**Virtue: Service**

**Lesson Plan 1**

**Children ages 3-5+**

**A light snack will be offered to those arriving a few minutes early (fruit, wholesome homemade muffin, etc.)**

**Opening Prayers:** Invite children to practice reverence by asking them to sit in their parent’s lap while the following prayer is said and then sung. "We always start with a prayer, because God is the source of all spiritual qualities, and we want to call on Him to aid us in our spiritual development."

First start with “Blessed is the spot”, sung with movements.

(CD: Attract the Hearts, TaliaSafa)

**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

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| **WORDS** | ACTIONS |
| **Blessed** | put hands in front of you as if you are in prayer; |
| **is the spot** | put left hand out in front of you with palm facing up and with your index finger of your right hand, make a dot in the middle of your left palm; |
| **and the house** | make a triangle with your index fingers and thumbs; |
| **and the place** | turn your hands so your palms are facing up and move the left hand towards the left and the right hand towards the right;  |
| **and the city** | put your hands vertically, like you are chopping something, and make chopping motions from left to right with both hands;  |
| **and the heart** | touch your heart;  |
| **and the mountain** | make a big triangle by touching your finger tips of both hands together and moving your elbows out to either side;  |
| **and the refuge** | move that big triangle up over your head;  |
| **and the cave** | curve that big triangle so it looks more like you are in a cave; |
| **and the valley** | move your hands, while still keeping them together, so that your elbows are still out to either side, but your fingertips are touching in a V; |
| **and the land** | straighten both arms, while keeping fingertips touching, so that your hands and arms make a straight line;  |
| **and the sea** | keep your fingers touching, but move your arms and hands in a wavy motion; |
| **and the island** | form a circle with your arms and hands, while keeping your fingertips touching; |
| **and the meadow** | have the palms of both hands facing out and move your hands back towards your chest in alternate pulling and pushing motions; |
| **where mention** | put both hands, palms up, towards your mouth, with your right hands touching your chin and your left hand behind your right hand and then move both hands, while they are still touching, up and away from your mouth; |
| **of God** | raise both arms up with palms facing up, over your head |
| **hath been made** | keep both hands up and sway |
| **and His praise** | while you say each of these words, move your hands and arms back and forth, while keeping them above your head |
| **glorified** | open up your hands so your palms are facing out and your fingers are open and wiggle your fingers while moving your hands in a circle, down to either side |

**Prayer: Educate these children** (CD: Happy Ayyam-i-Há with William Sears)

**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

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| **WORDS** | ACTIONS |
| **O God** | raise both hands up to the sky |
| **educate** | move hands down by sides of your body with palms facing in |
| **these children** | move hands out so that your elbows are bend and your palms are facing up to the sky |
| **These children** | keep the same position but bounce your hands and arms a little |
| **are the plants of Thine orchard** | move hands and arms up from the side until hands are in the same position as they are for "these children", put up around your head  |
| **the flowers of Thy meadow** | raise your hands all the way up and move them from side to side |
| **the roses of Thy garden** | put hands, palms facing your head, on both sides of your head and move them down so that your hands are underneath your chin, wrists touching, and your chin is resting in your hands, palms up |
| **let Thy rain fall upon them** | make raindrops by wiggling your fingers and move your hands from above your head, down to your side |
| **let the Sun or Reality** | make a big circle with your arms above your head |
| **shine upon them with**  | move your arms from side to side while still in a big circle above your head |
| **Thy love** | make a heart in front of your chest with the fingers of both hands |
| **Let Thy breeze refresh them** | put both hands out in front of you, holding your hands parallel, facing each other, and move them gracefully from side to side |
| **in order that they may be** | put right index finger out in front of you and move it up and down, from left to right, in front of you (as if shaking your finger, or pointing out each child |
| **trained** | put elbows to either side of your waist, with your hands and arms straightened in front of you |
| **grow** | keep elbows at your side and move your arms so that they are parallel with your body, fingers pointing up |
| **and develop** | move your hands and arms straight up until they are fully extended above your head |
| **and appear**  | open your arms up into a V above your head  |
| **in the utmost beauty** | keep the V-position, but move your hands and wrists gracefully back and forth in an oriental fashion, like your hands are waves, and then move your arms from right to left as you do this, very rhythmically, looking up and smile as if you are admiring the beauty |
| **Thou art** | point up to the sky |
| **the Giver** | put both hands straight out in front of you with palms up, while bowing your head a bit, as if gratefully and humbling receiving a gift |
| **Thou art** | point up to the sky |
| **the Compassionate** | give yourself a big hug and sway from side to side |

Any child is then welcome to share a prayer with the group, if they have been learning one at home. This is a good time to review any previous verses they have learned as well.

