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RUHI BOOK 3 – GRADE 1

Complimentary Activities and Lesson Plans

NOTES TO TEACHERS

**This material is to be used in conjunction with
The Ruhi Book 3 – Grade 1 childrens class lessons.**

Format:

The format of each session is only a suggestion. It provides some complimentary activities, ideas and discussions to go with each Grade 1 lesson in order to cater for different interests and learning methods of children. Each lesson is set out in order to cover two sessions so that the children can thoroughly immerse themselves and understand each concept.

Memorization:

Prayers and Quotations have five circles at the bottom to aid in memorization. It is suggested that each time children say it correctly from memory they get a tick in one of the circles. When they have said it correctly five times they get a prize. These could be a sticker, a special stone, a bead added to a string, a sweet, a piece of lego, a collectors card or anything else that might motivate the group.

There are different ways to do it, but one way is that you allow the children to be tested by parents or other adults and receive ticks for their successful memorizations during the week and then the last attempt to get the final tick can be said to you – the teacher - so that you can see their progress.

Booklet:

It is suggested that the children each have a blank booklet that they can glue their quotations, prayers and songs in to as they receive them so as not to lose them. They should bring this to each session but then take it home to practice memorizations.

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A PURE HEART - LESSON 1

SESSION A

EXPERIMENT

Fill up a few cups with water. Comment on how clean and pure the water is. Ask the children to find some dirt, leaves and rocks in the garden and put them into all the cups except one. Ask them to talk about what happened. The water is now dirty, and impure.

Explain that it is the same way as our hearts. When we fill our hearts with angry thoughts, hurt other people, speak unkindly or disrespectfully, it is like we are making our hearts dirty. When we are loving, think of other people and are a good honest friend then our heart is clean, beautiful and pure. This is the meaning of a pure heart.

QUOTATION

Read out the quotation.

Use the explanations provided in the Ruhi Book to explain the meaning of some of the difficult words.

STORY

Read the story from the Ruhi Book and demonstrate what happens to the cup by filling, emptying and then refilling it. Ask the children what kinds of things they would want to fill up their heart with. For example: generosity, friendship, thoughtfulness, kindness.

GAME

Ask the children to make up an action for the words 'pure', 'kindly' and 'radiant'. Call out one of the three words and ask the children to do the action that matches it. Call the three words out in random orders getting faster and faster seeing if you can catch one of them doing the wrong action.

MEMORIZATION

Use the three actions the children have just been using to help memorize the whole of the quotation.

SONG

Sing song from Book 3 and glue song sheets into booklets.

ACTIVITY

Glue Quotation into books, colour in and practice memorizing.

HOMEWORK

Ask the children to try to do the following before the next session:

Do something thoughtful for no other reason than to make someone else happy.

SESSION B

DISCUSSION

Ask the children if they remember what a pure, kindly and radiant heart is. Refer to the last sessions discussions. Talk about how we can only have a pure, kindly and radiant heart if we think of how we treat and effect others. When we think of ourselves only, that is when we become selfish, disrespectful and impatient.

HOMEWORK REFLECTION

Ask the children if they did the homework from the previous session. Ask them what they did, what happened and what skills they used. For example: Thoughtfulness, Caring, Generosity, Kindness, Selflessness, Spreading happiness.

REFLECTION

Ask if anyone can remember the quotation from the previous session.

MEMORIZATION

Throw a beanbag or ball around the circle and each time someone catches it they need to say the next word in the quotation. Get faster and faster to make it harder.

PRAYER

Explain that we can sometimes ask God to help us have a pure heart. Give each of the children a copy of the prayer and read it through together a few times. Talk about what it means and how being a 'brilliant star' is the same as having a pure heart. Give each child a copy of the prayer to glue into their books.

GAME

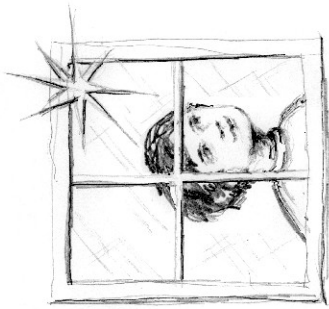
Play the game in Book 3. Connect it with the discussion.

SONG

Sing song from Book 3.

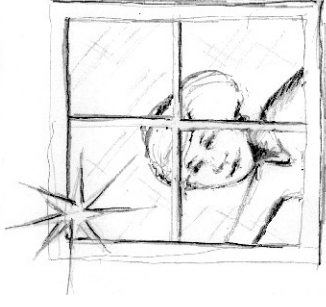
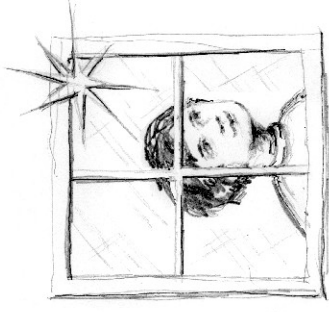
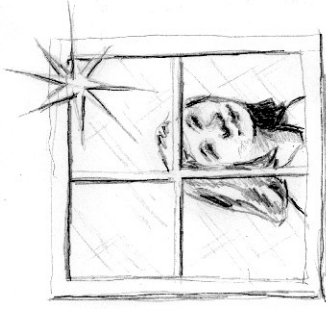
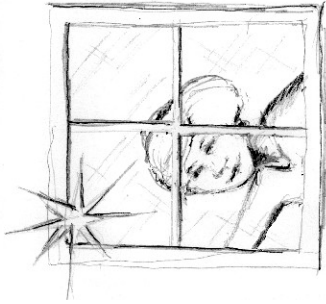
CRAFT

Use craft activity sheet.



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 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



Son

of Spirit!

My first counsel

is this:

Possess a pure,

kindly and

radiant heart....

Bahá'u'lláh



Son

of Spirit!

My first counsel

is this:

Possess a pure,

kindly and

radiant heart....

Bahá'u'lláh



O Son of Spirit

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

O Son of Spirit

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

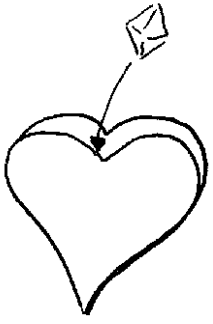
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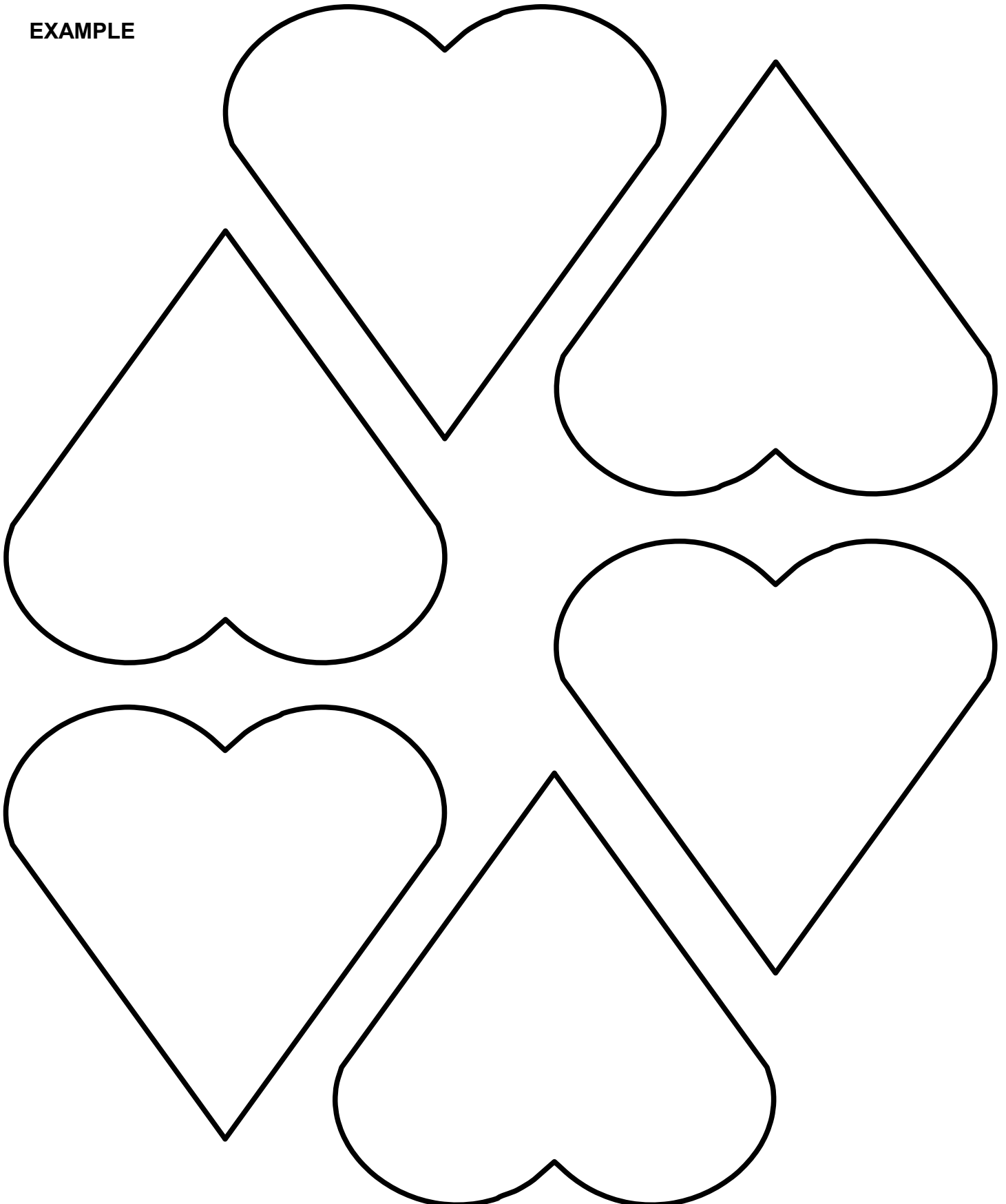
and everlasting

Ancient, imperishable



EXAMPLE

INSTRUCTIONS: Copy this sheet on to white paper and give each child two hearts. Children cut out the two heart shapes and colour in or decorate by gluing on coloured paper / glitter etc... Place the hearts back to back and staple around the edge of the bottom half of them to make a pocket with the opening at the top. Ask each child to put a glass jewel or something similar in to another child's heart pocket to represent a virtue they see in that person. As they put it in they can name the virtue that they see.



JUSTICE - LESSON 2

SESSION A

DEVOTIONS

Sing together the prayer 'O God Guide me' that the children are learning.

DISCUSSION

- Ask the children if they know what justice means.

Talk about how justice respects everybody's rights.

- Everyone has the right to feel safe so that means we must not hurt or frighten others. That is justice.
- Everyone has the right to learn which means all children should be able to have an opportunity to go to school. That is justice.
- Everyone has the right to be heard which means we must listen to everyone's ideas. That is justice.

- Ask the Children:

- What should happen if there were three children and only one piece of cake? The children could share it between them. That would make it just and fair because they all have a right to have a piece.
- What should happen if there was one swing and two children? They take turns. That would make it just and fair because they both have a right to have a turn.

We should make choices that make things just and fair for everyone.

- The tricky thing about justice is that sometimes things are fair for everyone but not at the same time.

For example:

- The birthday boy or girl might get the biggest piece of cake and lots of presents on their special day and the others at the party will not but each person will get something special when it is their turn to have a birthday, just not on the same day.
- The two children who want a turn at the swing may both get a turn but not always on the same day. Sometimes one child might have a turn on one day and the other have a turn on another day.
- If there is a pen and paper, a ball and a book and three children. They can all have an opportunity to do an activity but not necessarily the same activity or at the same time.

We all have a right to have a turn, a share and an opportunity but not always on the same day or in the same way. This is Justice.

QUOTATION

Read out the quotation. Use the sentences in Book 3 to explain the meaning of the difficult words.

MEMORIZATION / ACTIVITY

Use the memorization activity sheet. Copy and cut along the dark centre dotted line. Give each child one copy of the activity. Children cut along the dotted lines to make 5 strips. Glue them together end to end in the correct order to make a long straight path. Colour in.

STORY

Read out the story from the Ruhi Book and act it out at the same time but making up a train using some chairs and giving the child in front a hat so they can pretend to be the driver.

SONG

Sing song from Book 3 and glue song sheet into books.

ACTIVITY

Glue Quotation into books, colour in and practice memorizing.

ACTIVITY

Cut up a cake or something similar for a snack and ask the children to share it out fairly so everyone gets a fair share.

SESSION B

DEVOTIONS

Sing together the prayer 'O God Guide me' that the children are learning.

REFLECTION

Ask if anyone can remember the quotation from the last session.

MEMORIZATION

Say the quotation together as a group in a whisper and then again a bit louder and again a bit louder until it is shouted out. Say it again a bit softer and a bit softer and then the last time in a whisper.

REFLECTION QUESTIONS

Read out the following questions:

What are we asked to tread on a road, a squashy banana or a path?

Should it be the path of love, the path of justice or the path of rocks?

Should we go along the straight path, the wiggly path or the cement path?

Should we walk on the path, skip on the path or tread on the path?

DEMONSTRATION

Print and cut out each of the sentences on demonstration activity sheet.

Lay them out one by one with the start at the front followed by 'The Problem' followed by 'A' and 'B' in a straight line ending in the word Justice.

Now make another path with the sentences numbered 1 to 7 which curves out in an arc to the side from the 'problem' and finally comes back to the word 'justice'. Talk about what would happen if some of these steps didn't occur.

For example:

What if the person didn't admit that they had stolen the pencil? There might be an argument.

What if the person never discovered what happened to the pencil?

What would happen if the person refused to make amends by giving them one of their own pencils?

What if the person didn't have enough money to buy a new pencil for them self? They would still be short of a pencil.

If these things happen Justice may not be reached at all.

Measure both paths with a piece of string and see which one is longer. Talk about how much better it would be if we take the straight path to justice.

GAME

Throw a ball around in a circle. Talk about how Justice is sometimes about making sure everyone gets to have a turn. Give each child someone they have to throw the ball to. Make it complicated so the ball is being thrown backwards and forwards in no order but so everyone ends up throwing and catching once each.

To make it harder and more interesting - Change the people each is throwing to or throw the ball around faster.

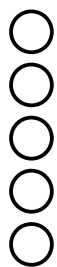
SONG

Sing song from Book 3.



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

Bahá'u'lláh



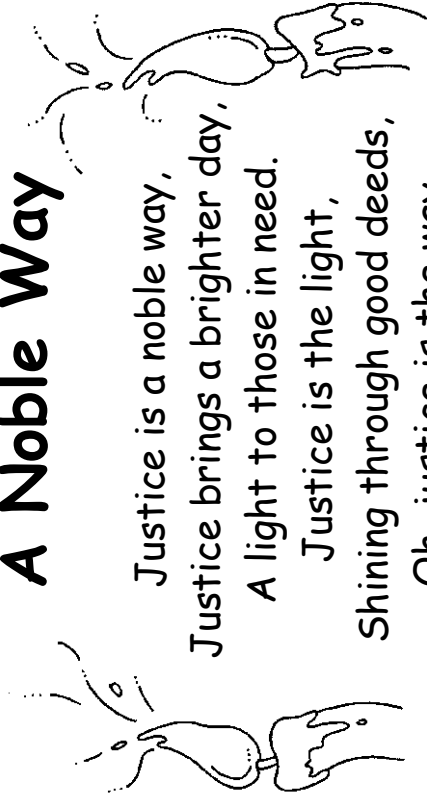
"Tread ye
the path of justice,
for this, verily, is the
straight path."

Bahá'u'lláh



A Noble Way

Justice is a noble way,
Justice brings a brighter day,
A light to those in need.
Justice is the light,
Shining through good deeds,
Oh, justice is the way.

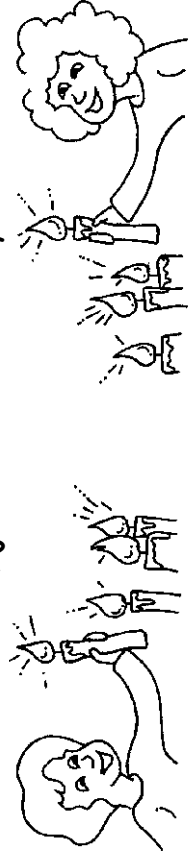
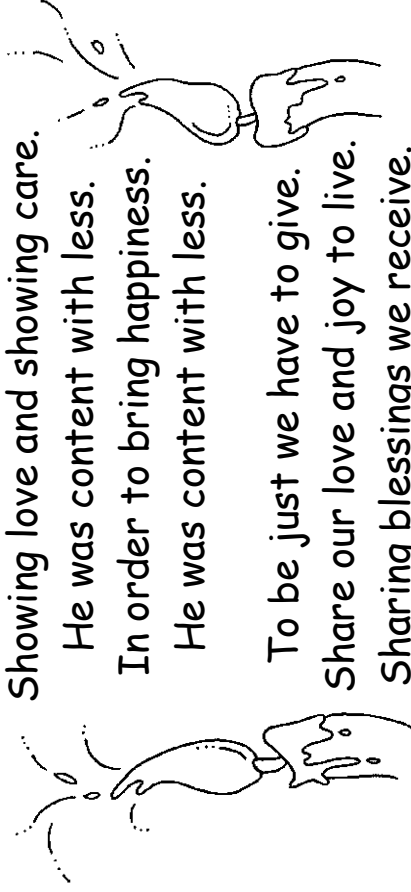


We know 'Ábdu'l-Bahá would share.

Showing love and showing care.
He was content with less.
In order to bring happiness.
He was content with less.

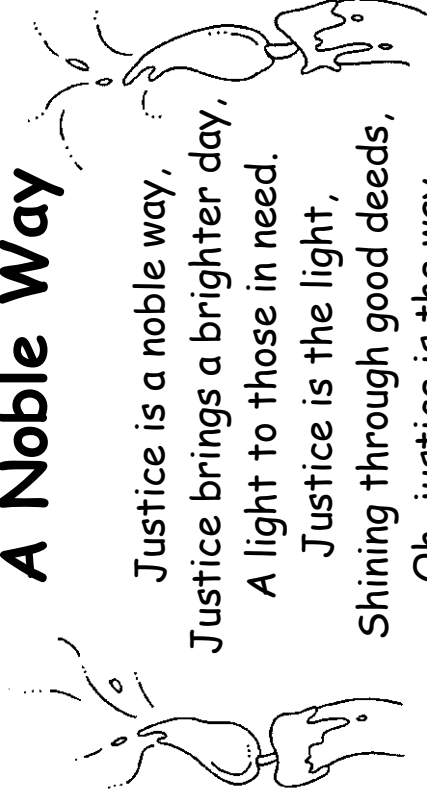
To be just we have to give.
Share our love and joy to live.
Sharing blessings we receive.
A better world we will achieve.

Oh, justice is the way.



A Noble Way

Justice is a noble way,
Justice brings a brighter day,
A light to those in need.
Justice is the light,
Shining through good deeds,
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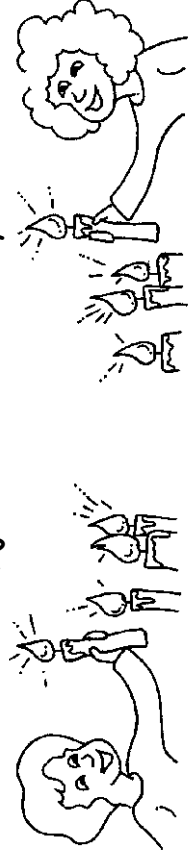


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Bahá'u'lláh

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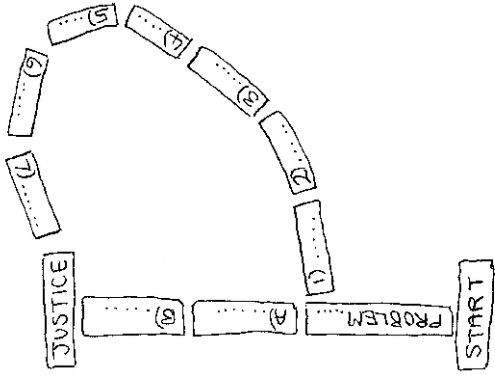
JUSTICE

START

PROBLEM: Someone at school needs a pencil because theirs has broken.

- 1) They steal a pencil from someone sitting next to them.
- 2) They lie about it when asked and say they didn't take the pencil.
- 3) The person next to them buys a new pencil to replace the lost one.
- 4) A few days later the person who stole it is discovered using it.
- 5) The person feels guilty about taking it but the pencil is now well used and there is not much left of it so they can't really give it back.
- 6) They give the person one of their own pencils which means they now don't have a spare pencil.
- 7) They use their own pocket money to buy a new pencil.

- A) They ask to borrow one from the person sitting next to them.
- B) They give the pencil back when they are finished.



EXAMPLE

LOVE FOR HUMANITY - LESSON 3

SESSION A

DEVOTIONS

Sing together the prayer 'O God Guide me' that the children are learning.

DISCUSSION

Use discussion Book 3 about how the sun shines on everything.

QUOTATION

Read out the quotation.

Use the sentences provided in the Book 3 to explain the meaning of some of the difficult words.

STORY

Read the story from the Book 3 and demonstrate parts of it using a pot with holes poked in the side (you may like to draw an angry face on it as well to symbolise the angry man), filling it with water and letting the water leak through the holes - this is obviously best done outside.

When the story talks about this happening for 24 years you might like to ask the children how old they are and then add up their ages to give an idea of how many years 'Abdu'l-Baha was patient and loving for.

MEMORIZATION

Make up some actions with the children for each part of the quotation to help memorize.

CRAFT

Use craft activity sheet.

SONG

Sing song from Book 3 and glue song sheet into books.

ACTIVITY

Glue Quotation into books, colour in and practice memorizing.

HOMEWORK

Ask the children to try to do the following before the next session:

Find out about someone different from you (different culture, age, interest etc....) and write or draw something that you learnt.

SESSION B

DEVOTIONS

Sing together the prayer 'O God Guide me' that the children are learning.

HOMEWORK REFLECTION

Ask the children if they did the homework from the previous session.

Ask them what they did, what happened and what skills they used. For example: Assertiveness, Love, Courtesy, Courage, Interest in others, respect.

REFLECTION

Ask if anyone can remember the quotation from the previous session. Ask them if they also remember the actions.

DISCUSSION

Explain how the quotation says to only plant love in your heart. Ask them what else can grow in your heart. For example: hate, anger, impatience. Explain how we must keep an eye on our heart to make sure we are only growing love and kindness and friendship.

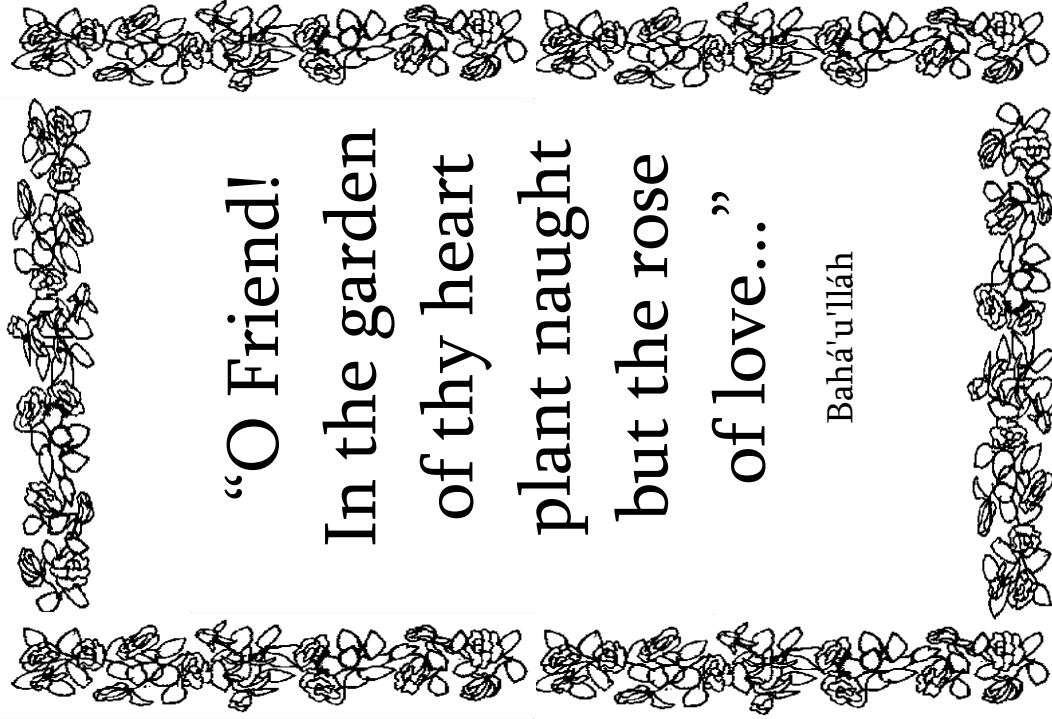
ACTIVITY

Pull some tissues apart so they are in pieces. Soak in water and wrap the tissue pieces around some seeds. Mould it into rough heart shape. Wrap another and broken tissue around the whole thing to keep it together. Squeeze out the excess moisture and mould into smooth heart. Place on the top of some soil. Water and watch the seed heart grow.

Talk about the things the plant needs to help it grow (water, sunshine, nutrients from the soil). Ask the children what we need to help the love grow in our heart. For example: We need to look at the positive things, choose to be happy instead of grumpy, think about the good things in other people and the good things other people do. This helps us feel love for everyone and everything around us.

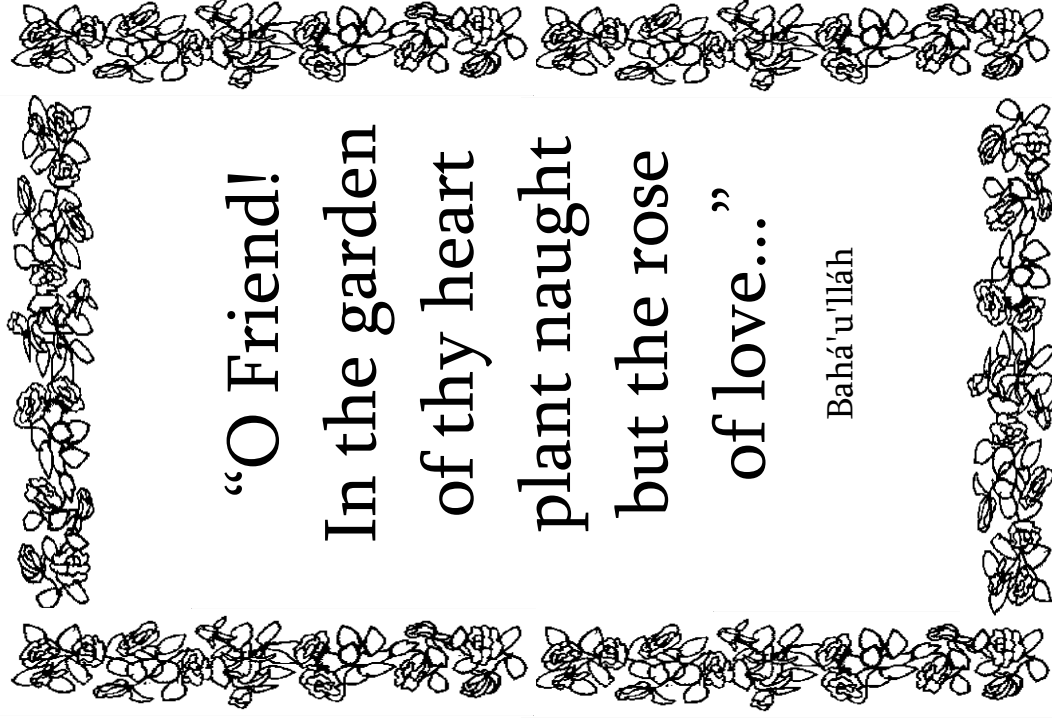
SONG

Sing song from Book 3.



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

Bahá'u'lláh



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

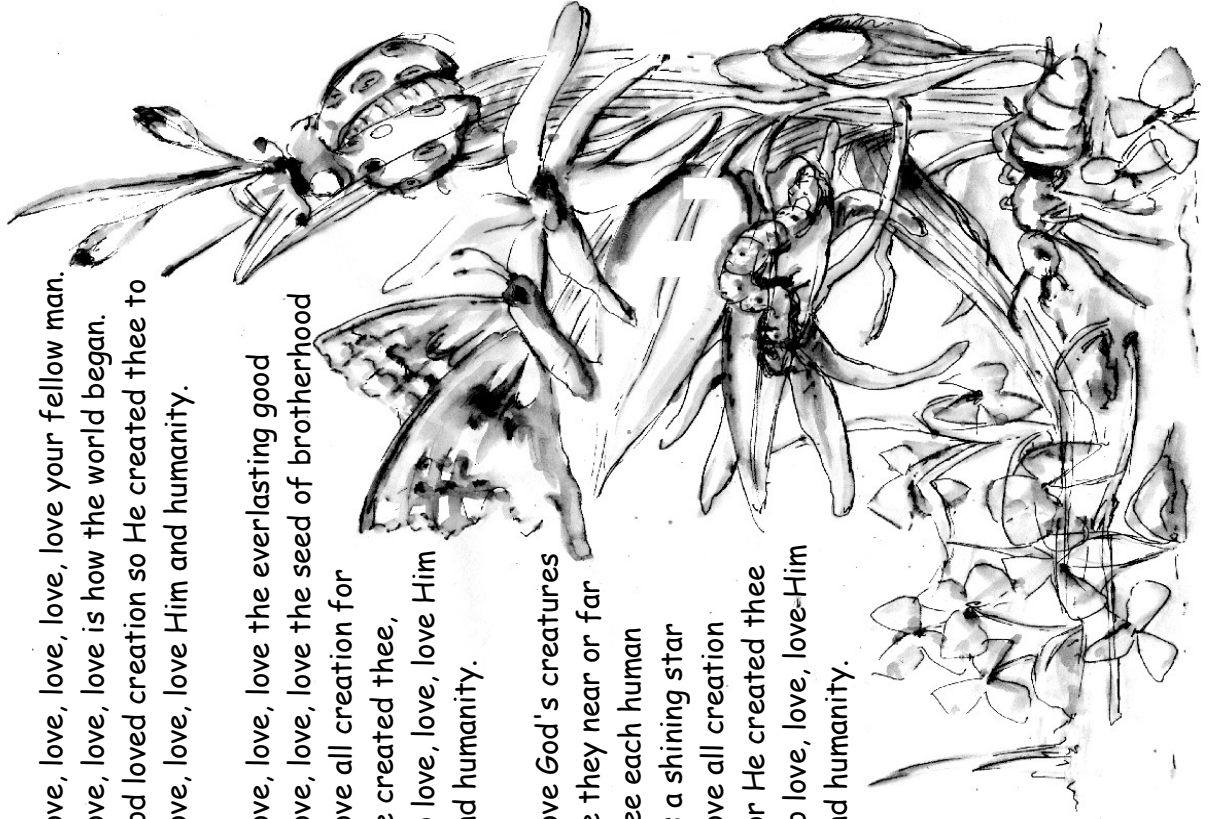
Bahá'u'lláh

Love, Love, Love

Love, love, love, love your fellow man.
Love, love, love is how the world began.
God loved creation so He created thee to
Love, love, love Him and humanity.

