

BAHÁ'U'LLÁH'S TEACHINGS ON

SPIRITUAL QUALITIES

LESSONS FOR PRIMARY SCHOOL CHILDREN



ACKNOWLEDGEMENTS

The Institute Board for South-Eastern Australia acknowledges **the team of collaborators** involved in adapting the Ruhi Institute Lesson Plans into the Bahá'í Program Materials for use in Special Religious Instruction in Victorian government schools.

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INTRODUCTION

The program materials provided here are for use in Bahá'í Special Religious Instruction (SRI) classes in Victorian government schools.

The lessons are all based on the teachings of Bahá'u'lláh, the founder of the Bahá'í Faith. *The central Bahá'í principle underlying the program is that the human being is created noble.* Whilst the children are instructed in the principles and basic beliefs of the Bahá'í Faith, the emphasis is on providing opportunities for them to think about and to reflect on the application of the Sacred Scripture to the life of the individual and society.

This reflective and inclusive approach is in line with current Australian educational practices.

The first level of the program introduces Bahá'í SRI to the students and explores several spiritual or 'inner' qualities that are highly valued in the Bahá'í Faith such as purity of heart, justice and love for humanity. Each quality is explored through various activities such as study of a quotation from the Bahá'í Writings, a song, a simple art activity and a cooperative game. Every session starts and closes with the reading or recitation of prayer(s) and quotation(s). Parents are welcome to assist their children to memorise the prayers and quotations studied in Bahá'í SRI should their children show a desire to do so.

These program materials have been adapted by a team of professional teachers, who are Bahá'ís residing in Victoria with vast experience in Bahá'í instruction of children in government schools. They have been developed under the guidance of the Bahá'í Institute Board for South-Eastern Australia, which supports the training of instructors of Bahá'í SRI classes in government schools and of teachers of Bahá'í children's classes that take place outside a school setting.

NOTE FOR INSTRUCTORS

Bahá'í SRI, as defined in the SRI Policy of the Department of Education and Training (DET), is instruction in the specific religious beliefs and tenets of the Bahá'í Faith, and may include scriptural studies, and instruction in how to live and behave according to the tenets of the Bahá'í Faith. Although the children are instructed in principles, teachings and basic beliefs of the Faith in SRI, the emphasis in Bahá'í classes should always be on providing opportunities for them **to think and to reflect**, and to consider the application of the Sacred Scripture to the life of the individual and society.

The first level of the program focuses mainly on the teachings on spiritual qualities and little attention is given to general knowledge about the Faith. For each spiritual quality there are a variety of activities provided, all focused on exploring that spiritual quality.

One important principle that should influence the efforts of the instructor is the nobility of the human being. Accepting that each student is “a mine rich in gems of inestimable value” will have an impact on the kind of instruction offered.

The program materials here have been written in such a way that no additional materials or resources are required, as all materials used in the class need to be pre-approved by **Religions for Peace**. Instructors should be careful not to deviate from the program materials provided. It is important to adhere to the DET SRI Policy, and ensure that questions and discussions are either based directly on the materials provided or student-led.

PRACTICAL TIPS FOR INSTRUCTING

Each lesson is generally a 30-minute session and ample activities have been provided for this timeframe.

Below are practical tips for each activity in the lessons.

Welcome

At the start of the year you are encouraged to welcome the children to Bahá'í SRI.

You may wish to discuss with the supervising teacher how the roll call should be recorded.

It is nice to greet the children at the door. If circumstances permit, the children can be lined up at the entrance and reminded about some aspect of good behaviour, e.g. "Today we will try especially to be courteous to each other".

At the start of the year, it is suggested that you play a "get-to-know" each other game providing the opportunity for the children to learn your name and those of their fellow students. Here is a list to choose from:

❖ **Name Game** (suitable for all Grades)

Each child says their name: "My name is Albert". As they say their name, they add the name of the person next to them: "His name is Albert; my name is Ben"; "Their names are Albert and Ben and my name is Carol." And so on and so forth. Encourage the children to help each other to remember the names so that they feel successful about the activity. It is not a test but a fun game to learn each other's names so it is fine to help each other. For older grades, for example Grade 4 onwards, you can ask them to say a positive quality or word in front of their name that starts with the same letter. For example "Kind Karen", "Generous George", etc.

❖ **Getting to know you** (suitable for all Grades)

Ask the children to stand or sit in a circle. Start the game off by throwing a beanbag or ball at someone in the circle and asking a question at the same time - such as "What's your name?", "Do you have a brother or sister?", "What's your favourite colour?" and so on. The person who catches the beanbag/ball must answer the question and then throw it on and ask their own question. The game works best if you keep it moving quite quickly, so you may have to help the children along. You will wish to make sure all children are included in the activity and questions are not intrusive. A simpler version for younger children is for children to simply call out their own names when the ball is thrown rather than to ask a question.

❖ **Human Bingo** (suitable for larger classes and for Years 5-6)

Print out a bingo sheet below for each player and give them a clipboard and pencil. The aim of the game is to get names to complete the table.

To collect a name, you have to find another child that can happily (and truthfully!) answer Yes to the statement in that square. So each child will need to walk around the room, starting conversations and trying to find a name. A name can only be written down once in the table below.

Emphasise that the game is a fun way to get to know each other rather than a competition.

One of my favourite colours is green.	I like pizza.	One of my favourite subjects is Science.	I play the piano.	I am not afraid of snakes.
My first or last name starts with M.	My birthday is in April.	I am the youngest in my family.	I have travelled to Brisbane.	I have the same shoe size as you.

In the first lesson of the year, folders are handed out to the students so that they can store their worksheets in the folders throughout the year. It is suggested the instructor collect the folders at the end of each lesson until the end of the year when the children can take them home. A cover sheet is provided in the first lesson of the year for the children to decorate.

Opening Prayer

Bahá'ís believe that the period of prayers at the beginning of each class is very important. Prayers bring blessings and God's assistance to the children. Their intelligence is awakened and their capacity for understanding increased. Prayers also help create an atmosphere of devotion towards God which favours the process of learning.

You may wish to encourage the children to sit silently and respectfully while another is saying a prayer. It is often difficult for young children to sit still for long periods of time and it is sufficient for one or two children, who wish to, to say a prayer. *The instructor may also shorten the length of the prayers read to cater for young children.* Try and ensure that all children, who wish to, have an opportunity to say a prayer. Prayers can be read or recited. **Children should never be, or feel, forced to pray.**

Only prayers included in these instruction materials should be used during SRI. This means, for example, that prayers should only be recited by the instructor from the appended prayer book, as only pre-approved materials can be used in the class.

Review of Previous Lessons

To review the previous lesson, you can ask questions about what students learned at the previous session or ask them to summarise their learning from the previous session. Older children could be assisted to facilitate the review by asking relevant questions such as “What did we learn last week?”. Notes can be written up on the board or on butcher’s paper, as an ongoing record if helpful.

You can also review a prayer or quotation studied in the last lesson by choosing one of the fun activities listed below under “Fun Activities to Review/Become Familiar with the Quotations”.

Study/Discussion/Explanation

Explanations about Bahá’í principles that begin with the phrase “Bahá’ís believe” or if appropriate “Bahá’u’lláh says” ensure a tone to the lessons that leaves the children free to investigate and determine for themselves what is true for them.

Study and Discussion in the lessons usually revolves around a quotation from the Sacred Scripture. Remember that any content that is not provided in these lessons should be student-led. It is therefore best to guide the discussion with open-ended questions or questions that relate directly to the content of the quotation. For example, when studying the quotation by Bahá’u’lláh, “Truthfulness is the foundation of all human virtues”, and having explained the meaning of words, questions could include:

- What does Bahá’u’lláh say is the foundation of all human virtues?
- Can we name some ‘virtues’?
- What do you think the world would be like if everyone was truthful?

It is suggested that you always have the relevant quotation written up on the whiteboard or blackboard of the classroom. Alternatively if this is not possible, you can print the quote in large font on A3 paper so it is visible by the children.

It is important to help the children understand the meaning any unfamiliar words. Phrases are provided to help explain the meaning of these words. You will note that the Sacred Scripture contains pronouns such as “Thou”, “thee”, “thine” and “thy” and verbs such as “art” and “shalt” that have dropped out of the main dialects of Modern English. A simple way to help the children understand the meaning of these words, when explaining the words in the quotation, is to replace the words with modern alternatives such as “you” and “your”. This poetic, literary style of English has been used in translating the Sacred Scripture presumably to best reflect the aesthetic quality of the original text.

Human language is limited when describing spiritual and intellectual reality, which is not

bound by material existence. Images of everyday physical things that we know well can however help us gain an insight into the spiritual. The Bahá'í Sacred Scripture therefore employs words referring to the physical world to describe spiritual aspects of existence. For example words like “eye”, “ear”, and “heart”, rather than referring to our physical senses, are often used to refer to our inner faculties or our powers which we can draw on to perceive spiritual reality.

Instructors will note that pronouns referring to God and to the central figures of the Faith including Bahá'u'lláh and His son 'Abdu'l-Bahá are capitalized. This is the preferred style for Bahá'ís as it shows reverence.

Fun Activities to Review/Become Familiar with the Quotations

Bahá'ís believe that the Word of God revealed by His Manifestation has far-reaching effects on the heart of a child. Learning prayers and quotations by heart, or at least becoming very familiar with the content, can be empowering for the children. Memorisation can also build a variety of lifelong mental skills. Memory exercises are like mental gymnastics that train the brain to focus, to retain more information, and to work with greater speed and agility. Committing literary passages to memory can increase vocabulary and give students expert examples of sentence structure, word choice, and imagery—providing a model for their own use of the language. Whilst memorising the Creative Word is highly praiseworthy in the Bahá'í Faith, a child should not be expected to memorise the prayers and quotations if they do not express a desire to do so. Feedback has, however, shown that review and memorisation games are often one of the favourite activities of children in Bahá'í SRI. Children often enjoy the challenge of developing their memorisation skills and acquire a sense of accomplishment after putting in the effort to memorise something completely.

Here are some diverse ways to review the quotations studied in the lessons with the children. The children may also come up with some techniques of their own.

1. Word Tag

Write the quote on the whiteboard.

The first child reads the first word (or phrase) of the quote.

The second child reads the first and second word of the quote.

The third child reads the first three words of the quote until all the children have a chance to read the quote.

2. Disappearing Act

Write the quotation on the board. Read it out as a group. Ask a child to erase a word and then try reading the quotation again as a group. Ask another child to erase another word or phrase and so on and so forth. Children enjoy the challenge of trying to remember the missing words!

3. Pictures

When quotations have a lot of imagery such as “star” and “garden” etc., you can replace words with simple illustrations drawn by the children. This can be great fun!

4. Actions

Ask the children to associate some of the words with actions. For example, for the word “tread” they could act as if they are treading.

5. Melody

You can put the quotation to a basic rhythm or melody. For example, the quotation starting with “Tread ye the path of justice” lends itself well to a marching rhythm.

6. Out of Order

If you have more time to prepare, you can write the quotation on a sheet of paper and divide it up in parts and ask the children to put the quotation back together in the right order. This can be a good exercise for older children.

7. Puzzle

This also takes more preparation. You can make a word search with the key words in the quotation. This can sometimes help children become more familiar with some of the longer or unfamiliar words like “powerful”.

8. “Sad human being” as opposed to hangman

Put a line for each word of the quotation and students can guess the words. When they guess the wrong word, the instructor can draw a line of the “sad human being”. You draw a circle (representing the head). That's followed by a long stick (the body), two sticks (the arms), two sticks (the legs), two eyes, and a sad face. That's a total of nine mistakes.

9. Art Activity

- Making a picture collage around the prayer or quotation.
- Decorating the edges of a prayer or quotation.
- Making a mobile. Students can write the prayer or quotation on pieces of coloured paper and attach the pieces to a string or clothes hangers.

10. Tic-Tac-Toe

This is a variation of the above “out of order” activity. Ask the children to sit in a circle. Divide the quotation into several cards and place the cards face down in the centre of the circle. Children take turns around the circle, touching each card as they say: “*Tic Tac Toe, here I go, where I land, I do not know.*” Whatever card the child lands on, they should turn over. The next child has a turn. When all the cards are

turned over, the children put the quote together. Ask the children to read the quote a few times.

Singing

In general, children love to sing. The chords of the songs and a recording of the songs can be downloaded from <http://www.ruhi.org/resources/songs.php>. You may wish to practise singing the song before introducing a new song to the students. Children can learn songs by singing one line and then two lines, etc.

Story-telling

Story-telling is a very powerful tool for instructing and imparting wisdom. As ‘Abdu’l-Bahá is the perfect example for Bahá’ís to follow, many of the stories told in Bahá’í children’s classes retell anecdotes from His life, as they illustrate in a concrete way the spiritual qualities being explored. It is well known that concrete situations help, especially children, understand abstract explanations.

It is important to tell stories in a way that brings them to life for the children. The ability to remember the details that bring excitement to a story and to present the events of the story in an effective way can be acquired by means of constant practise. You may wish to dedicate some hours to studying and learning the stories, identifying the main theme, the parts that relate to the theme and the important details that make the story interesting. To start your journey of developing the skill of story-telling you may wish to reflect on:

- creating an atmosphere of anticipation and drama
- the tone and volume of your voice changing according to the story’s development
- your gestures, though simple, corresponding to each part of the story
- communicating emotions such as joy, sadness, fear and courage
- the rhythm and pace so it is not too slow or too quick.

Story-telling helps to support the overall theme of a lesson by clothing it in an absorbing dramatic narrative. The stories are often well suited to interpretation through drama. They can be told using props or puppets (e.g. sock or stick puppets made by the children). Children can also act out the story themselves. Instructors should remember that, out of respect, the personage of ‘Abdu’l-Bahá should not be dramatized; rather, a narrator can tell parts of the story related to the actions of Abdu’l-Bahá.

At the end of a story, questions can be asked to assist students to understand the main points of the story. As the story often reinforces the study of the quotation of the lesson, you may also wish to review the quotation after the story and ask the students how it relates to the story and how the quality explored can be practised in our daily life.

Where fables are used to demonstrate Bahá’í principles, students should be told that the “stories” in themselves are not true, but used as examples to describe a belief, value or

attitude, vis-à-vis narratives about the Teachings of Bahá'u'lláh or 'Abdu'l-Bahá's life experiences.

Games

All the games are cooperative in their nature. You may wish to assist the children to cooperate and coordinate their efforts. You should:

1. clearly explain the purpose of the game
2. make sure all the children understand how to play the game
3. make sure they all feel a sense of achievement when the game is over.

Some games can only be played in a large hall or in the playground. Prior permission will have to be sought to go outside from the principal and supervising teacher if your class is not already taking place in a large hall.

The instructor should carefully supervise the games, guiding the children through the steps of the game. It is recommended that you start by playing the game with a few of the smaller children and allowing the rest to participate gradually.

Art activity

This part of the lesson is a great time for reflection and reviewing the spiritual quality explored in the lesson through the quotation. You may wish to help and encourage the students in their efforts.

Closing Meditation

There is limited time for a dignified closing meditation and it is sufficient for a child to read or recite one of the prayers or quotations studied, if he/she wishes to.

Extension Activity for Years 5-6

It is envisaged that there will be in time six levels of program materials corresponding to each year level or grade. For now, the level 1 material can be used across all grades and extension activities are provided where appropriate for Years 5-6.

TERM 1

INTRODUCTORY LESSON

LEVEL 1 TERM 1 LESSON 1

THEME: Introduction (1 of 3 lessons)

RESOURCES: Prayer Book, Folders for each student, Copies of COVER SHEET for each student

ACTIVITIES:

Prayer: Explain that each class will start with a prayer. Choose a prayer from the appended prayer book to start the class and then invite one or two children to say a prayer they already know if they wish to. Encourage children to listen carefully to the prayers being said.

Game: Play an age-appropriate “get-to-know each other” game from the list under Practical Tips for Instructing. After the activity it may be suitable to ask the children the question: “What did you learn from this activity?” Try to encourage answers such as “I had to listen carefully so I could remember”; “I had to speak clearly so everyone could hear me”, and “I had to think about what I was going to say.”

Code of Conduct: Determine three or four important expectations of behaviour with the children that will assist with creating a joyful, positive and safe environment in the class this term:

- We will listen attentively
- We will await our turn courteously
- We will not use unkind words to speak to each other
- We will not run in class

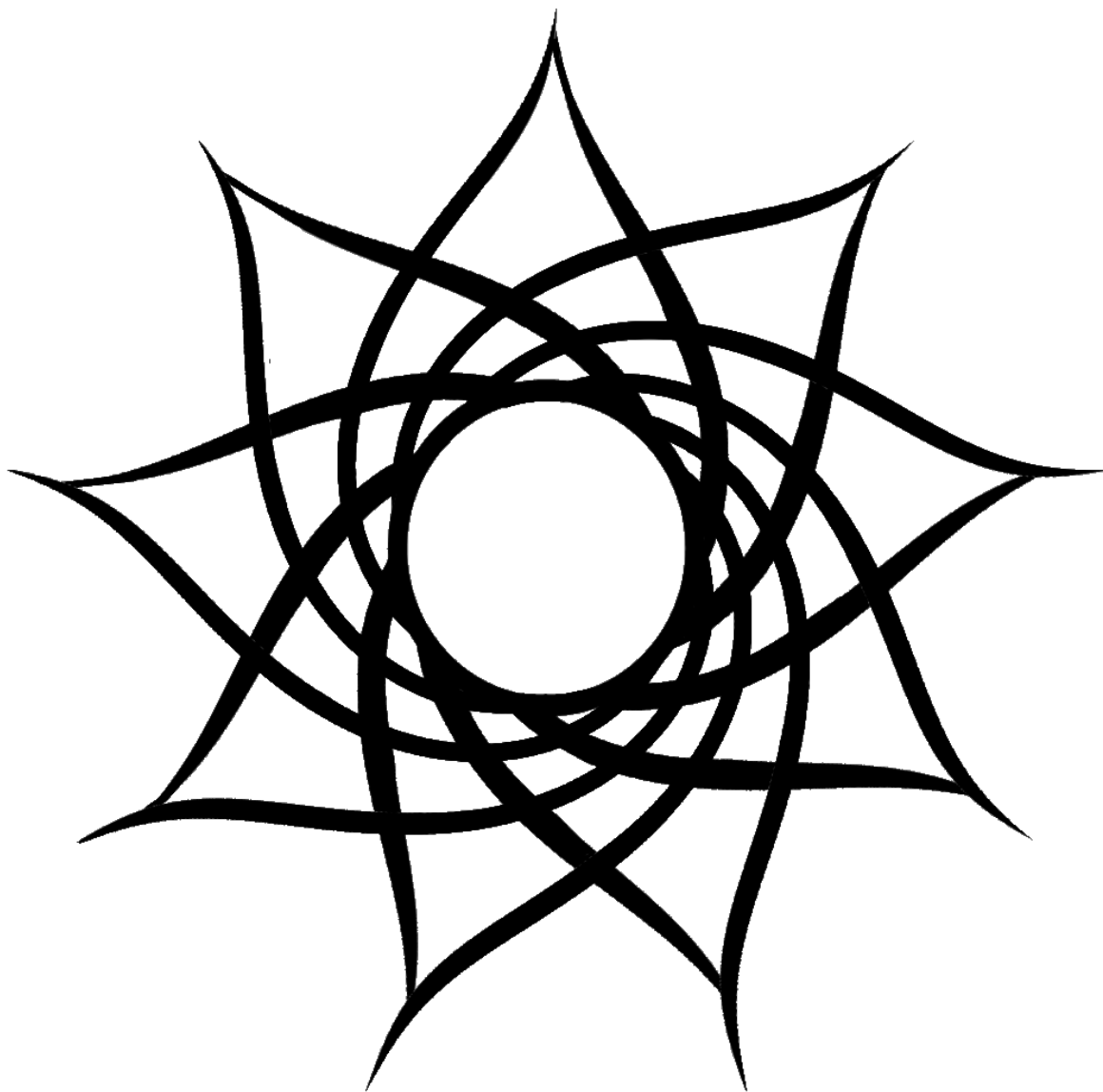
Art Activity: Hand out the FOLDER COVER SHEET that can be used as the front cover for their folders within which they will put all the worksheets for the year. Allow time for children to start to decorate it. You may wish to tell the children that we will study the quotation on the worksheet in the following week.

Closing Prayer: Close with a short prayer or quotation, for example the quotation on the cover sheet.