**Welcome: Hello Song** (Music Together, Bongos CD)

 *(Actions: Clap hands to knees in time with the music)*

Hello everybody! So glad to see you!

Hello everybody, we're so glad to see you!

Hello to \_\_\_\_, so glad to see you!

Hello to \_\_\_\_\_\_\_, so glad to see you too!

*(Repeat the second couplet as many times as necessary, singing each child’s name, until everyone has been greeted, include mommies/ daddies and teachers)*

*(For the last line, below, slow the last phrase, while slapping knees faster and faster, and end with "yoooooooou!" on a rising note)*

Hello everybody! So glad to see you!

Hello everybody, we're so glad to see yooooou!

**Introduction to the Virtue of Service:** Service is giving to others and wanting to make a difference in their lives. It is looking for ways to be helpful and considering the needs of others as important to you as your own. When you work with a spirit of service, you can change the world!

**Book:**

**Service** by Virtues in Action (The Children’s Virtues Development Project)

**Songs:**

**Song: Love, Service, Joy and Gentleness Song**

(CD: The Family Learning House, Virtues in Us - Preschool)

Love, service, joy and gentleness.

Love, service, joy and gentleness.

These are virtues we possess.

Love, service, joy and gentleness.

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| **WORDS** | ACTIONS |
| **... love** | touch your heart |
| **... service** | extend your hand as though serving someone |
| **... joy** | raise your hands to your face and smile joyously |
| **... gentleness** | gently stroke your left arm with your right hand, as if petting a kitten |

**Song: Service (Serving My Friends)**

(CD: The Family Learning House, Virtues in Us - Preschool)

*CHORUS:*

I like to serve my friends every day.

I like to serve my friends in every way.

The service that I do can bring a smile or two.

I like to serve my friends everyday in every way!

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| **WORDS**  | ACTIONS |
| **I like to** | point to yourself |
| **serve my friends** | put both hands out in front of you with palms facing up |
| **every day....** | point to your left wrist, as if pointing to a watch |
| **every way...** | keep hands out in front of you with palms facing up and wiggle your fingers as you move your hands out to the side |
| **service** | put both hands out in front of you with palms facing up |
| **can bring a smile or two** | point to your mouth and make a big smile |
| **Repeat Chorus motions** |

**Virtues in You Song**

(CD: The Family Learning House, Favorite Children's Songs)

There are virtues in you and virtues in me.

Let’s bring them all out so we can serve humanity...

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| **WORDS** | ACTIONS |
| **...virtues** | Make a diamond-shape with index fingers and thumbs in front of you |
| **in you** | point to someone |
| **in me** | point to yourself |
| **Let's bring them all out so we can serve humanity** | Put both hands towards chest, then up towards face and out, waving fingers are you extend your hands forward. |

**Song: Hands of Service**

(CD: The Family Learning House, Favourite Children's Songs)

I may not be so tall and I can’t do it all.

My hands may be small, but they can make the world a better place.

*CHORUS:*

Little by little, day by day *(x 3)*
They can make the world a better place.

My hands can hold the door. My hands can sweep the floor.

My hands can feed the poor and they can make the world a better place.

*CHORUS:*

 *(Repeat song)*

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| **WORDS** | ACTIONS |
| **I may not be so** | point to yourself |
| **tall** | put right hand out to your side with palm facing down |
| **I**  | point to yourself |
| **can't do it all** | put both hands out to the side like you are asking a question while you shake your head "no" |
| **My hands may be small** | put hands up with palms facing in front of you like you are waving both hands and moving them from side to side |
| **but they can make** | clasp hands together |
| **the world** | make a circle with both hands in front of you |
| **a better place** | wiggle your fingers in a circle in front of you as you move your hands out to the sides |
| **little by little, day by day** | roll arms with hands in fists in front of you |
| **but they can make** | clasp hands together |
| **the world**  | make circle with both hands in front of you |
| **a better place** | wiggle your fingers in a circle in front of you as you move your hands out to the sides |
| **My hands** | put both hands out in front of you with palms facing out |
| **can hold the door** | put both hands out to your left side with both palms facing out |
| **can sweep the floor**  | pretend you are holding a broom and sweeping the floor |
| **feed the poor** | left hand with palm up cupped in front of you and your right hand pretends to hold a spoon and moves from inside out like you are feeding someone |
| **and they can make** | clasp hands together |
| **the world** | make circle with both hands in front of you |
| **a better place** | wiggle your fingers in a circle in front of you as you move your hands out to the sides |