Love, love, love the everlasting good
Love, love, love the seed of brotherhood
Love all creation for
he created thee,
to love, love, love Him
and humanity.

Love God's creatures
be they near or far
See each human
as a shining star
Love all creation
for He created thee
To love, love, love Him
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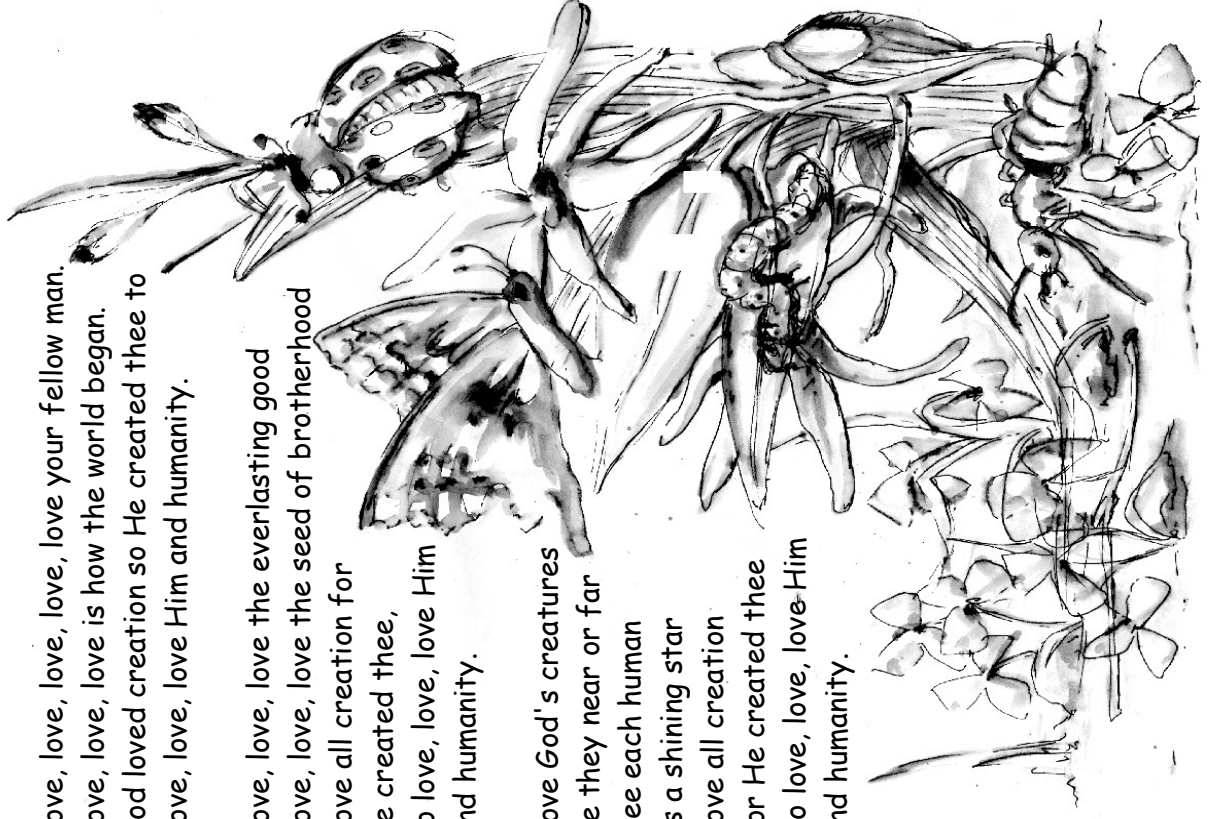


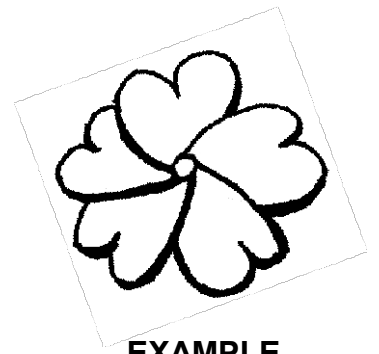
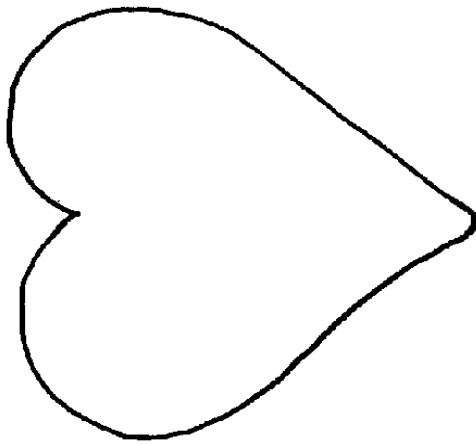
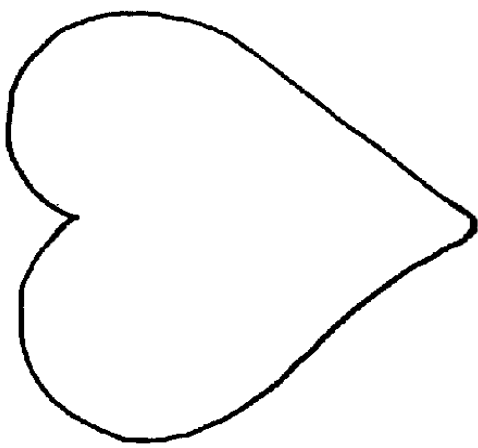
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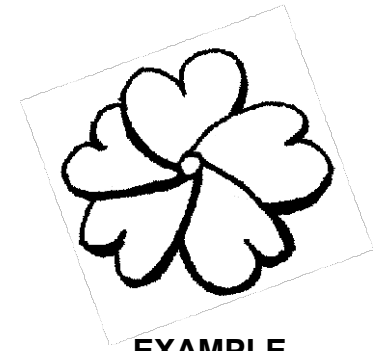
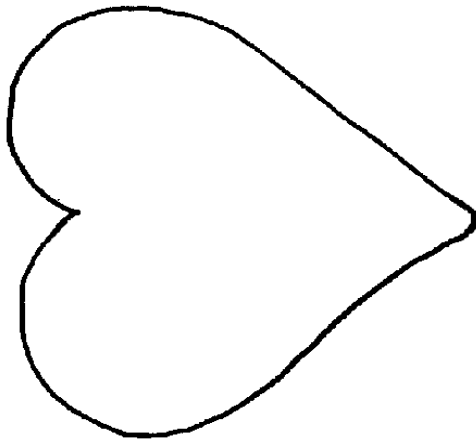
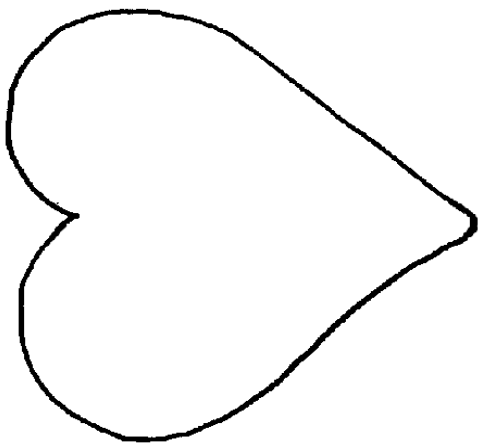
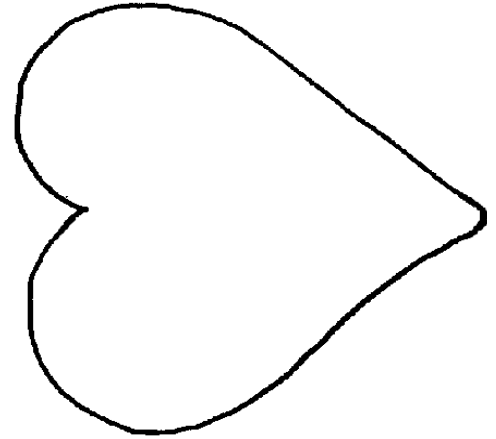
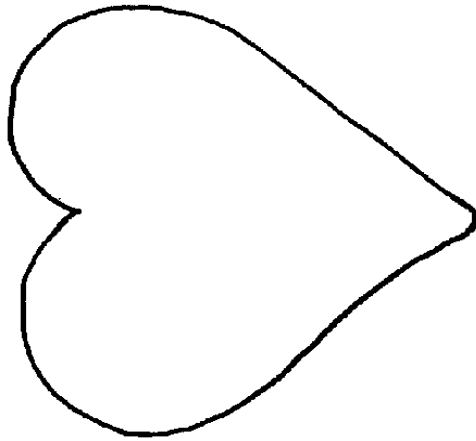
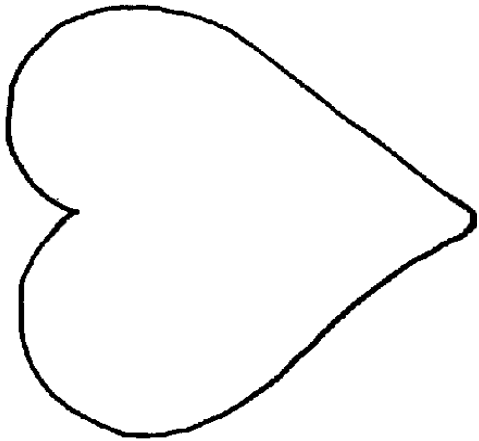
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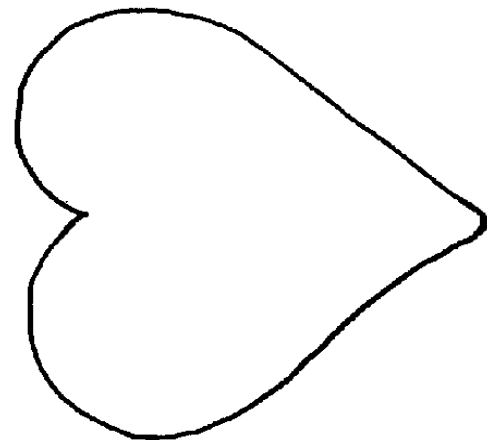
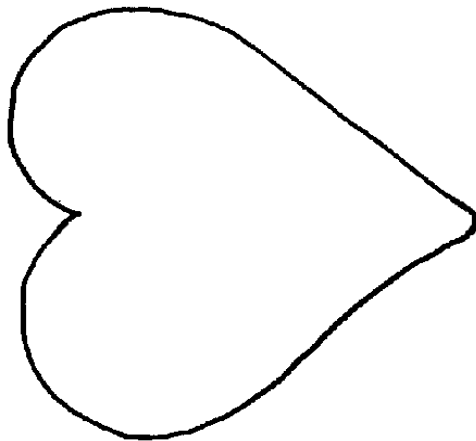
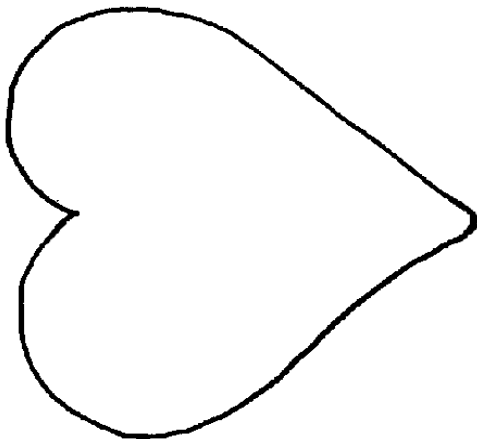




EXAMPLE



EXAMPLE



INSTRUCTIONS: Copy this page on to white paper and cut along dotted line. Give each child one set of five hearts. Children cut out, colour and decorate each of the hearts. Glue or sticky tape them together to make a flower shape as shown in the example. Find a small twig from outside and tape it to the back to make the stem of the flower. Reflect on the quotation - "In the garden of thy heart..."

TRUTHFULNESS - LESSON 4

SESSION A

PRAYER

Read out the next prayer the kids will be learning. Read out the first part again and talk about the meaning of the words. Make some actions to the first sentence and say it a few times with the children. Each week add a new part of the prayer until the children are familiar with the whole thing.

DEMONSTRATION

Magic Trick – Tape a coin to the bottom of one cup. Add some other cups and mix them around. Ask the children which cup they think has the coin. Explain that there is a lot of things that we don't know but God knows everything, he knows which cup has the coin and he knows what we think and feel in our hearts.

DISCUSSION

Use discussion from the Book 3 about how God knows what we are thinking and he knows when we lie.

Add a discussion about how when we lie people aren't able to trust us and believe in what we say but if we always tell the truth then they can. Once we are found to lie then people know we might do it again.

QUOTATION

Read out the quotation.

Use the sentences provided in the Book 3 to explain the meaning of some of the difficult words.

DEMONSTRATION

Tape the words truthfulness onto some blocks and some other virtue names onto some other blocks. Make a structure / tower with the children with all the truthfulness at the bottom (foundation) and all the other block on top. Demonstrate what happens when we remove one of the truthfulness blocks – the tower will fall over. Explain how when we are not honest we are neither being kind, respectful or thoughtful of how other people feel or how we effect them. This is why being honest and truthful needs to happen in order for us to have other wonderful qualities.

Ask the children what kind of a friend a person would be if they lied and said they hadn't had a turn at a game when really they had.

Ask the children how someone can be respectful if they are taking / stealing things from other people and telling everyone it wasn't them.

Ask the children how someone can be generous if they lie about how many lollies they have already had when sharing some among their friends.

MEMORIZATION

Say the quotation together with the children a few times by saying a part at a time with the children repeating after you.

SONG

Sing song and glue song sheets into books.

ACTIVITY

Glue Quotation into books, colour in and practice memorizing.

HOMEWORK

Ask the children to try to do the following before the next session:

Make a promise and keep it even if you don't want to.

SESSION B

DEVOTIONS

Go over the prayer the children are learning – add a new part, talk about its meaning and make up some actions to help with memorization.

HOMEWORK REFLECTION

Ask the children if they did the homework from the previous session.

Ask them what they did, what happened and what skills they used. For example: Determination, Courage, Trustworthiness, Honesty, Assertiveness, Self-Discipline.

REFLECTION

Ask if anyone can remember the quotation from the last session.

DISCUSSION

Ask the children these questions based on the quotation:

- What is the foundation of all human virtues? Kindness, Bricks or Truthfulness
- Is truthfulness the bottom, the foundation or the top of all human virtues?
- Truthfulness is the foundation of all animal virtues, fruit virtues or human virtues?
- Truthfulness is the foundation of all human feet, houses or virtues?

ACTIVITY

Use craft activity sheet.

SONG

Sing song from Book 3.

STORY

Tell story from Book 3. Ask the children what the moral of the story was.

ACTIVITY

Get the children to draw pictures of a wolf, a boy, some sheep and some villages on to white card. Cut them out and tape a popstick to the back of each one to make a puppet. Tell the story again with the children using puppets. You may like to perform the puppet play to another group of children or parents.



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



O Thou kind Lord!

I am a little child, exalt me by
admitting me to the kingdom.

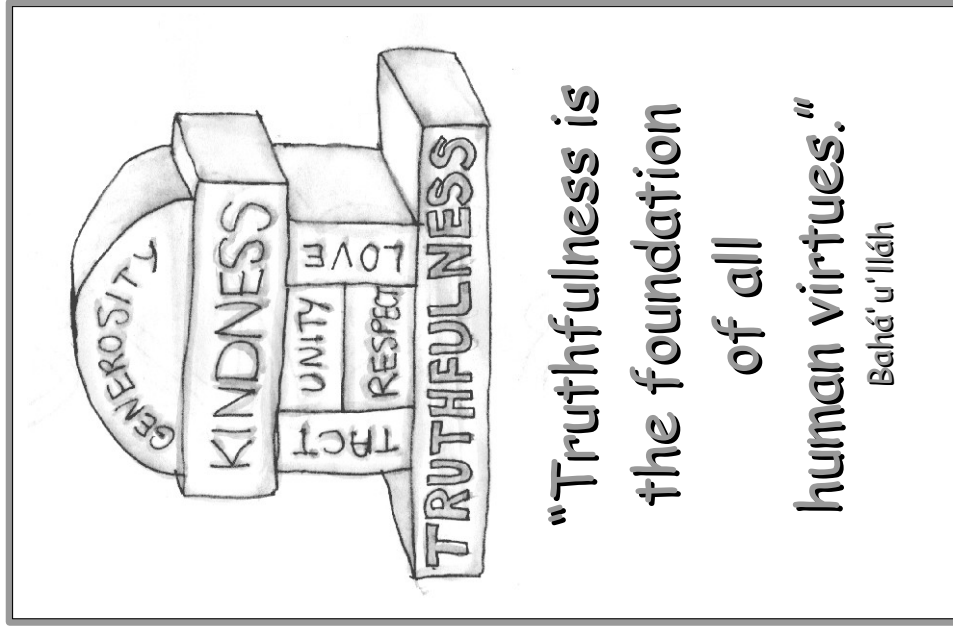
I am earthly, make me heavenly;

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.

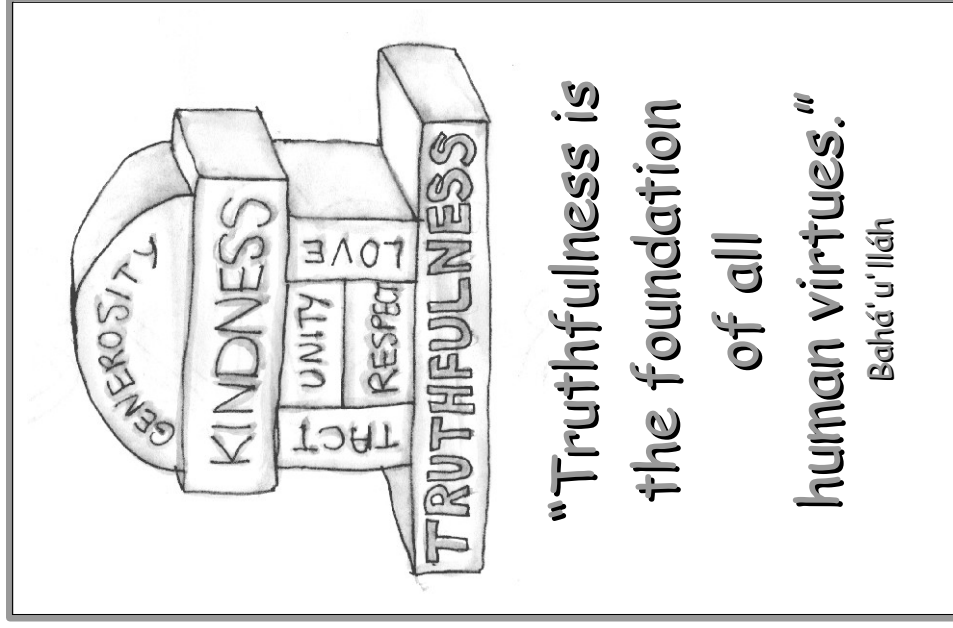
'Abdu'l-Bahá





"Truthfulness is
the foundation
of all
human virtues."

Bahá' u' lláh



"Truthfulness is
the foundation
of all
human virtues."

Bahá' u' lláh



Truthful Words

A mirror that's covered 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

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

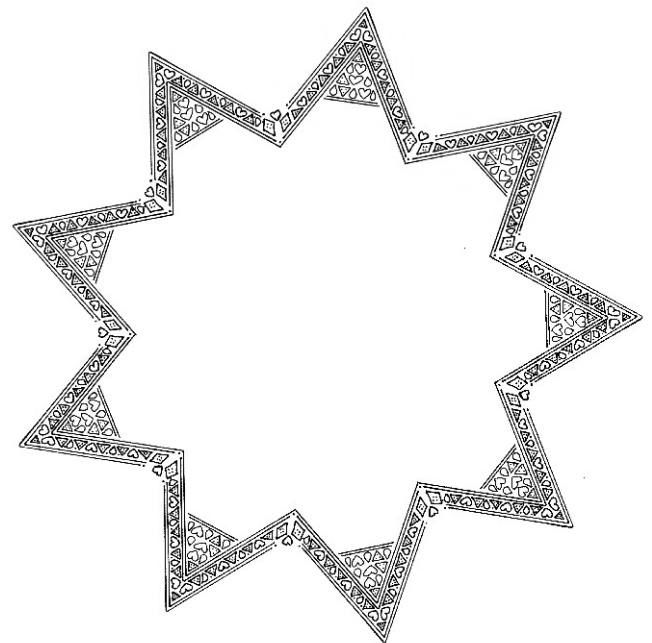
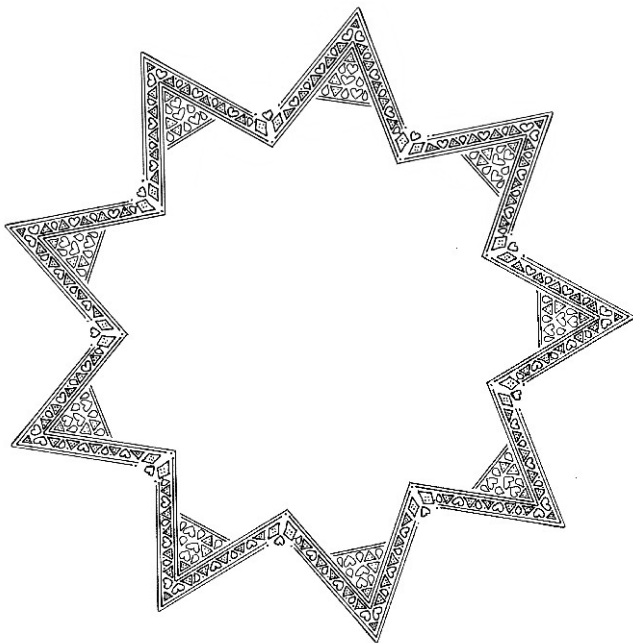
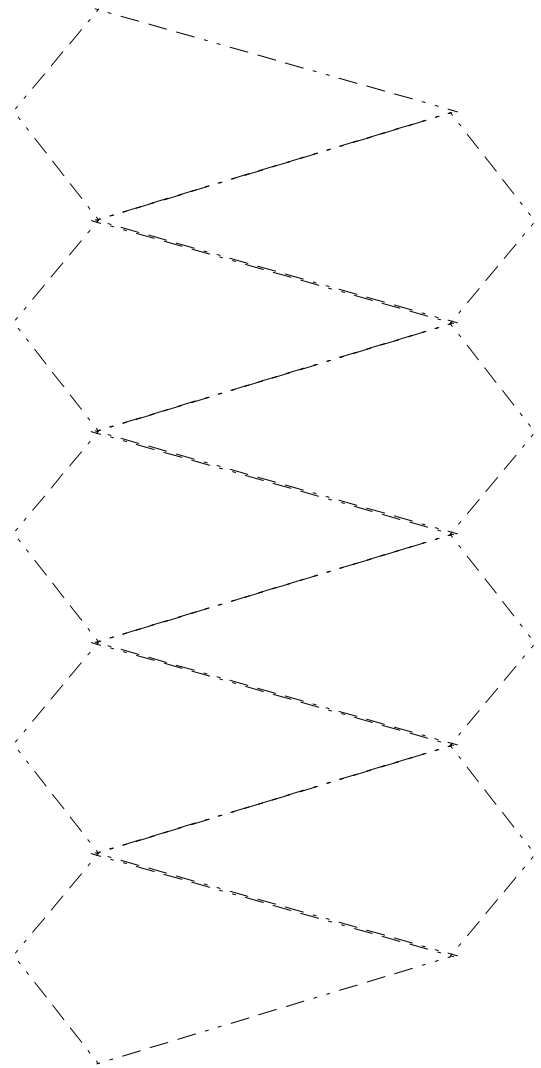
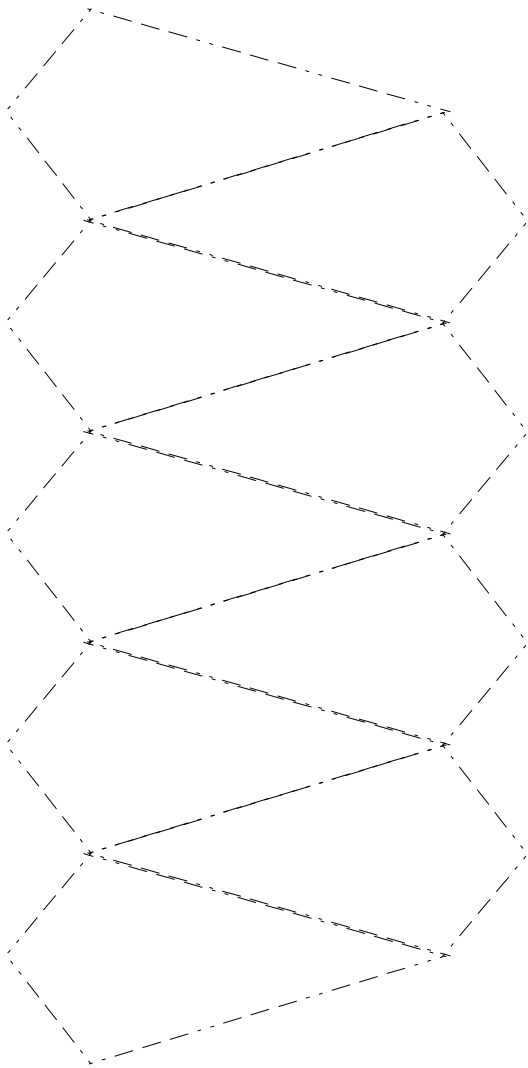
Truthful Words

A mirror that's covered in dust
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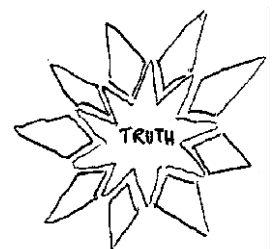
CHORUS

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

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



INSTRUCTIONS: Copy this page on to white paper. Cut along dark dotted centre line and give each child one star activity each. Children cut along the dotted lines to make 9 diamonds. Cut out the star and write TRUTHFULNESS in its centre. Glue the star into the middle of a coloured sheet of paper and glue each of the diamonds around it. Into each diamond write a virtue. Truthfulness is the foundation on which the other spiritual qualities are built.



EXAMPLE

GENEROSITY - LESSON 5

SESSION A

DEVOTIONS

Go over the prayer the children are learning – add a new part, talk about its meaning and make up some actions to help with memorization.

DISCUSSION

Use discussion from Book 3

QUOTATION

Read out the quotation. Go over the meaning of the words, particularly 'adorn' and 'attributes'. Use sentences from Book 3 to help explain them.

DEMONSTRATION

Ask the children to think of some attributes / virtues. As they think of them write them on some post-it's and stick them to / adorn the child with them.

GAME

Play 'Chinese Whispers' with the quotation as the message. (It is best to do this in two parts – first half of the quotation and then the second half of the quotation.)

SONG

Sing song from Book 3. Glue song sheets into books.

ACTIVITY

Glue Quotation into books, colour in and practice memorizing.

HOMEWORK

Ask the children to try to do the following before the next session:

When someone tells you to do something that you know is not right (like stealing or hurting someone) you say 'NO'.

HOMEWORK REFLECTION

Ask the children if they did the homework from the previous session.

Ask them what they did, what happened and what skills they used. For example: Determination, Responsibility, Courage, Integrity, Assertiveness, Confidence.

SESSION B

DEVOTIONS

Go over the prayer the children are learning – add a new part, talk about its meaning and make up some actions to help with memorization.

MEMORIZATION

Divide the children into two groups. One group says the first two or three words and then the second group says the next few etc...

QUOTATION

Read quotation as a group.

DISCUSSION

Ask the children how else we can be generous other than sharing the things we have. For example: We can give of our time and with the things we say.

STORY

Read story from Book 3.

SONG

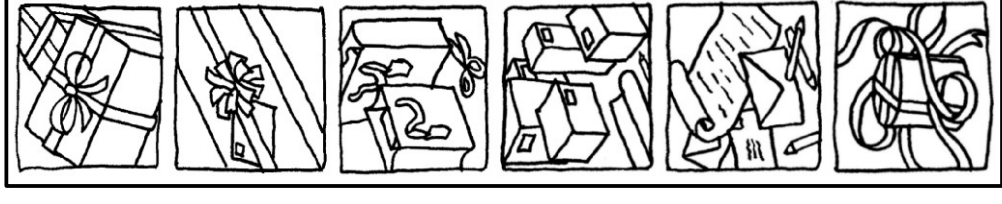
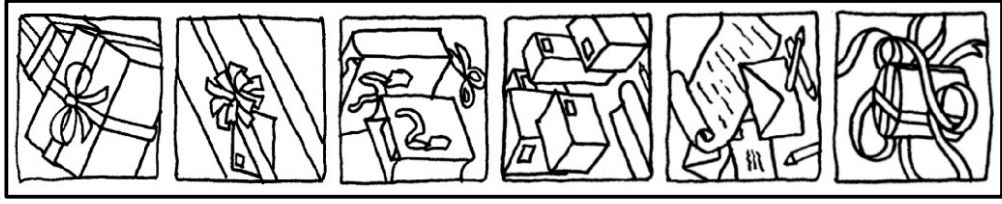
Sing Song from Book 3.

