Nanak Sahib and Bhai Mardana to listen to Aarti, a special prayer performed by the priests. Guru ji and Bhai Mardana happily accepted. Listen to find out what happened at the prayer service.

[Listen Online](#)



Episode 8: Protecting the Rights of Others

Guru Nanak Sahib, Bhai Mardana, and everyone in town were imprisoned in Saidpur when the Mughal emperor Babar invaded India. Listen and find out what happened when Babar met Guru ji in prison.

[Listen Online](#)

Podcasts

Getting to Know Guru Nanak Sahib



Episode 9: Vahiguru Is Everywhere

Guru Nanak Sahib and Bhai Mardana arrived at Mecca in Saudi Arabia. The qazi (a Muslim scholar) thought Guru ji was disrespectful because Guru ji's feet pointed towards the Kaa'ba. Listen and find out what Guru ji said to the qazi.

[Listen Online](#)



Episode 10: Keeping Promises

Bhumi was a rich landlord in Dhaka who served all the holy men who came to town, but he had a secret. When Guru Nanak Sahib and Bhai Mardana visited Dhaka, they were taken to Bhumi's place. Listen and discover why Guru ji insisted that Bhumi promise four things before staying with him.

[Listen Online](#)

Podcasts

Getting to Know Guru Nanak Sahib



Episode 11: When Guru Nanak Met Guru Angad

Bhai Lehna ji had heard about Guru Nanak Sahib and wanted to meet Guru ji. So, he went to Kartarpur, and the moment he met Guru ji, he knew he wanted to live with and serve Guru ji. Listen and find out what Guru ji said to Bhai Lehna ji.

[Listen Online](#)



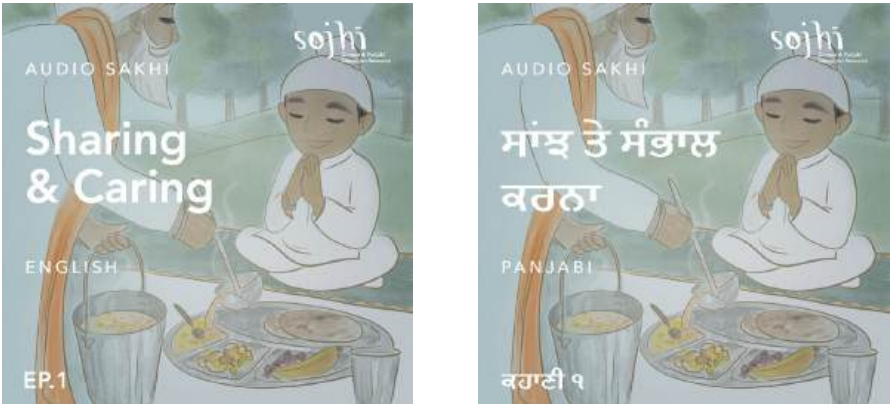
Episode 12: The Second Nanak

How did Guru Nanak Sahib decide who would be the next Guru? Listen and discover how Bhai Lehna ji became Guru Angad Sahib.

[Listen Online](#)

Podcasts

Getting to Know Your Sakhis



Episode 1: Sharing & Caring

Guru Nanak Sahib faces a dilemma when he enters the village to gather materials for a potential business. The question arises: will the Guru heed his parents’ advice or act in a manner that significantly benefits others? Compassion forms the core of caring, and for Guru Nanak Sahib, prioritizing the feeding of the hungry becomes a higher calling. It serves as a perfect example for all of us to follow.

[Listen Online \(English\)](#)

[Listen Online \(Punjabi\)](#)

Podcasts

Getting to Know Your Sakhis



Episode 2: Loving & Serving

If you’ve ever visited a gurdwara (Sikh place of learning), you might have wondered about certain things, such as the abundance of food (langar) being prepared and the diverse group of people engaging in seva (service). This leads us to Mata Khivi Ji, who believed that Vahiguru is present in everyone around us. She led the langar seva, from growing vegetables to cooking and serving food to cleaning the kitchen. In Mata Khivi Ji’s example, Seva becomes a delightful celebration of cooperation, love, and community-building.