Hand out a stuffed animal to each parent and child to use in the following song:

**Song: If An Animal Be Sick** (CD: Love All the World, Tim Urbonya)

**If an animal be sick, let the children try to heal it;**

**if it be hungry, let them feed it;**

**if thirsty, let them quench its thirst;**

**if weary let them see that it rests.** ~ 'Abdu'l-Bahá

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| **WORDS** | ACTIONS |
| **If an animal be sick** | put stuffed animal in your lap |
| **let the children try to heal it** | move both of your hands gently over the body of the stuffed animal |
| **if it be hungry** | sit animal up,  |
| **let them feed it** | put your hand up to the mouth of the animal like you are trying to feed it  |
| **if thirst** | make your hand into a cup |
| **let them quench its thirst** | bring animal to your cupped hands like you are giving it something to drink |
| **if weary** | put animal on its side |
| **let them see that it rests** | pat the animal's head as it lies on the ground resting |

**Song: May I Help You Song**

(CD: The Family Learning House, Virtues in Us - Preschool)

May I, may I help you *(x 3)*

May I help you today?

May I help you, clean the floor *(x 3)*

May I help you today?

*For second and subsequent verses, can substitute “clean the floor” with other words and actions (such as “put away your toys”, “put on your shoes”, “open the door”, etc.)*

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| **WORDS** | ACTIONS |
| **May I, may I help you?** | walk around in a circle, holding hands |
|  |  |
| **May I help you clean the floor** | pause, and act out sweeping the floor |
| **May I help you put away your toys** | pretend to pick up toys / put them in box |
| **May I help you put on your shoes** | pretend to help another put on shoes |
| **May I help you open the door** | pretend to open the door for another |

Hand out shaker eggs to the little ones to shake during the following song

**Song: Kindness** (CD: BeBop Your Best, Red Grammer)

A helping hand, a thoughtful word, a worried friend you’ve reassured,

Mending the wing of a fallen bird, they all add up to kindness.

Complimenting the friends you meet, helping old folks cross the street,

Getting’ up and giving someone else your seat, it all adds up to kindness.

*CHORUS:*

You know it’s really nothing new.

Kindness starts with me and you.

The little things we say and do.

They all add up to kindness.

Thanking Mom for the cookies she bakes, apologizing for our mistakes,

Giving people even breaks, it all adds up to kindness.

Helping Grandpa climb the stairs, being someone who always shares,

Sayin’ you like what your sister wears, it all adds up to kindness.

*CHORUS:*

Choose the shy kid for your team, honor someone else’s dream...

Kindness!

Helping out at Grandma’s house, stop the cat and save the mouse....

Kindness!

Take your brother on a hike, let somebody ride your bike…

Kindness!

Smiling when you don’t know why, thinking of the other guy…

That’s how we spread some kindness!

*CHORUS:*

Hand out scarves for next song:

**Song: Let Me Give My Friend a Hug**

(CD: The Family Learning House, Virtues in Us - Preschool CD)

Let me give my friend a hug, a gentle hug, a gentle hug;

Let me give my friend a hug when he is hurting;

Let me get a tissue, a tissue, a tissue,

Let me get a tissue to wipe away his tears. La, la, la…

*Actions:* \*\***This may work best with parent and child as partners\*\***)

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| **WORDS** | ACTIONS |
|  | Wave scarves above your head at beginning while song is starting |
| **Let me give my friend a hug** | put scarf above the head of front and behind his back and move towards him and give a gentle hug; |
| **let me get a tissue** | wave scarves up and down |
| **wipe away his tears** | wipe eyes with scarf |
| **la, la, la** | wave scarf in circles on either side of your body; |

Collect scarves and hand out instruments for the following song:

**Song: I Think You’re Wonderful** (CD: Teaching Peace, Red Grammer)

Collect instruments and invite children to sit in the circle for the verse on service