Extension Activity for Years 5-6: N/A

Bahá'í Scripture

This folder belongs to



"Regard man as a mine rich in gems of inestimable value. Education can, alone, cause it to reveal its treasures, and enable mankind to benefit therefrom." - Bahá'u'lláh*

**= refers to a human being*

FOLDER COVER SHEET

INTRODUCTORY LESSON

LEVEL 1 TERM 1 LESSON 2

THEME: Introduction (2 of 3 lessons)

RESOURCES: Prayer Book

ACTIVITIES:

Prayer: Welcome the children to class and start the class as usual with one or two short prayers. Say a prayer from the appended prayer book and some of the students may say prayers they know if they wish to.

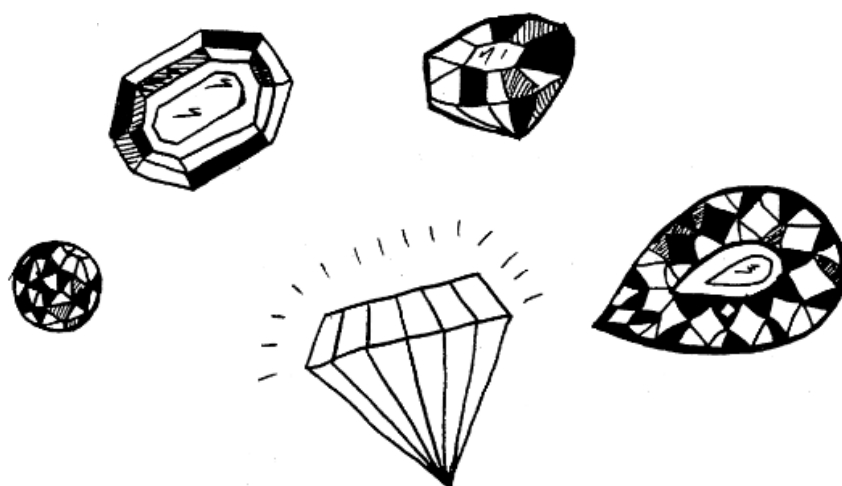
Review: Remind the children of the expectations of behaviour determined last week.

Discuss: Explain to the children that today we will reflect on two central beliefs in the Bahá'í Faith. In Bahá'í SRI, each child is viewed by the instructor as a noble being with innumerable talents, capacities and qualities. Bahá'u'lláh, the founder of the Bahá'í Faith, says:

"Regard man as a mine rich in gems of inestimable value".*

** refers to a human being*

Ask the children what a gem is. Answers may include names of precious stones such as diamonds, rubies, etc. Draw their attention to the beauty and precious nature of gems. Ask the students this silly question: "Do you think this Bahá'í quotation means to say that we are physically filled with stones?" "No of course not!". "What do you think then it could mean by saying we are "rich in gems"?" "Perhaps that we have many talents and qualities..." Can you name some talents and positive qualities you have seen people demonstrate?" Encourage students to list talents and qualities such as running fast, singing, playing a musical instrument, good with numbers, kindness, generosity, patience, etc. Explain to the children that we will take time to explore a few inner qualities this term such as kindness, justice, etc. through different activities: study of quotations, singing, stories and games.



Explain: Explain to the children that another key principle of the Bahá'í Faith is the belief that there is One God. Bahá'ís believe God is unknowable in His Essence. This means that no matter how intelligent or wise we are, we cannot understand the nature of God. In the Bahá'í Writings it is explained that in general that which has been created cannot understand its creator. For example, when you draw a picture, can that picture understand who you are? Can this table (pointing to a wooden table) understand the nature of the carpenter who created it? [The answer the children usually give is no or a shake of the head.] In the same way, Bahá'ís believe that humans -- who they believe are created by God -- cannot understand their creator. Bahá'ís believe that God is the Creator of all things, that He has made the mountains and valleys, its deserts and seas, its rivers, its meadows and trees. Bahá'u'lláh tells us that God has created the animals and human beings. He tells us that God has created us because He loves us. His love continually flows to us. Bahá'ís believe that we can, in turn, turn our hearts towards God and converse with God by saying prayers and meditating. This is one reason why we start all classes with a prayer, to take time to converse with God and receive His blessings. Tell the students that next week we will start by studying a short prayer that they may wish to learn.

Art Activity: Allow time for the students to complete decorating the cover sheet from last week.

Closing Meditation: Close with a prayer from the prayer book or the quotation on the cover sheet.

Extension Activity for Years 5-6: Draw some gems and write a talent or quality in each one or simply make a list of talents and qualities.

Note: You can demonstrate the lesson's concept that God's love flows ceaselessly and it is our choice to turn towards God and receive His love or not, by using a jug of water and a glass.

Demonstrate the Bahá'í belief that God's love pours ceaselessly by pouring water from the jug into the glass regardless of whether it is turned towards the water flow and overflows or is turned away.

You will need *a large jug of water, a glass and a basin* to collect the pouring water unless there is a classroom sink.

INTRODUCTORY LESSON

LEVEL 1 TERM 1 LESSON 3

THEME: Introduction (3 of 3 lessons)

RESOURCES: Prayer Book, Copies of Worksheet 1

ACTIVITIES:

Prayer: Say a prayer from the appended prayer book. The suggested prayer for this lesson is “O God! Educate...”. Some of the students may say prayers they know if they wish to. Remember that every child should be given an opportunity to say a prayer at least once every few weeks.

Review: Review briefly with children the content of the last lesson, for example why we start all classes with a prayer.

Study/Discuss: Read the following prayer from the Bahá’í Writings:

“O God, guide me, protect me, make of me a shining lamp and a brilliant star. Thou art the Mighty and the Powerful.”

It is helpful in the study of the prayer to first check whether any of the words within the prayer are unfamiliar to the children, such as “guide” and “protect”. The meaning of the prayer can be studied as follows:

In the prayer it says “O God, guide me”. To understand the word “guide” a bit better, here are a couple of examples of using the word “guide” in different contexts.

- John is lost and cannot find his way home. Soon, he meets a friend who shows him the way. The friend guides John to his home.
- Sunita is very sad because she does not know whether to study or to look for work. She asks her parents for their opinion. They give her good advice. They guide Sunita.

Bahá’ís believe that God is our Best Friend: that is why in the prayer we say “Oh God, guide me”. Towards what does God guide us?

We also ask God in this prayer to protect us. Here are two examples to help us understand the word “protect”:

- We are outside and it starts to rain, so we run and stand under a roof. The roof protects us.
- The sun is bright so Abbie puts on a hat. The hat protects her eyes from the bright sun.

Bahá'ís believe God is our True Protector so we ask Him to protect us in this prayer.

Where there is no light, there is darkness; where there is darkness, we cannot see and we become lost. A lamp can give off light, but someone has to turn it on. The heart is like a lamp which can give off spiritual light; that is why we pray to God “make me a shining lamp”.

Bahá'u'llah wants us to be noble, kind and wise, and to joyfully and selflessly help others. He wants us to be like brilliant stars guiding the world of humanity so the prayer asks of God “make me... a brilliant star”.

Finally the prayer testifies that God is Mighty and Powerful. These words mean that God has great strength and power.

You can also assist the younger children to understand the word powerful with the example that the sun's rays warm the earth and give life to all living things. The sun's rays are powerful.

Art Activity: Provide Worksheet 1 to the students to include in their folders. They may wish to decorate the sheet with images from the prayer such as stars, or with bright colours. Assist the students who wish to read or learn the prayer by heart.

Extension Activity for Years 5-6: Worksheet 2. Students who may already be familiar with the prayer may wish to write the prayer rather than use worksheet 1 or study another prayer from the appended prayer book: “O God! Educate these children...”. The word “Compassionate” in this prayer can be explained as showing compassion, which means to have sympathy and to want to help a person or people who are going through a difficult time. Someone living in Australia going to help people in another country where there has been a natural disaster is an example of showing compassion.

**O God,
guide me,
protect me,
make of me a shining lamp
and
a brilliant star.
Thou art the Mighty
and the Powerful.**

INTRODUCTORY LESSON LEVEL 1 TERM 1 LESSON 3 WORKSHEET 2

"O God!

Educate these children.

These children

are the plants of Thine orchard,

the flowers of Thy meadow,

the roses of Thy garden.

Let Thy rain fall upon them;

let the Sun of Reality

shine upon them with Thy love.

Let Thy breeze refresh them

in order that they may be trained,



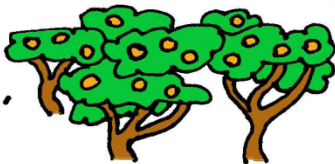
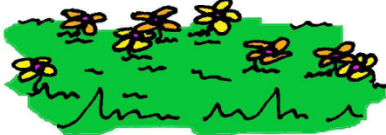


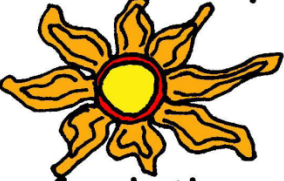

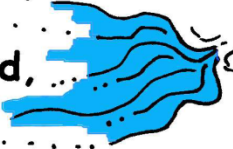


grow and develop,

and appear in the utmost beauty.

Thou art the Giver.

Thou art the Compassionate."

"Abdu'l-Baha

PURITY OF HEART

LEVEL 1 TERM 1 LESSON 4

THEME: Purity of Heart (1 of 2 lessons)

RESOURCES: Prayer Book, Copies of Worksheets 1 & 2

ACTIVITIES:

Prayer: Start as usual with prayers. You may find that one or two children may wish to say the prayer studied last week.

Study/Discuss: Study the following quotation from the Bahá'í Writings with the children:

“O Son of Spirit! My first counsel is this: Possess a pure, kindly and radiant heart.”

To introduce the quotation tell the children that we can compare our hearts with mirrors. We should always keep them clean. You can ask them “What do you think could be like dust to our hearts?” Share with them that Bahá'ís believe hatred, envy and negative thoughts are like dust that stops the mirror from shining. When our hearts are pure, they reflect the light of God, and we become a cause of happiness to others.

Help the children understand the meaning of the words in the quotation. You may say for example: “To understand the word “counsel” I will use the word in a sentence. Kim wants to spend her pocket money on either sweets or a book. Her mum and dad counsel her to buy the book. Her parents give Kim wise counsel.” You might ask the students why they think this might be wise counsel. Do not get too distracted from discussing the quotation though. Referring the children back to the quote you could ask them “Whose counsel are we listening to?”

Here is a sentence to assist with understanding the word “possess”: “There was a flood in the village and many people lost everything they possessed. Their friends helped them and soon they had all they needed again.” In referring the children back to the quote, you could ask: “What does the quote say we should possess?”

Here is a sentence for “kindly heart”: “Mr. Robertson is very old. Every week, Jake helps him carry his shopping home. Jake possesses a kindly heart.” To consolidate their understanding of the phrase “kindly heart” you could ask the students to give some examples of actions that show a kindly heart.

Here is a sentence for “radiant heart”: “When I feel sad, my mother always cheers me up and makes me happy. My mother possesses a radiant heart.”

Song: Share with the children the song “My First Counsel” in Worksheet # 1. The students may need some help to understand the following two words in the song:

- Ancient – defined as belonging to the very distant past or having existed for a long time
- Imperishable – defined as enduring forever.

Art Activity: Hand out Worksheet 2. Ask the children: What do you see in this drawing? What do you think is happening? How do you think it relates to the quotation we studied? The students can colour in the drawing.

Extension Activity for Years 5-6: Ask the children to draw someone acting with a “kindly heart” instead of colouring the drawing from worksheet 1. Get the students to brainstorm some ideas. For example they may draw someone helping another who has just fallen over to get up.

My First Counsel

Music by Janis VandenDool

O Son of Spirit!

O Son of Spirit!

My first counsel is this

My first counsel is this

Possess a pure, kindly and
radiant heart

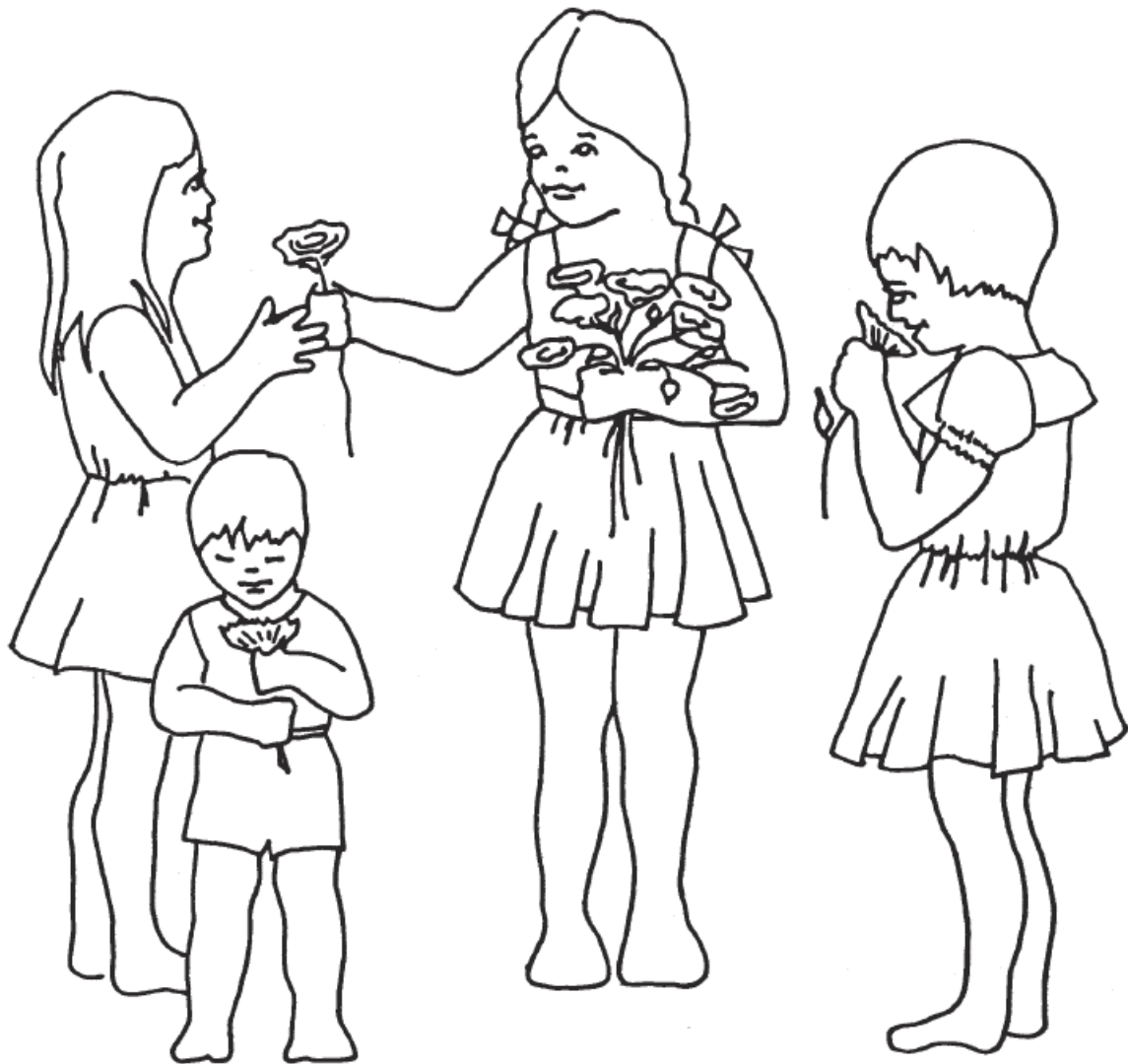
That thine may be a
sovereignty

Ancient, imperishable and
everlasting

Ancient, imperishable

PURITY OF HEART

LEVEL 1 TERM 1 LESSON 4 WORKSHEET 2



“O Son of Spirit! My first counsel is this: Possess a pure, kindly and radiant heart.”

PURITY OF HEART

LEVEL 1 TERM 1 LESSON 5

THEME: Purity of Heart (2 of 2 lessons)

RESOURCES: Prayer Book, Copies of Worksheet 1, Paper Cups, Drinking Water

ACTIVITIES:

Prayer: Start the class as usual with prayers. The children may choose to sing the quotation they learnt in the song last week.

Review: Choose one of the 'fun activities' listed under 'practical tips' to review the quotation studied in the last lesson.

Story: Tell the students the story from Worksheet # 1. To introduce the story, tell the students that this is a story of 'Abdu'l-Bahá. "We often share stories of 'Abdu'l-Bahá in Bahá'í Scripture as he was a very kind and wise man who was always helping others. For Bahá'ís He was an Exemplar of Bahá'í life. He was the eldest son of Bahá'u'lláh, the founder of the Bahá'í Faith, and he was always helping to promote justice and peace."

Once you have told the story, you will wish to emphasise the desire of the lady in the story to have a pure heart and how happy she was when she realised that 'Abdu'l-Bahá had understood her heart's desire. Ask the children: "What did the lady wish for?" How did she feel when she realised that 'Abdu'l-Bahá understood this?"

Game: Play the game the "The Burning Thirst". Ask a couple of children at a time to imagine they cannot bend their elbows and then tell them to pretend that they are walking in a desert and are very thirsty. When they come upon water in cups, they have to find a way to drink it. They will discover that the only way is to help each other.

Closing Meditation: Close the class with the quotation studied in the last lesson.

PURITY OF HEART

LEVEL 1 TERM 1 LESSON 5 WORKSHEET 1

A story about 'Abdu'l-Bahá

'Abdu'l-Bahá greatly loved people whose hearts were pure and radiant.

Many people would come to visit 'Abdu'l-Bahá and have dinner with him. During one of these dinner parties that took place when he was visiting America, one of the guests, a lady who admired 'Abdu'l-Bahá very much, looked at the glass of water in front of her and thought: "Oh! If only 'Abdu'l-Bahá could empty my heart of all earthly desire and then refill it with Divine love and understanding, just like emptying this glass of water."

This thought passed through her mind quickly, and she didn't say anything about it, but soon something happened that made her realise that 'Abdu'l-Bahá had known what she was thinking!

While He was in the middle of His talk, He paused to call to a servant and said a few words to him in Persian – a different language to English. The servant quietly came to the lady, took her glass, emptied it and put it back in front of her. A little later, 'Abdu'l-Bahá, while continuing to talk, picked up a jug of water from the table, and in a most natural way, slowly filled the lady's empty glass.

No one noticed what had happened, but the lady knew that 'Abdu'l-Bahá was answering her heart's desire. She was filled with joy. She realised that hearts and minds were like open books to 'Abdu'l-Bahá, who read them with great love and kindness!

JUSTICE

LEVEL 1 TERM 1 LESSON 6

THEME: Justice (1 of 2 lessons)

RESOURCES: Prayer Book, Copies of Worksheets 1 2 & 3 (Years 5-6)

ACTIVITIES:

Prayer: Start as usual with prayers. The children may choose to sing the quotation they learnt in the song in the last lesson.

Study: Explain that Bahá'ís believe that God loves justice. Bahá'ís believe that He is pleased with us when He sees us treating other people with fairness and justice. We must respect the rights of every human being and make sure we do not take away from anyone what they deserve. Read the related following quotation from Bahá'u'lláh:

“Tread ye the path of justice, for this, verily is the straight path.”

As in the previous study of a quotation check whether there are any words in the quotation that are unfamiliar to the children. Here are some sentences to assist with understanding the following words:

Tread:

- Many leaves have fallen from the trees in the forest, covering the path. Fumiko walks through the forest. She treads on the leaf-covered path.
- Pedro likes to help all his friends play happily together. Pedro and his friends are very unified. Pedro treads the path of unity.

Path:

- Luis has a donkey. He took it to graze in the meadow and left it alone. The donkey found the path home by itself.
- There are two ways to go to school. Millie always likes to take the path that goes by her grandmother's house.

Justice:

- Carlos was given crayons to hand out during class. There were ten crayons and five children. Carlos gave two crayons to each child. Carlos handed out the crayons with justice.
- Anna has lots of water in her water well, but sometimes her neighbour's well runs dry. Anna never allows this neighbour to suffer and always makes her feel welcome to take water. Anna loves justice.

Some questions to ask the students are:

- What path does Baha'u'llah ask us to tread in this quotation?
- What does justice look like if you have to share (insert number of students present x2) crayons with all the students in the class?