[Listen Online \(English\)](#)

[Listen Online \(Punjabi\)](#)

Podcasts

Getting to Know Your Sakhis



Episode 3: Defending & Healing

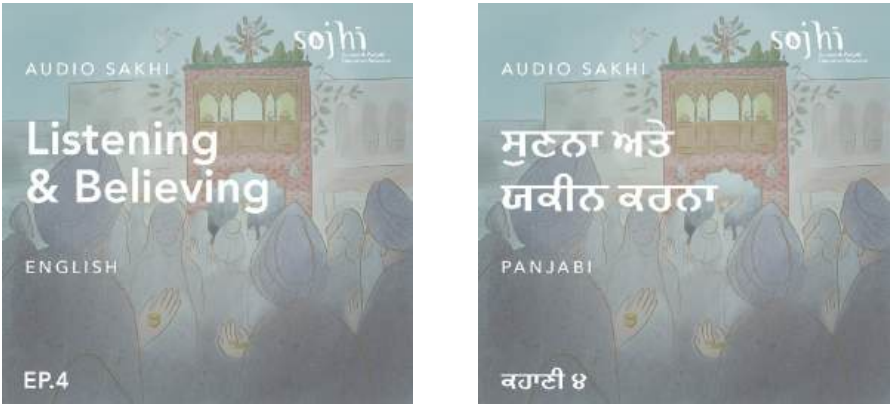
Considering that Vahiguru resides within everyone, it becomes essential to approach everyone with love and compassion. Bhai Kanhaiya Ji exemplified this principle by offering water to individuals on the opposing side, even those considered the “enemy.”

[Listen Online \(English\)](#)

[Listen Online \(Panjabi\)](#)

Podcasts

Getting to Know Your Sakhis



Episode 4: Listening & Believing

In this episode, Jasveen Kaur shares the sakhi of Baba Makhan Shah Ji and his deep admiration for Guru Harrai Sahib, our seventh Guru. Baba Makhan Shah Ji was returning to Panjab on a boat when the weather turned dangerous. As the winds became treacherous and the lightning began to strike, Baba Makhan Shah ji turned to Guru ji and recited a *Sabad* (Infinite-Wisdom). Then, something remarkable occurred!

Throughout life, one may wonder whether Vahiguru is listening to us. However, remember to ask oneself: Am I listening to Vahiguru?

[Listen Online \(English\)](#)

[Listen Online \(Panjabi\)](#)

Podcasts

Getting to Know Your Sakhis



Episode 5: Honoring & Working

Without hesitation, Bhai Lehna Ji rushed outside and commenced rebuilding the wall. He worked diligently, unaffected by the rain or the nature of the labor. This story underscores the principle of Kirat Karna—every form of honest, hard work deserves dignity and respect.

[Listen Online \(English\)](#)

[Listen Online \(Panjabi\)](#)

Podcasts

Getting to Know Your Sakhis



Episode 6: Humility & Honesty

This episode explores how Guru Nanak Sahib entered Malik Bhago’s life and its profound impact on him.

[Listen Online \(English\)](#)

[Listen Online \(Panjabi\)](#)

Podcasts

Getting to Know Your Sakhis



Episode 7: Wisdom & Youth

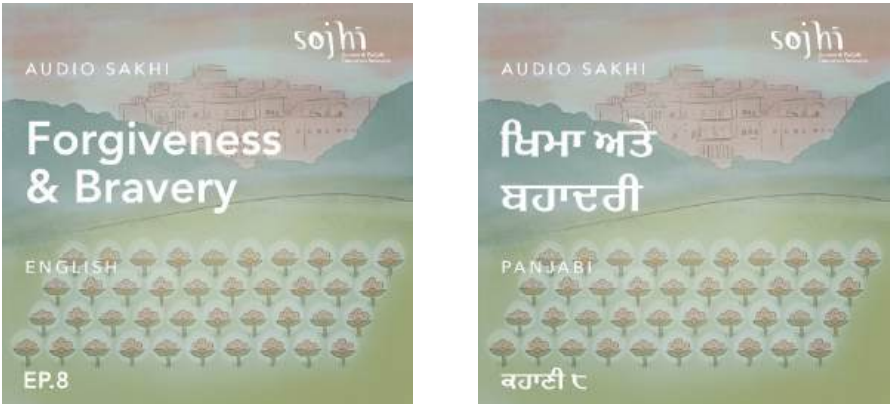
In this episode, Jasveen Kaur shares a sakhi about Guru Harikrishan Sahib, who became a Guru at age five. The Sikh community warmly embraced their eighth Guru and welcomed his wisdom.