**Verse to Memorize:**

**Think ye at all times of rendering some service**

**to every member of the human race.**

~ 'Abdu’l-Bahá

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| **WORDS** | ACTIONS |
| **Think ye** | put your index fingers up to your temples and tap |
| **at all times of rendering some service** | move your hands slowly from your temples out in front of you with palms up, until they are horizontal in front of your chest (at the word "service") |
| **to every member of the human race** | move your hands, with palms up, from your left to your right, making a wave or rippling movement as you do it by moving your hands up and down |

**Story of 'Abdu’l-Bahá that reflects the virtue:**

( The Proud Helper retold by Anthony Lee)

 Lua Getsinger, one of the early Baha’is of America, had made the pilgrimage to Akka to see 'Abdu’l-Bahá. She was with Him one day when 'Abdu’l-Bahá said He was too busy to visit a friend who was very poor and sick. He wished Lua to go in His place.

 “Take him food”, He said, “and care for him as I have been doing”.

 Lua went immediately to do as 'Abdu’l-Bahá had asked. She felt proud that 'Abdu’l-Bahá had trusted her with some of His own work. But soon she returned to 'Abdu’l-Bahá.

 “Master,” she exclaimed, “surely you cannot realize to what a terrible place you sent me! I almost fainted from the awful smell, the dirty rooms, the low condition of that man and his house. I left quickly before I could catch some terrible disease.”

 Sadly and sternly, 'Abdu’l-Bahá looked at her.

 “If you want to serve God,” He said, “you must serve your fellow-man, for in him do you see the image and likeness of God.”

 He told her to go back to the man’s house. “If the house is dirty,” He said, “you should clean it; if this brother of yours is not clean, bathe him; if he is hungry feed him. Do not come back until this is done.”

 Many times 'Abdu’l-Bahá had done these things for this man. Lua, He said, should be able to do them once.

**Game: “Help the Sick”**

One child pretends to be sick. Two other children clasp each other’s hands (right with right and left with left) in order to form a chair. The sick child is helped to sit down in the chair and the others take him to the Health Center (The teacher chooses a place that represents the Health Center- like the couch); Each child gets a turn to carry and also to be carried.

**Then introduce the art activity.**

**Art Activity: Making cookies and decorating cookie tins - to be given to someone on a home visit (maybe someone who is sad, or sick, or elderly)**

**Materials:** inexpensive tins (can purchase at Michaels- can have one that children get to keep and one that they give away), tissue paper for inside tins, stickers, cookie dough, oven.

**Direction:** Make cookies with the children and while they are baking, children can decorate the tins. (Cookies can also be made at the beginning of the class, so that they will have cooled down in time to put into the tins, or you can switch the order of the games and art, so that while they are cooling, you are playing a game)

**Virtue: Service**

**Lesson Plan 2**

**Children ages 3-5+**

**A light snack** will be offered to those arriving a few minutes early (fruit, wholesome homemade muffin, etc.)

**Opening Prayers:** Invite children to practice reverence by asking them to sit in their parent’s lap while the following prayer is said and then sung. "We always start with a prayer, because God is the source of all spiritual qualities, and we want to call on Him to aid us in our spiritual development."

**Prayer: Blessed is the spot** (CD: Attract the Hearts, TaliaSafa)

**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

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| **WORDS** | ACTIONS |
| **Blessed** | put hands in front of you as if you are in prayer; |
| **is the spot** | put left hand out in front of you with palm facing up and with your index finger of your right hand, make a dot in the middle of your left palm; |
| **and the house** | make a triangle with your index fingers and thumbs; |
| **and the place** | turn your hands so your palms are facing up and move the left hand towards the left and the right hand towards the right;  |
| **and the city** | put your hands vertically, like you are chopping something, and make chopping motions from left to right with both hands;  |
| **and the heart** | touch your heart;  |
| **and the mountain** | make a big triangle by touching your finger tips of both hands together and moving your elbows out to either side;  |
| **and the refuge** | move that big triangle up over your head;  |
| **and the cave** | curve that big triangle so it looks more like you are in a cave; |
| **and the valley** | move your hands, while still keeping them together, so that your elbows are still out to either side, but your fingertips are touching in a V; |
| **and the land** | straighten both arms, while keeping fingertips touching, so that your hands and arms make a straight line;  |
| **and the sea** | keep your fingers touching, but move your arms and hands in a wavy motion; |
| **and the island** | form a circle with your arms and hands, while keeping your fingertips touching; |
| **and the meadow** | have the palms of both hands facing out and move your hands back towards your chest in alternate pulling and pushing motions; |
| **where mention** | put both hands, palms up, towards your mouth, with your right hands touching your chin and your left hand behind your right hand and then move both hands, while they are still touching, up and away from your mouth; |
| **of God** | raise both arms up with palms facing up, over your head |
| **hath been made** | keep both hands up and sway |
| **and His praise** | while you say each of these words, move your hands and arms back and forth, while keeping them above your head |
| **glorified** | open up your hands so your palms are facing out and your fingers are open and wiggle your fingers while moving your hands in a circle, down to either side |