ACTIVITY

Use craft activity sheet.

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

Bahá'u'lláh



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

Bahá'u'lláh



Fountain of Generosity

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 to give away?

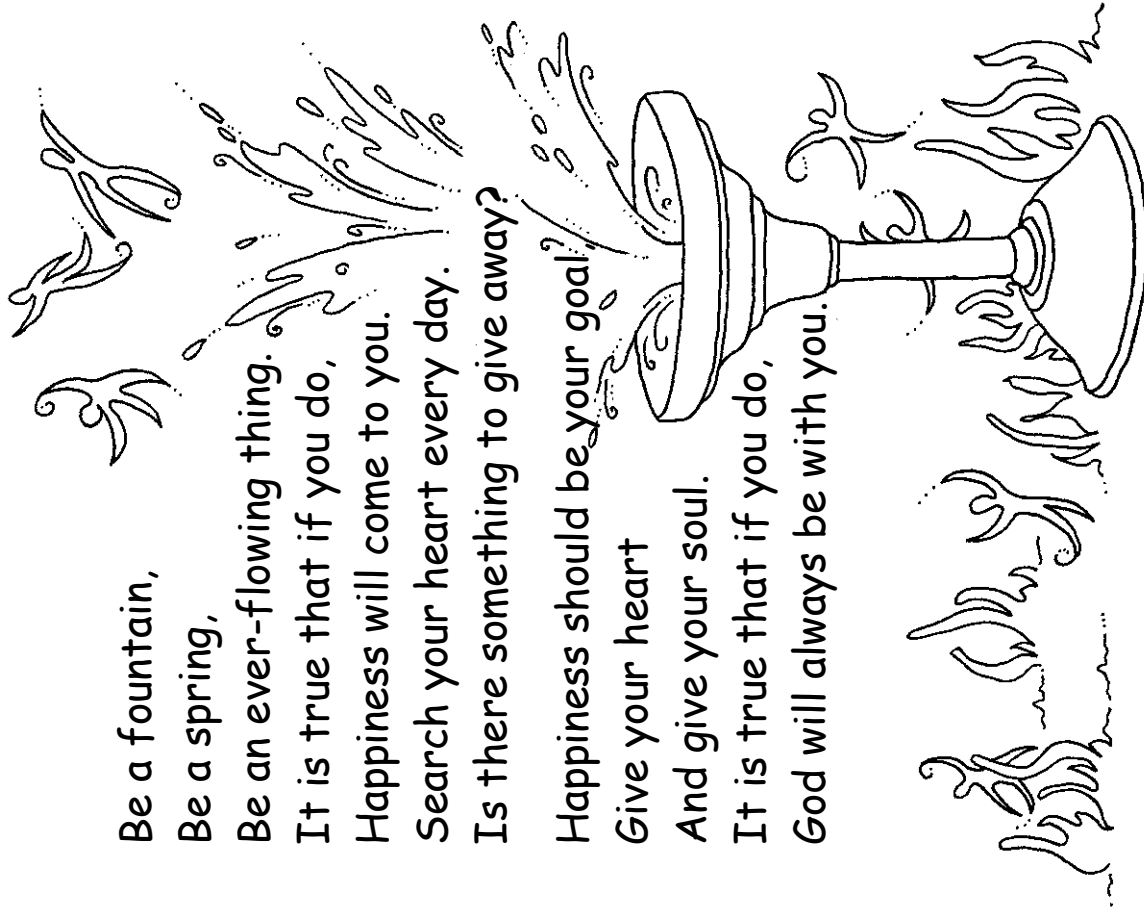
Happiness should be your goal.

Give your heart

And give your soul.

It is true that if you do,

God will always be with you.



Fountain of Generosity

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 to give away?

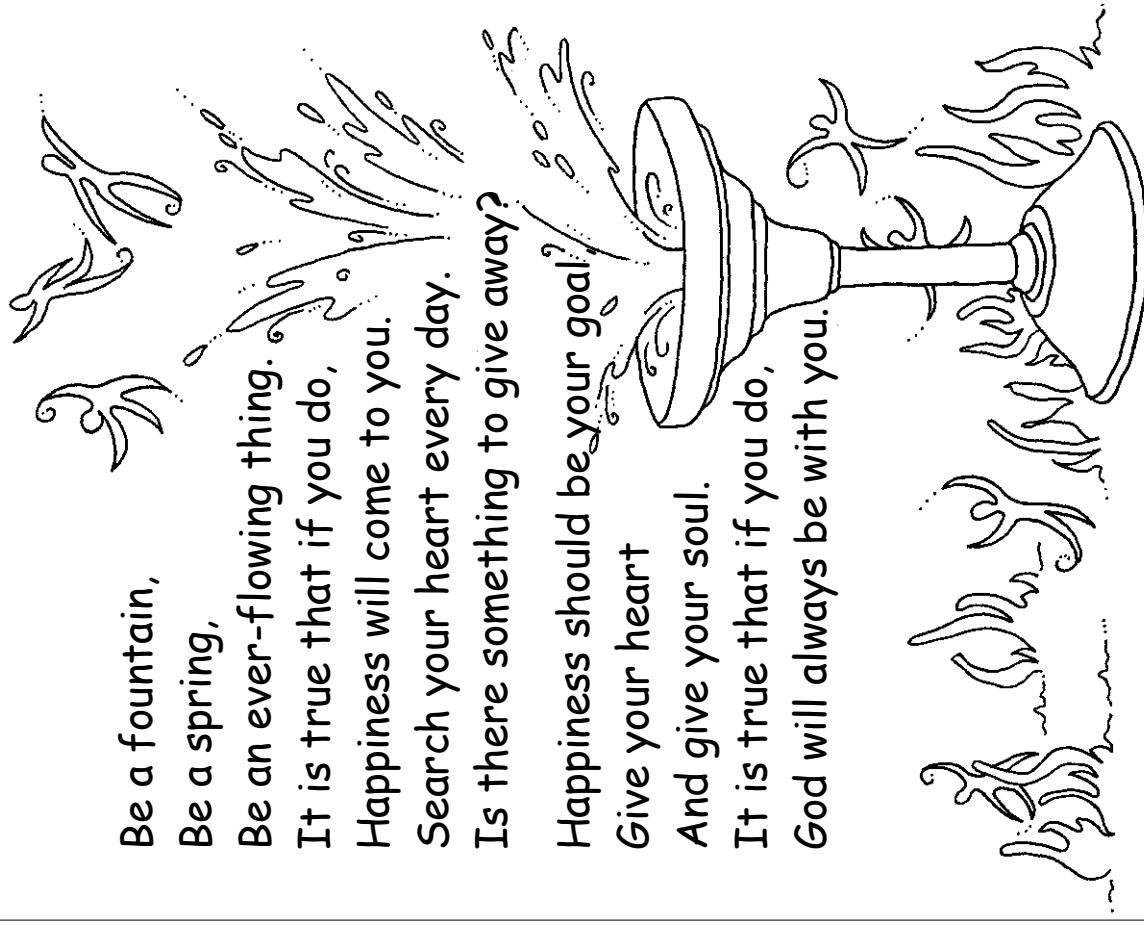
Happiness should be your goal.

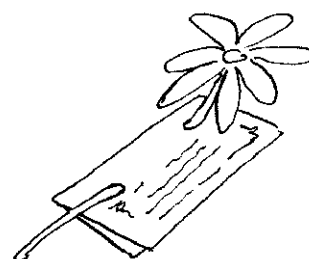
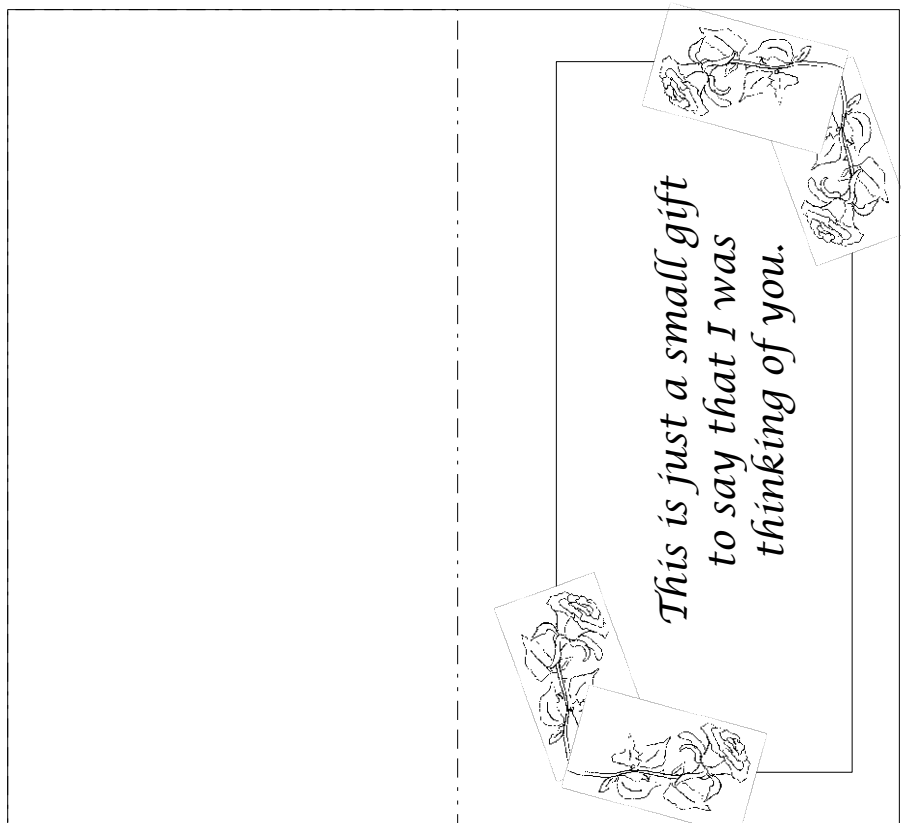
Give your heart

And give your soul.

It is true that if you do,

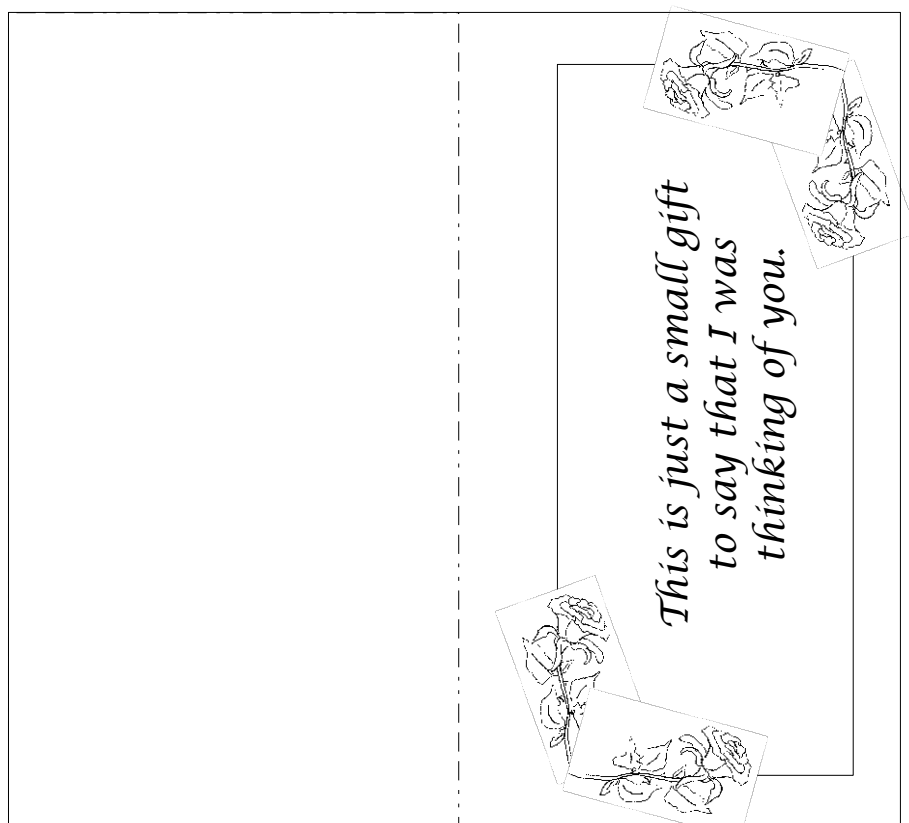
God will always be with you.





EXAMPLE

INSTRUCTIONS: Copy this page on to white card. Give each child one gift card each. Children cut out the card, colour in and fold along the dotted line. Use a standard hole punch to put two holes down the side of the card. Put the stem of a flower in one hole and out the other. Give to someone special as a token of your generosity and a sign that you are thinking of them.



SELFLESS ACTIONS - LESSON 6

SESSION A

DEVOTIONS

Go over the prayer the children are learning – add a new part, talk about its meaning and make up some actions to help with memorization.

DISCUSSION

Use discussion from Book 3.

MEDITATION

Ask the children to close their eyes and imagine they are at a party. Describe the party. Now say that the mum is just coming out of the kitchen with a large box of delicious chocolates. Describe the chocolates and the box. Explain that all the children in the party are racing up to take a chocolate and that they are all looking forward to getting one. Tell the children that they have just got to the box and there is only one left. They reach out their hand to take one and then realise someone else's hand has also reached up for it. They look down and see a young girl quite a bit younger than them. With great effort you take your hand back and allow the girl to take it instead. You watch her face and feel happy to see her smile at her enjoyment.

GAME

Get all the children to line up (Make sure there is plenty of space). Ask them to put their hands on the person in front of them. When you say 'go' the person at the front has to try to get to the back of the line and put someone else in front of them. The aim is to try to never be the person at the front. Connect this to the quotation and how we should always prefer others before ourselves. Ask the children what they noticed: you will find that the children will end up running in a circle in their efforts to not be the leader. Remark on how lovely this is that when we all prefer someone before ourselves then we find that everyone is thinking of someone else and everyone is being thought of by someone else.

QUOTATION

Read out the quotation.

Use the sentences provided in the Book 3 to explain the meaning of some of the difficult words.

MEMORISATION

Throw a beanbag or something similar around the circle from person to person. Every time someone catches the bean bag they need to say the next word in the quotation.

SONG

Sing Song from Book 3 and glue song sheets into book.

ACTIVITY

Use craft activity sheet.

ACTIVITY

Glue Quotation into books, colour in and practice memorizing.

HOMEWORK

Ask the children to try to do the following before the next session:

Let a friend or family member go before you; eg. let them go through a doorway before you or have a turn at a game before you.

SESSION B

DEVOTIONS

Go over the prayer the children are learning – add a new part, talk about its meaning and make up some actions to help with memorization.

HOMEWORK REFLECTION

Ask the children if they did the homework from the previous session.

Ask them what they did, what happened and what skills they used. For example: Thoughtfulness, Kindness, Humility, Detachment, Respect, Friendliness.

QUOTATION

Read quotation together as a group or ask if anyone feels they can say it on their own.

STORY

Read story from Book 3.

DEMONSTRATION

Make a pretend fire with sticks. Ask the children to think of ways they could prefer others before themselves. Every time they come up with an idea put another stick on the fire. Explain that when we prefer others before ourselves in return we feel warm inside to see others happy just like when we put sticks on a fire in return the fire gives us warmth.

GAME

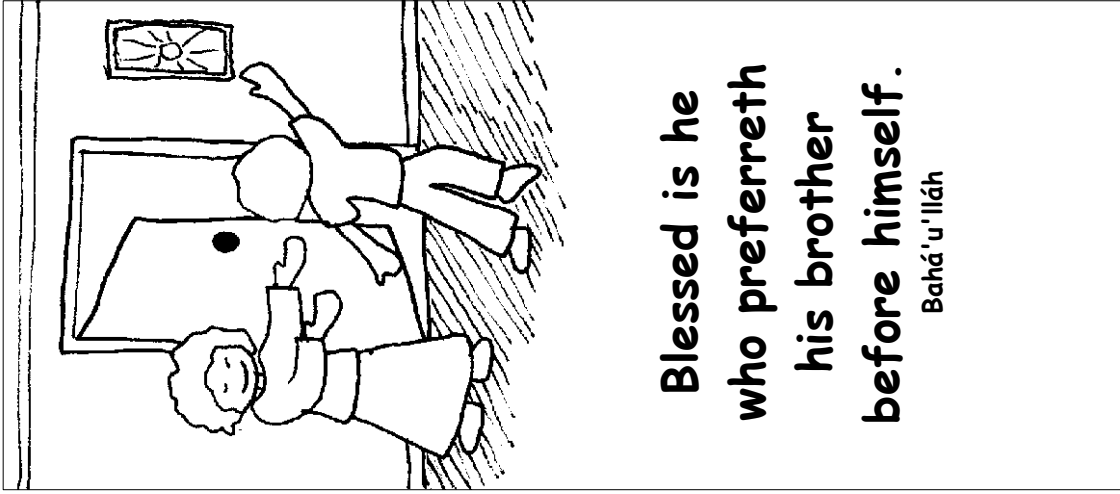
Make a parcel with small surprises inside each layer. Play the game with some other children but when someone opens a layer instead of keeping the surprise they have to give it to someone else (a demonstration of preferring others before themselves)

SONG

Sing song from Book 3.

ACTIVITY

Get the children to cut up / prepare some food and serve it to everyone else before having it themselves as an act of preferring others before themselves.



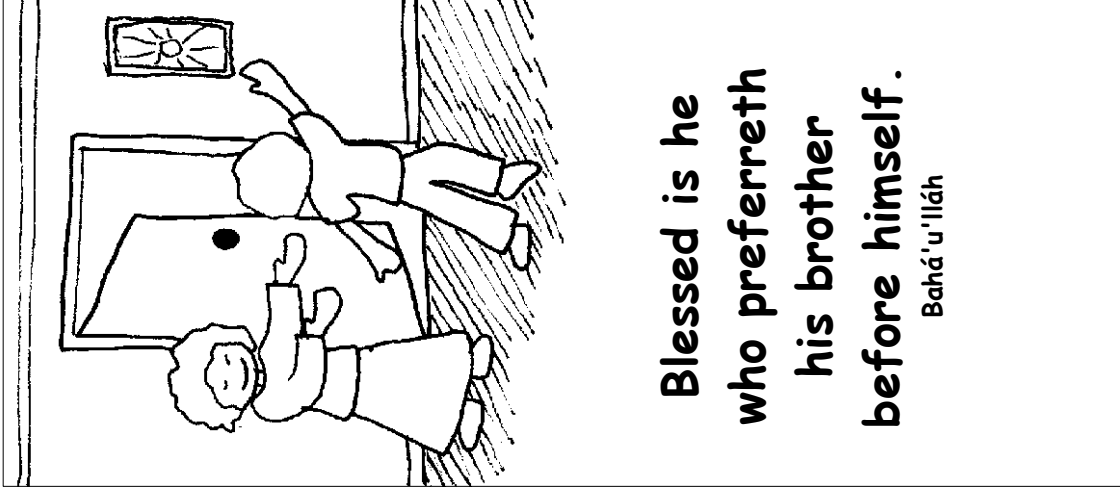
**Blessed is he
who preferreth
his brother
before himself.**

Bahá'u'lláh



SELFLESS ACTIONS

LESSON 6



**Blessed is he
who preferreth
his brother
before himself.**

Bahá'u'lláh



SELFLESS ACTIONS

LESSON 6

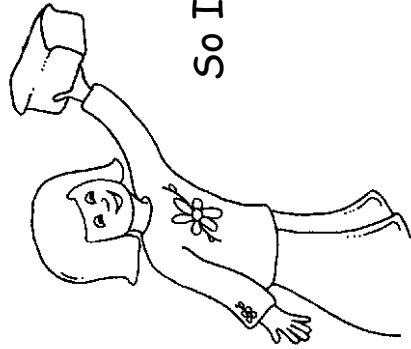
Prefer Your Brother



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

CHORUS

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



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.

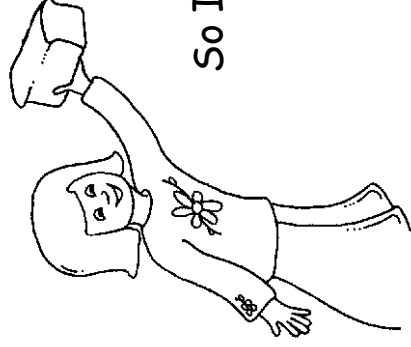
Prefer Your Brother



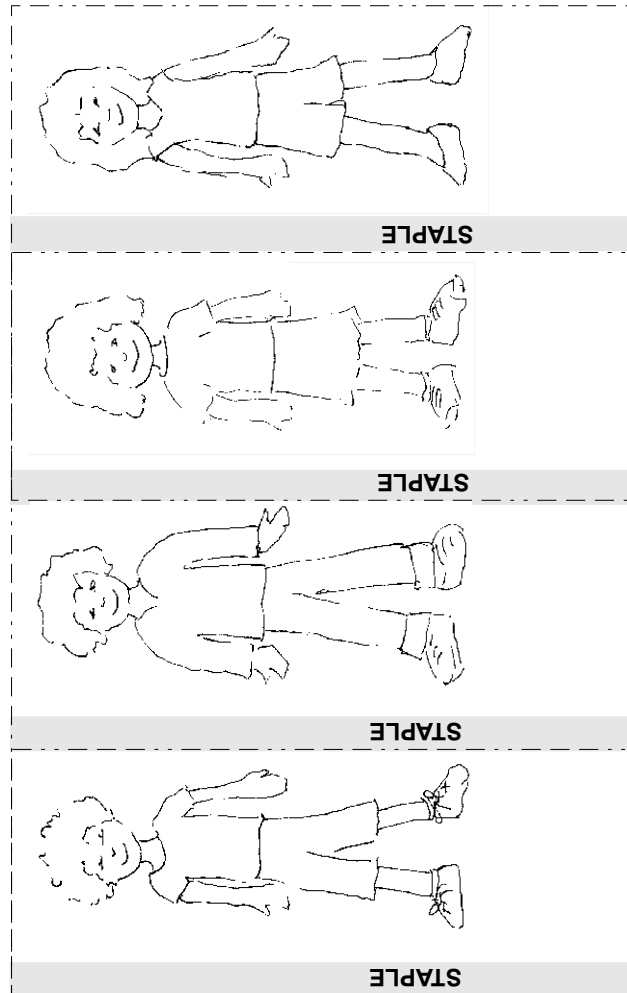
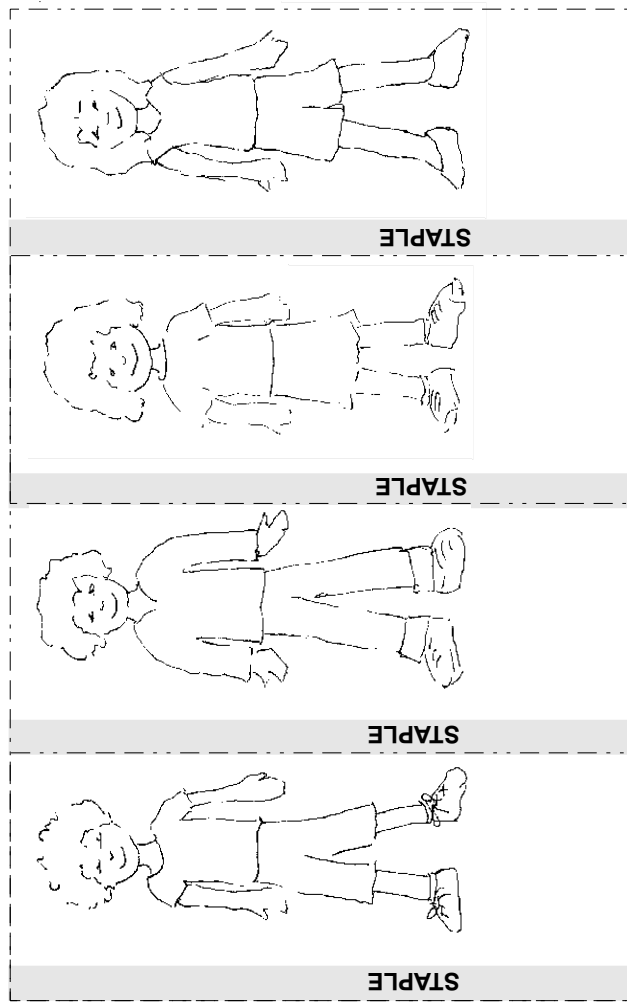
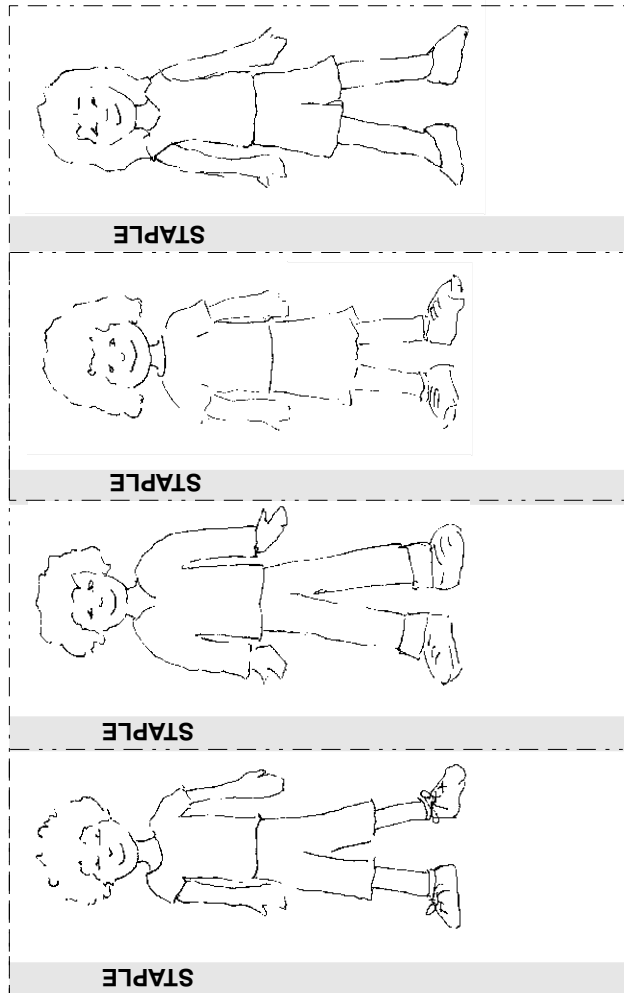
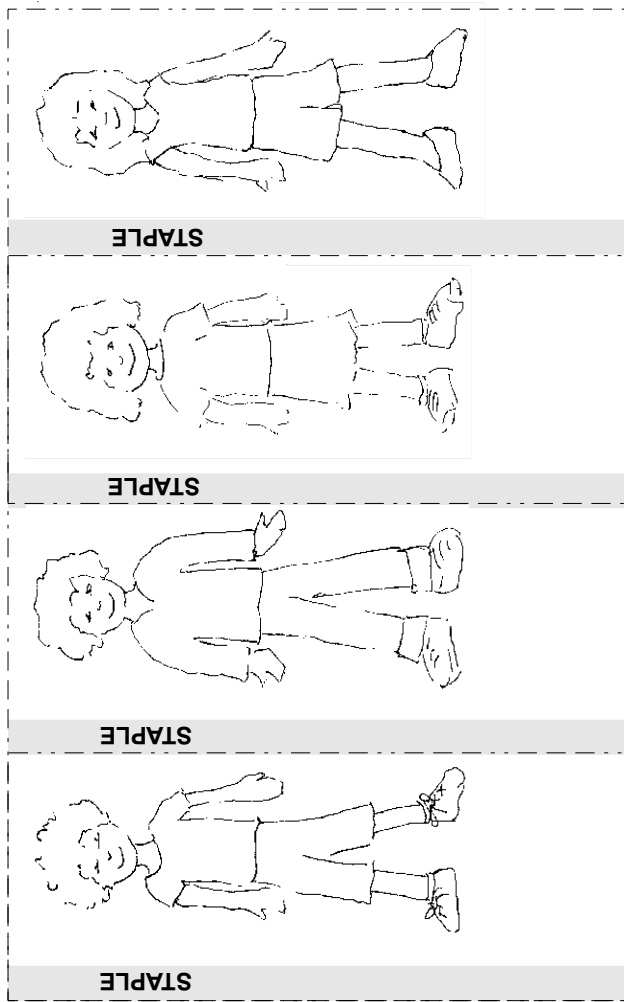
I am thirsty, I am thirsty,
But my brother, he comes first.
So I offer him the water
That will quench his thirst.

CHORUS

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



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.



INSTRUCTIONS: Copy this page on to white paper and cut along dark dotted line. Give each child a set of the 8 people. Children cut out each person along the dotted lines and colour in. Children write the names of people they know at the bottom of each one. For example: mum, dad, friends etc... and keep one for themselves. Staple them together like a book where marked making sure that the one at the back is the one that represents themselves. All the people on top are the people they need to think about before themselves.



EXAMPLE

JOYFULNESS - LESSON 7

SESSION A

DEVOTIONS

Go over the prayer the children are learning – add a new part, talk about its meaning and make up some actions to help with memorization.

DISCUSSION

Use discussion from Book 3

DEMONSTRATION

Make a volcano. You could use something like a jar with some Bicarbonate of Soda in it. Add some vinegar explaining that this is what happens when we add joy and happiness. The bottle will froth up and overflow. Explain that when we approach the things we do and the people we meet in a happy and joyful way it overflows and spreads to other people and makes them happy too. Ask them if they have noticed that it is very difficult to keep a straight face for long when someone is laughing and smiling. Get them to try this with a partner. One person laughs and smiles and the other tries to keep a straight face.

QUOTATION / DISCUSSION

Read Quotation out. Talk about the meaning.

Use the sentences provided in the Book 3 to explain the meaning of some of the difficult words. Explain that it is very difficult to be kind and generous and enthusiastic and loving if we are sad and grumpy. When we are happy it makes it easier for us to mirror forth other qualities too.