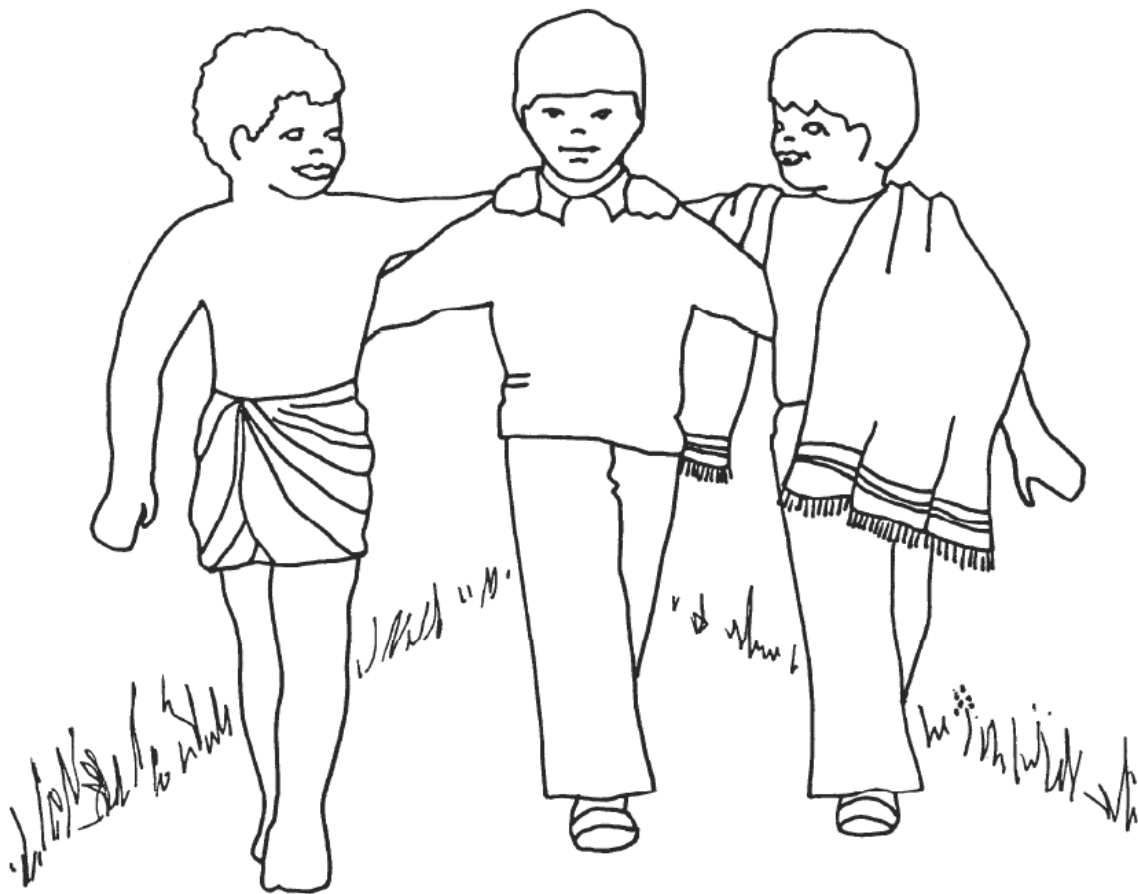
Art Activity: Handout Worksheet 1 for the folders. Alternatively, time permitting, the children may wish to make a path of justice with everyone's feet. Get a long piece of paper and draw a straight pathway along it. Children can trace their feet walking on the pathway.

Closing meditation: Close with the quotation studied today.

Extension Activity for Years 5-6: Study the quote on Worksheet 2. Ask the students what it might mean to see with your own eyes and not through the eyes of others, to know through your own knowledge and not through the knowledge of your neighbour. In addition, a related art activity is provided with Worksheet 3.

JUSTICE

LEVEL 1 TERM 1 LESSON 6 WORKSHEET 1



“Tread ye the path of justice, for this, verily is the straight path.”

O SON OF SPIRIT!



The best beloved of all things in My sight is Justice; turn not away therefrom if thou desirest Me, and neglect it not that I may confide in thee. By its aid thou shalt see with thine own eyes and not through the eyes of others, and shalt know of thine own knowledge and not through the knowledge of thy neighbour. Ponder this in thy heart; how it behooveth thee to be. Verily justice is My gift to thee and the sign of My loving-kindness. Set it then before thine eyes.”

Baha'u'llah, No.2 Arabic Hidden Words

Neglect: Tony left his new bike in the rain and neglected it. When he wanted to ride it again in the summer it was all rusty and unattractive.

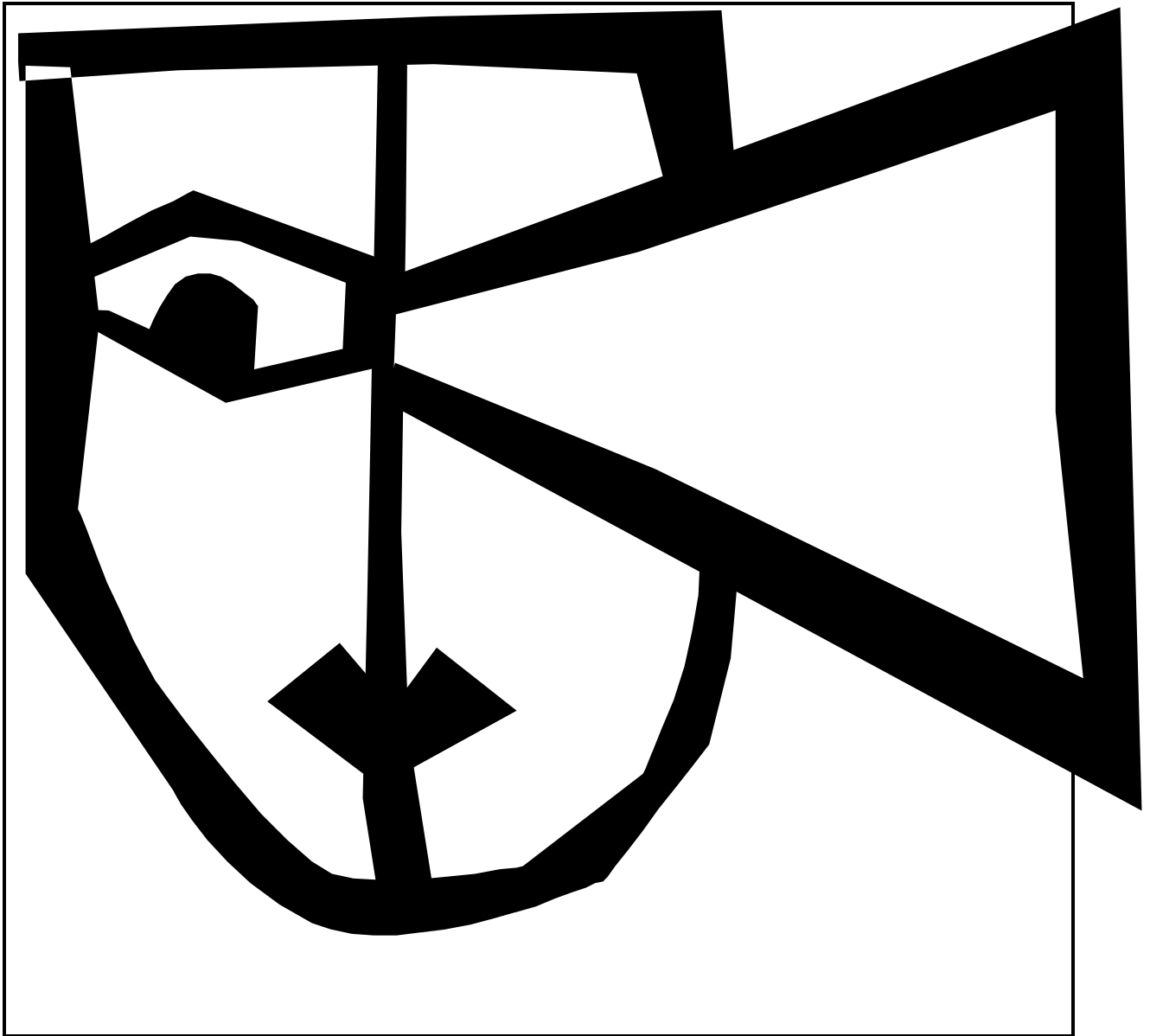
Ponder: In preparing to complete her assignment, Amy pondered the questions she was being asked to write about before she began.

Behooves: We are blessed to each have a mind of our own; it is our responsibility to use it and to think for ourselves. It behooves us to use our minds and to think for ourselves.

Set: Andrew set his homework on the kitchen bench so he would not forget to take it to school in the morning.

JUSTICE

LEVEL 1 TERM 1 LESSON 6 WORKSHEET 3



Fill in the gaps.

On the left hand side of the forehead write the word ponder in small print many times in a skin colour of your choice until the space is full. On the right hand side use a slightly darker colour (as though this side of the face is in shadow) and write the word knowledge. In the visual direction space write, set in then before thine eyes in yellow, in the lower face on the left (in the same lighter colour used for the forehead) write beloved and on the right hand side (in the darker colour) write justice.

JUSTICE

LEVEL 1 TERM 1 LESSON 7

THEME: Justice (2 of 2 lessons)

RESOURCES: Prayer Book, Large Sheet or Newspaper

ACTIVITIES:

Prayer: Start as usual with prayers.

Review: Review briefly the content of last week including the quotation. To help the children learn the quotation, play one of the “Fun Activities to Review/Become Familiar with the Quotations” listed under “Practical Tips for Instructing”.

Story: Share with the students that you will tell them a story of ‘Abdu’l-Bahá which illustrates how important justice was to Him. Read the following story:

One day ‘Abdu’l-Bahá was going from one city to another. He went to take an inexpensive seat in a regular stage coach. The driver was surprised, knowing ‘Abdu’l-Bahá was an important person and must have asked himself why ‘Abdu’l-Bahá was so frugal as to ride in this cheap coach. “Surely, Your Excellency would prefer to travel in a private carriage”. “No”, replied the Master and He travelled in the crowded coach. As He stepped down from the coach at the end of His journey, a distressed fisherwoman came to Him and asked for His help. All day she had caught nothing and now had to return to her hungry family. ‘Abdu’l-Bahá gave her a good sum of money, then turned to the driver and said: “You now see the reason why I would not take a private carriage. Why should I ride in luxury when so many are starving?”

In telling the story, you will wish to emphasise ‘Abdu’l-Bahá’s concern for justice.

Game: Play the game “Sharing”. Place a sheet on the ground or a large newspaper. Ask a volunteer to stand on the sheet or paper and then to invite another child to share the space with him/her. The next child stands on the sheet or paper and then invites another child to share, etc. Ask the children to see how many of them can stand on the sheet or paper at the same time. If you have a large class, it is suggested you play this game in groups of 5 at a time, closely supervising the children and encouraging them to be gentle and courteous with each other.

Closing meditation: Close with the quotation studied last week.

Extension Activity for Years 5-6: N/A.

REVIEW 1

LEVEL 1 TERM 1 LESSON 8

THEME: Review (1 of 1 lesson)

RESOURCES: Prayer Book, Copies of Worksheet 1 & Worksheet 2 (for Years 5-6)

ACTIVITIES:

Prayer: Start as usual with prayers. This is the last class of the term and it is an opportune time to review the term. It is suggested that students be given the opportunity to say the prayers and quotations that they have chosen to learn by heart during the term.

Review: Review the prayer studied in Lesson 3. To help the children learn the prayer, you may wish to sing it with them or play one of the fun activities listed under 'Practical Tips for Instructing'.

Song/Game: Sing with the children the song on Worksheet 1 inspired by Bahá'í beliefs: "Love, love, love". Clarify that it is a Bahá'í belief that God created us out of His love for us. Alternatively as it may be the last session of the term you could sing the two songs learnt this term and/or the last two games from previous lessons.

Closing meditation: Close with a short quotation that the children have learnt this term and wish the children a wonderful holiday.

Extension Activity for Years 5-6: An alternative song on Worksheet 2, "A noble way" is provided.

Love, Love, Love

By Creadell Haley

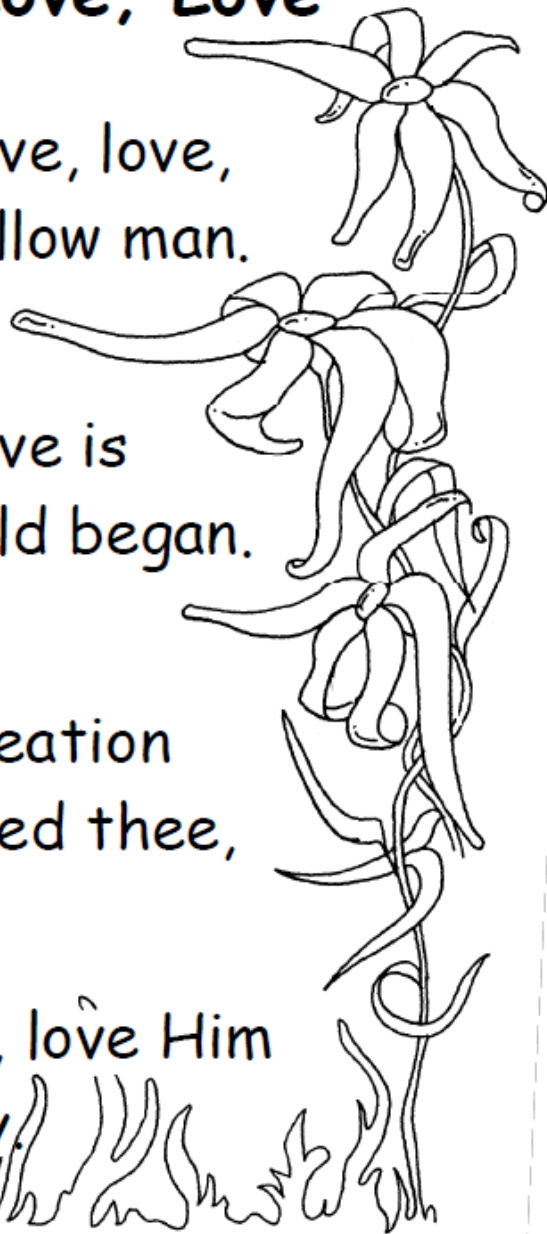
Love, Love, Love

Love, love, love, love,
Love your fellow man.

Love, love, love is
How the world began.

God loved creation
For He created thee,

To love, love, love Him
and humanity.



A Noble* Way

By a Group of Collaborators of the Ruhi Institute

Justice is a noble way
Justice brings a brighter day
A light to those in need
Shining through good deeds
Oh, justice is the way
We know 'Abdu'l-Bahá would share
Showing love and showing care
He was content with less
In order to bring happiness
He was content with less
To be just we have to give
Share our love and joy to live
Sharing blessings we receive
A better world we will achieve
Oh, justice is the way

*Noble here means having or showing fine personal qualities. For example a noble person is a good, honest and honourable person.

TERM 2

LOVE FOR HUMANITY

LEVEL 1 TERM 2 LESSON 9

THEME: Love for Humanity (1 of 2 lessons)

RESOURCES: Prayer Book, Copies of Worksheet 1

ACTIVITIES:

Prayer: Start as usual with prayers.

Review: Review with the children some basic Bahá'í concepts as covered in the introductory lesson at the beginning of the year.

Study/Discuss: Discuss the following quotation from Bahá'u'lláh:

“O friend! In the garden of thy heart plant naught but the rose of love...”

To introduce the quotation, explain that Bahá'ís believe that the love of God shines upon humanity like the rays of the sun. The sun's rays fall on deserts and gardens alike. Bahá'ís believe our love should be like rays of the sun: we should love everyone, even those who mistreat us. The quotation we will study today is about having love in our hearts for all of humanity.

Share with the children that “naught” in the quotation means “nothing”. Ask some questions to help them understand the quotation. For example, what are our hearts compared with in the quotation? What are we asked to plant in the garden of our heart?

Art Activity: Hand out Worksheet 1 to colour. Help the children who wish to read or memorise the quotation on the worksheet that they have just studied.

Closing Meditation: Close the lesson with the quotation studied today.

Extension Activity for Years 5-6: When studying the quotation, you could also ask older children questions to reflect further on the meaning of the quotation. How do we plant a rose? Do we have to nurture it carefully? Why do you think a rose is chosen here to illustrate the quality of love? Are there any thoughts or feelings you think that we should not plant in our hearts? There are no wrong or right answers. Such questions simply give older children a chance to reflect more deeply on the quotation.

Instead of colouring Worksheet 1, children can be asked to draw a picture that relates to the quotation, e.g. a child planting a rose.

Note: you may need to clarify that loving everyone does not mean allowing people to mistreat us. Bahá'ís should always stand up for justice, as covered in previous lessons. However what Bahá'ís are asked to do is not to hate those who mistreat us.

LOVE FOR HUMANITY

LEVEL 1 TERM 2 LESSON 9 WORKSHEET 1



“O Friend! In the garden of thy heart plant naught but the rose of love...”

LOVE FOR HUMANITY

LEVEL 1 TERM 2 LESSON 10

THEME: Love for Humanity (2 of 2 lessons)

RESOURCES: Prayer Book, Large Sheet

ACTIVITIES:

Prayer: Start as usual with prayers.

Review: Review briefly with the students the quotation from the last lesson. The students may wish to play one of the games listed under the fun activities.

Story: Read the following story about ‘Abdu’l-Bahá. You may remind the children that ‘Abdu’l-Bahá was the eldest son of Bahá’u’lláh, the founder of the Bahá’í Faith.

‘Abdu’l-Bahá lived many years ago in Israel. He was very wise, kind and loving. However there was a man who thought that ‘Abdu’l-Bahá was not a good man and he hated ‘Abdu’l-Bahá with all his heart. He would say cruel things about Him. “This man”, he said to all, “is an imposter. Why do you speak to Him? Why do you have dealings with Him?” And when he passed ‘Abdu’l-Bahá on the street he was careful to hold his robe before his face so that he would not see Him. Now, this man was very poor and had neither enough to eat or warm clothes to wear. What do you think ‘Abdu’l-Bahá did about him? He showed him kindness, sent him food and clothes and made sure he was being taken care of. For example, once when this man became very ill, ‘Abdu’l-Bahá sent him to the doctor, paid for his medicine and food, and also gave him some money. He accepted the gifts from ‘Abdu’l-Bahá, but did not thank Him. In fact he held out one hand to the doctor to take his pulse and with the other hand covered his face so that he would not have to look upon ‘Abdu’l-Bahá. And so it went on for many long years. ‘Abdu’l-Bahá continued His kindness and the man’s heart finally changed. He came to ‘Abdu’l-Bahá’s house, fell at His feet and with a very heavy heart and tears flowing down his face cried, “Forgive me Sir! For twenty-four years I have done evil to You. For twenty-four years You have shown only goodness to me. Now I know that I have been wrong. Please forgive me!” ‘Abdu’l-Bahá bade him rise, and they became friends. Thus did the great love of ‘Abdu’l-Bahá triumph over hatred.

Game: Play the game “The Bridge”. Make a line on the ground, with a folded sheet for example. This is “the bridge”. Two groups of children have to cross the bridge at the same time, going in opposite directions, without letting anyone fall off the bridge. The children have to help each other change places, passing each other one by one. Play this game with two children at a time initially.

Closing meditation: Close with the quotation studied last lesson.

Extension for Years 5-6: Children can act out the story (refer to Practical Tips for Instructing).

TRUTHFULNESS

LEVEL 1 TERM 2 LESSON 11

THEME: Truthfulness (1 of 3 lessons)

RESOURCES: Prayer Book, Copies of Worksheets 1 and 2, Mirror and Black paper

ACTIVITIES:

Prayer: Say a prayer from the Prayer Book. The suggested prayer for the next 3 lessons is “Create in me a pure heart...”. Ask a few students to say prayers they have learned previously if they wish to do so.

Review: Review the last lesson.

Study: Explain that we will be learning a new prayer today (Worksheet 1).

This prayer is asking us to turn towards God to help us become closer to Him and to become more spiritual. To help the children understand the meaning of new words in the prayer you could list the contrasting phrases in the prayer in a table as follows:

little	exalt – raise to a higher rank or position
earthly – relating to earth or human life	heavenly – relating to heaven, the divine
world below	realm above
gloomy – feeling sad	radiant – bright with joy, hope – also see lesson 4
material – something physical	spiritual – relating to the spirit

Use one of the “Fun Activities” listed under Practical Tips for Instructing to assist the children to become familiar with the prayer.