Then review the following prayer to the children:

**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

|  |  |
| --- | --- |
| **WORDS** | ACTIONS |
| **O God** | raise both hands up to the sky |
| **educate** | move hands down by sides of your body with palms facing in |
| **these children** | move hands out so that your elbows are bend and your palms are facing up to the sky |
| **These children** | keep the same position but bounce your hands and arms a little |
| **are the plants of Thine orchard** | move hands and arms up from the side until hands are in the same position as they are for "these children", put up around your head  |
| **the flowers of Thy meadow** | raise your hands all the way up and move them from side to side |
| **the roses of Thy garden** | put hands, palms facing your head, on both sides of your head and move them down so that your hands are underneath your chin, wrists touching, and your chin is resting in your hands, palms up |
| **let Thy rain fall upon them** | make raindrops by wiggling your fingers and move your hands from above your head, down to your side |
| **let the Sun or Reality** | make a big circle with your arms above your head |
| **shine upon them with**  | move your arms from side to side while still in a big circle above your head |
| **Thy love** | make a heart in front of your chest with the fingers of both hands |
| **Let Thy breeze refresh them** | put both hands out in front of you, holding your hands parallel, facing each other, and move them gracefully from side to side |
| **in order that they may be** | put right index finger out in front of you and move it up and down, from left to right, in front of you (as if shaking your finger, or pointing out each child |
| **trained** | put elbows to either side of your waist, with your hands and arms straightened in front of you |
| **grow** | keep elbows at your side and move your arms so that they are parallel with your body, fingers pointing up |
| **and develop** | move your hands and arms straight up until they are fully extended above your head |
| **and appear**  | open your arms up into a V above your head  |
| **in the utmost beauty** | keep the V-position, but move your hands and wrists gracefully back and forth in an oriental fashion, like your hands are waves, and then move your arms from right to left as you do this, very rhythmically, looking up and smile as if you are admiring the beauty |
| **Thou art** | point up to the sky |
| **the Giver** | put both hands straight out in front of you with palms up, while bowing your head a bit, as if gratefully and humbling receiving a gift |
| **Thou art** | point up to the sky |
| **the Compassionate** | give yourself a big hug and sway from side to side |

Any child is then welcome to share a prayer with the group, if they have been learning one at home. This is a good time to review any previous verses they have learned as well.

**Welcome: Hello Song** (Music Together, Bongos CD)

 *(Actions: Clap hands to knees in time with the music)*

Hello everybody! So glad to see you!

Hello everybody, we're so glad to see you!

Hello to \_\_\_\_, so glad to see you!

Hello to \_\_\_\_\_\_\_, so glad to see you too!

*(Repeat the second couplet as many times as necessary, singing each child’s name, until everyone has been greeted, include mommies/ daddies and teachers)*

*(For the last line, below, slow the last phrase, while slapping knees faster and faster, and end with "yoooooooou!" on a rising note)*

Hello everybody! So glad to see you!

Hello everybody, we're so glad to see yooooou!

**Review of the Virtue of Service:** Service is giving to others and wanting to make a difference in their lives. It is looking for ways to be helpful and considering the needs of others as important to you as your own. When you work with a spirit of service, you can change the world!

**Book: How Does God Make Things Happen** by Lawrence and Karen Kushner

**Songs:**

**Song: Little by Little**

(CD: The Family Learning House, Virtues in Us - Preschool)

I may not be so tall and I can’t do it all.

My hands may be small, but they can make the world a better place.

*CHORUS:*

Little by little, day by day *(x 3)*
They can make the world a better place.

My hands can hold the door. My hands can sweep the floor.

My hands can feed the poor and they can make the world a better place.