MEMORISATION

Make up a tune for the quotation with the children. It can be simple like saying some parts fast or high pitched and other parts slow and in a deep voice.

ACTIVITY

Use memorization activity sheet.

SONG

Sing song from Book 3 and glue song sheet into books.

ACTIVITY

Glue Quotation into books, colour in and practice memorizing

SESSION B

DEVOTIONS

Go over the prayer the children are learning – add a new part, talk about its meaning and make up some actions to help with memorization.

QUOTATION

Read through quotation together. See if they can remember the tune they made up.

DEMONSTRATION

Ask the children if they remember what was talked about in the last session – about how joy spreads to others. Get a bowl of water – place a drop of coloured dye in the centre and watch it spread out. Explain that this is what happens when we are joyful and happy. It spreads out and makes others happy as well. Ask them if they have noticed what happens when a snail moves around (use a real snail if possible). The snail leaves a wet trail behind them. This is how we should live our lives, where ever we go we should leave happiness and joy behind us.

STORY

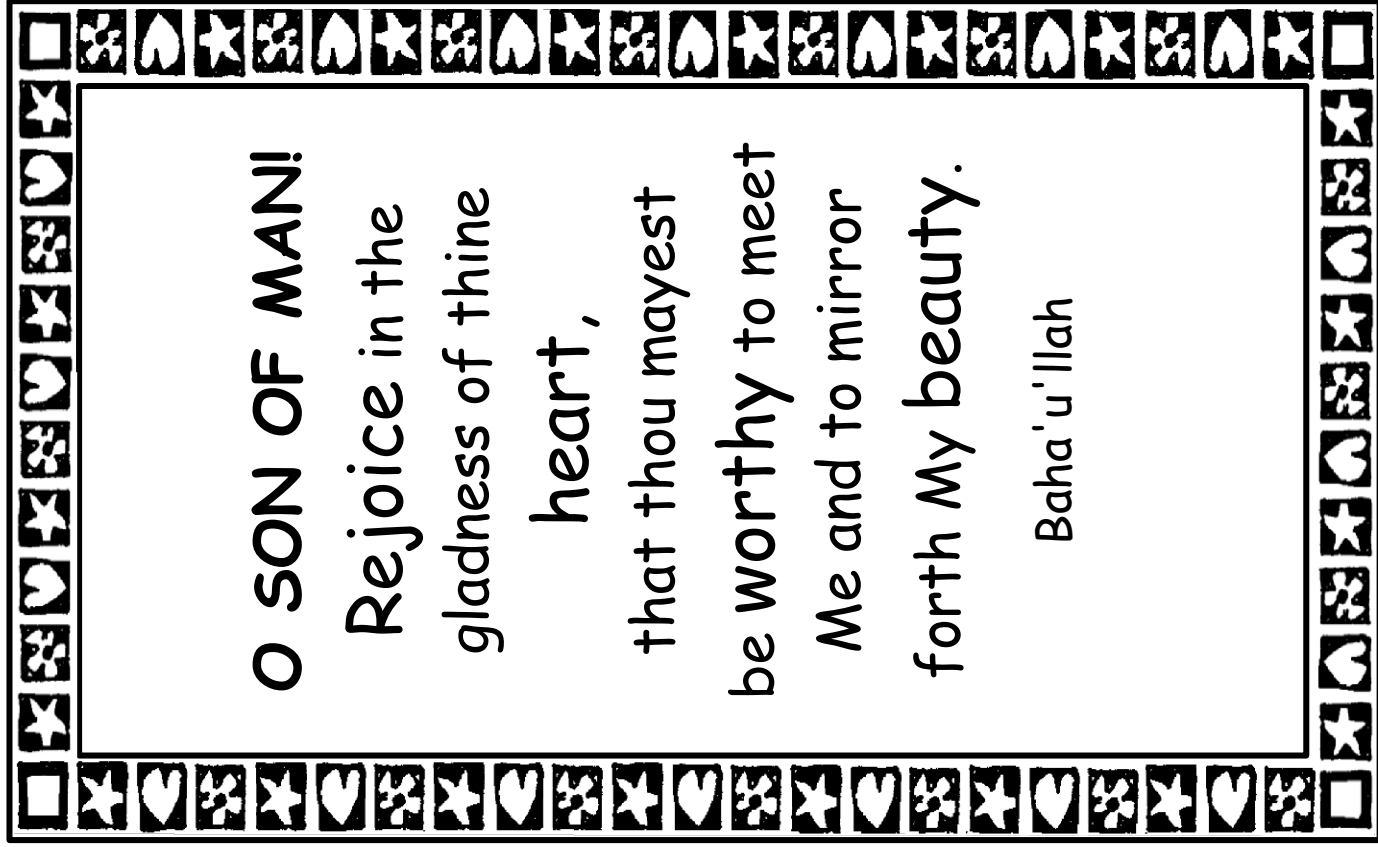
Read story from Book 3 – give the children a carnation each just as it says in the story. After the story get the children to wrap the flower in some wet tissue, plastic bag and wrapping paper with a bow around it so they can give it to someone else and bring joy to them.

SONGS

Sing the song – 'A smile is something if you give it away.' and song from Book 3.

ACTIVITY

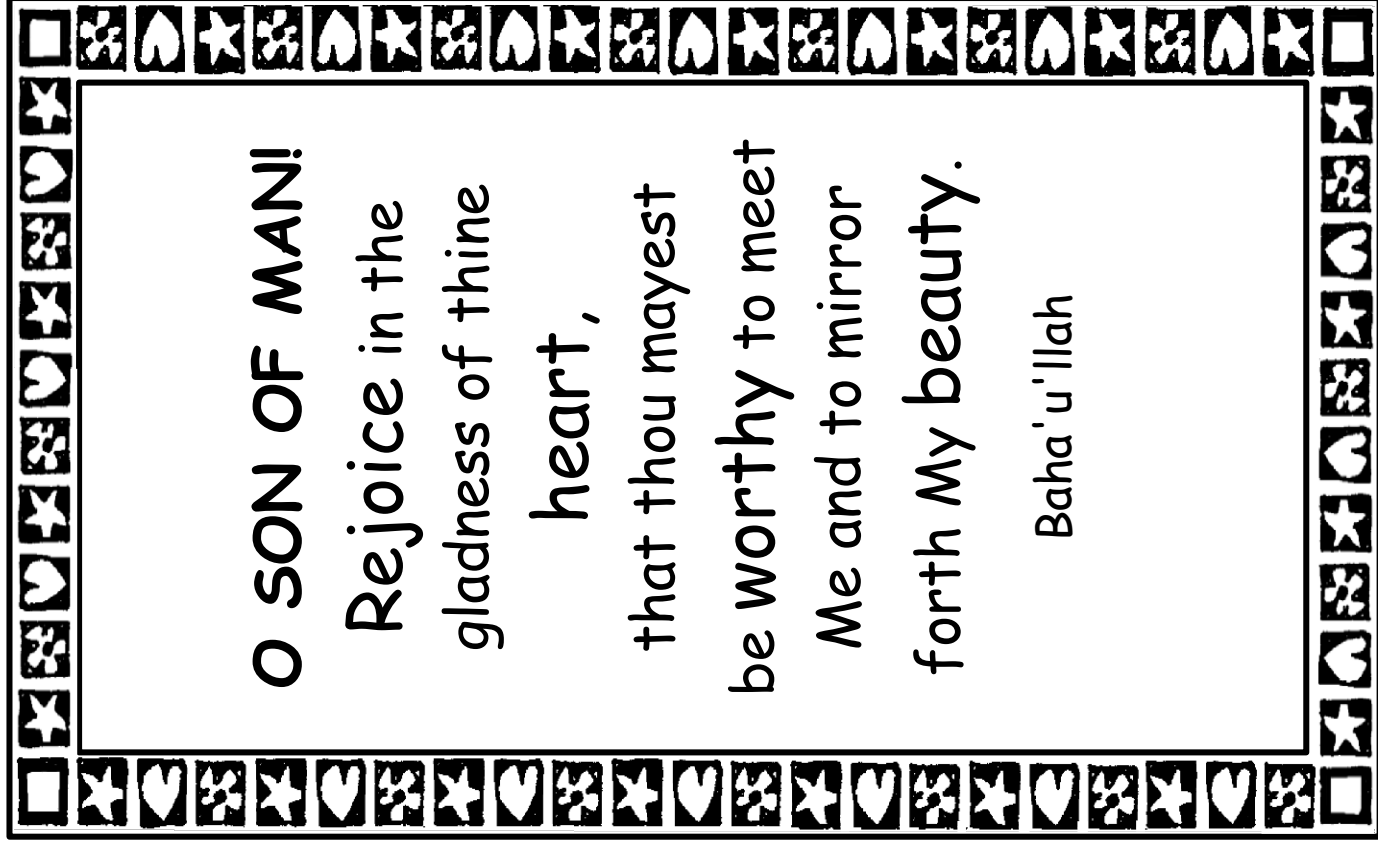
Use Craft Activity Sheet.



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



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

Joy gives us Wings

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 gray
However

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

Joy gives us Wings

Joy gives us wings to fly, joy gives us wings
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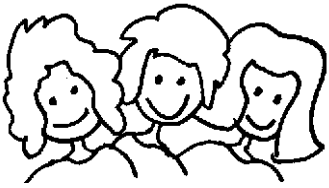
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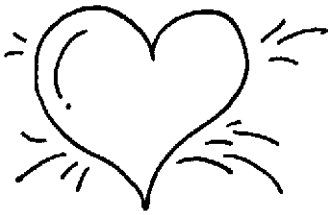
Joy gives us wings to fly, joy gives us wings
Joy gives us wings to fly, joy gives us wings

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

INSTRUCTIONS: Copy this page on to white paper. Give each child one copy. Children cut along dark dotted line and the thin dotted lines. Glue the parts of the quotation into their correct order in the boxes on the right. Colour in.



Rejoice in the
gladness



of thine heart,



that thou mayest
be worthy

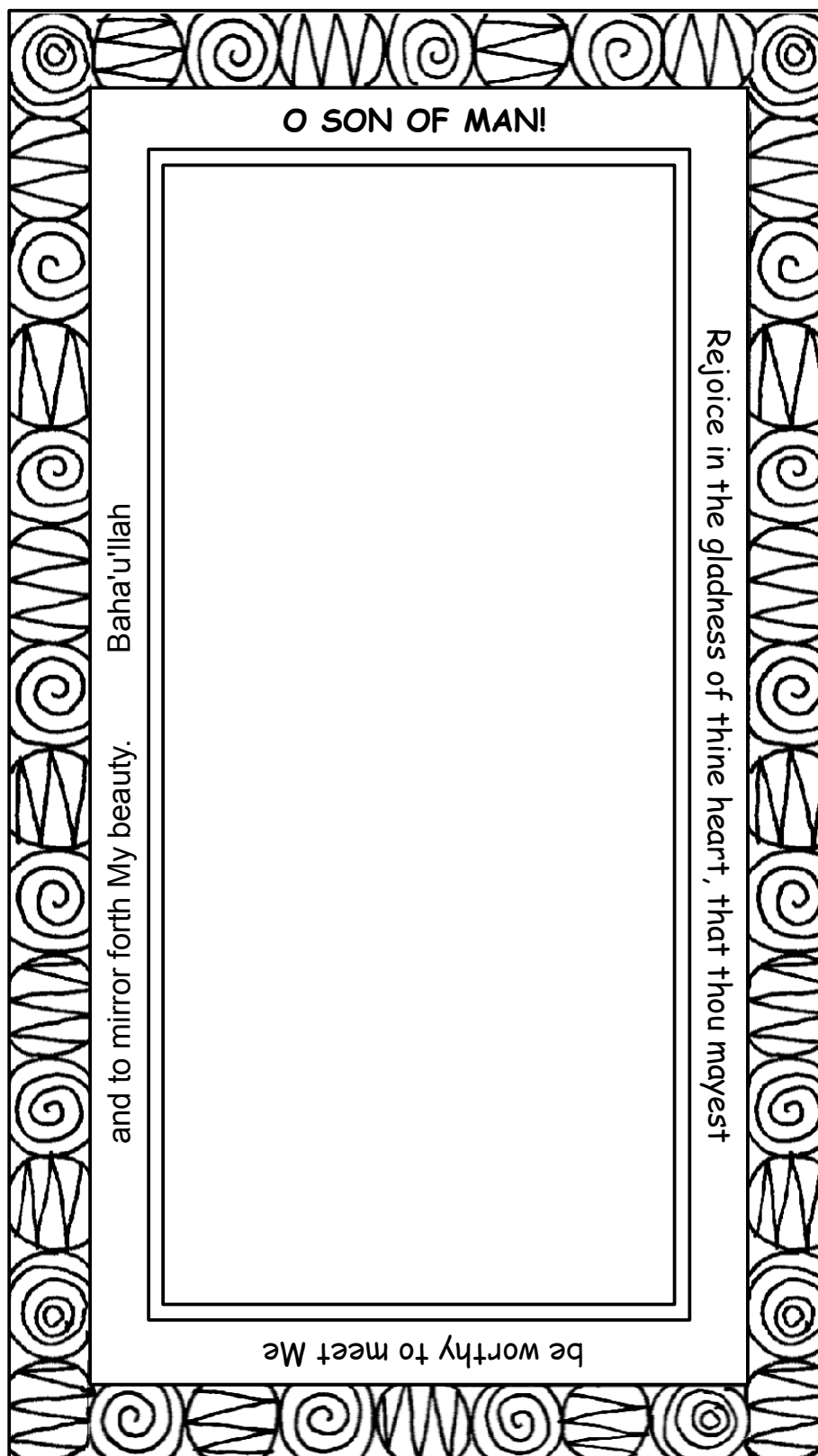


to meet Me and



to mirror forth
My beauty.

O SON OF MAN!



INSTRUCTIONS: Copy this page on to white paper or card. Give each child one copy each. Children glue a piece of aluminum foil into the centre rectangle to act as a mirror. Colour in.

SINCERITY - LESSON 8

SESSION A

DEVOTIONS

Go over the prayer the children are learning – By now the children will have it fairly well memorized.

QUOTATION

Read out the quotation a couple of times.

Use the sentences provided in the Book 3 to explain the meaning of some of the difficult words.

DISCUSSION

Say that everyone knows what to tell the truth means: let the children say: it means not to lie.

Now ask them if they know what sincerity means. Sincerity means believing and meaning what you say. If you say you will do something and you are sincere then you will do it.

Use discussion from Book 3.

STORY

Read the story from book 3.

GAME

Ask the children how they can tell if someone is lying. Get the children to give it a go with a partner. Tell a lie and then tell a truth and see if they can tell the difference. For example: they could say my favourite colour is: red and my favourite colour is green but have one being true and one being false. Some other examples might be favourite animals, favourite food. Explain that sometimes we can tell which is which but sometimes we do not know if someone is sincere. This is why it is so important to always show ourselves to be honest because then people will feel they can rely on what we say.

GAME

Play the game from book 3 for this lesson.

MEMORIZATION

Ask the children to teach each other the quotation.

SONG

Sing song and glue song sheets into books.

ACTIVITY

Glue Quotation into books, colour in and practice memorizing

SESSION B

DEVOTIONS

Go over the prayer the children are learning and invite them to say any others they may know.

QUOTATION

- Ask if any of the children can remember the quotation from the previous week.

GAME

- Use a pack of cards to play a game of 'cheat'.

How to Play:

- Deal out all the cards so each player has about the same amount.
- The object is to get rid of all your cards.
- A turn consists of discarding one or more cards face down onto a pile in the centre of the table. The first person has to put down Aces, the second player discards Twos, the next player Threes, and so on. After Tens come Jacks, then Queens, then Kings, then back to Aces, etc. As they put them down they have to say what they are putting down and how many there are. Since the cards are discarded face down you do not know if the person is telling the truth about what they have put down.
- When someone has had their turn every other player gets a chance to call out 'cheat' if they think the person is lying. If 'cheat' is called then the cards the player put down need to be turned up. If the person who called cheat was correct then the cheater has to pick up the whole pile but if the player was telling the truth about what they put down then the person who called cheat has to pick up all the cards.
- The game then continues.

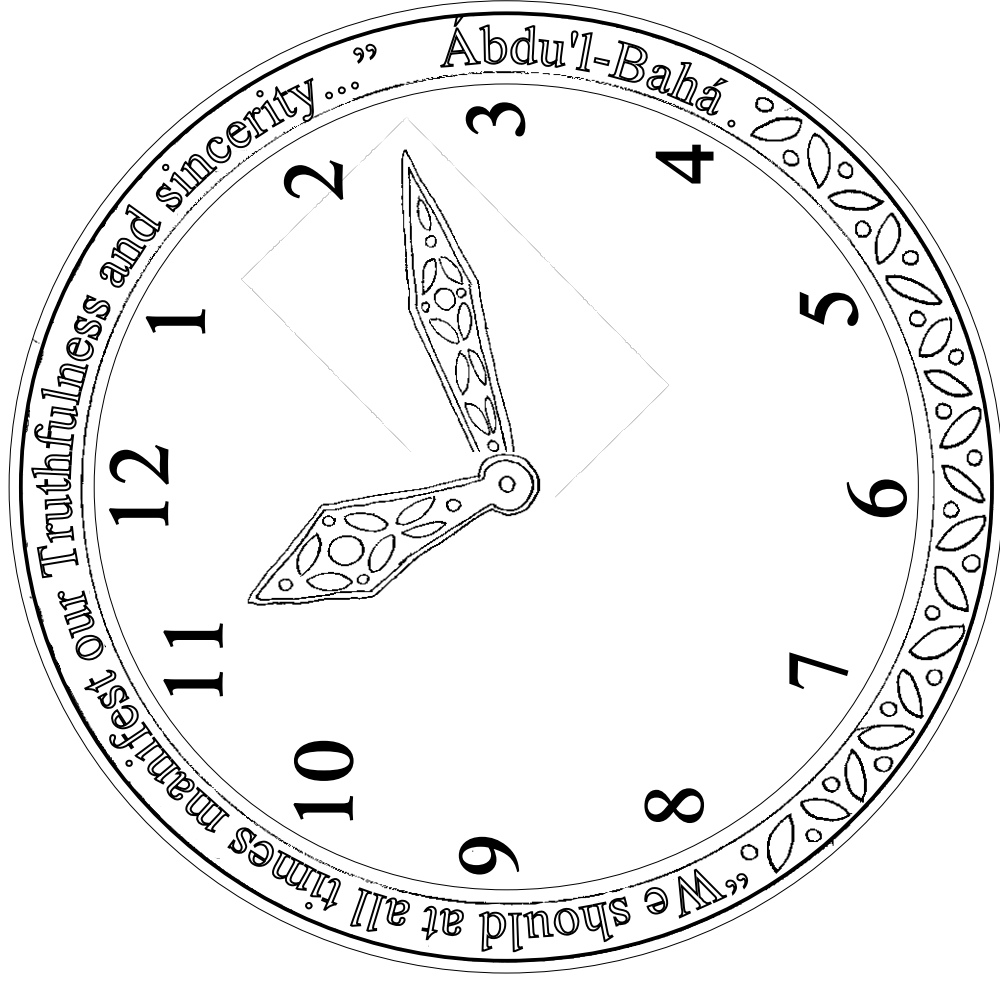
DISCUSSION

- Ask the children what happens when people are not sincere and truthful about what they say. People can no longer trust them, rely on them and believe what they say because they don't know if the person is being honest or not.



SINCERITY

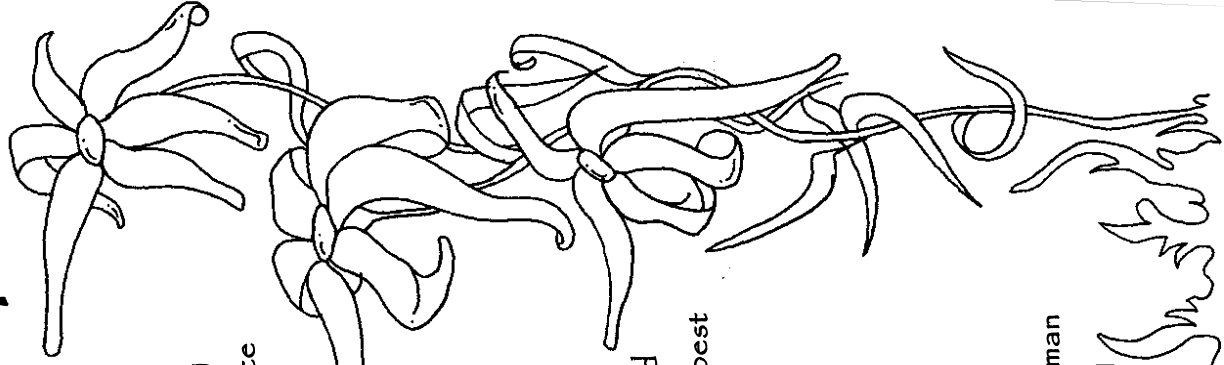
LESSON 8



SINCERITY

LESSON 8

Yes I Believe You



You tell me about this new age,
How thrilling the world ought to be
You tell me that mankind is one family
And that there is a way to world peace

CHORUS

Yes I believe you, yes I believe you
Yes I believe you, I believe you
I believe you with all my heart

You talk of a new race of men
People who have all their trust in God
Men and women who are doing their best
To bring divine unity to all

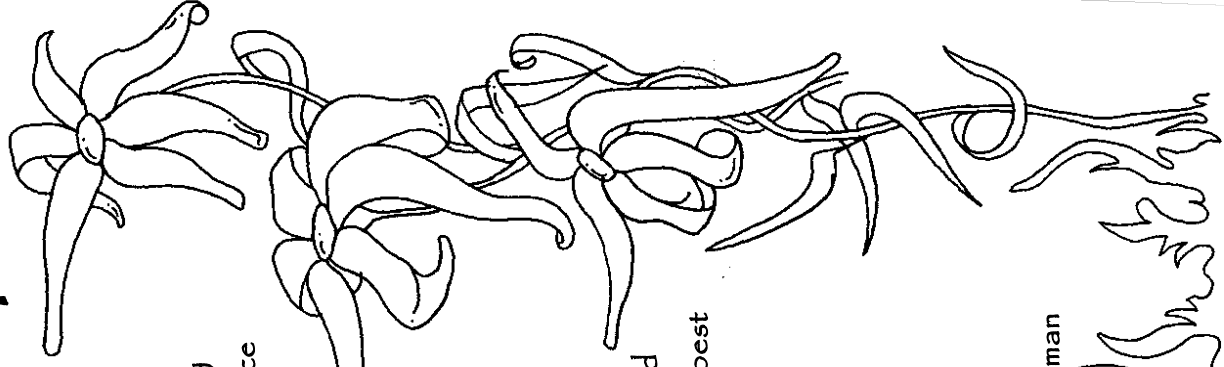
CHORUS

You say that the Glory of God
Over a hundred years ago
Came to fulfill all God's promises to man
An usher in a new golden Age

CHORUS



Yes I Believe You



You tell me about this new age,
How thrilling the world ought to be
You tell me that mankind is one family
And that there is a way to world peace

CHORUS

Yes I believe you, yes I believe you
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To bring divine unity to all

CHORUS

You say that the Glory of God
Over a hundred years ago
Came to fulfill all God's promises to man
An usher in a new golden Age

CHORUS



HUMILITY - LESSON 9

SESSION A

DEVOTIONS

Invite the children to say a prayer they know from memory.

DISCUSSION

Ask the children if they know what the word 'humble' or 'humility' means. Explain that it means that we don't put or see ourselves above others and always remember that we can learn from each other and need to listen to each other. Even adults can learn lot's of things from children. Use discussion from Book 3.

ACTIVITY

Give each child a copy of the map on the demonstration activity sheet. Ask them to put a dot on where they live (make sure it is a small dot). Ask them to add other dots for friends or family that they know came from a place, live in a place or were born in a place different from where they live. Use a real atlas to find some of these places. Point out to the children how small we are compared to the world. The world is big place with lot's of things to learn and lot's of people to learn from. If we go around thinking we know everything we are going to miss out on learning a lot of wonderful things.

QUOTATION

Read out the quotation.

Use the sentences provided in the Book 3 to explain the meaning of some of the difficult words. Explain that when we act with humility we allow God to be in our hearts to guide us and help us.

MEMORIZATION

Memorization – ask the children to stand up and say the first few words of the quotation then ask them to slouch a bit and say the next couple of words. They then bend down a bit further and say a few more words etc... until the last words are said crouched right down to the ground.

SONG

Sing song from Book 3 and glue song sheet into books.

ACTIVITY

Glue Quotation into books, colour in and practice memorizing.

HOMEWORK

Ask the children to try to do the following before the next session:

Listen to someone younger or older than you and listen respectfully to what they have to say.

SESSION B

DEVOTIONS

Invite the children to say a prayer they may know from memory.

HOMEWORK REFLECTION

Ask the children if they did the homework from the previous session.

Ask them what they did, what happened and what skills they used. Ask them what they remember about what the person they were listening to said. For example: Respect, Listening to others, Detachment, Patience, Selflessness, Courtesy.

REFLECTION


Ask one of the children to read out the quotation for the group

SONG

Sing song from Book 3. Stand under a tree and talk about the nature of the tree and how it gives and gives without asking anything in return. Glue song sheets into books and colour in.


DISCUSSION / ACTIVITY

Talk about the children's mum's and dad's and how they give and give to them and ask very little in return. Ask the children to give examples of this. Get the children to write a letter to their mum or dad thanking them for all the things they do for them each day.



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

Bahá'u'lláh

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

Bahá'u'lláh



Be like the Earth

See the earth,
It's so humble.

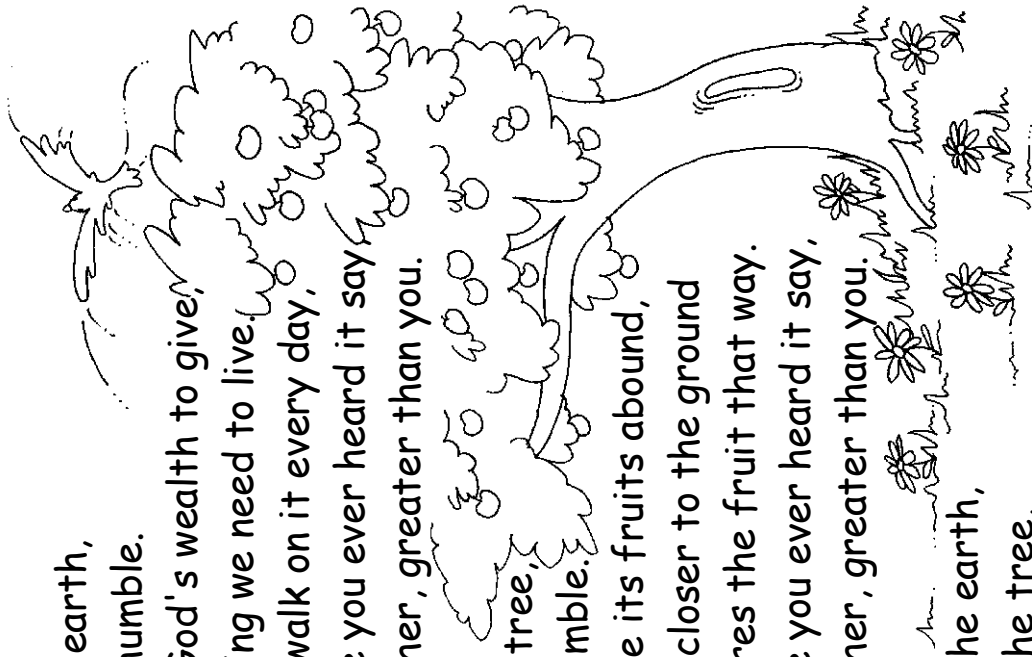
Has all God's wealth to give,
Everything we need to live.
Let's us walk on it every day,
But have you ever heard it say
I am richer, greater than you.

See the tree,
It's 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.



Be like the Earth

See the earth,
It's so humble.