Song: Sing the song on Truthfulness from Worksheet 2. Students may wish to put actions to the words in the song. Emphasise that the words in the songs are inspired by Bahá’í beliefs. Use a mirror and grey/brown or black paper to represent dust OR the pictures of birds on Worksheet 2 to discuss the analogies in the song. For example, the paper on the mirror can represent the dust that blocks the light from reflecting and shining. Share with the students that Bahá’ís believe that for our souls to progress we need to be truthful.

Extension Activity for Years 5-6: The children can themselves make the table that identifies the contrasting phrases listed in the prayer. You can also explain that “kingdom” in the phrase “admitting me to the kingdom” refers to a “spiritual” kingdom. Reflecting on the

qualities of a happy and prosperous physical kingdom can help us gain an insight into what a “spiritual” kingdom may be. Ask them to draw such a kingdom on Worksheet 1.

TRUTHFULNESS LEVEL 1 TERM 2 LESSON 11 WORKSHEET 1

O Thou kind Lord!
I am a little child, exalt me
by admitting me to the
kingdom. I am earthly,
make me heavenly; I am of
the world below, let me
belong to the realm above;
gloomy, suffer me to
become radiant; material,
make me spiritual, and
grant that I may manifest
Thine infinite bounties.
Thou art the Powerful,
the All-Loving.
-'Abdu'l-Bahá

TRUTHFULNESS L LEVEL 1 TERM 2 LESSON 11 WORKSHEET 2

Truthful Words

By a Group of Collaborators of the Ruhi Institute

A mirror that's covered up in dust
Cannot reflect the sun's bright light
A bird with wings all full of mud
Is unable to take flight

Chorus:
When all of our words are truthful
Our souls are able to progress
The foundation of all human virtues
We know is truthfulness

Chorus

A ship cannot catch the wind
If it is using a torn sail
Eyes can't see the path ahead
If they are covered up in veils

Chorus (*with last line repeated*)



TRUTHFULNESS

LEVEL 1 TERM 2 LESSON 12

THEME: Truthfulness (2 of 3 lessons)

RESOURCES: Prayer Book, Copies of Worksheet 1 (for Years 5-6)

ACTIVITIES:

Prayer: Say a prayer from the Prayer Book. The suggested prayer for this lesson is “Create in me a pure heart...”. Ask a few students to say prayers they have learned previously if they wish to do so.

Review: Review the prayer the students learnt last week.

Explain/Discussion: Explain that Bahá’ís believe that truthfulness is one of the most essential spiritual qualities. We should never tell even a smallest lie. Why do we lie? Sometimes it is because we are afraid to tell the truth. Bahá’ís believe that God is aware of all our actions and we cannot hide anything from Him. Bahá’ís believe that if we are not truthful, it will be very difficult for us to develop other virtues, and we will not attain nearness to God. Read the following quotation:

“Truthfulness is the foundation of all human virtues.”

Help the children understand the words that may be new to them by using the sentences on Worksheet 1.

Choose a ‘fun activity’ listed under ‘practical tips’ to review the quotation from Worksheet 1.

Closing Meditation: A child may wish to read a prayer or quotation, for example the quotation studied above, to close the lesson.

Extension Activity for Years 5-6: Worksheet 1.

Extra Tip: To help the children understand the concept of foundation you can bring in a Lego constructed building to show how a building needs a foundation.

TRUTHFULNESS

LEVEL 1 TERM 2 LESSON 12 WORKSHEET 1

“Truthfulness is the foundation of all human virtues.”

Below are three words highlighted from the quotation above. For each word there are two sets of sentences that may help you understand the meaning of the word. Try writing a third sentence using the words ‘Truthfulness’, ‘Foundation’ and ‘Virtues’.

Truthfulness

1. Sanjay dropped a glass and broke it. When his mother asked him what had happened, he told her the truth and did not lie. Sanjay showed the virtue of truthfulness.
2. A friend wanted to play with Ellie and went to her house to find her. Ellie had homework and could not come out to play. Her brother said he would tell the friend that she was not home, but Ellie did not want her brother to lie. Ellie went outside and explained to her friend that she could not play because she had homework. Ellie showed the virtue of truthfulness.

3. _____

Foundation

1. Jack’s father was building a house. Before putting up the walls, he placed rocks and cement under the place where the walls would go. The rocks and cement form the foundation of the house.
2. Before you learn to read and write you have to know the sounds of the letters. Learning the sounds of the letters is a foundation for learning to read and write.

3. _____

Virtues

1. Georgina is friendly, kind, and joyful. Georgina possesses many virtues.
2. Mrs Patel teaches the children about justice, generosity, humility, and honesty. These are some of the virtues everyone should have.

3. _____

TRUTHFULNESS

LEVEL 1 TERM 2 LESSON 13

THEME: Truthfulness (3 of 3 lessons)

RESOURCES: Prayer Book(s), Copies of Worksheet 1 (for Years 5-6) and Worksheet 2

ACTIVITIES:

Prayer: Say a prayer from the Prayer Book. The suggested prayer for this lesson is “Create in me a pure heart...”. Ask a few students to say prayers they have learned previously if they wish to do so.

Review: Review the last lesson.

Story: Read the story on Worksheet 1.

Note: This story lends itself well for a puppet story-telling activity (refer to Practical Tips for Instructing - Story-telling). Remember to tell the students that the "story" in itself is not true; it is a famous fable used to describe a value or virtue.

Discuss: At the end of the story, brainstorm with the students on how they can exercise truthfulness in their everyday life with their family and friends.

Game: Play the game called “Touch telephone”. Explain the game by instructing students to form a line standing in one direction (or several lines for larger classes). Ask the student who is last in the line to draw something on the back of the student in front of them, gently using their finger as an imaginary pen. That student, in turn, draws it on the back of the following student in front of them and so on, until the last student is reached, who draws it on a piece of paper or on the blackboard. Start with simple drawings like a square, circle or triangle. You may wish to discuss how the game is related to the lesson of truthfulness.

After the game, briefly review the quotation “Truthfulness is the foundation of all human virtues.”

Art Activity: Hand out Worksheet 2. Ask the students: What do you see in the picture? What do you think may have happened? What do you think the lady may be saying?

Closing Prayer: A student may wish to say a prayer and close the session.

Extension Activity for Years 5-6: Worksheet 1

TRUTHFULNESS

LEVEL 1 TERM 2 LESSON 13 WORKSHEET 1 (YEARS 5-6)

After reading the story below, that you may be familiar with, act the story out in groups with the help of your instructor.

The boy who cried wolf

In a country far away, some time ago, there lived a young shepherd, who, while his father worked in the fields and his mother kept up the home, had the task of taking care of his family's sheep. One day, the boy felt very bored and decided to play a trick on his neighbors. Suddenly he started crying out "Wolf! Wolf! The wolf is eating the sheep!" All of his friends came running to help chase away the wolf, but when they got there they found the young shepherd laughing at them because they had received such a fright and really there was no wolf anywhere to be found. His friends went back to their work saying that the boy had behaved very badly.

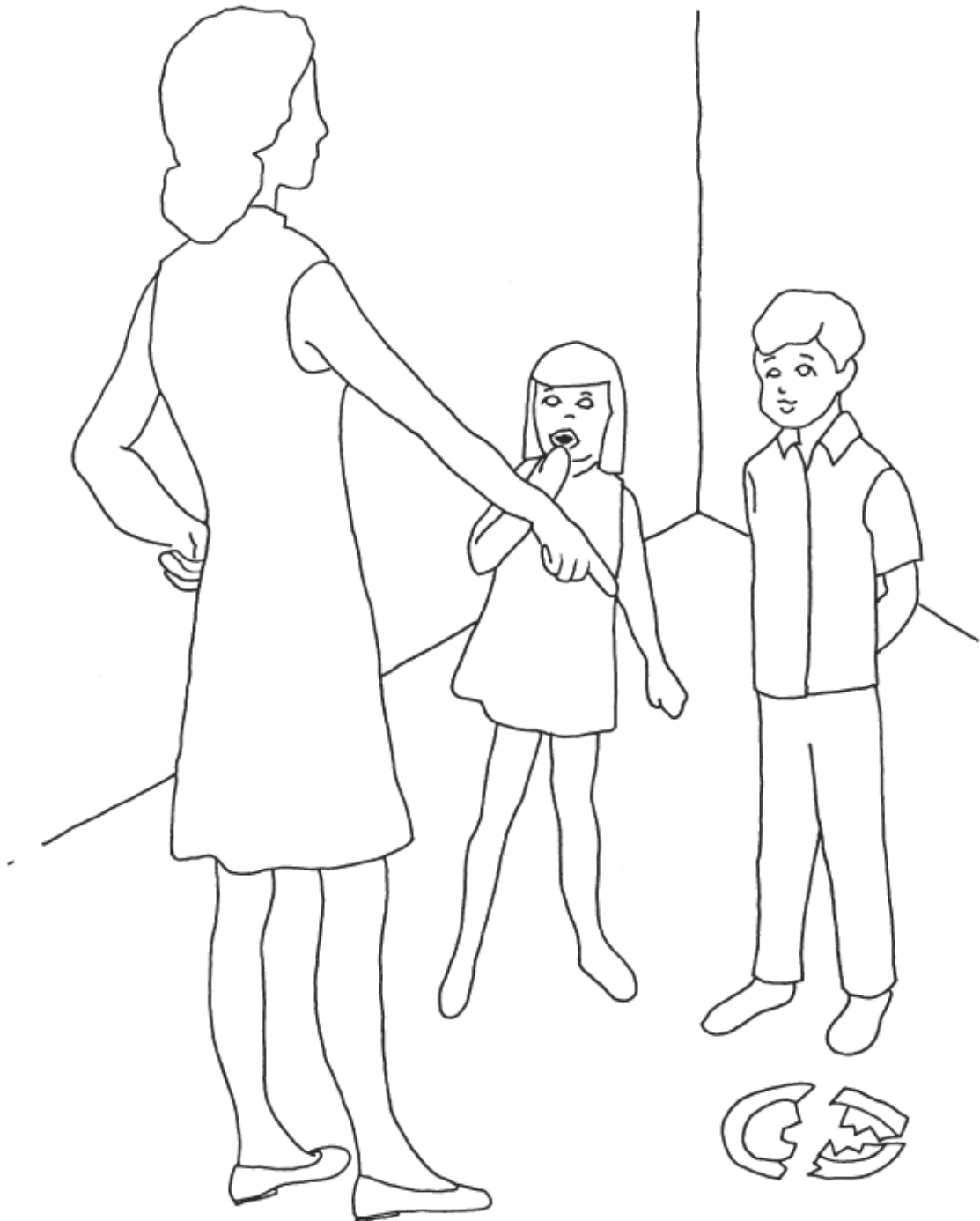
The following day, the boy repeated his foolery. "Wolf! Wolf! Help me! Help me!" Some of the neighbors came running again to help, only to find the young shepherd laughing at them, because this time too it was a lie that a wolf was near.



The third day, when they heard the boy call "Wolf! Wolf! The wolf is eating the sheep! Please come help!" no one paid any attention because they thought that it was just another lie. That day the wolf did come and eat the sheep! The young shepherd was very sad, but he had learned a good lesson. If we tell lies, the day will come when neither our parents, our brothers and sisters, nor our friends will believe what we say, even when it is the truth!

TRUTHFULNESS

LEVEL 1 TERM 2 LESSON 13 WORKSHEET 2



“Truthfulness is the foundation of all human virtues.”

GENEROSITY

LEVEL 1 TERM 1 LESSON 14

THEME: Generosity (1 of 3 lessons)

RESOURCES: Prayer Book, Copies of Worksheet 1

ACTIVITIES:

Prayer: Say a prayer that has been covered in the lessons so far. A few students may also wish to say prayers they have learned so far.

Review: Review the prayer learned over the last three lessons. For example you may choose to use one of the art activities listed under ‘fun activities’ (refer to Practical Tips for Instructing).

Song: Sing a few of the previous songs learnt so far. Hand out Worksheet 1 with the lyrics to the song “Fountain of Generosity”. Emphasise that the song is inspired by Bahá’í beliefs. Discuss the meaning of the song and ways of showing generosity. You may wish to draw to the attention of students that generosity is not always about giving money; the time we spend helping our friends with their homework could also be a sign of generosity. You may need to clarify that as with all qualities, they need to be balanced with others. For example you would use wisdom when sharing treasured belongings.

Explain: Bahá’ís believe that God is very generous with His creation. He looks after all of us. He gives daily nourishment to everyone. He has given us many gifts, such as hearing, sight and intelligence. Bahá’ís believe that in the same way that God is generous with us, He wants us to be generous with each other. We should always support those who need our help. Here is a quotation we will study in the next lesson that can help Bahá’ís to always be mindful of the virtue of generosity.

“To give and to be generous are attributes of mine. Well is it with him that adorneth himself with My virtue...”

Closing Meditation: A student may wish to read a prayer or quotation, for example the one above, to close the lesson.

Extension for Years 5-6: Discuss/Reflect. What would generosity look like if your father is cooking dinner and needs someone to set the table and you are watching a good TV show? What boundaries do you need to set with people who are not gentle with your things? Remember that the discussion should be student-led.

GENEROSITY LEVEL 1 TERM 2 LESSON 14 WORKSHEET 1

Fountain of Generosity

By Mildred N. McClellan

Be a fountain, be a spring

Be an ever-flowing thing

It is true that if you do

Happiness will come to you

Search your heart every day

Is there something you can give away

Happiness should be your goal

Give your heart, and give your soul

It is true that if you do

God will always be with you

Search your heart every day

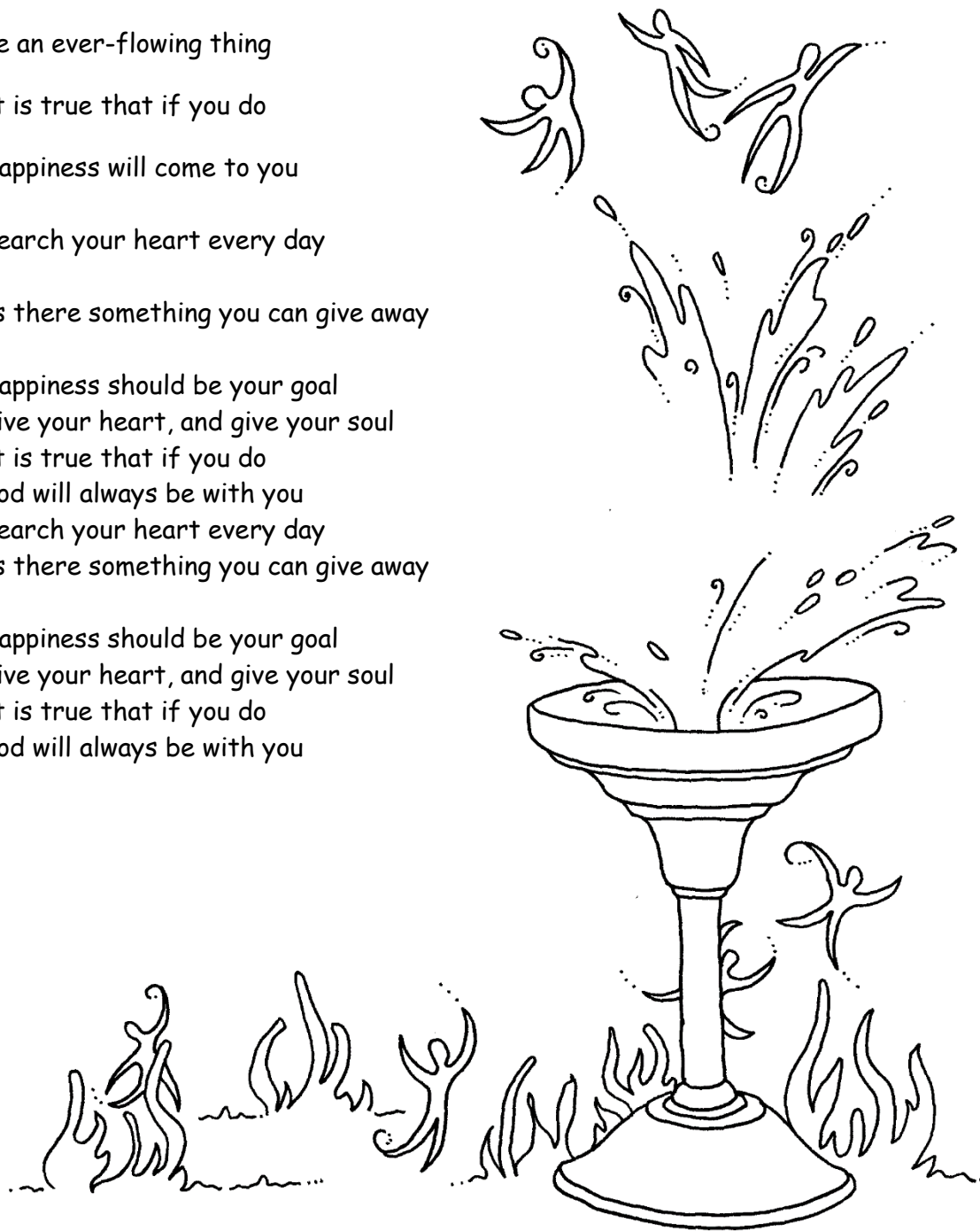
Is there something you can give away

Happiness should be your goal

Give your heart, and give your soul

It is true that if you do

God will always be with you



GENEROSITY

LEVEL 1 TERM 1 LESSON 15

THEME: Generosity (2 of 3 lessons)

RESOURCES: Prayer Book, Copies of Worksheets 1, 2 & 3

ACTIVITIES:

Prayer: Start the lesson by saying a prayer. A few of the students may also wish to say prayers they have learned.

Review: Review the last lesson.

Study: Read the following quotation introduced last week again and go through it by helping the students understand the meaning of unfamiliar words using the sentences below.

“To give and to be generous are attributes of mine. Well is it with him that adorneth himself with My virtues.”

Generous:

1. Diane and Vijay saved a little money. They decided to buy some books for their younger brothers and sisters. Diane and Vijay are showing generosity.
2. Mrs Murphy spent the whole morning baking cakes. Before taking them to town to sell, she gave two large cakes to the neighbours. Mrs Murphy is showing generosity.

Attribute:

1. Joel took a beautiful rose to the teacher. Beauty is an attribute of the rose.
2. The stone is very hard. Hardness is an attribute of stones.
3. “One of your attributes is that you are willing to work hard,” the teacher said to Charlene.

Adorn:

1. Tonight there is a devotional gathering at the community centre. The children picked flowers to place in the meeting room. The children adorned the meeting room with flowers.
2. Li Feng has a beautiful smile. Most of the time a smile adorns his face.
3. In springtime the cherry trees are adorned with beautiful blossoms.