*CHORUS:*

 *(Repeat song)*

|  |  |
| --- | --- |
| **WORDS** | ACTIONS |
| **I may not be so** | point to yourself |
| **tall** | put right hand out to your side with palm facing down |
| **I**  | point to yourself |
| **can't do it all** | put both hands out to the side like you are asking a question while you shake your head "no" |
| **My hands may be small** | put hands up with palms facing in front of you like you are waving both hands and moving them from side to side |
| **but they can make** | clasp hands together |
| **the world** | make a circle with both hands in front of you |
| **a better place** | wiggle your fingers in a circle in front of you as you move your hands out to the sides |
| **little by little, day by day** | roll arms with hands in fists in front of you |
| **but they can make** | clasp hands together |
| **the world**  | make circle with both hands in front of you |
| **a better place** | wiggle your fingers in a circle in front of you as you move your hands out to the sides |
| **My hands** | put both hands out in front of you with palms facing out |
| **can hold the door** | put both hands out to your left side with both palms facing out |
| **can sweep the floor**  | pretend you are holding a broom and sweeping the floor |
| **feed the poor** | left hand with palm up cupped in front of you and your right hand pretends to hold a spoon and moves from inside out like you are feeding someone |
| **and they can make** | clasp hands together |
| **the world** | make circle with both hands in front of you |
| **a better place** | wiggle your fingers in a circle in front of you as you move your hands out to the sides |

**Song: Service (I like to serve my friends)**

(The Family Learning House, Virtues in Us - Preschool)

*CHORUS:*

I like to serve my friends every day.

I like to serve my friends in every way.

The service that I do can bring a smile or two.

I like to serve my friends everyday in every way!

|  |  |
| --- | --- |
| **WORDS**  | ACTIONS |
| **I like to** | point to yourself |
| **serve my friends** | put both hands out in front of you with palms facing up |
| **every day....** | point to your left wrist, as if pointing to a watch |
| **every way...** | keep hands out in front of you with palms facing up and wiggle your fingers as you move your hands out to the side |
| **service** | put both hands out in front of you with palms facing up |
| **can bring a smile or two** | point to your mouth and make a big smile |
| **Repeat Chorus motions** |

**Song: Love, Service, Joy and Gentleness Song**

(CD: The Family Learning House, Virtues in Us - Preschool)

Love, service, joy and gentleness.

Love, service, joy and gentleness.

These are virtues we possess.

Love, service, joy and gentleness.

|  |  |
| --- | --- |
| **WORDS** | ACTIONS |
| **... love** | touch your heart |
| **... service** | extend your hand as though serving someone |
| **... joy** | raise your hands to your face and smile joyously |
| **... gentleness** | gently stroke your left arm with your right hand, as if petting a kitten |

**Song: Helpfulness (May I Help You)**

(CD: The Family Learning House, Virtues in Us - Preschool)

May I, may I help you *(x 3)*

May I help you today?

May I help you, clean the floor *(x 3)*

May I help you today?

For second and subsequent verses, can substitute “clean the floor” with other words and actions (such as “put away your toys”, “put on your shoes”, “open the door”, etc.)

|  |  |
| --- | --- |
| **WORDS** | ACTIONS |
| **May I, may I help you?** | walk around in a circle, holding hands |
|  |  |
| **May I help you clean the floor** | pause, and act out sweeping the floor |
| **May I help you put away your toys** | pretend to pick up toys / put them in box |
| **May I help you put on your shoes** | pretend to help another put on shoes |
| **May I help you open the door** | pretend to open the door for another |

Hand out scarves for next song:

**Song: Compassion (Let Me Give My Friend a Hug)**

(The Family Learning House, Virtues in Us - Preschool)

Let me give my friend a hug, a gentle hug, a gentle hug;

Let me give my friend a hug when he is hurting;

Let me get a tissue, a tissue, a tissue,

Let me get a tissue to wipe away his tears. La, la, la…

*Actions:* \*\***This may work best with parent and child as partners\*\***)

|  |  |
| --- | --- |
| WORDS | ACTIONS |
|  | Wave scarves above your head at beginning while song is starting |
| Let me give my friend a hug | put scarf above the head of front and behind his back and move towards him and give a gentle hug; |
| let me get a tissue | wave scarves up and down |
| wipe away his tears | wipe eyes with scarf |
| la, la, la | wave scarf in circles on either side of your body; |

Collect scarves and hand out instruments for the following song:

**Song: Kindness** (CD: BeBop Your Best, Red Grammer)

A helping hand, a thoughtful word, a worried friend you’ve reassured,

Mending the wing of a fallen bird, they all add up to kindness.