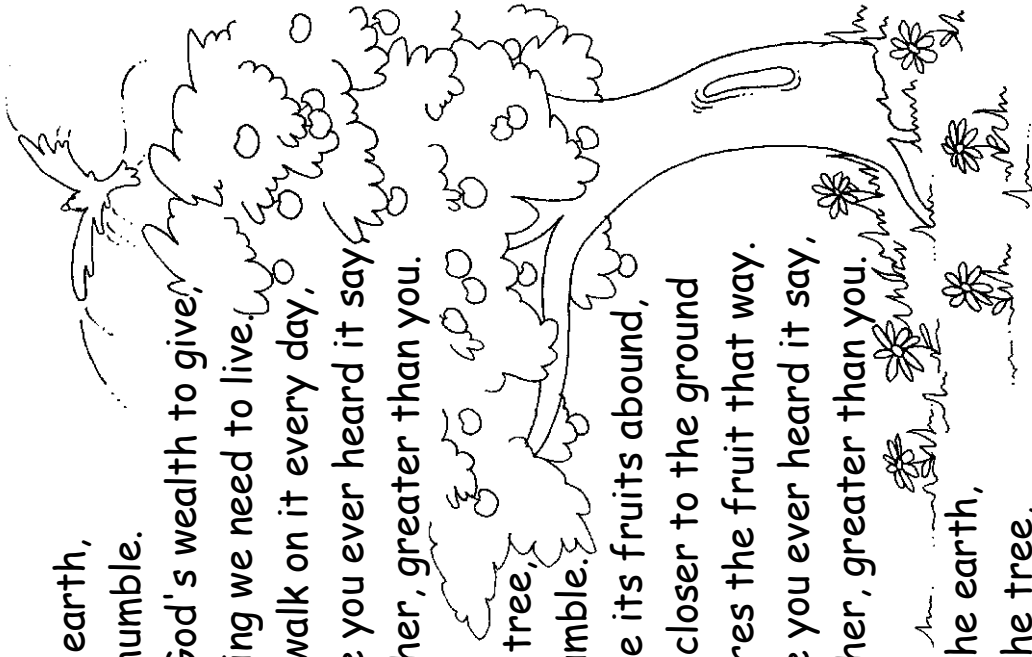
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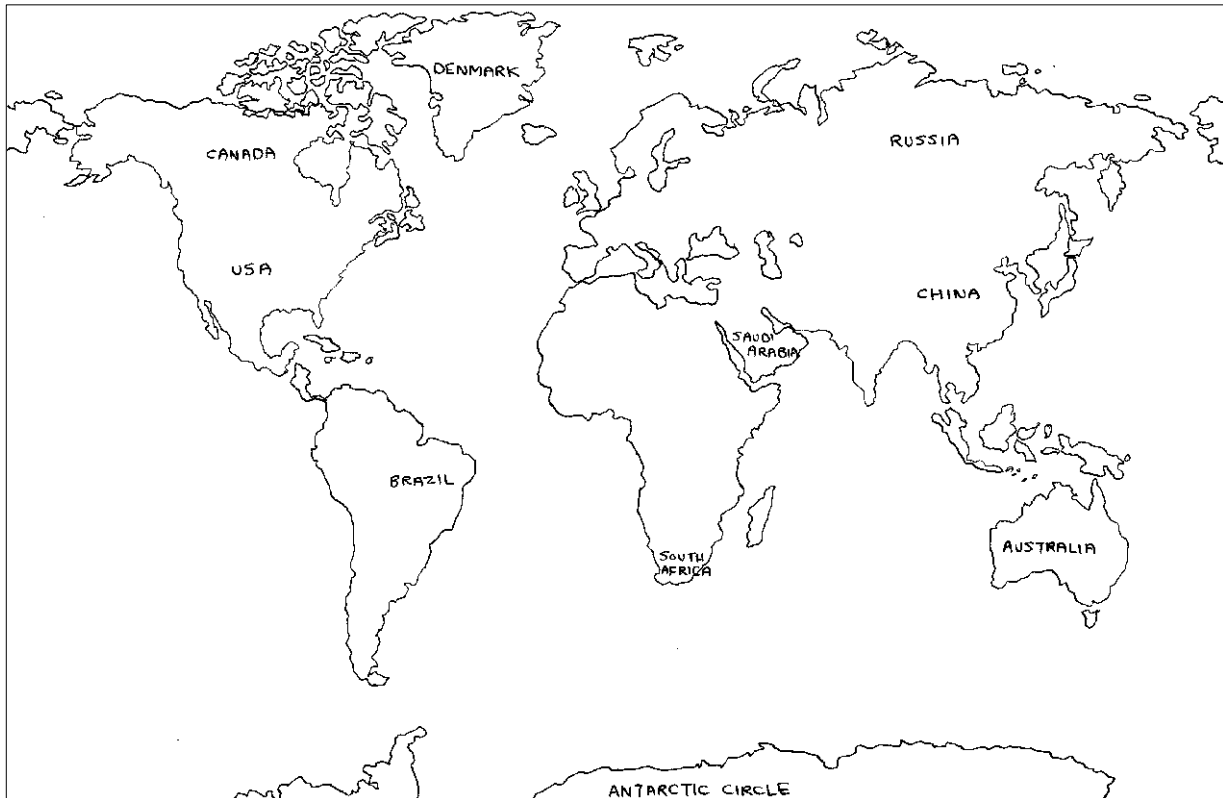
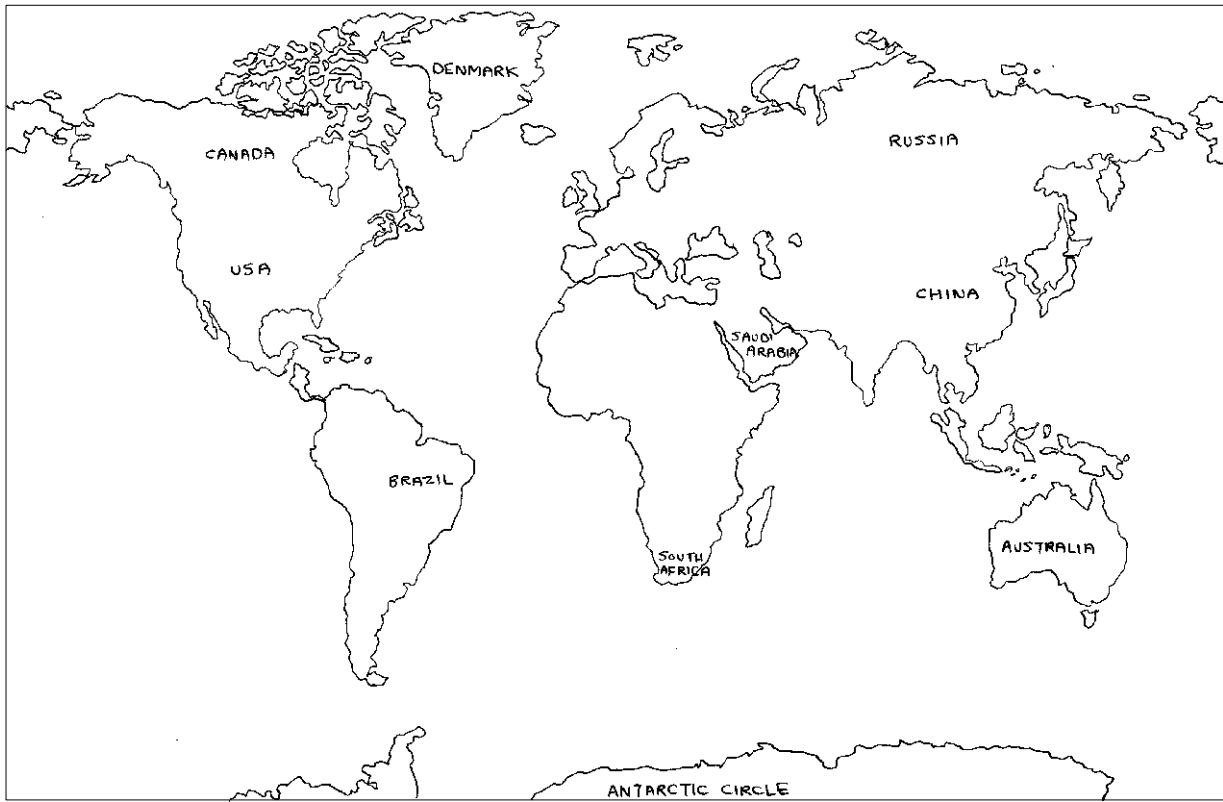
See the tree,
It's so humble.

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.





INSTRUCTIONS: Copy this page onto white paper and cut along the dotted line. Give each child one copy of the map. Children colour in the map and put a small dot on the place where they live. Reflect on how small each person is compared to the world and although you are special and important there is also a lot more to learn and understand. Humility let's us be open to new things and let's us see the gems in the people around us.

GENEROSITY - LESSON 10

SESSION A

DEVOTIONS

Read through the new prayer the children will be learning. Make up some actions to go with each part of the prayer. Use prayer memorization activity sheet.

STORY

Read the story from Book 3. Talk to the children about the meaning of the story.

DISCUSSION

Ask the children if they would like to have the ability to do magic. Ask them what they would do if they could.

Being thankful is like magic. When we are thankful and grateful for what we have it suddenly feels like we have so much more. When we are not grateful and always wishing things were different, always thinking that things are unfair it feels like we don't have much of anything.

Say: I am going to tell you about two boys -

Boy 1: This boy is upset because his sister won't let him use her basketball. He is grumpy because his mum cooked spaghetti for dinner and he hates spaghetti. He is annoyed that his teacher gave him homework to do. He is jealous that his dad gets to watch TV after 8:00 and he doesn't. This boy is not happy at all.

Boy 2: This boy is grateful that his mum cooks him dinner every night so that he never goes to bed hungry. He feels lucky to have a sister to play games with and chat with on the way to school. He is very excited each day to tell his dad about all the games that he played with his friends that day. He also feels blessed to be able to learn so many great new things each day at school.

What is the difference about these two boys?

After the children give their answers explain that they are actually the same boy but with different attitudes. Point out how much more the one that is grateful seems to have. That is why Thankfulness is a bit like magic.

GAME

Ask the children to think about something in their life that annoys them or upsets them. Then pretend to wave a magic wand and then get them to think of something to be grateful for about that thing. If a child is having trouble thinking of something the others might like to help give suggestions.

QUOTATION

Read out the quotation.

Use the sentences provided in Book 3 to explain the meaning of some of the difficult words. Say it with the children a few times.

HOMEWORK

Give each child a sheet of paper and ask them to write down as many things as they can during the week that they are thankful for. They can put it on the fridge and add to it each day. Next week they can bring it to class and read them out.

SONG

Sing song from Book 3 and glue song sheets into books.

ACTIVITY

Glue Quotation into books, colour in and practice memorizing. Ask the children to help each other with the memorizing.

SESSION B

DEVOTIONS

Say the prayer the children are learning together with actions.

REFLECTION

Ask the children to share the thankfulness lists they made during the week.

GAME

Game – Read to the children one of the scenarios provided in the reflection questions activity sheet. Throw a ball to whoever gives an answer - something they can be grateful for in that situation – it doesn't have to be the same as the answers provided. Read the next scenario and the one with the answer again get's the ball thrown to them. Continue until the questions are finished.

MEMORISATION

Use memorization activity sheet for quotation.

DEMONSTRATION

Write the word 'thankfulness' on some balloons – not blown up - in a permanent marker. Give each child a balloon. Ask the children what they think will happen to the word as they blow up the balloon. Refer back to the quotation and explain that this is what happens when we are thankful. We have an 'increase of bounty'.

SONG

Teach the children the following fun thank you song to say at meal times.

The food it looks delicious
So healthy and nutritious
And all I want to say is
Thank you very much.

Bop, Bop, Bop, Ding, Ding
Bop, Bop, Bop, Ding, Ding
Bop, Bop, Bop,
Bop, Bop, Bop,
Bop, Bop, Bop, Ding, Ding

(The Bops and Ding's are made by slapping your hand on the table or something else that makes a noise – you could use some musical instruments to make it more interesting).

CRAFT

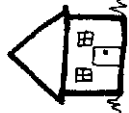
Use craft activity sheet.

SONG

Sing song from Book 3.

"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, ☆

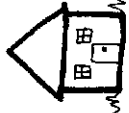
and His praise glorified."

Baha'u'llah



"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















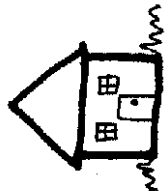
where mention of God hath








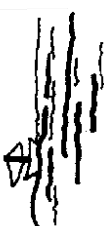




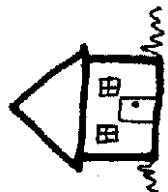
☆ been made, ☆

and His praise glorified."

Baha'u'llah



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

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

INSTRUCTIONS: Copy this page on to white paper and cut along dark dotted line. Give each child one copy of the prayer. Children cut each of the boxes out, mix them up and then glue them on to another sheet of paper in the correct order. Colour in.

BE thou **Happy**



Pleased TO OFFER

AND ARISE **THANKS**

to God IN ORDER

THAT ^{☆☆☆☆}thanksgiving

may conduce

TO THE **INCREASE**

OF BOUNTY

'Abdu'l-Bahá



BE thou **Happy**



Pleased TO OFFER

AND ARISE **THANKS**

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'Abdu'l-Bahá

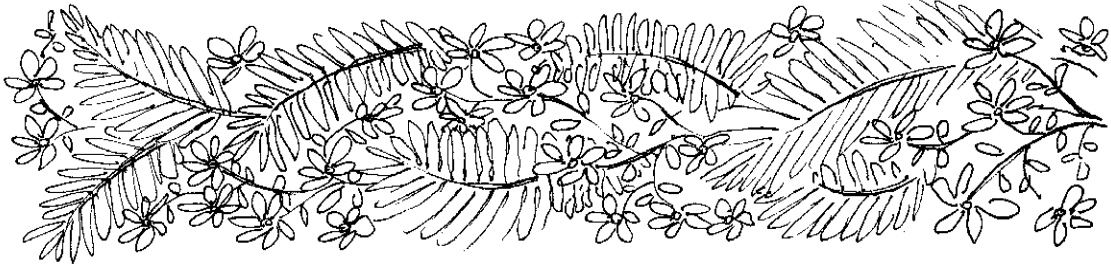


I Thank and Praise Thee Lord

I thank and praise Thee Lord
For the crown of mercy
Set upon my head
It will forever glow
The more gratitude I show
I thank an praise Thee Lord

I thank and praise Thee Lord
For the love and knowledge
Implanted in my heart
They will grow and grow
The more gratitude I show
I thank and praise Thee Lord

I thank and praise Thee Lord
For the light of truth
That illumines my eyes
I will see Thy bounties flow
The more gratitude I show
I thank and praise Thee lord
I thank and praise Thee lord

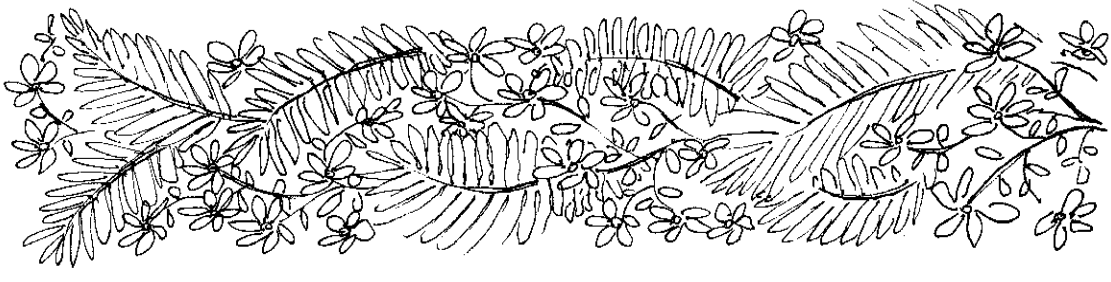


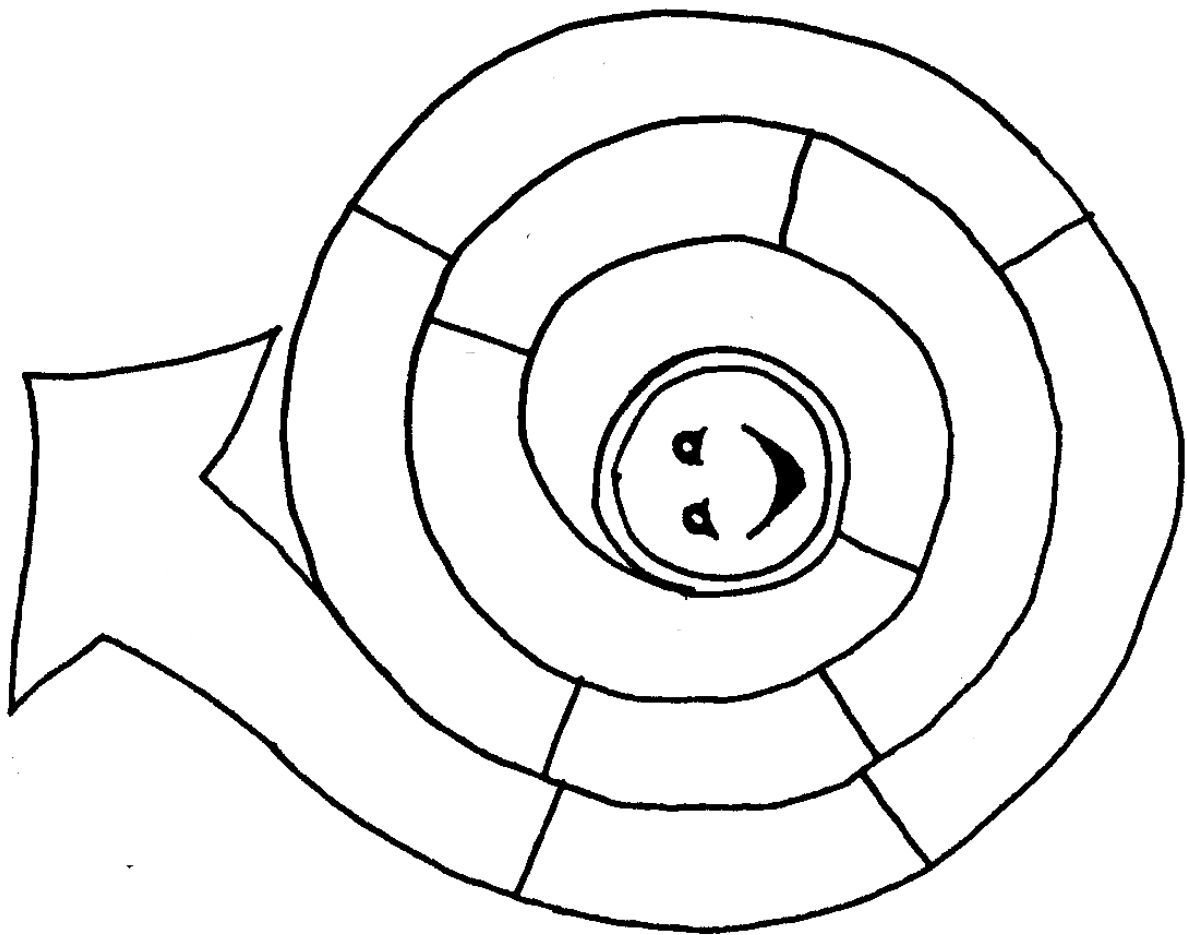
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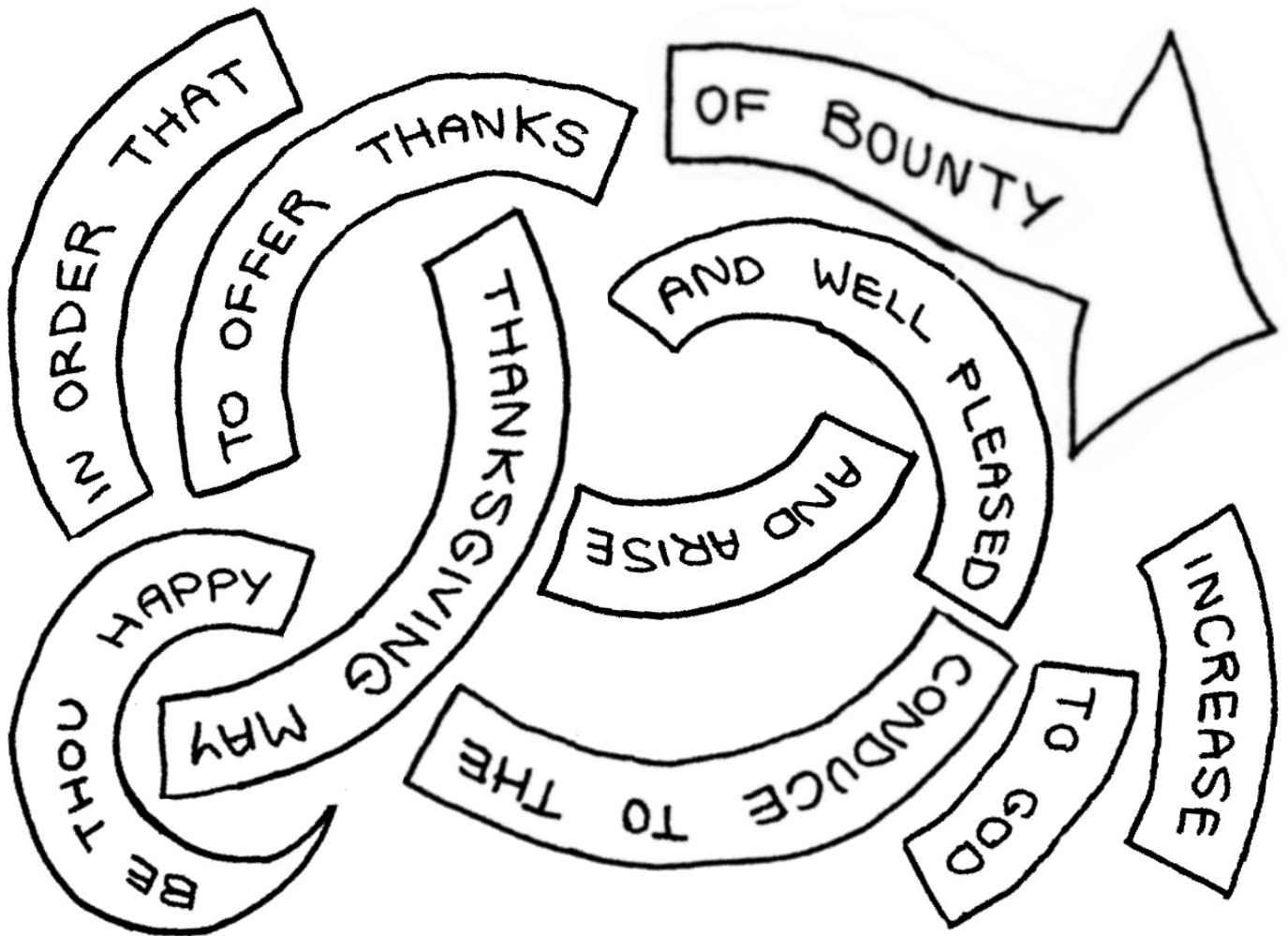
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That illumines my eyes
I will see Thy bounties flow
The more gratitude I show
I thank and praise Thee lord
I thank and praise Thee lord





INSTRUCTIONS: Copy page (one per child). Children cut out shapes and glue on to spiral in the correct spots. Colour in.





To.....

Thankyou for.....

.....

.....

.....

.....

From.....



To.....

Thankyou for.....

.....

.....

.....

.....

From.....

INSTRUCTIONS: Copy this page and cut along the thick dotted line. Children cut along the fine dotted lines and fold half a piece of coloured card in half. Glue the picture onto the front and the writing into the inside of the card. Complete the inside page and colour in.

QUESTIONS

- Sally was carrying her bottle of lemonade. As she walked she opened the lid but tripped on a rock. The bottle fell and before she could pick it up half of the drink had pored on to the grass. Now the bottle is only half full.

She could be grateful that she at least has some left.

- Fred's mum was cooking dinner. Fred was hoping that it was his favourite, sausages but when his mum put it on the table it wasn't sausages at all. Instead Fred found that his mum had cooked pizza for dinner.

He could be thankful that at least he get's to have a nice dinner so that he doesn't go to bed hungry.

- Holly was very excited because soon she was going to have a birthday party on all her friends were invited. The special day was coming closer and her friends all replied to her invitation. Unfortunately although she invited ten friends, only 5 could make it as the other five were busy that day. Holly of course felt very disappointed.

She could be grateful that at least she had five friends who could come.

- Every day at school Charlie has to do spelling which is a subject he doesn't really like.

He could be grateful that he get's to go to school and learn lot's of things. Some children to get the opportunity to go to school at all.

- Sarah was cooking some cupcakes for afternoon tea. She made lot's of yummy cupcakes and put them in the oven but when she pulled them out half of them were burnt. Sarah felt very upset that only half of them were ok to eat.

She could be thankful that at least some of them were ok. They could have all burnt.

- Timothy was in a running race. He had been very excited about the race and had been practising hard and hoping that he would win and get to have a blue ribbon. At the end of the race though he found he had only come second.

He could be grateful that he at least came second. Some children never get to win anything in a race.

- At a party one of the parents were handing out a bowl of Lilly's favourite snake lollies. She particularly liked red ones but when it was her turn she found all the red ones were gone. There were only green and yellow ones left.

Lilly can be grateful that at least she got to have one of her favourite lollies even if it wasn't her favourite colour.

- James was going through all his shirts looking for the one he particularly like to wear to basketball but he realised that it was still in the wash. James had to choose one of his other shirts to wear.

James could be thankful that at least he had other shirts to wear.

- At school, Samantha has five friends. Three of her friends were home sick with the chickenpox and weren't going to be at school for a whole week.

She could be grateful that at least she had other friends to play with.

- Ronald went to the shop with some money but when he got there he found that the ice cream he wanted to have most was too expensive. He didn't have enough money for it. He had to choose one of the cheaper ones instead.

Ronald can be grateful that at least he got to have an ice cream even if it wasn't the one he wanted most.

FORGIVENESS - LESSON 11

SESSION A

DEVOTIONS

Say the prayer the children are learning together with actions.

QUOTATION

Read out the quotation.

Use the sentences provided in the Book 3 to explain the meaning of some of the difficult words.

Ask the children what they think the quotation means.

DISCUSSION

Use discussion from Book 3.

REFLECTION QUESTIONS

Ask the children: When they get ready in the morning do they think about what they are going to wear or do they just put on the first thing they see.

- What would you put on If it was very hot?
- What would you wear if it was raining?
- What would you put on if you were going to do sport?
- What would you wear if you were going to the beach?

This is what the quotation means. We need to think about the spiritual things we put on just like we think about the physical things we put on us.

- What would you put on when talking to you mother? Respect, courtesy
- What would you need if you were seeing a friend that was hurt? Kindness, thoughtfulness, empathy
- What would you put on if you were feeling scared? Courage, confidence
- What would you adorn yourself with if you were finding it difficult to do something? Patience, perseverance.

STORY

Read the story from Book 3.

GAME

Ask the children what they think they need to adorn themselves with more. For example, do they need to be more patient, do they need to remember to be more gentle, do they need to be more courteous?

Let the children write the quality they need to work on on to a sticker and stick it to their shirt. They can have more than one.

SONG

Sing song from Book 3 and glue song sheet into books.

ACTIVITY / MEMORIZATION

Use Memorization activity sheet.

ACTIVITY

Glue Quotation into books, colour in and practice memorizing. Ask the children to help each other with the memorizing.

SESSION B

DEVOTIONS

Say the prayer the children are learning together with actions.

REFLECTION

Ask the children what they remember about the week before.

DISCUSSION

Explain that it is often more difficult to think of the positive things in people and usually easier to see the negative things. We have to always work on looking at the good in people and finding the things that make them happier..

DEMONSTRATION

Place an ugly looking or ordinary object in front of the children so they can all see it. Ask them to think about all the uninteresting or ugly things about it. Then ask them to think of the lovely or positive things about it. You could try this with a few different sorts of objects.

GAME

Ask the children to sit in a circle. Starting with one child ask them to guess what they think makes the person next to them happy. They mustn't say whether they are correct or not. It is now their turn to guess what makes the next person in the circle feel happy. Continue around the circle until everyone has had a turn.

Ask the children to write on a piece of paper what makes them happy. Tie a ribbon around it so that it stays secret and then one at a time they can go and hide it somewhere while everyone else closes their eyes. The children then all go on a treasure hunt to find them.

Ask the children to bring back all the messages and then get them to open them up and read them. Explain that the things that make others happy are like a treasure that we always need to try to find in someone else.

QUOTATION

Read the quotation one more time together.
Use Memorization activity/craft activity sheet.

SONG

Sing song from Book 3.

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

Bahá'u'lláh



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

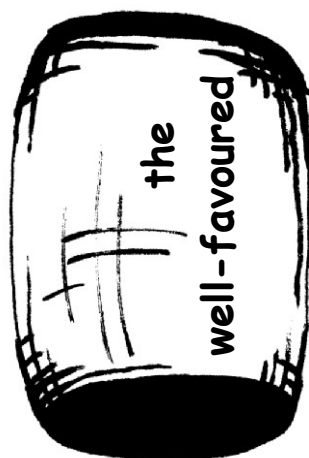
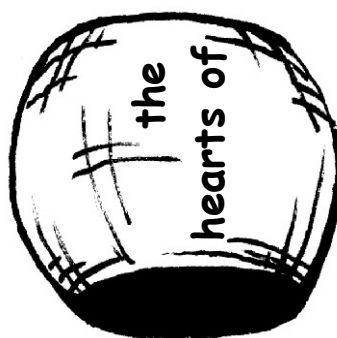
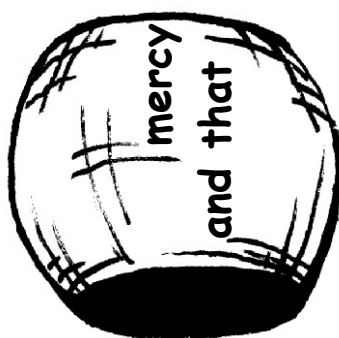
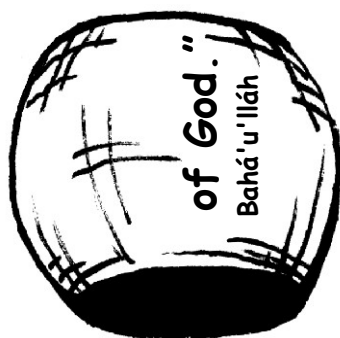
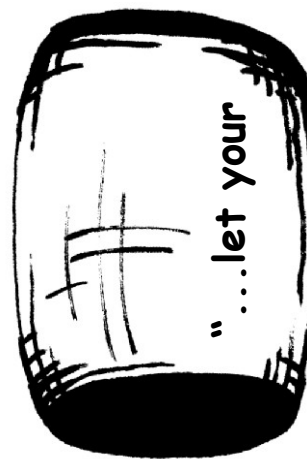
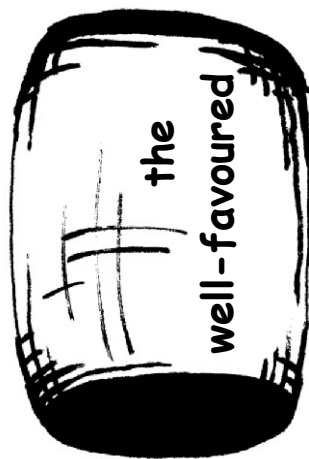
Bahá'u'lláh



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

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

INSTRUCTIONS: Copy this page and cut along dotted line. Give each child a copy of the activity. Children draw pictures in the boxes provided to help remember each part of the quotation.



INSTRUCTIONS: Copy this page and cut into two along dotted line. Give each child a copy of the activity. Children cut out the shapes, tape them onto a piece of string in the correct order like the beads of a necklace. Tie the ends of the string together so it can be hung around the neck. Colour in.