[Listen Online \(English\)](#)

[Listen Online \(Panjabi\)](#)

Podcasts

Getting to Know Your Sakhis



Episode 8: Forgiveness & Bravery

In this episode, Jasveen Kaur explores Guru Gobind Singh Sahib’s teachings about forgiveness, emphasizing that, regardless of the magnitude of our mistakes, as long as our intentions to improve are genuine, the door to forgiveness remains open.

[Listen Online \(English\)](#)

[Listen Online \(Panjabi\)](#)

Podcasts

Getting to Know Your Sakhis



Episode 9: Questioning & Understanding

In this episode, Jasveen Kaur introduces an idea similar to the Mughals destroying crops – that unfortunate events may occur to good and kind individuals. In such moments, the key is to respond with Guru Ji’s teachings in mind.

[Listen Online \(English\)](#)

[Listen Online \(Panjabi\)](#)

Podcasts

Getting to Know Your Sakhis



Episode 10: Learning & Growing

This episode underscores Guru Arjan Sahib’s teaching that money cannot purchase blessings. Concentrating solely on wealth does not enhance one’s character. Vahiguru is all around us; it is crucial to remember this and focus on cultivating one’s sense of self.

[Listen Online \(English\)](#)

[Listen Online \(Panjabi\)](#)

Podcasts

Getting to Know Your Sakhis



Episode 11: Respect & Equality

In this episode, Jasveen Kaur emphasizes the unity that binds us all—we are part of IkOankar, the One Creator. Regardless of our status or success, Vahiguru resides within each of us.

[Listen Online \(English\)](#)

[Listen Online \(Panjabi\)](#)

Podcasts

Getting to Know Your Sakhis



Episode 12: Reflecting & Connecting

In this episode, Jasveen Kaur will guide us back to the beginning of the sakhis we have explored together and reflect on the key points we’ve learned during this incredibly wonderful journey.

[Listen Online \(English\)](#)

[Listen Online\(Panjabi\)](#)

Webinars



Babarian Kahanian Divas

This webinar is made just for children! Watch this Children's Day webinar as we welcome guest presenters to engage with *Sabad*, sakhi, story-telling, poetry, puzzles, art, and much more. These various activities will help children learn about Sikhi in new and creative ways, prompting lots of questions and space for self-discovery.

[Watch Online](#)



Who is Sura?

December takes us to the lives of the four Sahibzade, Guru Gobind Singh Sahib, and his Gursikhs. We often wonder what gave them such strength to be the "warriors" they were. Join us in this webinar as we explore what it means to be a 'warrior' or a 'complete' individual through Bani and History. Let's dive into 2 *Sabads* that will help us understand this and give us tools to work towards becoming these individuals and get inspired by Gursikhs who lived their lives as such.

[Watch Online](#)

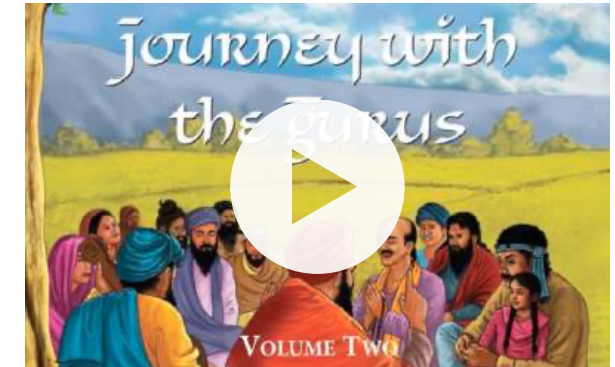
Webinars



Char Sahibzade: Invincible, Warrior, Brave, Victory Confirmation

The dictionary describes "Inspire" as "to influence, move, or guide by divine or supernatural." Guru Sahib tells us in his Bani that if you want to create a prodigy tell your children stories of their ancestors. One such story for our children is the life of the Char Sahibzade! This webinar looks at the lives of the 4 Sahibzadey and closely examines the "code" they lived by. Some questions we will answer together are: what were some key values, and how do we know?

[Watch Online](#)



Journey With the Gurus - Volume 2

In "Journey with the Gurus," volume 2, "Sajjan Transformed," is a re-telling of the encounter between Sajjan the thug and Guru Nanak Sahib. The presentation relies on easy-to-understand, "child-friendly" English and rich contemporary imagery to convey the message of change and service at this Sakhi's heart.

[Watch Online](#)

Webinars



The Environment: Recognizing Creator in Creation

This webinar is especially for kids on “Creator in Creation.” Jasmine Kaur and Harliv Kaur lead the engaging and thoughtful session.

[Watch Online](#)

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every path



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