Complimenting the friends you meet, helping old folks cross the street,

Getting’ up and giving someone else your seat, it all adds up to kindness.

*CHORUS:*

You know it’s really nothing new.

Kindness starts with me and you.

The little things we say and do.

They all add up to kindness.

Thanking Mom for the cookies she bakes, apologizing for our mistakes,

Giving people even breaks, it all adds up to kindness.

Helping Grandpa climb the stairs, being someone who always shares,

Sayin’ you like what your sister wears, it all adds up to kindness.

*CHORUS:*

Choose the shy kid for your team, honor someone else’s dream...

Kindness!

Helping out at Grandma’s house, stop the cat and save the mouse....

Kindness!

Take your brother on a hike, let somebody ride your bike…

Kindness!

Smiling when you don’t know why, thinking of the other guy…

That’s how we spread some kindness!

*CHORUS:*

Collect instruments and invite children to sit in the circle for the verse on service

**Verse to Memorize:**

**Think ye at all times of rendering some service**

**to every member of the human race**.

~ 'Abdu’l-Bahá

|  |  |
| --- | --- |
| **WORDS** | ACTIONS |
| **Think ye** | put your index fingers up to your temples and tap |
| **at all times of rendering some service** | move your hands slowly from your temples out in front of you with palms up, until they are horizontal in front of your chest (at the word "service") |
| **to every member of the human race** | move your hands, with palms up, from your left to your right, making a wave or rippling movement as you do it by moving your hands up and down |

**Story of 'Abdu’l-Bahá that reflects the virtue:**

Florence Khanum, an early Bahá'í in America, had the honor of being in 'Abdu’l-Bahá’s presence in 1906 to celebrate His birthday on May 22.

 “How will 'Abdu’l-Bahá act on His birthday?” she wondered. “Will He, for once, lie in bed, late in the morning, while His family and the house guests come by with gifts and wish Him a happy birthday? Won’t it be strange to see 'Abdu’l-Bahá graciously accepting our homage? The great Exemplar of Servitude…being served?

 Florence Khanum tried to imagine what it would be like. She hoped the one who always served everyone else from early in the morning to late at night would rest and enjoy His special day, letting His loving friends and followers offer Him their small services.

 The day before 'Abdu’l-Bahá’s birthday a feast of food arrived in the courtyard. Many people were expected for the celebration.

 On the day of the party, Florence Khanum awoke later than usual. She was told that 'Abdu’l-Bahá had been up since early dawn and had been very busy. Over two hundred guests were coming for the party.

 “The Master is working on His birthday?” Florence Khanum exclaimed.

 “Oh! You should have seen Him!” replied her husband. “They tell me He has been kneading, with His own hands, dough for the ovens. He has been in high spirits, inspiring, uplifting, cheering all His helpers.”

The picture that Florence Khanum had imagined in her mind of 'Abdu’l-Bahá relaxing all morning vanished in her surprise!

 During 'Abdu’l-Bahá’s birthday celebration, He assisted in passing the platters, the rice, the meat and the fruit. He moved among His two hundred guests and spoke to them as He served them.

 He said not one word about His own birthday! He spoke only of the Báb, as May 22nd was not only 'Abdu’l-Bahá’s birthday, but also the day that the Báb declared his mission to the world in 1844.

**Game: The Helping Game**

This is an active game of helping. All the children begin by moving around the area at their own pace, each balancing a bean bag (or two) on their head. Change the action or pace by asking the children to move faster, skip, hop, go backward, go slower, turn around, and so on. If the beanbag falls off a child’s head, she is frozen and must remain motionless. Another child can pick up that child’s beanbag and replace it to free her, without losing his own beanbag. Remind the children that the objective of the game is to help their friends by freeing them and keeping them in the game. At the end of the game, ask the children questions such as

“How many of you helped your friends?”,

 “How many times did you help your friends?”

“How did you feel when you helped someone else?”

"How did you feel when someone helped you?”

\*Tip\* Children enjoy playing this game to music. Also, while helping another, younger children can hold on to their beanbag instead of balancing it on their heads.

**Then introduce the art activity.**

**Art Activity: Coloring sheet with picture and verse about service**

**Materials:** coloring sheet, crayons or markers

**\*\*FOR SNACK- try to highlight serving others- give children opportunity to serve others snack**