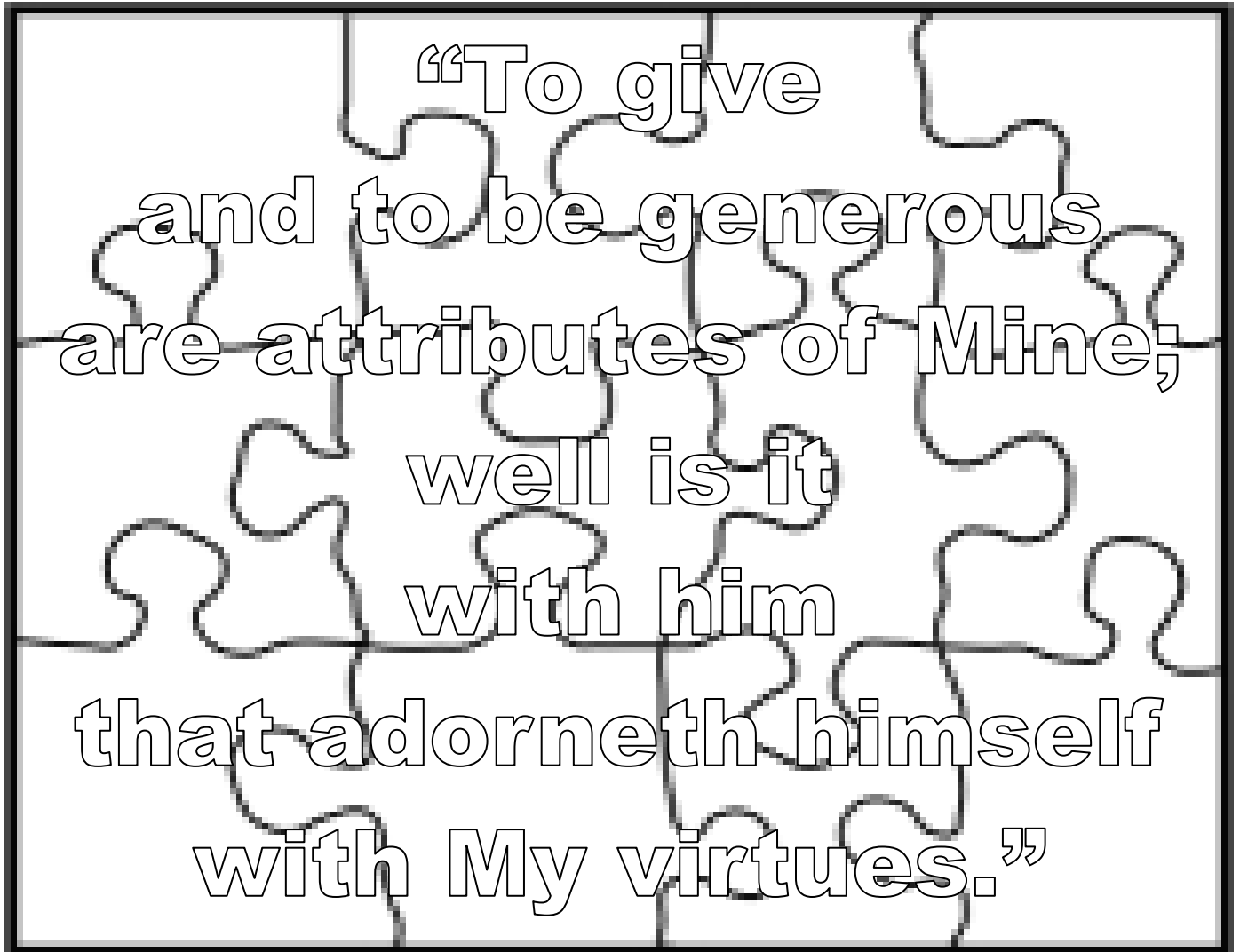
Use one of the fun activities listed under Practical Tips for Instructing. Worksheets 1 and 2 are examples of such activities.

Closing Meditation: One of the children may wish to say a closing prayer or read the quotation studied above.

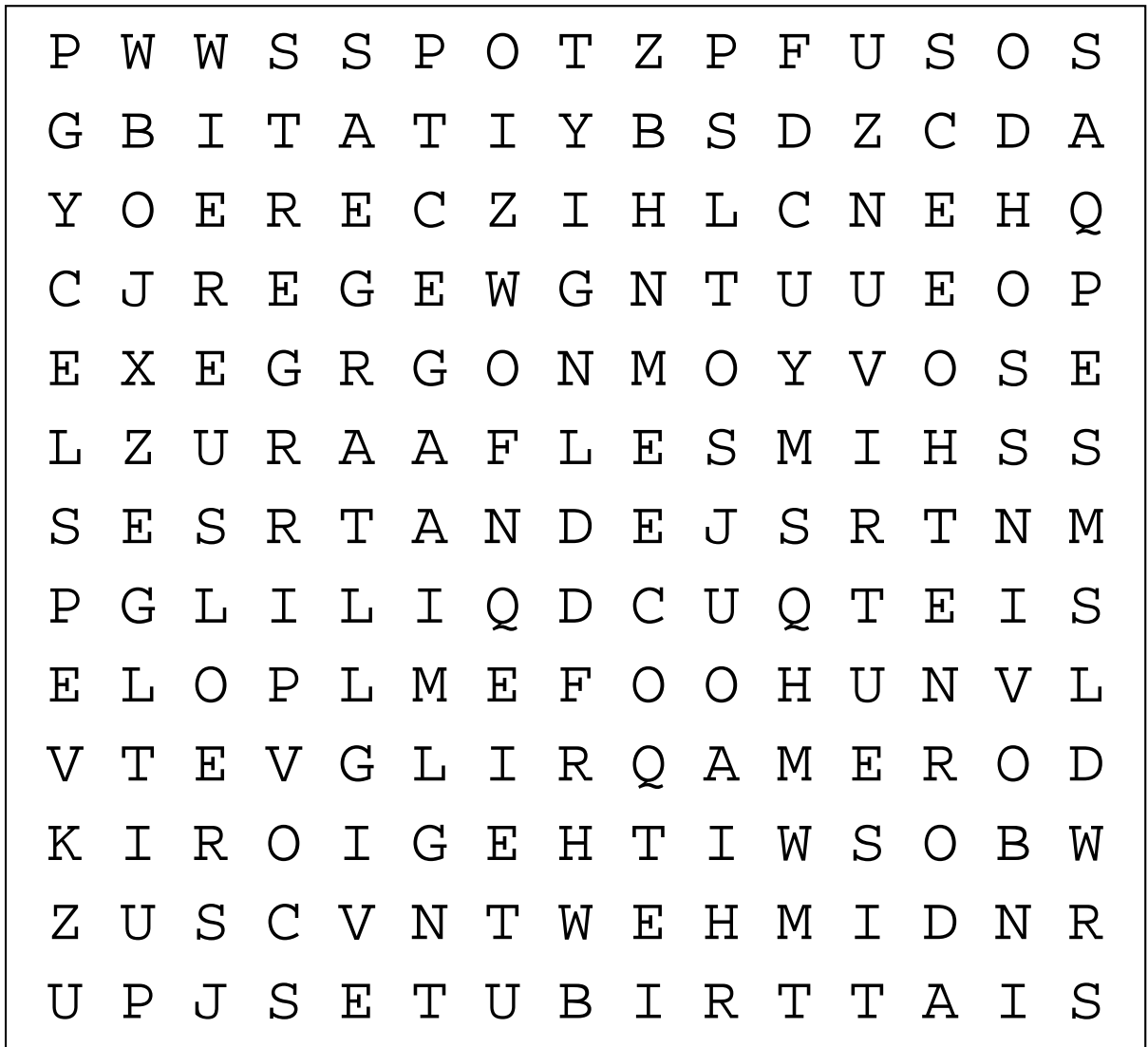
Extension Activity for Years 5-6: Worksheets 2 & 3.

GENEROSITY LEVEL 1 TERM 2 LESSON 15 WORKSHEET 1

Cut up the puzzle and try and put in back in order.



WORD SEARCH - QUOTATION



TO
GIVE
MY
AND
WITH

MINE
GENEROUS
OF
IT
ADORNETH

HIMSELF
VIRTUES
ARE
WELL
HIM

BE
ATTRIBUTES
IS
THAT
TO

Complete the Quotation: _____ and to be _____
are _____ of Mine; _____ that
_____ himself with My _____ .

GENEROSITY LEVEL 1 TERM 2 LESSON 15 WORKSHEET 3

Match the words to its meaning:

Give	happy is he
Generous	characteristics
Virtues	share
Well is it with him	giving with sincerity
adorneth	good qualities
attributes	decorate

Quotation: **“To give and to be generous are attributes of Mine; well is it with him that adorneth himself with My virtues”**

Baha'u'llah

Fill in the blanks with words from the quotation.

- A. When Mr. Raman's mango tree bears fruit he usually _____ the fruit to his neighbours.
- B. Even though he is a poor farmer, Simon is a _____ person because he always gives food to the orphans in his village.
- C. Courtesy, truthfulness, kindness and gratitude are _____ that we must practise.
- D. My mother likes to see a house which is _____ with flowers.
- E. Being polite, gentle and caring are some of the _____ of good nurses.

GENEROSITY

LEVEL 1 TERM 2 LESSON 16

THEME: Generosity (3 of 3 lessons)

RESOURCES: Prayer Book, Copies of Worksheets 1 & 2

ACTIVITIES:

Prayer: Start as in previous lessons with prayers.

Review: Review the lesson from the previous week.

Story: Tell the story from Worksheet 1 to illustrate the concept of generosity. You may need to remind the students that Bahá'u'lláh is the Founder of the Bahá'í Faith and 'Abdu'l-Bahá was the Son of Bahá'u'lláh. You may need to explain to those students who are familiar with Their lives that this story was a time before the persecutions against Bahá'u'lláh and His family had started and when Bahá'u'lláh and His family were wealthy.

You may wish to ask the following questions after the story: What are the main points of the story? What does this story mean to us? or How can we show generosity in our lives? How can we show generosity to our friends and families? You may wish to refer to the quotation to help the students understand the concept of generosity.

Game: Play the game "The Twins". Ask two students of the same build to stand back to back and squat. Then hook their elbows and try to stand up. Remind the students to be gentle and emphasise cooperation. Start with just one pair of children to demonstrate.

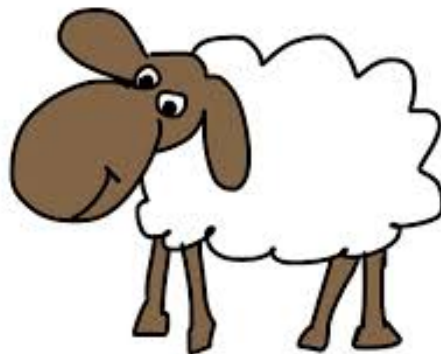
Art Activity: Hand out Worksheet 2 for the children to colour. While they are engaged in this activity, you may wish to ask questions such as: What can you see in the picture? What does the fountain do? or Why is there a picture of a fountain? How does it relate to the quality of generosity?

Closing Prayer: One student may wish to end the session by saying a prayer.

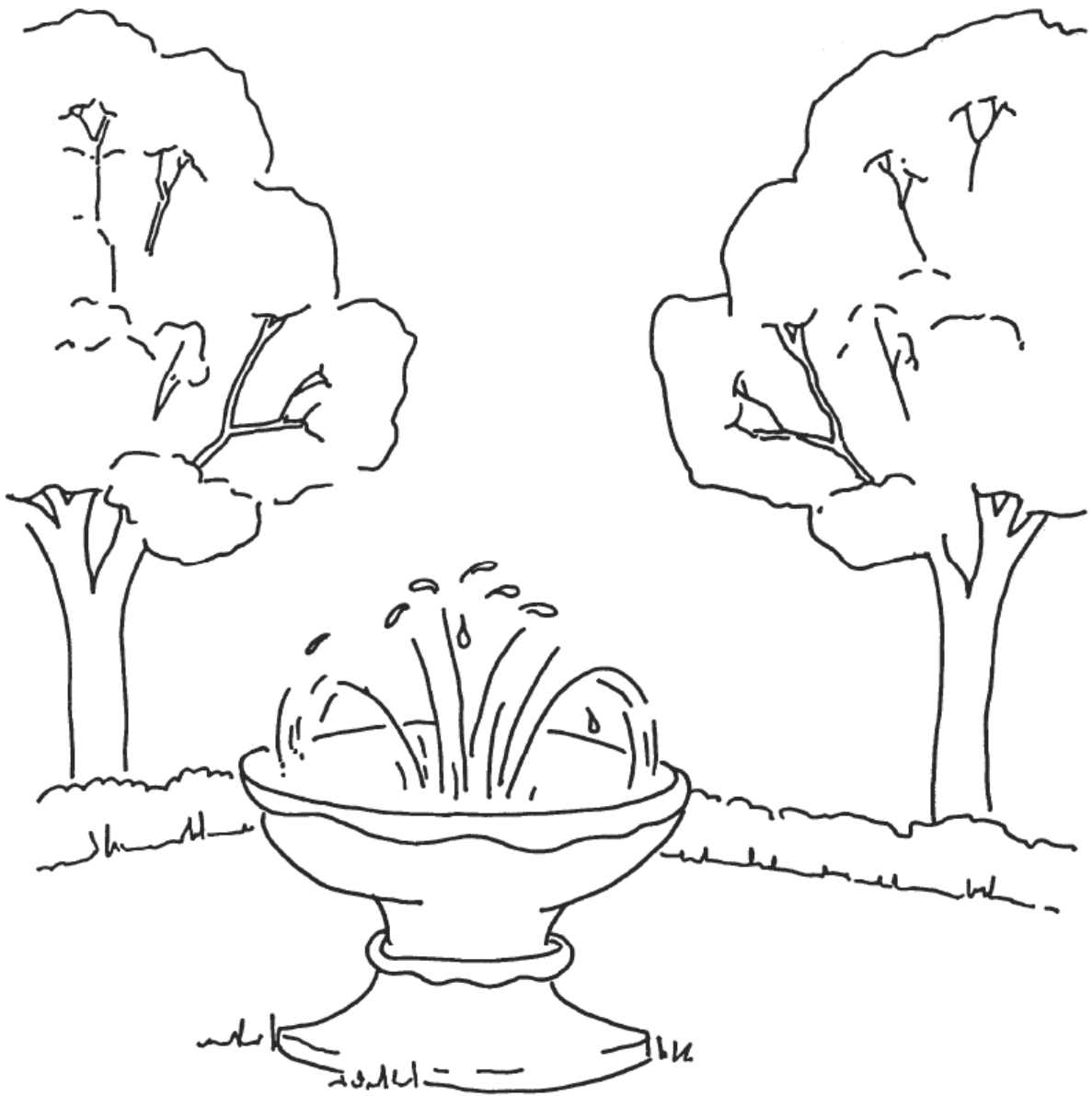
Extension Activity for Years 5-6: Students may wish to draw an illustration of what generosity means to them rather than colouring the worksheet.

GENEROSITY LEVEL 1 TERM 2 LESSON 16 WORKSHEET 1

One day, Bahá'u'lláh sent 'Abdu'l-Bahá to inspect the work of the shepherds who were taking care of His sheep. 'Abdu'l-Bahá was a small child at the time. Bahá'u'lláh then had a good deal of land in the mountains and owned large flocks of sheep. When the inspection was finished and 'Abdu'l-Bahá was ready to leave, the man who had accompanied Him said, "it is your father's custom to leave a gift for each shepherd." 'Abdu'l-Bahá became silent for a while, because He did not have anything to give them. The man, however, insisted that the shepherds were expecting something. Then 'Abdu'l-Bahá had an idea: He would give the shepherds a few sheep from the very flock they were tending. Bahá'u'lláh was greatly pleased when He heard about 'Abdu'l-Bahá's generous thoughts towards the shepherds. He humorously remarked that everyone had better take good care of 'Abdu'l-Bahá because someday He would give Himself away. Of course, this is exactly what 'Abdu'l-Bahá did for the rest of His life. He gave everything He had, each and every moment of His life, to humanity, to unite us and bring us true happiness.



GENEROSITY LEVEL 1 TERM 2 LESSON 16 WORKSHEET 2



“To give and to be generous are attributes of Mine; well is it with him that adorneth himself with My virtues.”

SELFLESSNESS

LEVEL 1 TERM 2 LESSON 17

THEME: Selflessness (1 of 3 lessons)

RESOURCES: Prayer Book

ACTIVITIES:

Prayer: Recite a prayer learned previously. A few students may also wish to say prayers they have learned or use the appended Prayer Book.

Review: Review the previous lesson.

Song: Students can sing a few of the previous songs. Hand out Worksheet 1 for this lesson. Discuss the phrase "prefer your brother", the concept of thinking of and caring for other people besides ourselves, becoming aware of those friends who need help and being there for each other. One example students may relate to is being careful not to bring to school foods that can cause anaphylactic reactions, e.g. sandwiches with peanut butter or biscuits containing nuts. Another example could be caring for the environment for future generations to enjoy. You can ask the class for examples of how they can care for their fellow students in class.

Closing Meditation: A student may wish to recite a quotation studied in previous lessons.

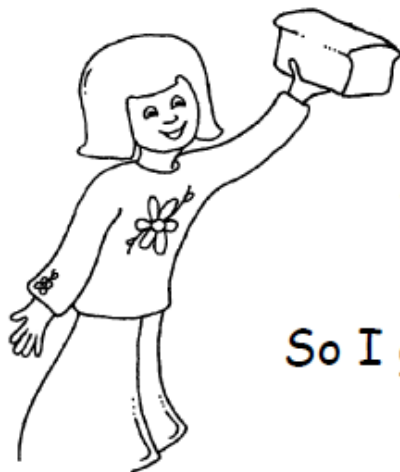
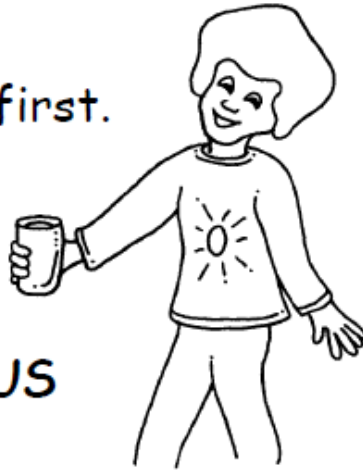
Extension for Years 5-6: Name three ways we can care for the earth. Draw a picture of people caring for the earth.

Prefer Your Brother

CHORUS:

It is a blessing to prefer your brother.
This is a way to show you care.
It is a blessing to prefer your sister.
You are richer, the more you share.

I am thirsty, I am thirsty,
But my brother, he comes first.
So I offer him the water
That will quench his thirst.



CHORUS

I am hungry, I am hungry,
And my sister, she is too.
So I give her some of my food,
That's what's best to do.

SELFLESSNESS

LEVEL 1 TERM 2 LESSON 18

THEME: Selflessness (2 of 3 lessons)

RESOURCES: Prayer Book, Copies of Worksheet 1 (Years 5-6)

ACTIVITIES:

Prayer: Say a prayer from the appended prayer book and ask for students who wish to recite a few of the prayers learned.

Review: Review the last lesson. You may wish to ask a student to summarise the last lesson.

Study: Explain that Bahá'ís believe that God loves each and every one of us, and He has created the human heart to know Him and to love Him. With pure hearts, we are able to see the signs of God reflected in His creation, most of all in the faces of our fellow human beings. In our love for God, Bahá'ís want to bring joy and happiness to all those we see around us. So great is our love for them that what gladdens us most is to see them enjoying the good things in life that we desire for ourselves. So it is that we think first of our fellow human beings before we think of ourselves. Read the quotation:

“Blessed is he who preferreth his brother before himself.”

Help the students understand the meaning of words that may be unfamiliar to them. Here are some sentences that can assist.

Blessed

1. There is a well and a bucket, but no way to use the bucket to get water. Amelia, using her intelligence, finds a rope to tie to the bucket, lowers the bucket, and gets water. Amelia is blessed with the gift of intelligence.
2. Victor's family says prayers every morning in the living room of their home. The home of Victor's family is blessed.

Prefers

1. John likes to eat chocolate and vanilla ice cream, but when he has to choose, he chooses vanilla. He prefers vanilla.
2. Ava can go out and play, or go help her father in the garden. She decides to help her father in the garden. Ava prefers to help her father.

To become familiar with the quotation choose one of the fun activities listed under Practical Tips for Instructing.

Closing meditation: A student may wish to recite one of the quotations studied so far.

Extension Activity for Years 5-6: Worksheet 1

SELFLESSNESS LEVEL 1 TERM 2 LESSON 18 WORKSHEET 1

How can I show that I prefer others?

Who?	What can I do?	When?
Example: Dad	Help him wash the car	Saturday

SELFLESSNESS

LEVEL 1 TERM 2 LESSON 19

THEME: Selflessness (3 of 3 lessons)

RESOURCES: Prayer Book

ACTIVITIES:

Prayer: Recite a prayer learned previously. A few students may also wish to say prayers they have learned so far or use the appended Prayer Book.

Review: Review the previous lesson.

Story: Tell the story on Worksheet 1. Provide background on the personage of ‘Abdu’l-Bahá, for the benefit of those students who are new, by saying that He is the son of Bahá’u’lláh Who is the Founder of the Bahá’í Faith. He always practised the spiritual qualities that we are exploring. This story shows us His selflessness.

At the end of the story, remind the students of the quotation discussed last lesson and ask how the story is related to the quotation and how we practise caring for others in our daily lives. One example children may relate to is helping parents at times with the house chores.

Game: Play the game “The Snail”. Ask students to line up and hold hands and then have the students at one end of the line stand in place, while the others begin to walk around them. Little by little they wind themselves into a spiral to form a snail. Remind the students to support each other. Note: This game can only be conducted in a large enough space, for example if the class is held in a large school hall or you have sought prior permission from the principal and supervising teacher to use the school playground.

Art Activity: Hand out Worksheet 2 and ask students to create a story around the picture relating to the quotation.

Closing Meditation: One student who wishes to recite a prayer can close the session.