Looking For Good

I've got excellence as my goal
But I've got a long, long way to go
And I know it helps me on my way
When I see the good in every day
So if I see something you do wrong
I won't sing about it in this song
I won't talk about it with my friends
I won't even think about it again

CHORUS:

I'll look at the good in you
I'll look at the good in you
I know that you'd want me to
'Cause that's what I'd want you to do
And God looks for the good in me
He looks for the good in me

And when I put a cover
On those little faults of others
I hope God will put a cover on my faults too
Ábdu'l-Bahá was very wise
He saw your heart inside your eyes
And when He noticed something wrong
He'd find some way to make you strong
So if I find some fault in you
I know just what I have to do
I won't go tell anybody else
No, I won't even tell myself

CHORUS



Looking For Good

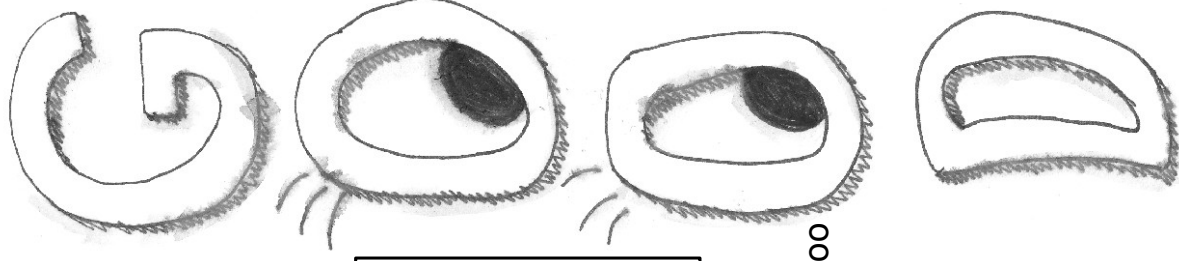
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CHORUS:

I'll look at the good in you
I'll look at the good in you
I know that you'd want me to
'Cause that's what I'd want you to do
And God looks for the good in me
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And when I put a cover
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And when He noticed something wrong
He'd find some way to make you strong
So if I find some fault in you
I know just what I have to do
I won't go tell anybody else
No, I won't even tell myself

CHORUS



HONESTY - LESSON 12

SESSION A

DEVOTIONS

Say the prayer the children are learning by sitting in a circle and each child taking a turn at saying the next part of the prayer. For example: the first child says, 'Blessed is the spot' and the next child says 'and the house'. See if they can say it from memory.

REFLECTION QUESTIONS

Read out the following scenarios and ask the children the questions.

- Imagine you go to a friend's house and take some lego that does not belong to you. Then later when the friend comes to your house they find the lego and realize that you stole it.
If this happened what would you have lost? Your friend's Trust.
- Now imagine you are desperate to go swimming in your new pool. You promise your mother that you will not go swimming until she gets back from the shopping. After she has left for the shops your older brother suggests that you go for a swim while she is away.
Would the honest thing to do be? Wait until your mum returns.
What will this show your mum? That you can be trusted.
- You would like to walk too and from your friend's house by yourself. Your dad asks you to be home by 2:00 so you take a watch and are home on time.
What will this mean for next time you want to go by yourself somewhere? Your dad is more likely to agree as he will feel he can trust you.
What might happen if you were not home on time? Next time you ask your dad is more likely to say 'no'.
- An expensive statue is found broken on the floor of your Grandma's house. You were the last one in the room and so your Grandma looks at you accusingly as she believes it was you who broke it. You didn't break it and explain that it was knocked over by a dog that walked through the door off the street and then ran out again. It doesn't sound a very likely story by it was the truth.
If you had shown in the past that you never lie will your Grandma believe you even though the story doesn't sound very likely? Yes
If in the past you have often lied will your Grandma believe you even though this time you are telling the truth?
No, Probably not.

DISCUSSION

Use discussion from book 3.

STORY

Read the story from Book 3 – use a few props to demonstrate like a money bag.

DISCUSSION / QUOTATION

Read out the quotation.

Use the sentences provided in the Book 3 to explain the meaning of some of the difficult words.

If someone was going somewhere special, what might they decorate themselves with?
A hat, necklace, a tie, a fancy hair style, nice shoes. Where ever we go we need to adorn ourselves with honesty and truthfulness so that whoever we come across will know that we are someone who can be trusted.

MEMORIZATION

Make up actions to the quotation and go over it a few times together as a group.

SONG

Sing song from Book 3 and glue song sheet into books.

ACTIVITY

Glue Quotation into books, colour in and practice memorizing. Ask the children to help each other with the memorizing.

HOMEWORK

Ask the children to try to do the following before the next session:

Before touching something that belongs to someone else, ask for permission from its owner to use or look at it.

SESSION B

DEVOTIONS

Invite the children to say a prayer they know from memory.

HOMEWORK REFLECTION

Ask the children if they did the homework from the previous session.

Ask them what they did, what happened and what skills they used. For example: Truthfulness, Self-Discipline, Justice, Assertiveness, Trustworthiness, Integrity.

REFLECTION

Read out quotation. Ask the children what they remember about the previous lesson.

REFLECTION QUESTIONS

Read out the following reflection questions.

- Would you deliberately put your hand in a fire knowing you would burn yourself?
- Would you deliberately eat slugs knowing it would taste awful?
- Would you deliberately swim in dirty water if you knew it would make you sick?
- Would you deliberately walk in front of a car knowing you would be hit and hurt badly?
- Would you deliberately put vegemite all over your favourite toys if you knew it would take you ages to clean up?
- Would you deliberately lie to your friend knowing you would lose their friendship and trust by doing so?

CRAFT

Make a decorative badge with the word honesty on them. Stick them on to 'adorn each child with honesty as a reminder of the quotation. Use the game/craft activity sheet provided – copy on to white card, colour in, decorate with stick on sequins and stick to child's shirt with double sided sticky tape.

GAME

Play a game of tag but with everyone except the person who is 'it' wearing their badge. Explain that everyone wearing the honesty badge can be trusted not to catch them but the person who does not have it on you have to get away from.

CRAFT / ACTIVITY

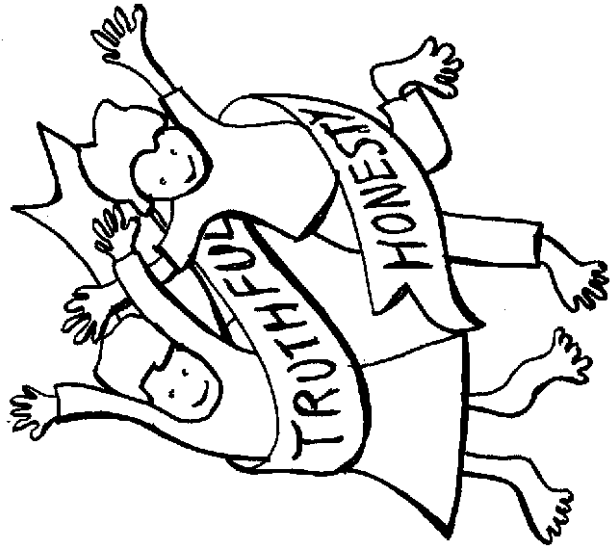
Use Craft / Activity sheet.

MEMORIZATION

Ask the children if any of them can remember the quotation from memory.

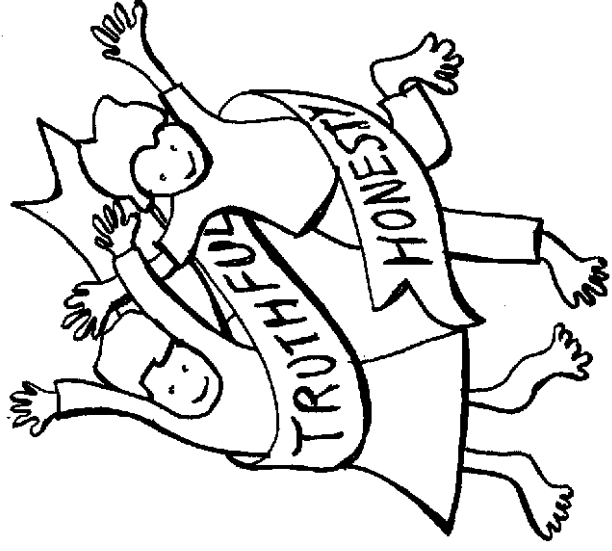
SONG

Sing song from Book 3.



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

Bahá'u'lláh



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

Bahá'u'lláh



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.

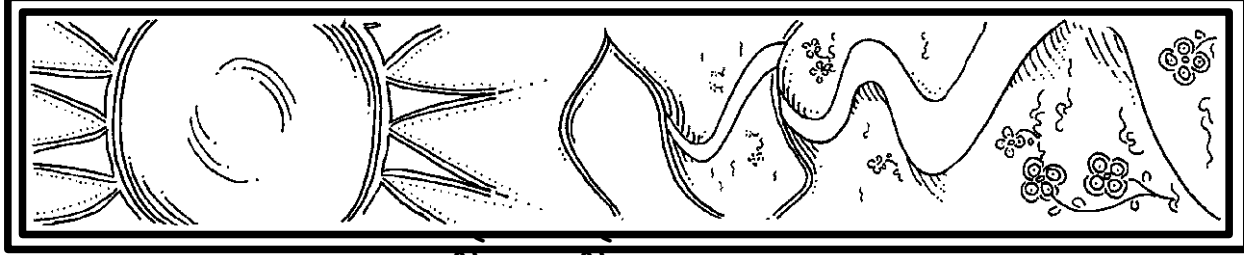
With truthfulness, O people,
beautify your tongues.

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.



Truthfulness

Truthfulness is brighter
than the light of the sun.

Truthfulness is brighter
than the light of the sun.

With truthfulness, O people,
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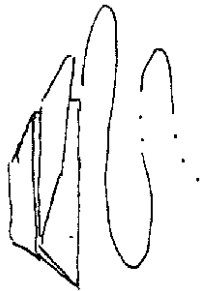
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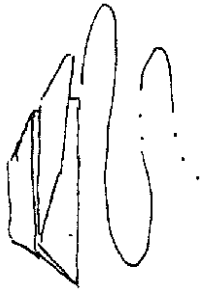
What did I do:



What happened:

INSTRUCTIONS: Make a paper plane using a piece of paper. Have a competition with your class mates to see who's plane can fly the furthest. Write up what happened and draw a picture in the box provided. Make sure you are honest in what you said happened. We all like to win but it is much more important to tell the truth.

What did I do:



What happened:

INSTRUCTIONS: Make a paper plane using a piece of paper. Have a competition with your class mates to see who's plane can fly the furthest. Write up what happened and draw a picture in the box provided. Make sure you are honest in what you said happened. We all like to win but it is much more important to tell the truth.



COMPASSION - LESSON 13

SESSION A

PRAYER

Read out the next prayer the kids will be learning. Explain that this is a prayer for healing. Spiritual healing and physical healing – talk about what kinds of things this might include. For example: Someone might pray to have the confidence and strength to overcome something difficult in their lives or they may see someone who is very sad and be praying that they will be healed and find happiness again

Read out the first part again and talk about the meaning of the words. Make some actions to the first sentence and say it a few times with the children. Each week add a new part of the prayer until the children are familiar with the whole thing.

STORY

Read the story from Book 3.

Ask: Why did Abdu'l-Baha ask for the lady to be brought to him even though she didn't have an appointment?

QUOTATION

Read out the quotation and ask which words describe what Abdu'l-Baha showed towards the lady. Use the sentences provided in the Book 3 to explain the meaning of some of the difficult words.

DISCUSSION

Use Discussion from Book 3.

Compassion, kindness and mercy are very important but what about Justice. Why is Justice and equity so important? What happens without Justice? Things are not fair for everyone.

GAME

Play a simple board game, for example: snakes and ladders. Give one person an extra rule that gives them an advantage and makes it easier for them to win. Reflect with the class on what the result was, how they felt and if they enjoyed the game.

SONG

Sing song from Book 3 and glue song sheet into books.

ACTIVITY

Glue Quotation into books, colour in and practice memorizing. Ask the children to help each other with the memorizing.

SESSION B

DEVOTIONS

Go over the prayer the children are learning – add a new part, talk about its meaning and make up some actions to help with memorization.

Complete the memorization activity sheet for the prayer.

REFLECTION

Ask the children what they remember from the previous week.

ACTIVITY

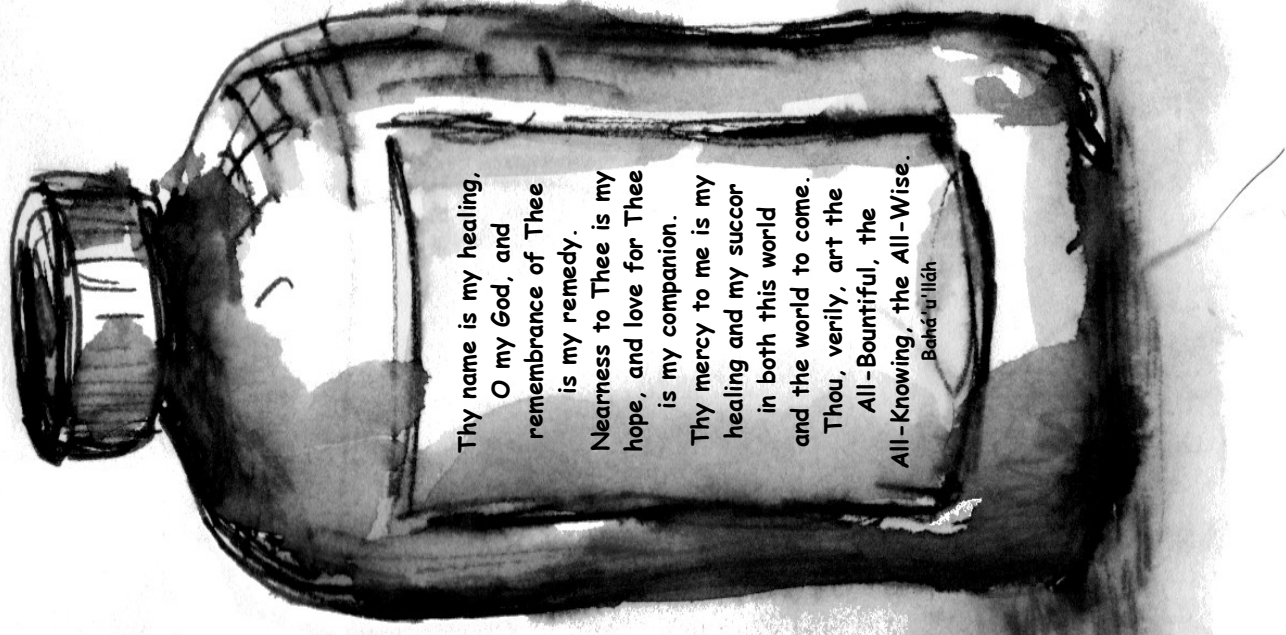
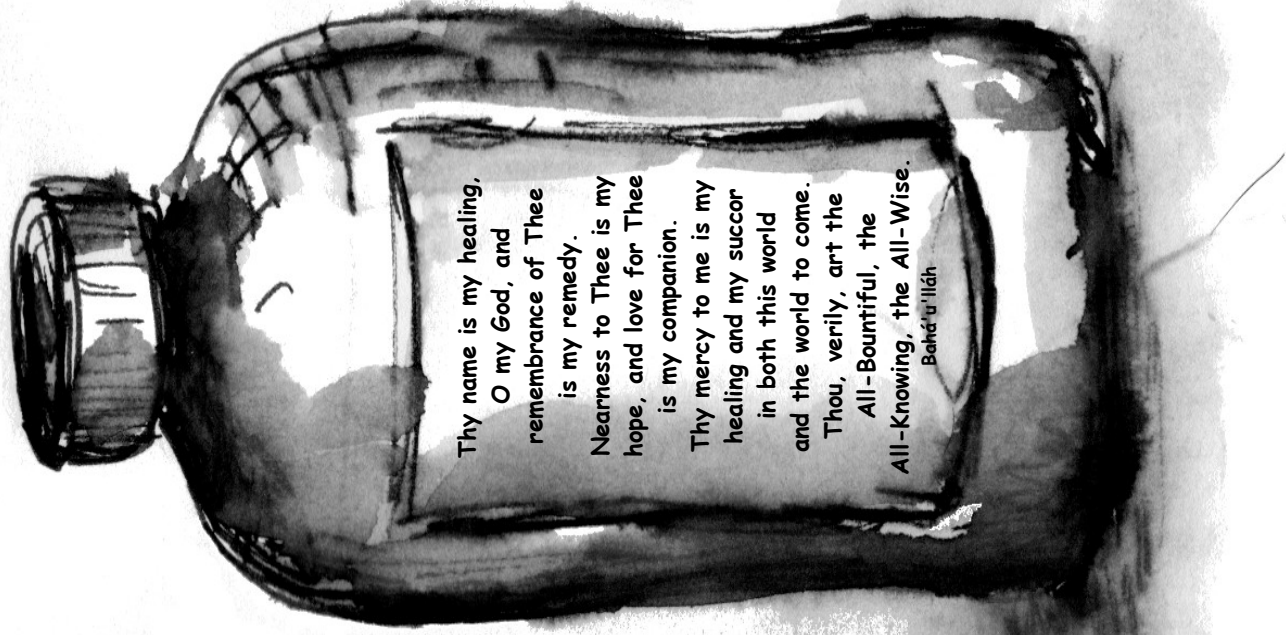
Make a model of God's Kingdom. Get the children to write on a large piece of paper the words equity, justice, compassion, kindness and mercy. Explain that this is the foundation of God's Kingdom for every living soul to live on. Cut out some shapes of houses and people out of white card and glue, tape or blue tack them so they stand up on the page to illustrate all the people living on the the foundation of God's kingdom.

MEMORIZATION

Memorization: Read out the quotation together a few times with a few actions. Glue quotation sheets into books.

SONG

Sing Song from Book 3.

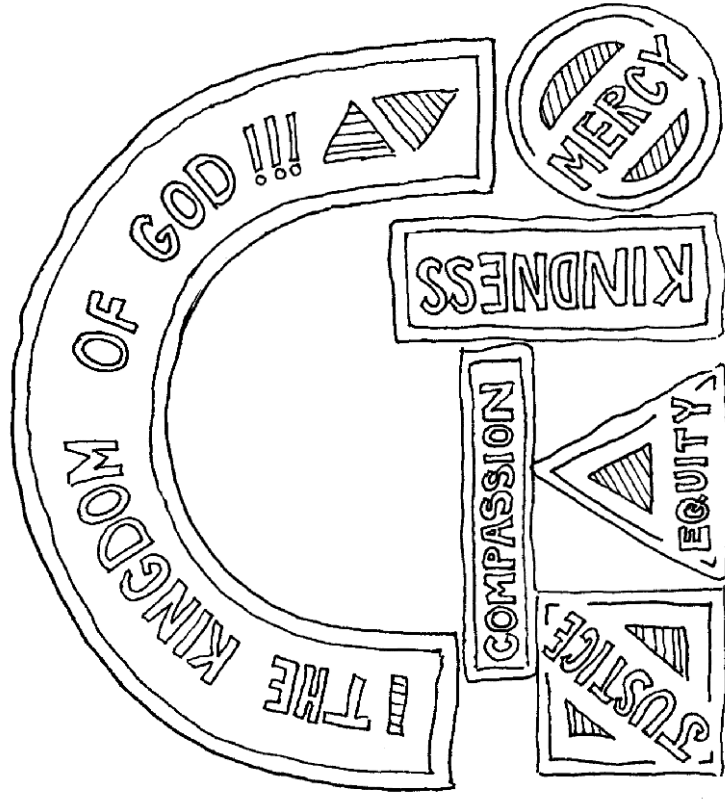


healing Thy
 remembrance
 hope the
 love remedy
 Thou God art
 world mercy
 world healing

INSTRUCTIONS: Give each child a copy of this page. Children cut out the words on the left and glue them on to the right hand side in the correct places. Colour in.

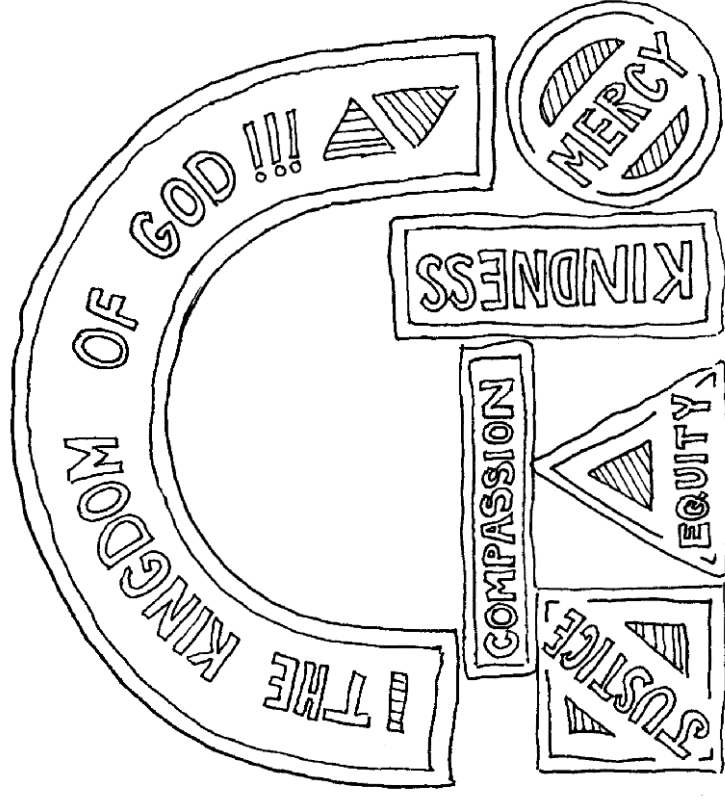
_____ name is my _____ ,
 O my _____ ,
 and _____ of Thee
 is my _____ .
 Nearness to Thee is my _____ ,
 and _____ for Thee
 is my companion.
 Thy _____ to me is
 my _____ and my succor in
 both this _____
 and the _____ to come.
 _____ , verily,
 _____ the All-Bountiful,
 the All-Knowing, _____ All-Wise.

Bahá'u'lláh



"The Kingdom of God
is founded upon
equity and justice,
and also upon
mercy, compassion,
and kindness
to every living soul."

Ábdu'l-Bahá



"The Kingdom of God
is founded upon
equity and justice,
and also upon
mercy, compassion,
and kindness
to every living soul."

Ábdu'l-Bahá



Be Fair



CHORUS:

Be fair, be fair
And strive to provide for the comfort of all
Be fair, be fair
And strive to provide for the comfort of all

When we are fair in our dealings with others
We gain the trust of our sisters and brothers
When things are divided equitably
Justice will shine for the world to see

CHORUS



When you give true comfort and aid
You'll follow the path that the Master laid
When wise and just in what you say and do
You'll bring joy to hearts around you

CHORUS



Be Fair



CHORUS:

Be fair, be fair
And strive to provide for the comfort of all
Be fair, be fair
And strive to provide for the comfort of all

When we are fair in our dealings with others
We gain the trust of our sisters and brothers
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Justice will shine for the world to see

CHORUS



When you give true comfort and aid
You'll follow the path that the Master laid
When wise and just in what you say and do
You'll bring joy to hearts around you

CHORUS



DETACHMENT - LESSON 14

SESSION A

DEVOTIONS

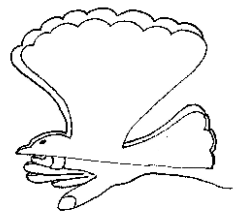
Go over the prayer the children are learning – add a new part, talk about its meaning and make up some actions to help with memorization.

DISCUSSION

Use discussion from Book 3.

ACTIVITY

Bird Activity – Make a bird puppet using craft activity sheet provided. Copy bird on to white card. Fold along dotted line. Cut out bird. Staple a small piece of elastic to the centre of the fold and colour in. Place your middle finger through the elastic so that the bird looks like it is sitting on your hand. You may like to fold the wings up slightly so that it looks like the bird is flying.



Ask the children what the bird reminds us
– remind them of the discussion at the beginning of the lesson.

QUOTATION

Read out the quotation.

Use the sentences provided in the Book 3 to explain the meaning of some of the difficult words.
Talk about what the quotation means.

MEMORIAZTION

Make up a rhythm to the quotation to help with memorisation. For example: The first part you might say slowly and then the next part you say fast and then the last part you start low and get higher and higher in pitch until the end. It doesn't matter if it sounds good or not, this is purely for memorisation.

SONG

Sing song from Book 3 and glue song sheet into books.

ACTIVITY

Glue Quotation into books, colour in and practice memorizing. Ask the children to help each other with the memorizing.

SESSION B

DEVOTIONS

Go over the prayer the children are learning – add a new part, talk about its meaning and make up some actions to help with memorization.

REFLECTION

Ask the children what they remember from the previous session – read out the quotation.

DISCUSSION

What matters most –

- Having fun with a friend or keeping all the toys to yourself?
- Having lot's of money or lot's of people who care about you?
- Proving yourself to be correct and right in an argument or listening and learning from other peoples ideas?
- Being clean and tidy or spending half the day choosing clothes and doing our hair to make it perfect?

When we have to make choices we need to make sure we are always making them for the right reasons and not because we are attached to the things that don't really matter. There is nothing wrong with enjoying nice things so long as we always remember what matter's most.

STORY

Read the story.

DRAMA

Get the children to act out the story and perform it for some other children. Use a few props like some plastic jewels and a crown for the king to help them.

MEMORIZATION

Ask the children if they remember the tune they made up for the quotation in the last session.

SONG

Sing song from Book 3.



“Know that thy true adornment
consisteth in the love of God
and in thy detachment
from all save Him...”

Baha'u'lláh



“Know that thy true adornment
consisteth in the love of God
and in thy detachment
from all save Him...”

Baha'u'lláh



That is how Baha'i's should be

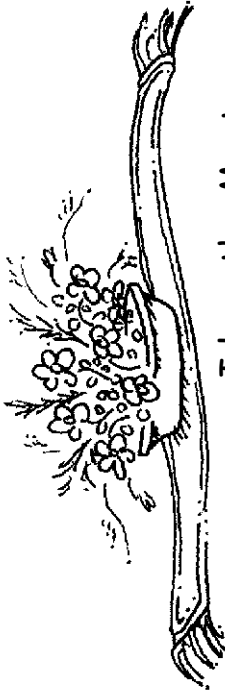
I love the Master,

The Master loves me.

He shows me how Baha'is should be,

Trusting in God faithfully,

That is how Baha'is should be.



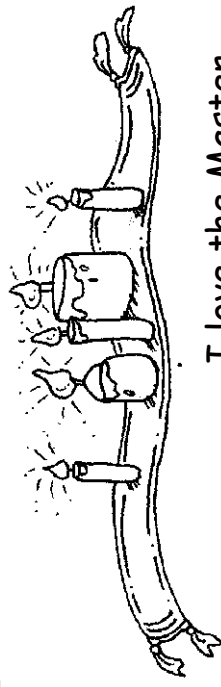
I love the Master,

The Master loves me.

He shows me how Bahá'is should be,

Praying for guidance constantly,

That is how Bahá'is should be.



I love the Master,

The Master loves me.

He shows me how Bahá'is should be,

God's will, not my will, my prayer will be,

That is how Bahá'is should be.

That is how Baha'i's should be

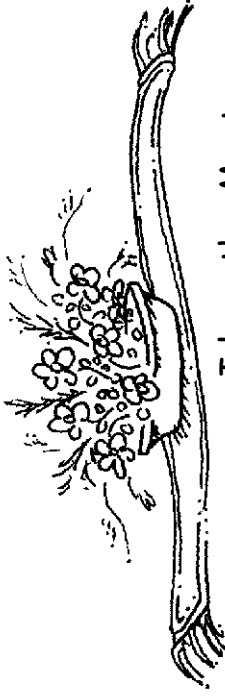
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Trusting in God faithfully,

That is how Baha'is should be.



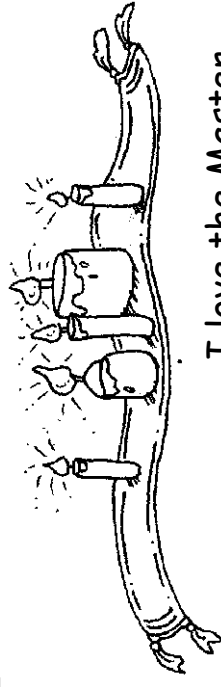
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He shows me how Bahá'is should be,

Praying for guidance constantly,

That is how Bahá'is should be.



I love the Master,

The Master loves me.

He shows me how Bahá'is should be,

God's will, not my will, my prayer will be,

That is how Bahá'is should be.

FOLD

FOLD

CONTENTMENT - LESSON 15

SESSION A

DEVOTIONS

Go over the prayer the children are learning – add a new part, talk about its meaning and make up some actions to help with memorization.

STORY

Read out story from Book 3.

DISCUSSION

Use discussion from Book 3.

GAME

Make up a story as a group with the same format as the one from Book 3 with events turning from blessings to disappointments and back to blessings etc....

Start with one person saying something like -

- Johnny loved chocolate cake but there was only one piece left and when he went to take from the fridge he found that his big brother Tom had already eaten it.
- The next person turns the disappointment into a blessing, for example: Tom got sick from eating the cake because it had gone off. Johnny didn't eat any cake so he didn't feel sick.
- The next person then turns the blessing into a disappointment, for example: Because Johnny didn't get any cake he tried to bake his own but got burnt on the oven while putting it into the oven.
- And the next person might say: Because he got burnt he had to go to the doctors and so didn't have to do a really hard test at school.
- And the next person: because he didn't do the test he didn't get put into the class he really wanted to with all his friends.
- Etc...

Explain that life has lots of twists and turns and the trick is to be happy no matter what. To be content with what we are given and make the best out of things.

QUOTATION

Read out the quotation.

Use the sentences provided in the Book 3 to explain the meaning of some of the difficult words.

MEMORIZATION / ACTIVITY

Say the quotation together saying the different parts in different voices. For example: one part might be in a whisper and the next might be in a squeaky voice and the next part might be in a deep voice.

SONG

Sing song from Book 3 and glue song sheet into books.

ACTIVITY

Glue Quotation into books, colour in and practice memorizing. Ask the children to help each other with the memorizing.