Extension for Years 5-6: In small groups of three, create a story around the picture in Worksheet 1 that relates to selflessness and act it out. For example, it could be that the boy in the picture has preferred to offer the two pieces of fruit to his friends rather than have one himself. Children can also act out the same story in two ways: where selflessness is practised and where selflessness is not practised. For example, for the latter, the boy chooses to eat one of the two pieces of fruit himself rather than offer it to his other friend.

SELFLESSNESS

LEVEL 1 TERM 2 LESSON 19 WORKSHEET 1

Story about 'Abdu'l-Bahá

'Abdu'l-Bahá preferred inexpensive clothes for Himself. When He had extra clothes, He always gave them away to others. One day, He was going to entertain the Governor of 'Akká (an important official in the city He lived in). His wife felt that His coat was not good enough for the occasion. Well ahead of time she went to the tailor and ordered a fine coat for 'Abdu'l-Bahá. She thought He surely would not notice that His old coat had been replaced; He desired, after all, only to be scrupulously clean. When the day of the Governor's visit arrived, the new coat was laid out for 'Abdu'l-Bahá but He went searching for His old one. He asked for His old coat, saying that the one laid out could not be His. His wife attempted to explain that because of the occasion she had bought Him a new coat, but He would not accept it. He told her that for the price of this one coat they could buy five simple ones like He normally wore. He told her that there was no reason to spend so much money on a coat just for Him. If He needed a new one, they could send the expensive coat back to the tailor and order five ordinary coats for the same amount of money. "Then you see, I shall not only have a new one, but I shall also have four to give to others!"



SELFLESSNESS

LEVEL 1 TERM 2 LESSON 19 WORKSHEET 2



“Blessed is he who preferreth his brother before himself.”

TERM 3

REVIEW 2

LEVEL 1 TERM 3 LESSON 20

THEME: Review (1 of 1 lessons)

RESOURCES: Prayer Book

ACTIVITIES:

Prayer: Recite a prayer studied previously. A few students may also wish to say prayers they have learned or use the appended Prayer Book.

Review: Review the previous sessions. This is a good opportunity for new students joining the class this term to become familiar with what has been covered so far.

Song: Review the songs that have been learnt so far.

Art Activity: Explain that the purpose of the Bahá'í Faith is to unite all the races and peoples of the world, so that they can live peacefully together. Time permitting, you may wish to show students how to make paper people holding hands. The students can use different colours that show the various races.



Closing Meditation: A child may wish to say a quotation studied previously.

Extension for Years 5-6: Make a poster representing the unity of humanity.

JOYFULNESS

LEVEL 1 TERM 3 LESSON 21

THEME: Joyfulness (1 of 3 lessons)

RESOURCES: Prayer Book, Copies of Worksheet 1

ACTIVITIES:

Prayer: Students who would like to say prayers can start the session. The instructor can also say a prayer as well to model showing reverence.

Review: Review the last lesson.

Song: Sing a few of the songs learned so far. Remind the children that the songs are inspired by Bahá'í beliefs. Hand out and sing the song on Worksheet 1 and have a discussion about it. Listen to the students' contributions very carefully and help them if any further clarifications are needed on the meaning of the words in the song.

Closing Meditation: A student may wish to recite a quotation studied thus far.

Extension for Years 5-6: Discuss. What would joyfulness look like if your mother asked you to clean the garage? If a friend you like a lot moves away? If you have a difficult homework assignment?

JOYFULNESS

LEVEL 1 TERM 3 LESSON 21 WORKSHEET 1

Joy Gives Us Wings

By Joan Lincoln

Joy gives us wings to fly, joy gives us wings

Joy gives us wings to fly, joy gives us wings

In times of joy, our strength grows in might

In times of joy, our intellect takes flight

In times of joy, our understanding is bright

Joy gives us wings to fly, joy gives us wings

But when sadness visits us, when sadness visits us

We become weak, our strength goes away

Our insights are dim, our thoughts become grey

How-ev-er

Joy gives us wings to fly, joy gives us wings

Joy gives us wings to fly, joy gives us wings

In times of joy, our strength grows in might

In times of joy, our intellect takes flight

In times of joy, our understanding is bright

Joy gives us wings to fly, joy gives us wings



JOYFULNESS

LEVEL 1 TERM 3 LESSON 22

THEME: Joyfulness (2 of 3 lessons)

RESOURCES: Prayer Book, Copies of Worksheet 1 (Years 5-6)

ACTIVITIES:

Prayer: Recite a prayer learned previously. A few students may also wish to say prayers they have learned or use the appended prayer book.

Review: Review the last lesson.

Study: Introduce the quotation to study this lesson by saying that ‘Abdu’l-Bahá (remind new students that He is the son of the Founder of the Bahá’í Faith) was a special person who lived His life serving humanity. He tells us that happiness helps our spiritual progress, that joy gives us wings, that when joyful we are stronger, that when we are happy we are quicker to understand. Joyfulness is a quality of the human heart. A heart full of joy attracts blessing from the kingdom on high. Bahá’ís believe we must try to be happy and joyful “under all conditions”. ‘Abdu’l-Bahá’s wish was that Bahá’í children should shine like brilliant lamps shedding the light of joy everywhere. Read the quotation:

“O Son of Man! Rejoice in the gladness of thine heart, that thou mayest be worthy to meet Me and to mirror forth My beauty.”

Help the students understand the meaning of any unfamiliar words. Here are some sentences to assist:

Rejoice

1. Ronald lived far from his grandparents. When he heard that he would be visiting them during the school holidays, he became very happy. His heart rejoiced.
2. Ava had studied hard in school. Her heart rejoiced when she saw the results of her final examination.

Worthy

1. Sonia studied very hard and received excellent grades. The teacher praised her for her hard work. Sonia was worthy of her teacher’s praise.
2. David always took good care of his brothers and sisters. His parents knew they could trust him with the children. David was worthy of his parent’s trust.

Game: Play the game “Catching the Dragon’s Tail”. Begin by asking students to stand in a row, placing their hands on the shoulders of the one in front of them. The first student in the row is the dragon’s head. The last in the row is the dragon’s tail, eager to lash to the right and left in order to escape the head. Until the signal “Go” is given, the dragon must be a straight line. One student counts “One, two, three, go!” On the signal “Go”, the head runs











around toward the tail and tries to catch it. The whole body must move with the head and remain unbroken. If the head succeeds in touching the tail, the student in the front can continue to be the head. If the body breaks before he or she catches the tail, the head becomes the tail, and the next in line becomes the head. The game continues in this way until every student has had a chance to be the head and the tail at least once. After playing the game, the instructor may wish to connect this activity to the quotation as a way of reviewing what students have learned so far. Note: this game can only be played in a large hall or on the playground with prior permission from the principal and supervising teacher.

Closing Meditation: A student may wish to say a prayer to end the session.

Extension Activity for Years 5-6: Worksheet 1.

JOYFULNESS LEVEL 1 TERM 3 LESSON 22 WORKSHEET 1

Cut up the squares and see if you can glue the quotation in the right order in the blank squares.

O SON OF MAN!		O SON OF MAN!	
	Rejoice in the gladness		
	of thine heart,		
	that thou mayest be worthy		
	to meet Me and		
	to mirror forth My beauty.		
Baha'u'llah		Baha'u'llah	

JOYFULNESS

LEVEL 1 TERM 3 LESSON 23

THEME: Joyfulness (3 of 3 lessons)

RESOURCES: Prayer Book, Copies of Worksheets 1, 2 & 3 (Years 5-6)

ACTIVITIES:

Prayer: Recite a prayer learned previously. A few students may also wish to say prayers they have learned or use the appended Prayer Book.

Review: Review the last lesson.

Story: Tell the story on Worksheet 1.

Art Activity: Hand out Worksheet 2 for colouring. Discuss what the picture is and how it is related to the story.

Closing Meditation: One student can say a prayer to end the session.

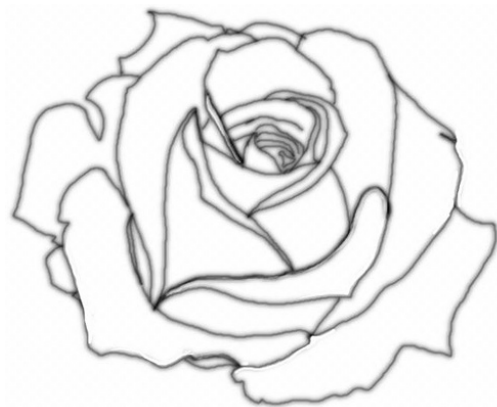
Extension Activity for Years 5-6: Worksheet 3.

JOYFULNESS LEVEL 1 TERM 3 LESSON 22 WORKSHEET 1



Story

Leroy loas was an outstanding Bahá'í. He was a young boy in 1912 when 'Abdu'l-Bahá visited the city of Chicago. Can you imagine the excitement of this spiritual child at having the opportunity to be in the presence of 'Abdu'l-Bahá? One day, as he and his father were on their way to the hotel where He was staying, Leroy had an idea. He decided that he wanted to take 'Abdu'l-Bahá some flowers. With the little money he had, he managed to buy a beautiful bouquet of white carnations. But by the time they reached the hotel, he had changed his mind. He decided that he did not want to give anything material to 'Abdu'l-Bahá, not even beautiful flowers. He would offer Him his heart. That was the most important thing he had to offer. So, Leroy's father presented the flowers to 'Abdu'l-Bahá without mentioning who had bought them. 'Abdu'l-Bahá then gave a talk to all the friends who had gathered at the hotel to meet Him. During His talk, Leroy sat quietly at His feet and listened to His wise and loving words. Afterwards, 'Abdu'l-Bahá stood up and shook hands with the guests, giving each one a white carnation as a token of His love. Leroy was now standing behind the Master. "Oh! I wish He would turn around and give me one of those flowers," thought the young boy. Maybe, secretly in his heart, he wanted 'Abdu'l-Bahá to know who had really brought Him the beautiful flowers. But, one by one, the white carnations were being given to other people, and it seemed unlikely that Leroy was going to get one. Then, suddenly, 'Abdu'l-Bahá turned around and fixed His gaze on Leroy loas. His face radiated love and His eyes were full of kindness. And did He hand him a white carnation? No. 'Abdu'l-Bahá gave Leroy something ever more precious. He was wearing a beautiful red rose on His coat. He pulled it off and presented it to the young boy. Leroy's heart leaped with joy. 'Abdu'l-Bahá did know who had brought Him the white carnations after all.



JOYFULNESS

LEVEL 1 TERM 1 LESSON 23 WORKSHEET 2



“O Son of Man! Rejoice in the gladness of thine heart, that thou mayest be worthy to meet Me and to mirror forth My beauty.”

JOYFULNESS

LEVEL 1 TERM 3 LESSON 23 WORKSHEET 3

Reflect on the things in your life that give you joy and write or draw these around the heart below. For example it could be helping a younger brother or sister with their homework.



SINCERITY

LEVEL 1 TERM 3 LESSON 24

THEME: Sincerity (1 of 2 lessons)

RESOURCES: Prayer Book

ACTIVITIES:

Prayer: Start with prayers as in previous lessons.

Review: Review the previous week.

Study: Explain that Bahá'ís believe that when our words and deeds reflect what is in our hearts, we show forth the quality of sincerity. Sincerity inspires us to be truthful and faithful in our dealings with others. For example, when we say that we are sorry for something that we have done, we also know in our hearts that we will make every effort not to repeat our wrongdoings. It is through our sincerity that others can see the purity of our hearts and place their trust in us. Read the quotation:

“We should at all times manifest truthfulness and sincerity...”

Help the children understand any words they may be unfamiliar with. Here are some phrases to assist with this:

Manifest

1. Asha cleaned the mud off the seashell that he found at the beach and polished it until it was smooth and shiny. When he was finished, the shell's true beauty became manifest.
2. As the sun rose and the morning fog lifted, the splendour of the mountains became manifest.

Sincerity

1. Leo's classmates often play games instead of studying. Leo is worried that they will not do well in school, so he suggests that they all study together and tries to think of ways that they can help each other learn. Leo's concern for his classmates is sincere.
2. Rosa promised her mother that she would do her homework every day. When her parents are away, Rosa diligently works on her homework assignments. Rosa was sincere in her promise.

Discuss: Discuss the following scenarios: “your teacher asks you to complete your homework and you promise to return it the next day, what does sincerity look like?” or “you tell your mum that you will help out with the dishes, how can you show sincerity in this situation?”.

Game: Play the game “Hot or Cold”. Begin by instructing one of the students, who volunteers to play the game, to position himself/herself so that he/she cannot temporarily

see the rest of the class. The other students are then to hide a small object, for example, a pencil or crayon. The volunteer then is called back and asked to find the object. The others help by clapping louder and louder the closer the student gets to the hidden object. If the student moves away from the place where the object is hidden, their clap becomes softer and softer. Instead of clapping, the students can say “warm”, “warmer”, and “hot” as the student who is looking gets nearer and nearer to the hidden object. If the student moves away from the hiding place, they can say “cold”, “colder”, and “freezing”. The students should be careful not to mislead the student who is searching for the hidden object; otherwise he or she will lose trust in the others, and the game will become futile.

You may wish to relate the game to the quotation studied last week by asking “How are we showing sincerity in this game?”, “What would not show sincerity in this game?” Remind the students of the quotation studied.

Closing Meditation: A student may wish to close the session by saying a prayer.

Extension Activity for Years 5-6: Act out the scenarios discussed above under the section “Discuss”. Children can act out the scenarios in two ways: practising sincerity and not practising sincerity. You can also discuss in general how we can exercise sincerity in our lives, getting the students to come up with other examples or scenarios.

SINCERITY

LEVEL 1 TERM 3 LESSON 25

THEME: Sincerity (2 of 2 lessons)

RESOURCES: Prayer Book, Copies of Worksheet 1

ACTIVITIES:

Prayer: The instructor and a few students to say prayers learned so far.

Review: Review of the previous session.

Story: Tell the following story. Remember to tell the students that the “story” in itself is not true but is used as an example to describe a value or attitude.

For many years a large tree stood behind a house that belonged to a husband and wife with several children. As the tree grew, its branches reached up and out, shading the back of the family’s home. One winter morning, the father was passing under the tree when he met a neighbour. They spoke briefly of the comings and goings in the village. After a while, the neighbour, taking notice of the large tree, said to the man, “You know, it really is time for you to cut that enormous tree down. It is sprawling and unruly. What if one of the branches was to break off and fall onto your roof or, worse yet, hit one of your children while they play in the shade?” When the two had parted, the man considered his neighbour’s advice. The tree had stood in this place long before he could remember, and no harm had come of it. It gave good shade in the summer and shielded the house from the bitter winds of winter. It seemed sturdy and strong. “Still, perhaps my neighbour has a point,” the man said to himself. “Appearances can sometimes be deceiving. What if the tree is not as sturdy as it seems?” And so he decided to cut it down. It was a difficult job, for the tree was very big, indeed, and had many limbs and branches, some of them quite high. Just as the man finished, his neighbour returned, this time accompanied by his two sons and a cart. “I see you decided to take down the tree,” the neighbour said, looking at the many stacks of wood. “I suppose you’ll need someone to take those piles away. Perhaps we can help you. I have brought my cart and my two sons, and we will be happy to remove all this from your yard.” Without waiting for an answer, the sons began loading the wood into the waiting cart. As they pulled away, the man sat down on the stumps of the tree that had sheltered his home for so long. It was then that he realised that his neighbour had not been concerned for his family’s safety after all, but the supply of firewood that would keep him warm through the winter months. “Appearances can, indeed, sometimes be deceiving,” he said with a sigh.

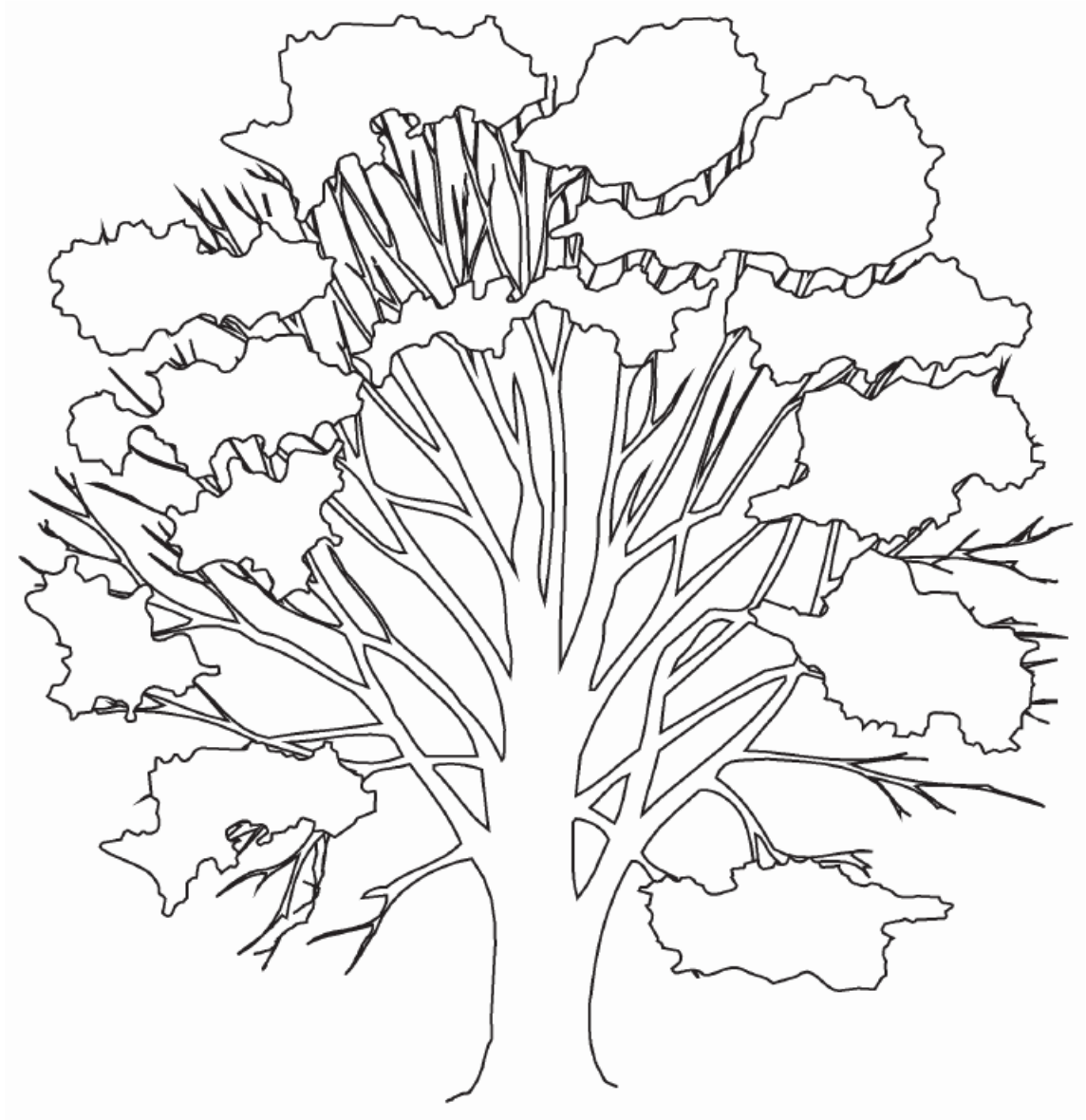
Art Activity: Hand out Worksheet 1 for decorating and colouring.

Closing Meditation: One of the students can say a prayer to close the session.

Extension Activity for Years 5-6: Art Activity: Instead of colouring in the worksheet, students can be asked to illustrate the story.

SINCERITY

LEVEL 1 TERM 3 LESSON 25 WORKSHEET 1



“We should at all times manifest our truthfulness and sincerity...”

HUMILITY

LEVEL 1 TERM 3 LESSON 26

THEME: Humility (1 of 3 lessons)

RESOURCES: Prayer Book, Copies of Worksheet 1

ACTIVITIES:

Prayer: The instructor and a few students, who wish to, may say prayers learned so far.

Review: Review of the previous session.

Song: Students can sing a few of the previous songs. Hand out Worksheet 1 and sing the song with the students. You may wish to discuss the images in the song. Remind the students that the songs are inspired by Bahá'í beliefs.

Closing Meditation: One student may wish to say a prayer or quotation to end the session.

Extension Activity for Years 5-6: Explain that humility can be a way to show others that you respect them. Discuss what it would feel like if a person enters the room and no one reacts at all. Have one student pretend to enter the room as if they are a Queen or King. Ask the class, how would we act in the presence of royalty?