SESSION B

DEVOTIONS

Go over the prayer the children are learning – add a new part, talk about its meaning and make up some actions to help with memorization.

REFLECTION

Ask if anyone can remember the quotation from the last session. Review the discussion.

ACTIVITY

Read story from Craft activity sheets one and two. Make copies of the story for each child, cut along the dotted lines and staple into correct order. Children draw pictures for each page and colour in.

SONG

Sing song from Book 3.

ACTIVITY

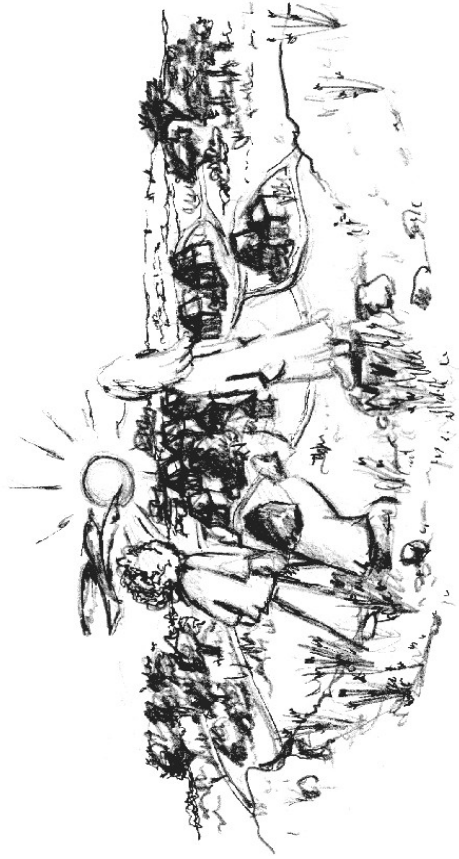
Give each child a large stone (smooth river stones are best – these can be bought from places that sell gardening things). Give each child a stone – don't let them choose. Explain that the content is being happy with whatever you are given and making whatever you have beautiful and positive.

- If you have the ability to draw then you make the most of it and use your talent.
- If you are wealthy then you make the most of it and help those in need.
- If you were born without being able to hear then you use the hands you do have to learn sign language so that you can communicate.
- If your friends are away from school so you can't play with them you could see it as an opportunity to make new friends.
- If you are learning about a subject at school you find very difficult you can make it an opportunity to develop your weak areas.
- If you are learning about a subject at school that you find easy and have already done before then you could take the time to teach others.

Give the child some gems or other shiny things to stick or glue on to their stone to 'make what they are given beautiful.' Suggest that they put it somewhere in their room to remind them to be content with whatever life brings them.

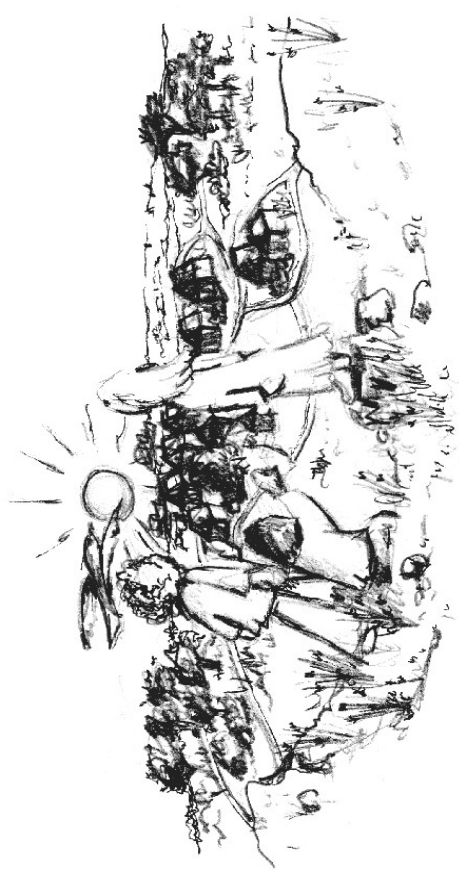
“The source of all glory
is acceptance of whatsoever
the Lord hath bestowed,
and contentment with that
which God hath ordained.”

Baha'u'lláh



“The source of all glory
is acceptance of whatsoever
the Lord hath bestowed,
and contentment with that
which God hath ordained.”

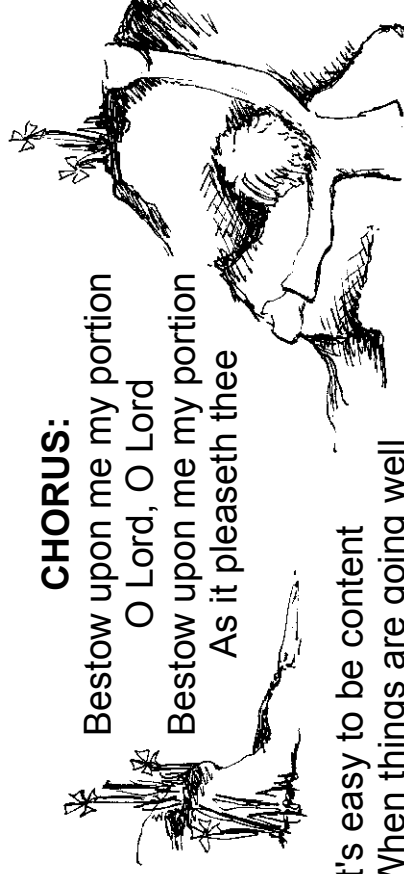
Baha'u'lláh



Bestow Upon Me My Portion

CHORUS:

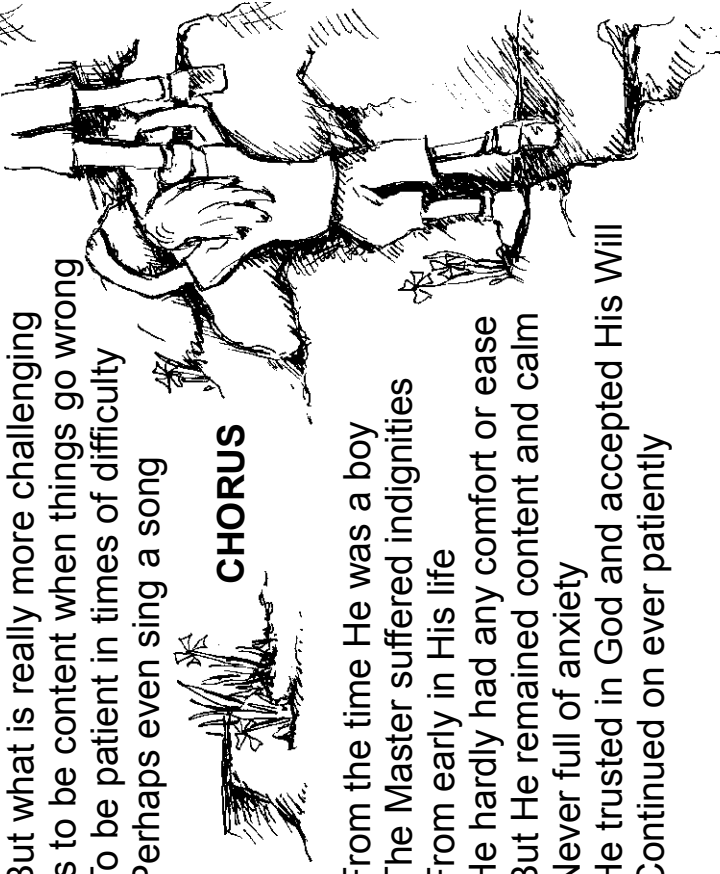
Bestow upon me my portion
O Lord, O Lord
Bestow upon me my portion
As it pleaseth thee



It's easy to be content
When things are going well
It's easy to be content when you're feeling swell
But what is really more challenging
Is to be content when things go wrong
To be patient in times of difficulty
Perhaps even sing a song

CHORUS

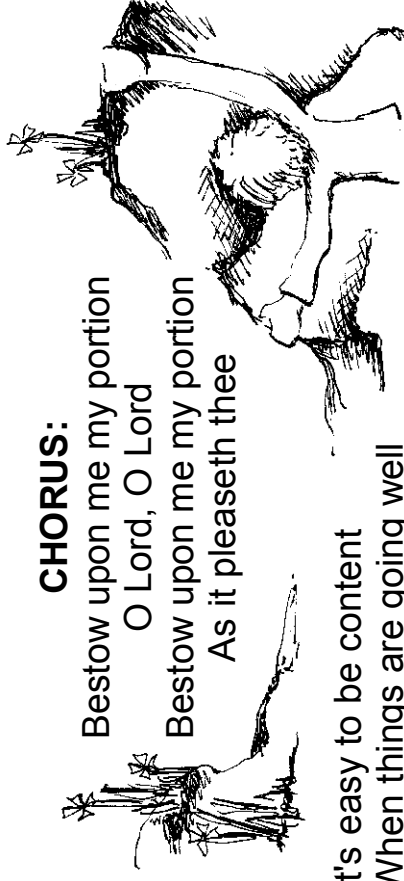
From the time He was a boy
The Master suffered indignities
From early in His life
He hardly had any comfort or ease
But He remained content and calm
Never full of anxiety
He trusted in God and accepted His Will
Continued on ever patiently



Bestow Upon Me My Portion

CHORUS:

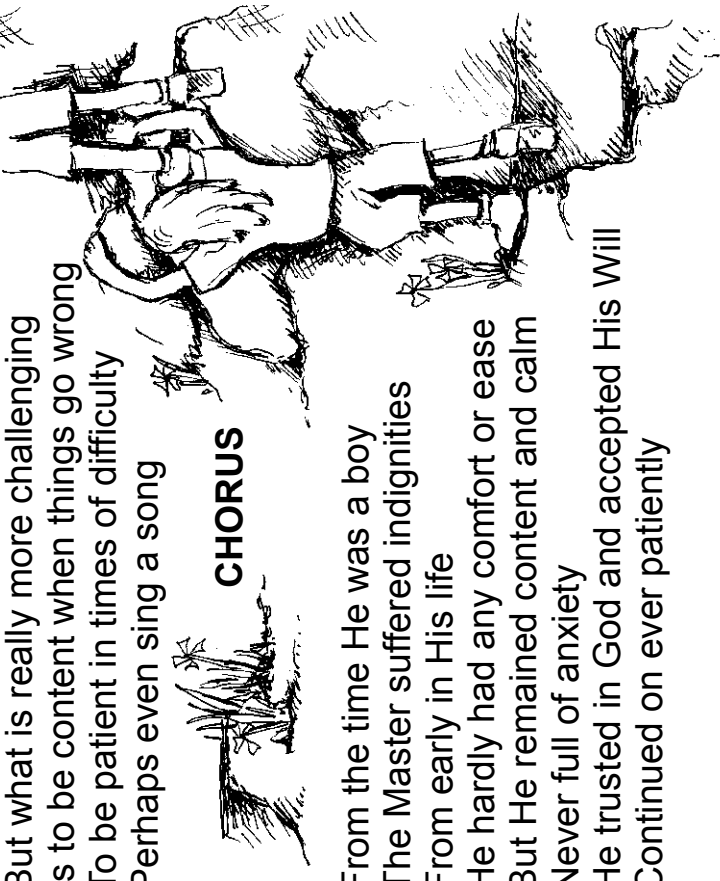
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Perhaps even sing a song

CHORUS

From the time He was a boy
The Master suffered indignities
From early in His life
He hardly had any comfort or ease
But He remained content and calm
Never full of anxiety
He trusted in God and accepted His Will
Continued on ever patiently



The Mouse Who Was Never Content



A mouse lives in a safe little hole in the wall.
One night he sees a tasty piece of cheese lit up
By the moon light and so leaves his safe
little hole and heads toward the cheese.

When he gets to the cheese he sees ahead of
him a table full of food so he kicks aside the
small piece of cheese and sets out to climb
up the table leg to the more plentiful supply
of goodies on top.

Once he reaches the top of the table he was
able to look out through a window to see a
shop across the road with enough food to fill
100 tables. This makes the food on the table
in front of him look not very much at all so he
jumps down and ventures out towards the shop.

At the shop door he smells the scent of something very tasty cooking at a restaurant down the street so he heads in that direction instead.

He follows his nose to a restaurant but before he gets there he comes across a hungry cat. That cat scares him and he wishes that he was back in his safe little hole.

The mouse scurries back to his little hole in the wall where he was safe again but outside the hole he spied that tasty piece of cheese and heads out towards it.

The mouse ended up back where he started but always wished for something he didn't have. He found all different places with food to eat but ended up back in his hole without eating anything at all. He was never content with what he already had so ended up with nothing at all.

UNIVERSAL KINDNESS - LESSON 16

SESSION A

DEVOTIONS

Go over the prayer the children are learning – add a new part, talk about its meaning and make up some actions to help with memorization.

DISCUSSION

Use discussion from Book 3.

STORY

Read story from Book 3.

QUOTATION

Read out the quotation.

Use the sentences provided in the Book 3 to explain the meaning of some of the difficult words.

GAME

Use game from Book 3.

SONG

Sing song from Book 3 and glue song sheet into books.

ACTIVITY

Glue Quotation into books, colour in and practice memorizing. Ask the children to help each other with the memorizing.

HOMEWORK

Ask the children to try to do the following before the next session:

Include someone in your game that is lonely, feeling left out or doesn't have anyone to play with.

SESSION B

DEVOTIONS

Go around the circle with each child saying the next part of the prayer from memory they have been learning. For example: The first child might say 'Thy name is my healing,' and the next person would say 'O my God,' etc...

HOMEWORK REFLECTION

Ask the children if they did the homework from the previous session.

Ask them what they did, what happened and what skills they used. For example: Thoughtfulness, Kindness, Consideration for Others, Compassion, Respect, Friendliness.

REFLECTION

Ask the children what they remember from the last session.

DISCUSSION

Ask the children -

- If someone hits, does that mean its alright to hit back?
- If someone lies does that mean we should lie too?
- If we can't understand someone else's language does that mean it's ok to make fun of them?
- If someone takes things that belong to us does being kind mean we should let them get away with it?
- If someone says something we don't think is true does kindness mean we have to agree with them?
- If someone tells us to do something we feel is unsafe does being kind mean we should do it?

NO – we need to be kind but also stand up for our own rights, our own safety and justice.

DEMONSTRATION

PART 1: Explain that just like a fence or barrier can keep us from moving forwards there are sometimes things that get in the way of us feeling kind towards others.

These might be things like:

- When we feel hate towards someone.
- When we are prejudiced towards someone who is different to us.
- If we are selfish and are thinking only of ourself.
- If we are impatient and are not willing to spend the time listening and getting to know someone else.
- When we feel superior or better than someone else.
- Etc...



Make a fence out of card by folding it backwards and forwards as shown a few times so that it stands up. Write the children's ideas of things that might prevent them feeling kind on to the fence.

PART 2: Explain that we need to break down this fence and instead build a bridge of things that link us to other people and help us feel kind towards them. Let one of the children squash or scrunch up the fence to demonstrate braking it down and then build a bridge out of card as shown to replace it. Write on to the bridge things that help us feel kinder – ask the children for ideas.

Some of these things might be:

- Looking for the good in others.
- Being patient when people don't understand something.
- Thinking about what makes others happy or helps them.
- Seeing peoples differences as beautiful things we can learn about.



ACTIVITY

Use reflection activity sheet. Cut sheet in half along dotted line so each child get's one copy of the activity.

SONG

Sing Song from Book 3.



"Blessed is he who mingleth with all men in a spirit
of utmost kindness and love.." Bahá'u'lláh



"Blessed is he who mingleth with all men in a spirit
of utmost kindness and love.." Bahá'u'lláh

A NEW DAY
IS DAWNING!

In Japan

THE WORLD
IS BUT ONE COUNTRY

In Japan, Afghanistan, Peru and Zanzibar

With bongos and marimbas, banjos and guitar

People are singing, haven't you heard

A new day is dawning, we have brand new words

"The world is but one country," we're learning this today

"And all mankind its citizens," these words will show the way

For all of us to fully learn our talents and worth

So we can build anew world order, here on earth

THE NATIONS ONE

We have all been likened to leaves upon one tree

Flowers in one garden, waves upon one sea

Brilliant shining stars, radiant candles, rays of light

Birds singing in the garden day and night

AND MANKIND IT'S CITIZENS

Make the nations one, let religions all agree

Be occupied with service to all humanity

Nothing less than unity can satisfy our minds

So tell the world about the oneness of mankind

In Japan, Afghanistan, Peru and Zanzibar

With bongos and marimbas, banjos and guitar

People are singing, haven't you heard

A new Day is dawning, we have brand new words

THE ONENESS OF
MANKIND

A NEW DAY
IS DAWNING!

In Japan

THE WORLD
IS BUT ONE COUNTRY

In Japan, Afghanistan, Peru and Zanzibar

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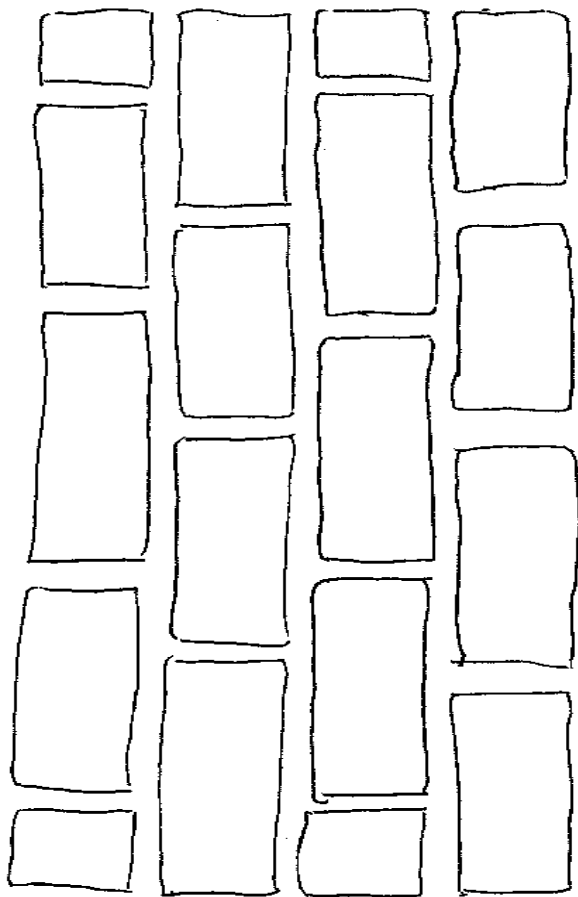
In Japan, Afghanistan, Peru and Zanzibar

With bongos and marimbas, banjos and guitar

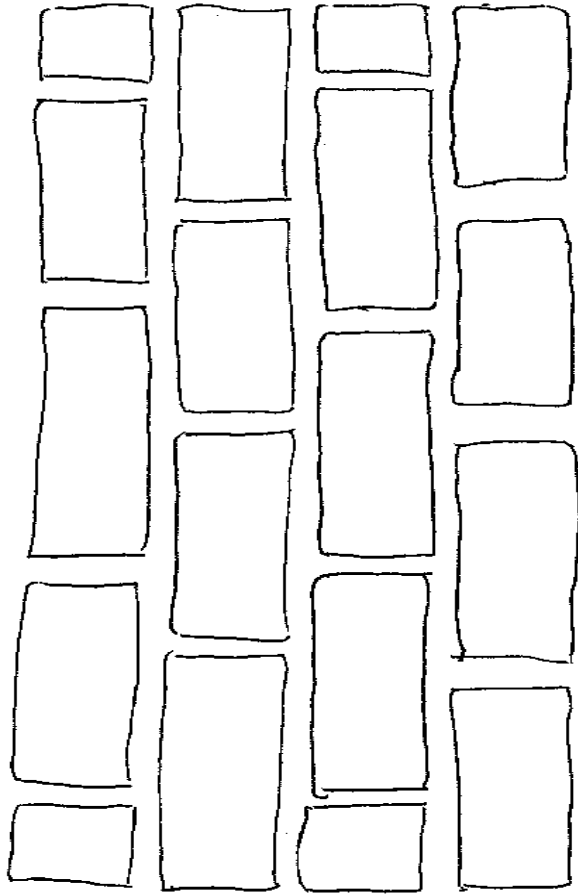
People are singing, haven't you heard

A new Day is dawning, we have brand new words

THE ONENESS OF
MANKIND



INSTRUCTIONS: Sometimes we put up walls or barriers to make us feel separate from other people. Write into the bricks of the wall above some of the things that make us feel like this. For example: Hate, Anger, Prejudice. In the space below write the things we should replace this with. For example: Love, Friendship, Unity.



INSTRUCTIONS: Sometimes we put up walls or barriers to make us feel separate from other people. Write into the bricks of the wall above some of the things that make us feel like this. For example: Hate, Anger, Prejudice. In the space below write the things we should replace this with. For example: Love, Friendship, Unity.

STEADFASTNESS - LESSON 17

SESSION A

DEVOTIONS

Invite the children to say a prayer they know from memory.

DEMONSTRATION

What does the word 'source' mean? Use word definitions in Book 3 to help explain it. Show the children a torch without a battery. Ask one of the children to turn it on. It won't work of course. Ask the children if they know why the torch may not be working. It doesn't have the source of its power, the batteries. Place the batteries in the torch to show how it now works. Ask the children what they think the source of courage is. We have courage when we believe that what we are doing is the right thing to do.

DISCUSSION

Use discussion from Book 3.

STORY

Read story from Book 3.

QUOTATION

Read out the quotation.

Use the sentences provided in the Book 3 to explain the meaning of some of the difficult words. Talk about what the quotation means.

ACTIVITY

Use craft activity sheet.

SONG

Sing song from Book 3 and glue song sheet into books.

ACTIVITY

Glue Quotation into books, colour in and practice memorizing. Ask the children to help each other with the memorizing.

SESSION B

DEVOTIONS

Invite the children to say a prayer they know from memory.

REFLECTION

Ask the children what they remember from the last session.

DISCUSSION

Ask the children the following questions:

- If we lie to get away with something that we did wrong – are we being courageous?
No, courage would be telling the truth and standing up for what is right even if it is hard to do so.
- If we decide not to try something we find difficult and we know we might not get right the first time – are we being courageous?
No, courage would be giving it a go even if we know we might not succeed.
- If you believe that every person is unique, special, important and should be respected but when you see a kid in the playground that looks very dirty you feel like avoiding them would you be courageous if you still went up to find out their name and ask them to play?
- Yes, you would be holding to what you believe and giving the kid the benefit of the doubt. The child may have a very good reason for being dirty. Can anyone think of reason why this might be? They could have fallen over on the way to the park which made them dirty, maybe their shower isn't working at home, maybe they had just been making mud pies with a friend.
- If someone tells us that taking the ball off younger kids in the playground is ok and by not doing it you are going to look silly would we be showing courage to do as they say?
No, courage is doing what we think is right no matter what anyone else thinks.
- If the kid sitting next to you at school tells you that you aren't very good at writing stories and so you shouldn't bother entering your story in the writing competition but you thought your story was good and so you enter it anyway - is this showing courage?
Yes, you are believing in yourself and standing up for what you feel is the truth. You are not allowing your opinions to be swayed by someone else's.

ACTIVITY

Use memorization activity sheet to help with memorization.

SONG

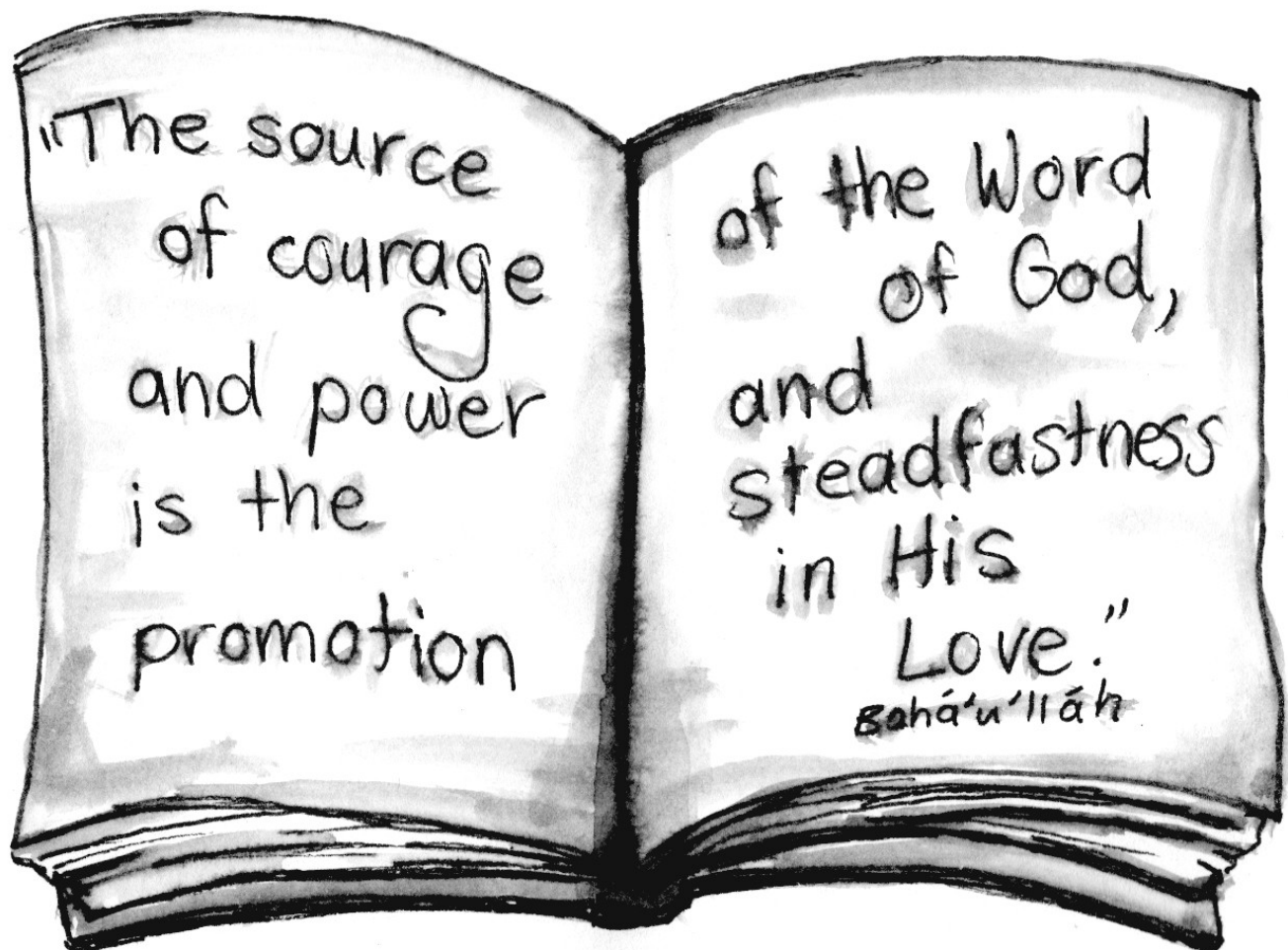
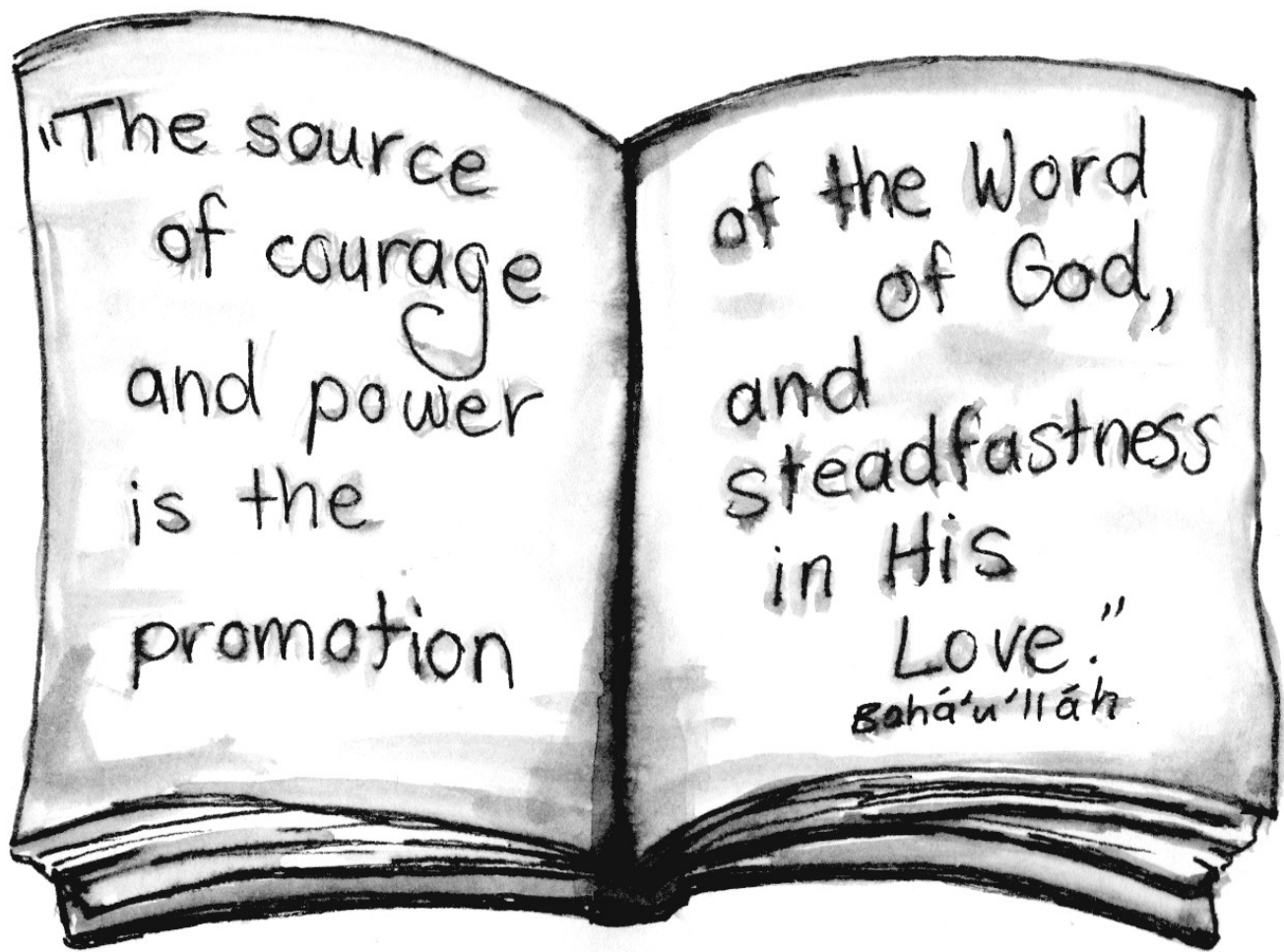
Sing Song from Book 3.