Discuss: When we pray, we are talking to God. How would we act while we're trying to communicate with Him? Is it appropriate to run around while praying? To lay down? To be distracted while trying to pray?

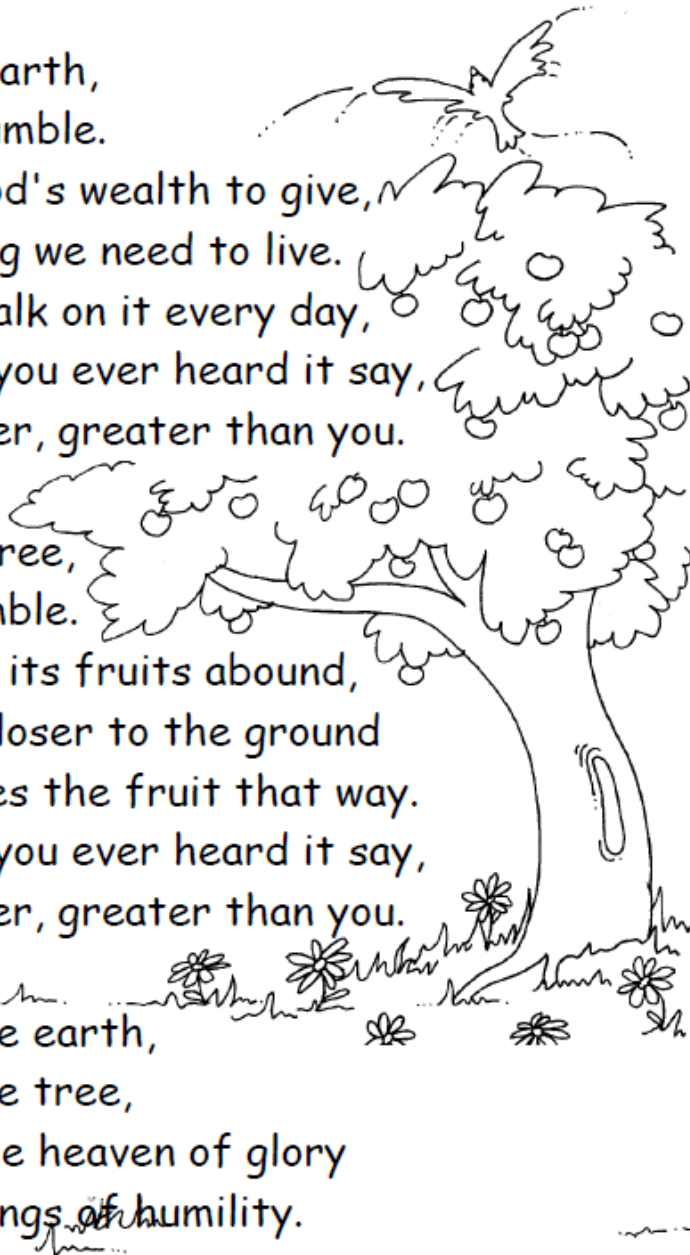
Ask the students to sit/stand in a way that they feel is humble. Ask one student to volunteer to read or recite a prayer that they already know and have the others listening to the words demonstrate the quality of humility.

Be like the Earth

See the earth,
It's so humble.
Has all God's wealth to give,
Everything we need to live.
Let's us walk on it every day,
But have you ever heard it say,
I am richer, greater than you.

See the tree,
its so humble.
The more its fruits abound,
It bows closer to the ground
And shares the fruit that way.
But have you ever heard it say,
I am richer, greater than you.

Be like the earth,
Be like the tree,
Rise to the heaven of glory
On the wings of humility.



HUMILITY

LEVEL 1 TERM 3 LESSON 27

THEME: Humility (2 of 3 lessons)

RESOURCES: Prayer Book, Copies of Worksheet 1

ACTIVITIES:

Prayer: The instructor and a few students to say prayers.

Review: Review the previous session.

Study: Explain that Bahá'ís believe that humility is a very important spiritual quality. Those who are humble before God realise the greatness of God and His creation. They give themselves up entirely to God's will. When we are humble before God, our hearts are filled with joy. Read the quotation:

"O Son of Man! Humble thyself before Me, that I may graciously visit thee".

Help the children understand the meaning of the word "humble". The following phrases can assist you with this.

Humble

1. Jasmine works diligently on her math assignment and always does well. She is humble and never boasts about her achievements.
2. The children in Daniel's neighbourhood are eager to learn, and he was asked to form a small class for them. Even though he has little experience, he puts his trust in God and does his best. He approaches the task with humility.

In this quote, Bahá'u'lláh asks us to be humble before God.

Art Activity: Children can continue to colour in previous worksheets, e.g. the song sheet from the last lesson, or Worksheet 1. You may wish to discuss the picture on Worksheet 1 by talking about prayer and supplication as a form of humility. A Bahá'í prayer usually begins with and ends with praise of God and sometimes people choose to bow their heads as a sign of our lowliness before God.

Closing Meditation: One student may close the session by saying a prayer.

Extension Activity for Years 5-6: Instead of the colouring art activity, ask each student to write out the quotation above (or their favourite prayer or quotation learnt previously) and decorate the page beautifully.

HUMILITY

LEVEL 1 TERM 3 LESSON 27



“O Son of Man! Humble thyself before Me, that I may graciously visit thee.”

HUMILITY

LEVEL 1 TERM 3 LESSON 28

THEME: Humility (3 of 3 lessons)

RESOURCES: Prayer Book

ACTIVITIES:

Prayer: The instructor and a few students to say prayers they have learned.

Review: Review the previous session.

Story: Explain that you are going to tell a story about ‘Abdu’l-Bahá. Prior to telling the story below, you may need to remind the students who ‘Abdu’l-Bahá was. You can ask the students “Do you remember who ‘Abdu’l-Bahá is?” Remind them that Bahá’ís consider Him to be a special person who put the teachings of the Bahá’í Faith into action and always lived a virtuous life.

Humility was one of ‘Abdu’l-Bahá’s most notable qualities. Other Bahá’ís wanted to give Him great titles, but He only wanted to be called ‘Abdu’l-Bahá, which means “Servant of the Glory”. He also liked simplicity. One time, some wealthy Bahá’ís from the West made an elaborate plan for Him to wash his hands before a meal. They arranged for a specially dressed boy to carry a fancy bowl with “crystal water”, and they also had a perfumed towel waiting for Him. When ‘Abdu’l-Bahá saw the group of friends with the little boy, the bowl, and the towel approaching Him from across the lawn, He knew their purpose. He hurriedly found some water nearby, washed His hands, and dried them with a piece of cloth the gardener had. Radiantly, He turned to meet His guests, and asked them to use the water and towel to wash their own hands.

Game: Play the game “Sometimes I am tall”. Ask one student, who volunteers to, to put his/her hands on his/her eyes and have the rest form a circle around him/her. Together, they can say:

“I am very tall.” (They stand on their toes and stretch as tall as they can).

“I am very short.” (They squat down and make themselves as short as they can).

“Sometimes I am tall.” (They stretch up again).

“Sometimes I am short.” (They squat down again).

Gesture to the students, indicating whether they should stand tall or squat, and have them say together: “Guess what we are now!” The student with his/her hands on their eyes tries to guess by the level of their voices whether they are “short” or “tall”. Try and give each student, who wishes to, a turn at guessing. You may wish to comment that sometimes we

achieve great things and sometimes smaller things; however at all times we can manifest humility.

Closing Meditation: One student may close the session by saying a prayer.

Extension for Years 5-6: Discuss what humility looks like if:

- you notice that you can run much faster than your friend
- you notice that your friend usually gets better marks than you
- you make a mistake and hurt someone's feelings
- you have a problem that you cannot solve.

The above scenarios can be acted out with and without practising humility.

Alternatively children can draw a picture of a football team who has won a game being thankful and sharing happiness together.

REVIEW 3

LEVEL 1 TERM 3 LESSON 29

THEME: Review (1 of 1 lesson)

RESOURCES: Prayer Book

ACTIVITIES:

Prayer: Start as usual with prayers. It is suggested that students be given the opportunity to say the prayers and quotations that they have chosen to learn by heart during the term.

Review: This is the last class of the term and it is an opportune time to review the term.

Art Activity/Song/Game: Depending on the preference of the class, sing songs from previous lessons, play games from previous lessons or catch up on any art activities that have not yet been completed.

Closing meditation: Close with a short quotation that the children have learnt this term and wish the children a wonderful holiday.

Extension for Years 5-6: Experience has shown that older students sometimes wish to dramatize their favourite story covered so far or put actions to their favourite song. They have sometimes initiated the idea of presenting what they have learnt to their teachers or parents in the last term of the year. This idea can be encouraged if it is approved by the principal of the school, and parental consent has been obtained.

TERM 4

BLESSED IS THE SPOT... LEVEL 1 TERM 4 LESSON 30

THEME: Prayer “Blessed is the Spot...” (1 of 1 lesson)

RESOURCES: Prayer Book, Copies of Worksheet 1

ACTIVITIES:

Prayer: The instructors and a few children, if they wish, to say prayers they have learned during the previous weeks.

Review: Review the previous sessions. This is an opportune time to share with any new students what has been covered so far.

Study: Remind students that Bahá’ís believe prayer is a conversation with God. Help students to learn a new prayer “Blessed is the spot...” The instructor may wish to explain that this prayer shares the Bahá’í belief that God will bless any place in which He is remembered. Choose a fun activity listed under Practical Tips for Instructing to help the children familiarise themselves with the prayer.

Art Activity: Decorate Worksheet 1.

Closing Meditation: One student, who wishes to, may close the session by saying a prayer.

Extension Activity for Years 5-6: Encourage students to decorate Worksheet 1 using the images in the prayer. If appropriate, remind the students that Bahá’ís believe that we cannot understand the nature of God (refer to Introduction Lesson 2) and therefore we cannot represent God in an image or drawing.

**Blessed is the spot,
and the house,
and the place,
and the city,
and the heart,
and the mountain,
and the refuge,
and the cave,
and the valley,
and the land,
and the sea,
and the island,
and the meadow
where mention of God
hath been made,
and His praise glorified.**

- Bahá'u'lláh

THANKFULNESS

LEVEL 1 TERM 4 LESSON 31

THEME: Thankfulness (1 of 2 lessons)

RESOURCES: Prayer Book, Copies of Worksheet 1

ACTIVITIES:

Prayer: The instructor to say a prayer from the appended Prayer Book. A few students may wish to say prayers they have learned previously.

Review: Review the previous session.

Study: To introduce the quotation below, explain that Bahá'ís believe that when we receive even the smallest of gifts, we thank the person who gave it to us. 'Abdu'l-Bahá, the special person whom we have been talking about in previous lessons, says that we should be thankful to God for having showered His bounties upon us and for having caused our hearts to overflow with His love. Bahá'ís believe that we must be thankful to God at all times, even in times of difficulty. Giving thanks to God enables us to receive more and more of His infinite bounties.

“Be thou happy and well pleased and arise to offer thanks to God, in order that thanksgiving may conduce to the increase of bounty.”

Here are some phrases to help the children understand the meaning of Conduce to:

1. Nadia is always clean. She knows that cleanliness is important for spiritual growth. Cleanliness is conducive to spirituality.
2. Andrew's family talks regularly about important family matters. Because they consult together, they live in harmony. Consultation is conducive to harmony.

Choose an activity from the list of Fun Activities to Review/Become Familiar with the Quotations.

Art Activity: Hand out Worksheet 1. The instructor may wish to ask questions about the picture and relate these back to the quotation above.

Closing Meditation: One student may close the session by saying a prayer.

Extension Activity for Years 5-6: To help the students with understanding the concept of thankfulness, they can act out a few scenarios. First scenario: Jack is turning 10 and is very excited about his birthday. His parents and siblings bought him presents and a cake and hosted a small family dinner where they surprised him with the cake and gifts. Jack was not happy after getting gifts that he did not like and even threw away one of the gifts. What do you think of this scenario? Can this scenario be changed? How can you change it? Which version was showing thankfulness? Are we being thankful to God in that scenario? Then discuss how we can show thankfulness to God.

THANKFULNESS

LEVEL 1 TERM 4 LESSON 31 WORKSHEET 1



“Be thou happy and well pleased and arise to offer thanks to God, in order that thanksgiving may conduce to the increase of bounty.”

THANKFULNESS

LEVEL 1 TERM 4 LESSON 32

THEME: Thankfulness (2 of 2 lessons)

RESOURCES: Prayer Book, Worksheet 1

ACTIVITIES:

Prayer: The instructor and a few students, if they wish, to say prayers they have learned previously.

Review: Review of the previous session. To review the prayer “Blessed is the Spot...” choose an activity from the fun list of review activities.

Story: Tell the story from Worksheet 1. Remember to tell the children this is a fable, meaning it is not in itself true but is used as an example to describe a belief, value or attitude.

Game: Play the game “Rainmaker”. Ask the students to form a circle around you. To introduce the game, ask the children to imagine that they are in a desert longing for a rainstorm. Then start rubbing your hands together and instruct the children to begin making the same motion, but only in turn as you look at each one of them. After you have gone around the circle and all the children are rubbing palms, tell them they should continue doing so, until you look at one with a new motion. You could snap your fingers as the next motion and then clap your hands, slap the tops of your legs, and stomp your feet. The sound made by all the children together should resemble the first few sprinkles of rain in the beginning and a great storm by the end.

Closing Meditation: A student may say a prayer to end the session.

Extension Activity for Years 5-6: Act out the story from Worksheet 1. Note: You can use the templates in Worksheet 2 to make stick puppets to act out the story with the puppets. Just cut out and stick the template on a lollipop stick. Children can draw the other characters in the story and Maya’s red coat.

THANKFULNESS

LEVEL 1 TERM 4 LESSON 32 WORKSHEET 1

There once was a girl called Maya, who lived in a place that was very cold in the winter. Maya had used the same coat every winter for many years, and it was worn out and too small. Everyone could see that Maya needed a new coat before the winter came again, but her family did not have enough money to buy one. A farmer who lived down the road from Maya's home told her she could have some wool from his sheep to make a new coat. He said she would have to wait until the spring when the wool would be thick and ready to shear. Maya wanted to show her thankfulness, so, as she waited for spring, she helped the farmer by happily tending the sheep for a while each day. She fed them hay and fruits, patted them and even sang to them!

In the spring, the farmer sheared the wool and gave it to Maya. He showed her how to make it smooth and ready for spinning. Maya thanked him and began to walk home. An old woman who lived next door saw Maya with the wool and offered to spin it into thread for her. Maya was very grateful and wanted to find a way to thank the old woman. She could see many vegetables growing in the old woman's garden, so all through the summer, she picked the vegetables and washed them and made them ready for the old woman to cook.

When the thread was ready, Maya picked some red berries and dyed the thread all red. Then she visited the weaver and explained that she needed help to make the thread into cloth. The kind weaver was happy to make the cloth. To show her thankfulness, while the weaver was busy making a lovely red cloth from the thread, each afternoon Maya cleaned and tidied the weaver's workshop.

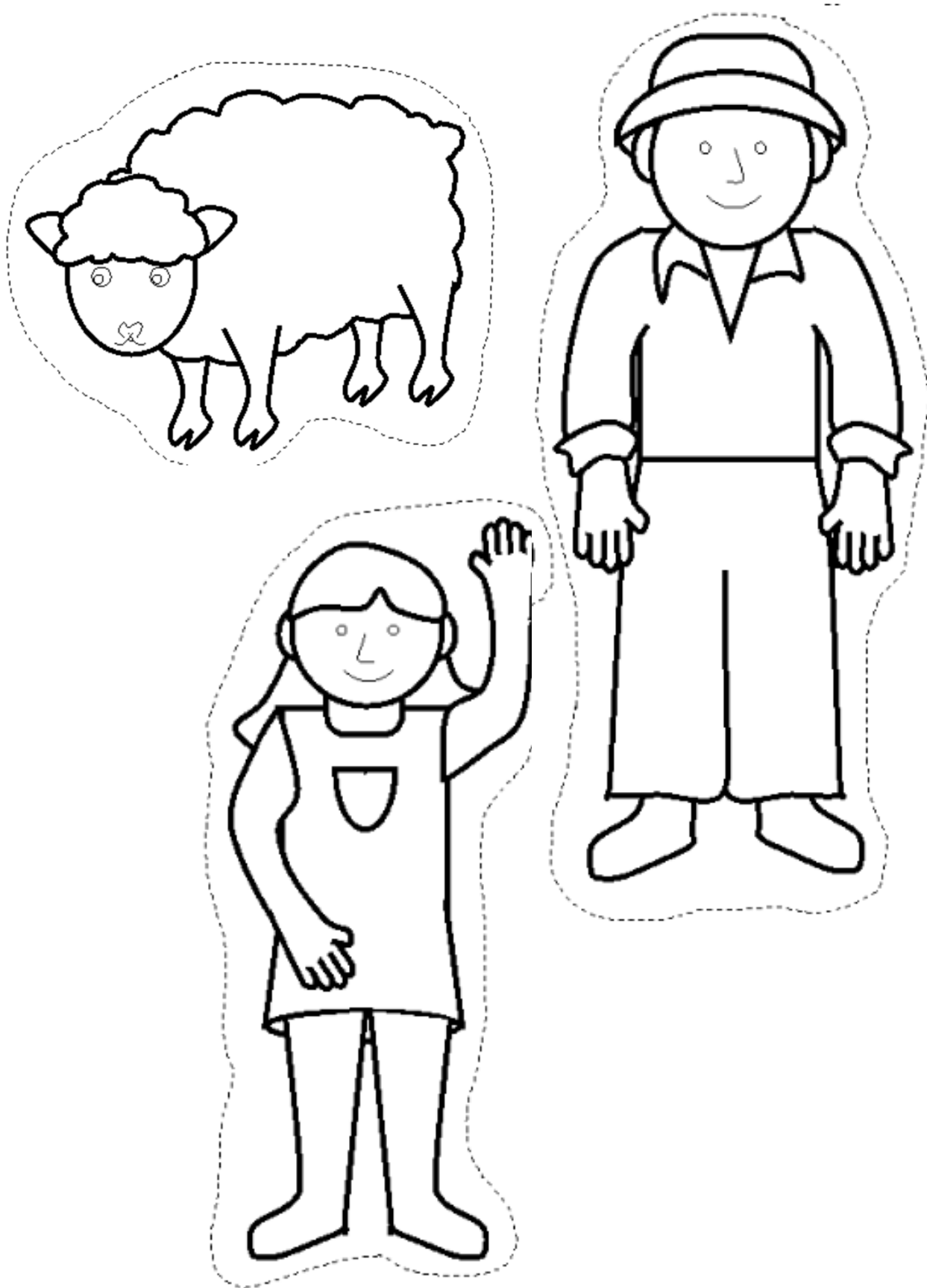
When the cloth was ready, Maya visited the tailor, and explained that winter was coming and she needed a new coat. She showed him the cloth, and he said he would make it into a coat for her. Maya wanted to thank him, so every day while he worked she swept the autumn leaves from the path to his shop. The tailor measured, cut, pinned and sewed until the coat was done. Maya was very pleased. She thanked the tailor and put on the coat - it was perfect!

When Maya arrived home, her family was as pleased as she was with her new coat. They decided to invite all the people who had helped to make it to share a simple meal with them. So the farmer, the old woman, the weaver, and the tailor all came to Maya's home. They were all happy to know that Maya had the new coat she needed for the winter. But Maya's 'thank yous' were still not finished. The next morning, Maya put on her coat and went to visit the sheep. "Thank you, sheep!" she said, "Thank you, thank you, for this lovely warm coat!"

"Baa!" they answered and it seemed as if they were smiling back at her.

THANKFULNESS LEVEL 1 TERM 4 LESSON 32 WORKSHEET 2

Templates below are from <http://www.makinglearningfun.com>.



FORGIVENESS

LEVEL 1 TERM 4 LESSON 33

THEME: Forgiveness (1 of 2 lessons)

RESOURCES: Prayer Book

ACTIVITIES:

Prayer: The instructor and a few students, if they wish, to say prayers they have learned previously.

Review: Review of the previous session.

Song: Students can sing a few songs that they have already learnt.

Study: Explain that Bahá'ís believe that forgiveness is one of the attributes of God. 'Abdu'l-Bahá always told the Bahá'ís to be forgiving with one another. He said that we should see with eyes of forgiveness and not look at one another's faults. If we follow 'Abdu'l-Bahá's example, we will show forgiveness not only to our friends when they make mistakes but also to those who are unkind to us. Read the quotation:

"...let your adorning be forgiveness and mercy and that which cheereth the hearts of the well-favoured of God."

Help the children understand the meaning of words that are new to them such as:

Cheer

1. Ursula was not feeling well. Her friend Elsie brought her flowers and sat with her for a long time, telling stories and talking. Elsie's visit made Ursula feel much better. Ursula was cheered by her visit.
2. Mrs Berry received a long letter from her husband who had gone away to a nearby city for work. The letter brought the good news that he would soon be coming home. The news greatly cheered her.

Favoured

1. The teacher loved all of her students and paid special attention to each one. She favoured them all.
2. James liked all of the subjects, but he did best in science. Science was the subject he favoured most.

Choose an activity from the fun list of review activities to help the children familiarise themselves with this quotation.

Closing Meditation: A student may wish to say a prayer or quotation from previous lesson to end the session.

Extension Activity for Years 5-6: Ask the children what forgiveness would look like if their friend accidentally broke one of their belongings. Draw two scenes: (1) friends not being forgiving, and (2) friends being forgiving.

FORGIVENESS

LEVEL 1 TERM 4 LESSON 34

THEME: Forgiveness (2 of 2 lessons)

RESOURCES: Prayer Book, Worksheet 1

ACTIVITIES:

Prayer: The instructor and a few students, if they wish, to say prayers they have learned previously.

Review: Review of the previous session.

Story: Tell the story on Worksheet 1. If available in the school library, draw upon a map when telling the story to show the children where 'Akká (Israel) and Damascus (Syria) are located and the boundaries of the previous Turkish empire. Remember to introduce 'Abdu'l-Bahá as done in previous lessons to any new students. You may wish to share with the children that they have heard many stories of 'Abdu'l-Bahá so far, such as the story of when 'Abdu'l-Bahá gave His father's sheep away. This was at a time that His family was wealthy; you should know that in His life, when he was older, He spent a lot of time as a prisoner. This was because His father, like all Founders of Faiths, was persecuted in His time. Today the story you will tell about 'Abdu'l-Bahá takes place in a prison city, a city of prisoners, called 'Akká, which at the time was governed by the Turkish empire. A lot of Bahá'ís chose to live in the prison city, not because of any wrongdoing but because of their love for Bahá'u'lláh and 'Abdu'l-Bahá and wishing to be near them.

Game: Play the Game "People to People". Tell the students to walk around randomly, while clapping and saying, "people to people." When you call out "back to back", they should stop and each back up to a partner. On your signal, they start to move around again, clapping and saying "people to people". When you call out "face to face" they stop and each face a partner, bowing heads. The game continues in this way, with these two commands being repeated several times. Other commands can include "knee to knee" and "elbow to elbow".

Closing Meditation: A student may wish to say a prayer to end the session.

Extension Activity for Years 5-6: Act out the story from Worksheet 1. A narrator will be needed to narrate any actions taken by 'Abdu'l-Bahá.

FORGIVENESS

LEVEL 1 TERM 4 LESSON 34 WORKSHEET 1

Story

During the days 'Abdu'l-Bahá lived in 'Akká, there was a governor who, time and time again, tried to harm the Bahá'ís. On one occasion he came up with a plan to destroy their means of livelihood: he ordered his guards to close down the shops of all the Bahá'ís and bring him the keys. But 'Abdu'l-Bahá learned of the Governor's plan and advised the Bahá'ís not to open their shops the next day. He told them to wait and see what God would ordain.

Imagine the governor's surprise when he heard that his guards could not bring him the keys because the shops had not been opened. But before he could think of what to do next, something unexpected happened. A telegram arrived from his supervisors dismissing him from his post as governor of the city, and so the shops of the Bahá'ís were saved.

The ex-governor was ordered to leave 'Akká and go to another city called Damascus. He did not know what to do. He had to leave quickly and alone. What would happen to his family? Who would help someone who had lost favour with the government? 'Abdu'l-Bahá heard the news and went to see him. He showered the unhappy man with great kindness, as if he had never been an enemy of the Faith. Not once did He mention his past wrongdoings. Instead, He offered to help him in whatever way possible. The ex-governor was worried about leaving his wife and his children behind. 'Abdu'l-Bahá assured him that He would take care of the matter. Later, He arranged for a comfortable trip, provided someone reliable to accompany his wife and children, paid for all the expenses, and sent the family on its way to Damascus.

When the ex-governor was reunited with his family, he rejoiced. With a heart filled with gratitude, he turned to the man who had travelled with his family and asked him about the cost of the journey. The man explained that it had been paid by 'Abdu'l-Bahá. Then the ex-governor offered him a present for his kindness and diligence during the journey. But he would not accept the present: he said that he was merely obeying 'Abdu'l-Bahá and did not wish to receive anything for his services. The ex-governor then asked the man to stay the night as a guest in his home. He said, however, that he was eager to follow the instructions of 'Abdu'l-Bahá, Who had told him to return to 'Akká without delay. The ex-governor asked the man to wait at least long enough for him to write a letter to 'Abdu'l-Bahá. This he accepted and upon his return to 'Akká delivered the letter to 'Abdu'l-Bahá. The letter read: "O 'Abdu'l-Bahá, I pray you pardon me. I did not understand. I did not know you. I have wrought you great evil. You have rewarded me with great good."

HONESTY

LEVEL 1 TERM 4 LESSON 35

THEME: Honesty (1 of 3 lessons)

RESOURCES: Prayer Book, Copies of Worksheet 1

ACTIVITIES:

Prayer: Say a prayer learned previously. A few students may wish to say the prayer “Blessed is the Spot...”.

Review: Review the previous lesson.

Study: Explain that Bahá’ís believe that God has given us many beautiful things to adorn our lives and bring joy to our hearts. Yet, more than material things spiritual qualities make human beings beautiful. One of the most beautiful qualities which can adorn our lives is honesty. When we beautify ourselves with honesty, we do not take things that belong to others without their permission, and we never deceive anyone. Read the following quotation:

“Beautify your tongues, O people, with truthfulness, and adorn your souls with the ornament of honesty.”

To help children understand the word ‘Beautify’ here are some phrases:

1. Kim planted beautiful roses in the garden. The roses beautify the garden.
2. Kristina used to tell lies, but now she only tells the truth. Kristina beautified her tongue with truthfulness.

Song: Students may wish to sing a few songs previously learnt. Share a new song as on Worksheet 1. It has a very simple melody and is based on a Bahá’í quotation.

Closing Meditation: A student may wish to say a prayer or quotation to end the session.

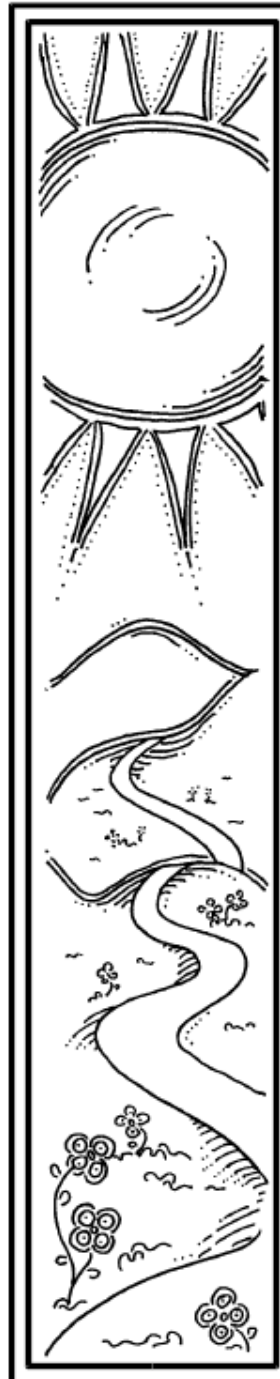
Extension Activity for Years 5-6: Discuss: What would honesty look like if...

- you break one of your mother’s favourite things by accident and are afraid she will be mad?
- you find yourself exaggerating about how you did in sports?
- you forgot to do your homework and your teacher asks where it is?

Truthfulness

Truthfulness is brighter
than the light of the sun.
Truthfulness is brighter
than the light of the sun.
With truthfulness, O people,
beautify your tongues.
With truthfulness, O people,
beautify your tongues.

Honesty adorns the
soul of everyone.
Honesty adorns the
soul of everyone.
Honesty is brighter
than the light of the sun.
Honesty is brighter
than the light of the sun.



HONESTY

LEVEL 1 TERM 4 LESSON 36

THEME: Honesty (2 of 3 lessons)

RESOURCES: Prayer Book, Copies of Worksheets 1 & 2 (Years 5-6)

ACTIVITIES:

Prayer: Say a prayer learned previously. A few students may wish to say the prayer “Blessed is the Spot”.

Song: Students may wish to sing songs from previous lessons.

Review: Review the previous session. Choose one of the fun activities listed under Practical Tips for Instructing. Quote cards are prepared for you in Worksheet 1 for the “out of order” activity.

Art Activity: Children may complete the art activities from previous lessons.

Closing Meditation: A student may wish to say a prayer or quotation to end the session.

Extension Activity for Years 5-6: Worksheet 2.

"Beautify your tongues,
O people,

with truthfulness,
and

adorn your souls
with the

ornament of honesty."

HONESTY

LEVEL 1 TERM 4 LESSON 36 WORKSHEET 2

1. Number the boxes 1 to 8. Write the numbers in the circles:

<div>your souls</div>	<div></div>	<div>your tongues</div>	<div></div>
<div>Beautify</div>	<div></div>	<div>with truthfulness</div>	<div></div>
<div>O people</div>	<div></div>	<div>of honesty.</div>	<div></div>
<div>and adorn</div>	<div></div>	<div>with the ornament</div>	<div></div>

Now write the quotation on the lines below:

2. Fill in the blanks with suitable words:

- a. There is a _____ (beautiful, honest) garden near my house.
- b. I _____ (beautiful, beautify) my house by planting flowering plants in front of it.
- c. My grandmother always reminds me to think before I speak because the _____ (tongue, mouth) is sharper than the sword.
- d. The villagers believe what Ravi says because he is always _____ (honest, dirty).

HONESTY

LEVEL 1 TERM 4 LESSON 37

THEME: Honesty (3 of 3 lessons)

RESOURCES: Prayer Book, Copies of Worksheets 1 and 2

ACTIVITIES:

Prayer: Say a prayer learned previously. A few students may wish to say the prayer “Blessed is the Spot”.

Review: Review the previous session.

Story: Tell the story from Worksheet 1 or 2. With Worksheet 1, you may wish to discuss the characteristics of Mullá Bahram that earned him the respect of the government official. With Worksheet 2, remember to tell the students that the story in itself is not true and is used as an example to describe a set of values.

Game: Name a sequence of shapes (for instance: circle, circle, square) and ask one of the children to repeat it. (Note: You may need to review shapes with younger children). Then ask the child to try and draw the sequence. Each child is given several opportunities, each time using different sequences. If the child cannot remember a sequence of three, use a sequence of two. If a sequence of three is too easy, use four.

Variations:

- a. Instead of giving the sequence verbally, prepare some cards with different sequences drawn on them. Show one of the cards to each child and have him/her, after he looks at it, repeat the sequence, first aloud and then drawing it on paper.
- b. This can be done with sequences of actions. For example: jump, turn, touch your toes, touch your nose, clap, take a step forward, etc.

Closing Meditation: A student may wish to say a prayer or quotation to end the session.

Extension Activity for Years 5-6: Brainstorm two lists: what we use physically to adorn ourselves, e.g. jewellery, nice clothes, etc. and what we can adorn our souls and beautify our tongues with, e.g. saying truthful, kind, polite and courteous things, etc. This is a student-led discussion.

HONESTY

LEVEL 1 TERM 4 LESSON 37 WORKSHEET 1

Story

Mullá Bahram was a Bahá'í who lived in Iran many years ago. One day he received a letter that caused him great concern. His cousin had been jailed without justification. A few powerful individuals who wished his cousin ill had lodged a complaint against him, and he had been arrested by police, even though he had committed no crime.

After reading the letter, Mullá Bahram thought deeply about this problem and decided to go to see a high government official to ask for help. When Mullá Bahram arrived at this official's home he found him at a feast with many guests. One of them, who saw the poorly dressed man enter the doorway, wanted to have him thrown out. But the owner of the house saw Mullá Bahram and with a great deal of love and respect, invited him to come in. All of the guests were surprised to see the courtesy and warmth with which the official treated Mullá Bahram, a poor and humble man. The host explained, "The respect I feel towards Mullá Bahram is well deserved because he is a righteous and honest man, even in moments of tests." Mullá Bahram explained his problem and with a great deal of pleasure the official wrote out the order for his cousin's immediate release. The guests were surprised and asked the official how he knew that Mullá Bahram was so honest that he merited such respect from a high government official. The official answered:

"Some time ago I had a debt which I had to pay right away, but I didn't have enough money. So I arrived at an agreement with the money lender that he would receive a piece of property in exchange for the debt. However, we could not come to an agreement on the property's value. We could not accept the judgement of a friend of his or a friend of mine, because each of us could have paid our friend to alter the property's price in our favour. So we asked a merchant to send one of his employees to the property to put a value on it. He sent Mullá Bahram. To ensure that the property was worth enough to pay the entire debt, I went to him the day he was to value the property and offered him a big bag of money so that he would speak in my favour. He would not have earned that much money in six years of hard work, but he did not accept it. He said it was better to wait and see the property. It turned out that Mullá Bahram estimated the property at much more than I had thought it was worth. So, I went to him and offered him a bag of much more money so he would be pleased. He did not take it this time either. He said that the only reason he had put that value on the property was because it was the true value. His appraisal was a part of his work, for which he received a salary, and it would not be right to receive anything for it."

"Now," said the official to his guests, "you can appreciate why I say Mullá Bahram possesses an honesty and integrity which is very rare these days. Oh! If everyone could be as honest as Mullá Bahram."

HONESTY

LEVEL 1 TERM 4 LESSON 37 WORKSHEET 2

The Honest Woodsman

Once upon a time on the edge of a rustling green and brown forest lived a poor woodcutter. Each morning he left his family cottage and crossing the gurgling waters of the river made his way to a spot where he could cut a fine tree and earn enough money to feed his family for a few more days. His was a hard life, but as long as he had his health and axe, the woodsman was content and sure that he and his family would survive.

One day the woodsman was cutting down a tree beside the river. It was warm and the air was still as the blade of the axe bit into the wood with hard splintering sounds. Stopping to wipe the sweat from his face the woodsman decided to rest for a moment. Leaning his axe against the trunk of the tree and reaching down to scoop up some water he slipped and sent his axe sliding down into the river.

Horrified, he stared at the deep waters and could see no glint of metal in the depths. He knew it was too deep for him to retrieve it and he knew too that he and his family were now in a desperate situation.

His head in his hands the woodsman moaned softly, "What will we do? My poor children."

At that moment, up from the deep waters of the river rose a beautiful lady. She was the river fairy and had heard his sad crying, so she came to see what had happened.

"What is it that has made you so distraught?" she asked. When she heard the woodsman's tale she immediately sank beneath the surface and reappeared holding a silver axe, "Is this your axe?"

The woodsman was dazzled by the beauty of the silver axe and thought of the wealth such an axe would give him, but he knew it was not his and so told the river fairy, "No, that is not my axe." The lady placed the axe on the river bank and dived below the waters once more. When she came up she held another axe and asked the woodsman if perhaps this axe belonged to him.

"No that axe is made of gold and must be very precious to someone, my axe is made of steel." A third time the river fairy disappeared beneath the water and rose bearing the woodsman's axe.

"Yes that is my axe!" exclaimed the relieved woodsman.

"This is indeed your axe and so are the other axes. They are gifts to you from the river, gifts for the honesty and truthfulness that you have shown."

With his axes over his shoulder the woodsman turned towards his cottage and began walking home, happy, knowing that his family would have enough to eat for some time.

(Retold by Carroll Doyle)

REVIEW 4

LEVEL 1 TERM 4 LESSON 38

THEME: Review (1 of 1 lesson)

RESOURCES: Prayer Book

ACTIVITIES:

Prayer: Recite a prayer studied previously. The students may also wish to say prayers they have learned during the year.

Song: Review the songs that have been learnt so far.

Review: Review what the students have learnt throughout the year. You may do this by drawing a spider diagram with the words "spiritual qualities" at the centre and all the spiritual qualities and related quotations and activities they remember can be written around it.

Game: You may wish to play a few of the students' favourite games.

Art Activity: Time permitting, use a large canvass so that each child can contribute to the drawing. Each child can draw a different flower in a garden and the flowers can each be named with a quality explored during the year such as generosity, honesty, truthfulness, forgiveness, thankfulness, humility, sincerity, joyfulness etc. Alternatively, the students may come up with a different idea for a collective art work.

Extension Activity for Years 5-6: Play a game where the children acknowledge a quality or virtue in each other. Sit around in a circle; each student can pick one quality that they see in the friend sitting next to them.

END OF THE YEAR

The end of the year is often a busy time with many activities and end-of-the year plays, and classes may not be able to be held. Students may also have initiated the idea of celebrating what they have learnt with their teachers and parents and you may wish to use this lesson and any remaining weeks to prepare for such a celebration. As mentioned previously such an initiative should be student-led, and have the prior permission of the principal and parental consent.

Alternatively, the couple of lessons at the end of the year can be used for the students to apply themselves to the art activity suggested above.

PRAYER BOOK

O God! Educate these children. These children are the plants of Thine orchard, the flowers of Thy meadow, the roses of Thy garden. Let Thy rain fall upon them; let the Sun of Reality shine upon them with Thy love. Let Thy breeze refresh them in order that they may be trained, grow and develop, and appear in the utmost beauty. Thou art the Giver. Thou art the Compassionate.

‘Abdu’l-Bahá

O my Lord! Make Thy beauty to be my food, and Thy presence my drink, and Thy pleasure my hope, and praise of Thee my action, and remembrance of Thee my companion, and the power of Thy sovereignty my succorer, and Thy habitation my home, and my dwelling-place the seat Thou hast sanctified from the limitations imposed upon them who are shut out as by a veil from Thee.

Thou art, verily, the Almighty, the All-Glorious, the Most Powerful.

Bahá’u’lláh

Create in me a pure heart, O my God, and renew a tranquil conscience within me, O my Hope! Through the spirit of power confirm Thou me in Thy Cause, O my Best-Beloved, and by the light of Thy glory reveal unto me Thy path, O Thou the Goal of my desire! Through the power of Thy transcendent might lift me up unto the heaven of Thy holiness, O Source of my being, and by the breezes of Thine eternity gladden me, O Thou Who art my God! Let Thine everlasting melodies breathe tranquillity on me, O my Companion, and let the riches of Thine ancient countenance deliver me from all except Thee, O my Master, and let the tidings of the revelation of Thine incorruptible Essence bring me joy, O Thou Who art the most manifest of the manifest and the most hidden of the hidden!

Bahá’u’lláh

O God, guide me, protect me, make of me a shining lamp and a brilliant star. Thou art the Mighty and the Powerful.

‘Abdu’l-Bahá

O Thou kind Lord! I am a little child, exalt me by admitting me to the kingdom. I am earthly, make me heavenly; I am of the world below, let me belong to the realm above; gloomy, suffer me to become radiant; material, make me spiritual, and grant that I may manifest Thine infinite bounties.
Thou art the Powerful, the All-Loving.

‘Abdu’l-Bahá

Blessed is the spot, and the house, and the place, and the city, and the heart, and the mountain, and the refuge, and the cave, and the valley, and the land, and the sea, and the island, and the meadow where mention of God hath been made, and His praise glorified.

Bahá’u’lláh

Thy name is my healing, O my God, and remembrance of Thee is my remedy. Nearness to Thee is my hope, and love for Thee is my companion. Thy mercy to me is my healing and my succor in both this world and the world to come. Thou, verily, art the All-Bountiful, the All-Knowing, the All-Wise.

Bahá’u’lláh

O my Lord! O my Lord!

I am a child of tender years. Nourish me from the breast of Thy mercy, train me in the bosom of Thy love, educate me in the school of Thy guidance and develop me under the shadow of Thy bounty. Deliver me from darkness, make me a brilliant light; free me from unhappiness, make me a flower of the rose garden; suffer me to become a servant of Thy threshold and confer upon me the disposition and nature of the righteous; make me a cause of bounty to the human world, and crown my head with the diadem of eternal life.

Verily, Thou art the Powerful, the Mighty, the Seer, the Hearer.

‘Abdu’l-Bahá