GAME

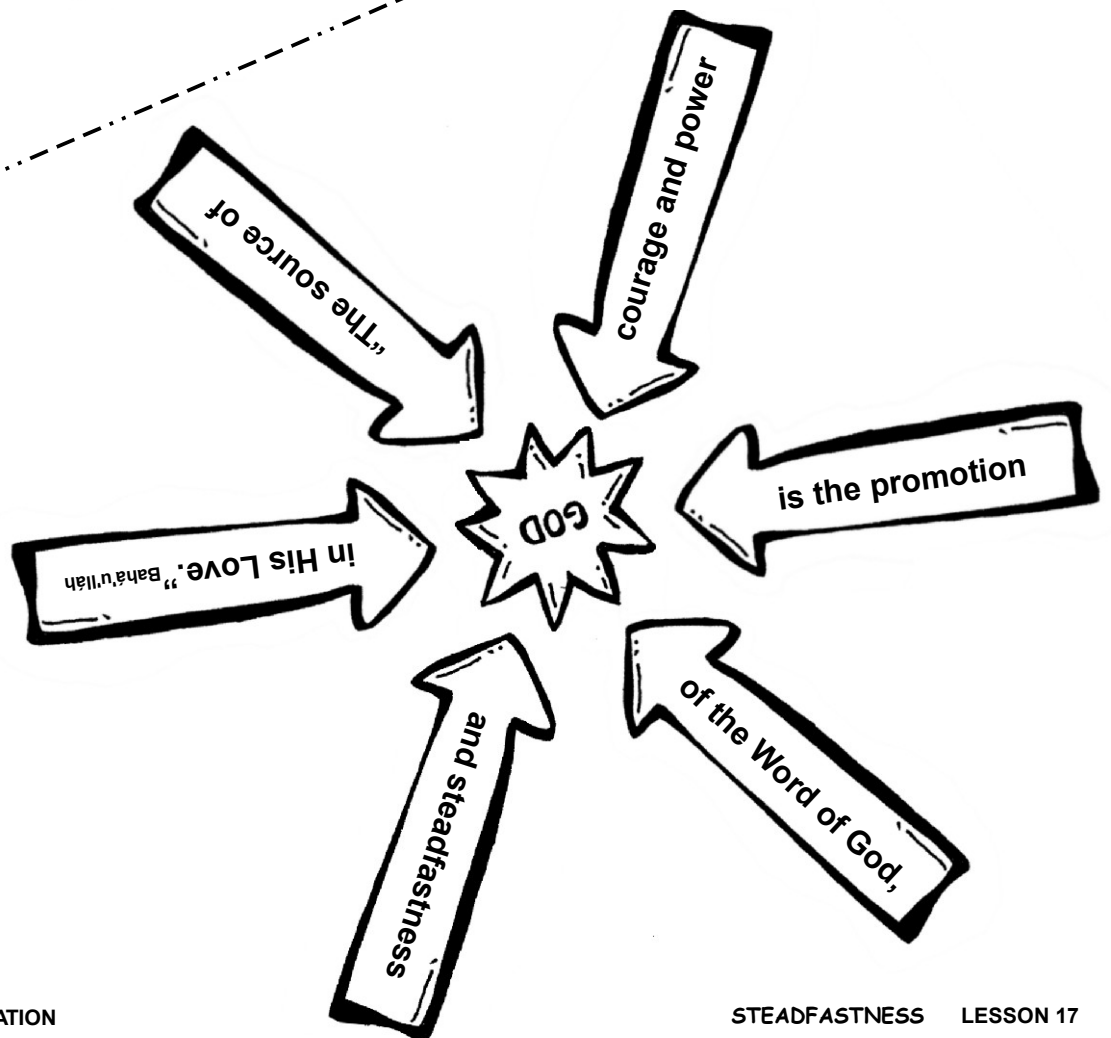
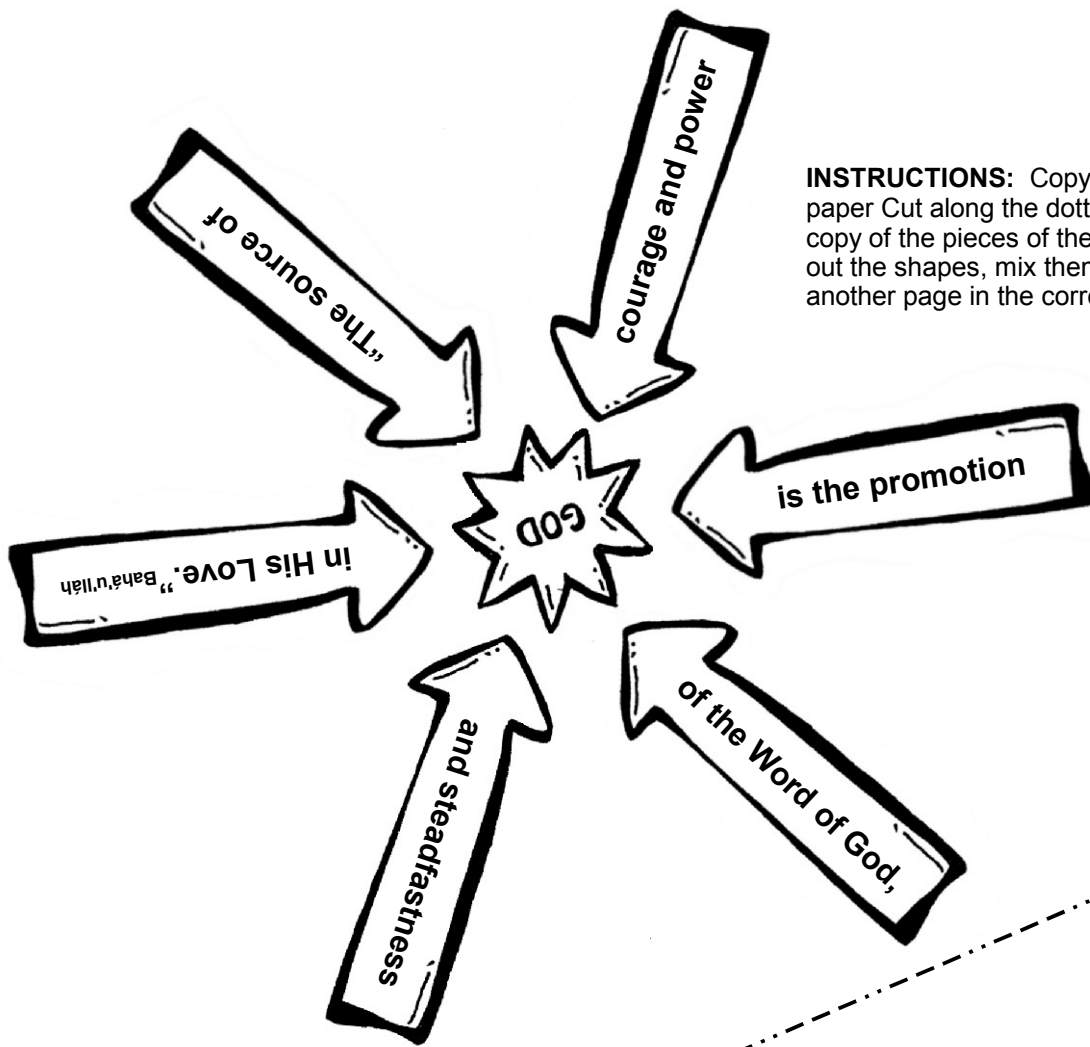
Use game from Book 3.

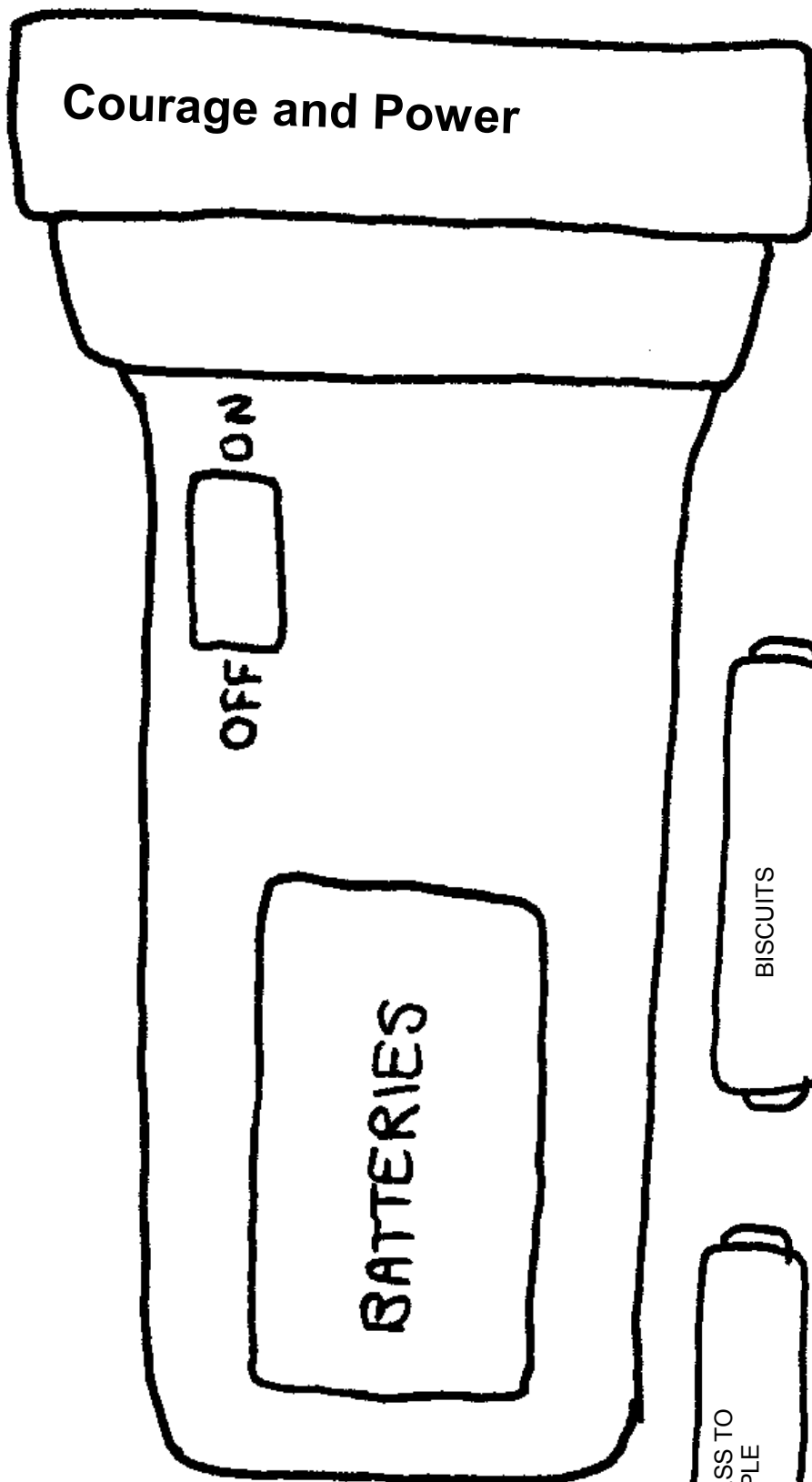
Some examples of statements might be:

- Dogs have four legs.
- Blue is everyone's favourite colour.
- Truth starts with the letter X.
- Always being honest helps our friends to trust us.
- Pianos have pink keys.
- Courage means standing up for what is right.
- Stealing is absolutely ok.
- Carrots are animals.
- Baked beans is the name of a famous singer.
- Cheese is not made on the moon.
- Kind and respectful is something we should always strive for.
- Lettuce is a vegetable.
- Beds were made for bouncing on.
- The source of courage is the word of God.



INSTRUCTIONS: Copy this page on to white paper Cut along the dotted line. Give each child a copy of the pieces of the quotation. Children cut out the shapes, mix them up and glue them on to another page in the correct order. Colour in.





PROMOTION OF THE
WORD OF GOD

PETROL

BISCUITS

ELIECTRICITY

STEADFASTNESS
IN HIS LOVE

FRIENDLINESS TO
HIS PEOPLE

JUICE

BIG MUSCELS

INSTRUCTIONS: Copy this page on to white paper and give each child a copy. Children cut out the torch and colour it in then cut out the two correct batteries and glue them onto the area marked.

Source of Courage

The source of courage and power
Is the promotion of the Word of God
The source of courage and power
Is steadfastness in His love

Forget about yourself
Stand up for what is right
Defend those in need
Rely upon His might

Teach the Word of God
Be courageous in your deeds
Follow His path
To happiness it leads

Source of Courage

The source of courage and power
Is the promotion of the Word of God
The source of courage and power
Is steadfastness in His love

Forget about yourself
Stand up for what is right
Defend those in need
Rely upon His might

Teach the Word of God
Be courageous in your deeds
Follow His path
To happiness it leads

GOD'S BOUNTIES - LESSON 18

SESSION A

DEVOTIONS

Invite the children to say a prayer they know from memory.

DISCUSSION

Use discussion from Book 3.

Ask the children the following questions?

- Why would someone persevere to learn to read even if they found it difficult? Because they hope to be able to read well in the future.
- Why would someone with a broken leg be happy to have a cast put on it which makes their leg feel itchy and uncomfortable? Because they hope their leg will mend and look forward to a time when their leg is as good as new.
- Why does a bird of prey search and search, soaring through the sky for a very long time? Because it hopes to find some prey for it to eat.
- Why does a chicken sit on her eggs for a very long time? Because it hopes to soon have little chicks.
- Why does someone practice an instrument even if it sounds really bad to start with? Because they hope to one day be able to play well and make beautiful music.

QUOTATION

Read out the quotation.

Use the sentences provided in the Book 3 to explain the meaning of some of the difficult words.

STORY

Read out the story from Book 3.

Explain that we all need hope, it is the reason we do a lot of things we do. Hope helps us have the strength, confidence, inspiration and energy to keep looking forward to the future and things to come.

DEMONSTRATION

Fill a glass half full with water.

Ask the children if it is half full or half empty. Talk about how this represents an attitude. People who see things as half empty are focusing on what they don't have and the negative things. People who see things as half full are concentrating on what they do have and what they already have that is positive.

SONG

Sing song from Book 3 and glue song sheet into books.

ACTIVITY

Glue Quotation into books, colour in and practice memorizing. Ask the children to help each other with the memorizing.

SESSION B

PRAYER

Read out the next prayer the kids will be learning.

Read out the first part again and talk about the meaning of the words. Make some actions to the first sentence and say it a few times with the children. Each week add a new part of the prayer until the children are familiar with the whole thing.

Give each child a copy of the prayer to glue into their books. (In lesson 20 there is a memorization activity for the prayer which the children will be able to do after they have become a little familiar with the words.)

REFLECTION

Ask the children what they remember about the previous session.

DEMONSTRATION

Make a tunnel using some chairs sitting next to each other and covered by blankets. Talk about how a tunnel looks very dark and makes the light shining in from the end seem very bright.

Explain that people often talk about the light at the end of the tunnel. They mean that sometimes when things are difficult or hard it feels like things are dark and sad and miserable but if you focus on the end of the tunnel where the light is instead of the darkness it helps you keep going and see that there is hope and a brighter future ahead of you. Hope is about looking at the good and at how good things will and can be.

Get the children to crawl through the tunnel you've made and come out into the light.

MEMORIZATION

Say the quotation in different kinds of voices to help with memorization. For example: say it softly, loudly, squeaky, with your tongue sticking out, in a deep voice and while laughing at the same time. Ask the children to come up with their own funny voice ideas.

SONG

Sing song from Book 3.



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



O My Lord! O my Lord!

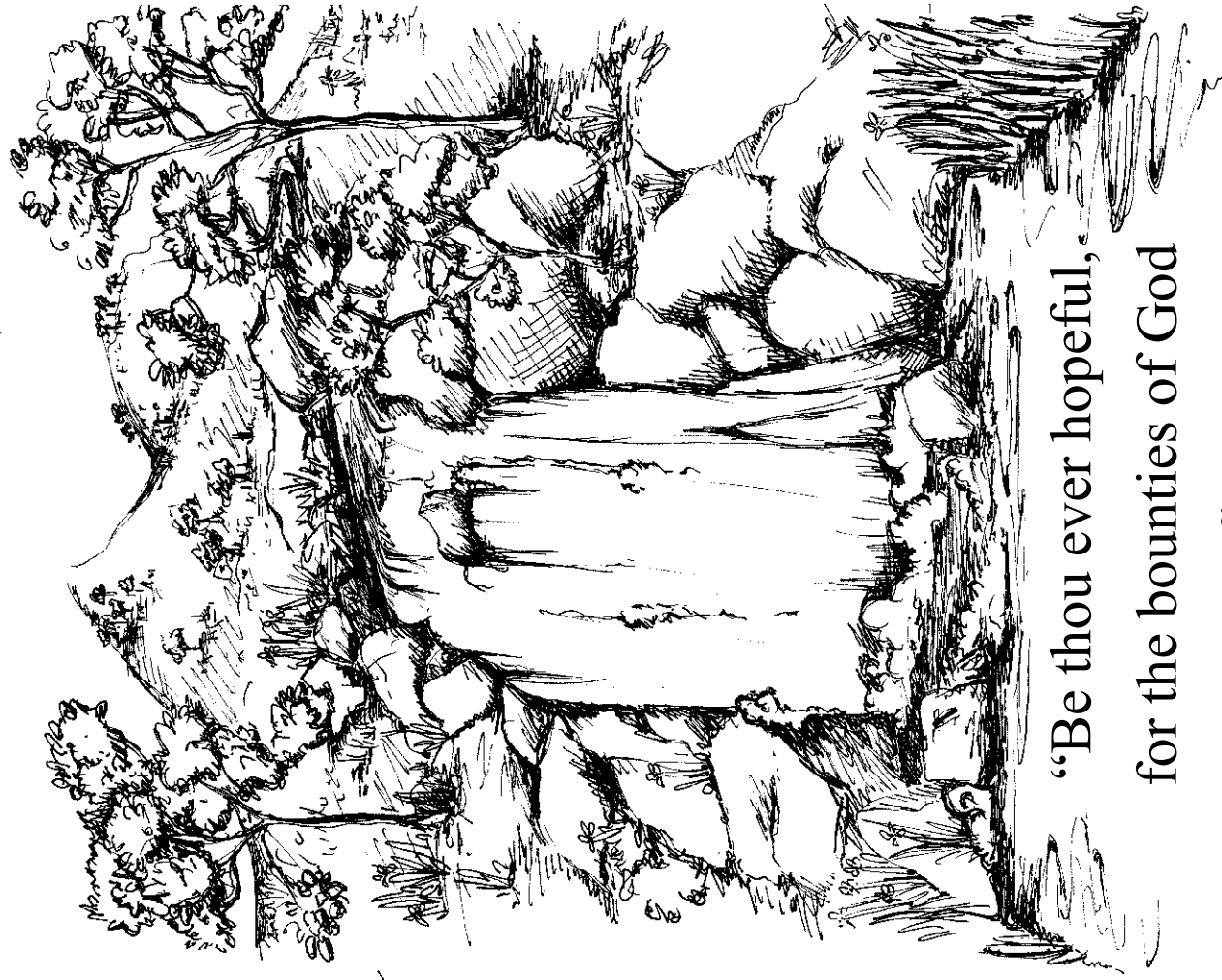
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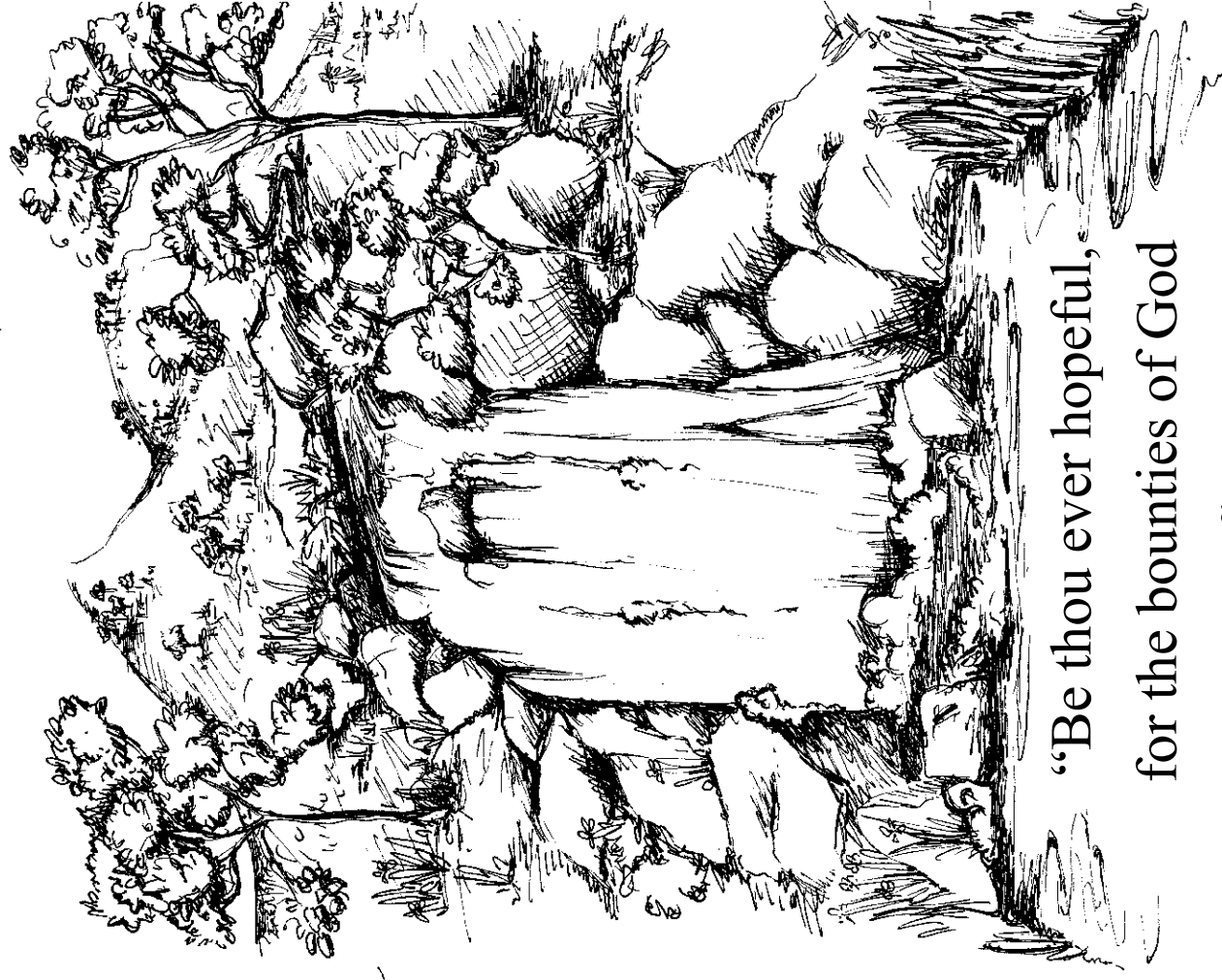
Verily, Thou art the Powerful,
the Mighty, the Seer, the Hearer.

'Abdu'l-Bahá



“Be thou ever hopeful,
for the bounties of God
never cease to flow upon man.”

Abdu'l-Bahá



“Be thou ever hopeful,
for the bounties of God
never cease to flow upon man.”

Abdu'l-Bahá



There's a New Wind Blowin'

CHORUS:

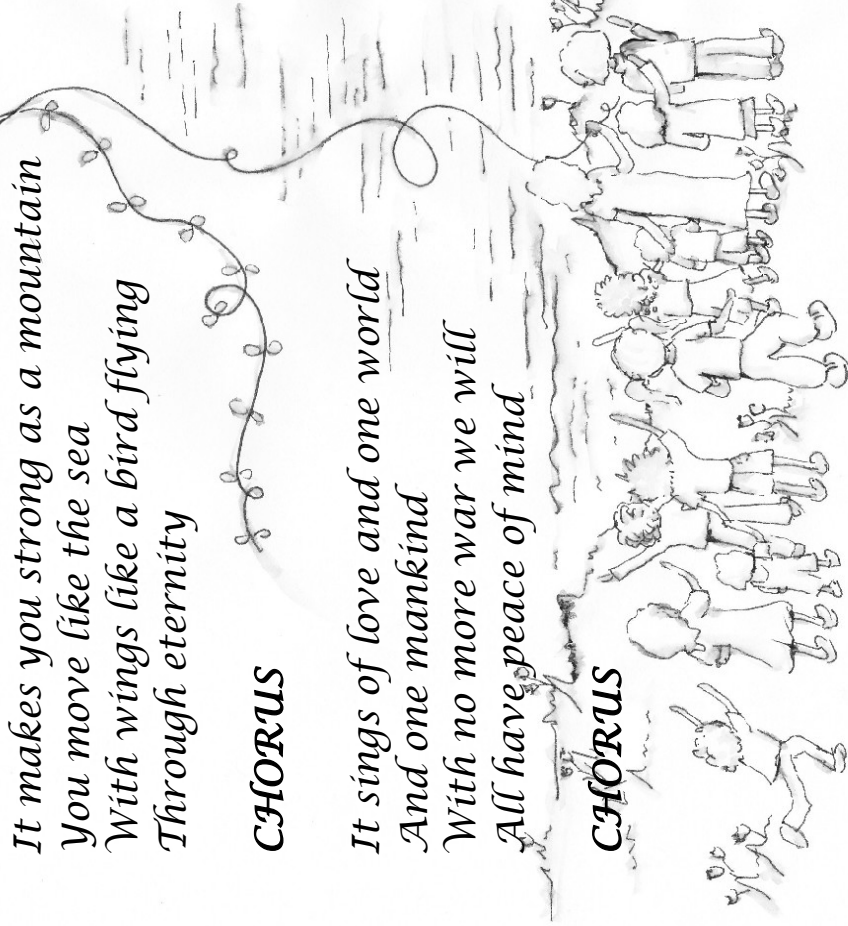
*There's a new wind blowin' across the sea
There's a new wind blown' a callin' me
It's a new way for a new Day,
Gonna set all men free*

*It makes you strong as a mountain
You move like the sea
With wings like a bird flying
Through eternity*

CHORUS

*It sings of love and one world
And one mankind
With no more war we will
All have peace of mind*

CHORUS



There's a New Wind Blowin'

CHORUS:

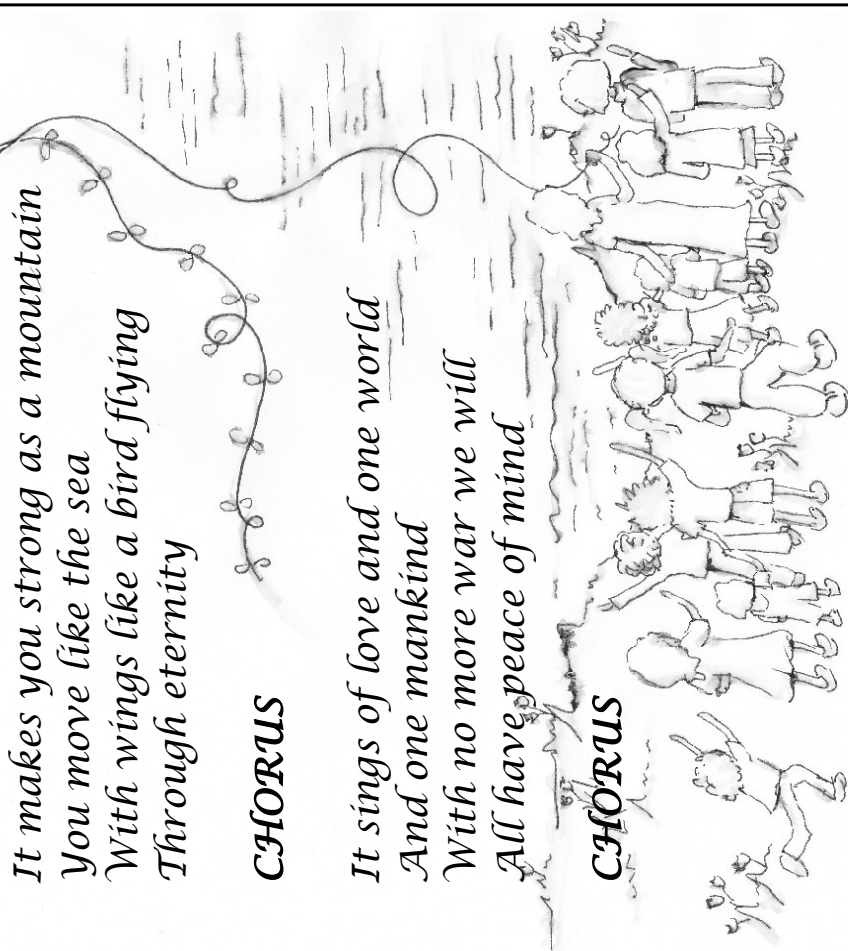
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You move like the sea
With wings like a bird flying
Through eternity*

CHORUS

*It sings of love and one world
And one mankind
With no more war we will
All have peace of mind*

CHORUS



TRUSTWORTHINESS - LESSON 19

SESSION A

DEVOTIONS

Review the prayer the children are learning. Add a new part with actions and talk about the meaning of the words.

DISCUSSION

Use discussion from Book 3.

STORY

Read 'The Great Kingdom' from the story activity sheet provided.

QUOTATION

Read out the quotation.

Use the sentences provided in the Book 3 to explain the meaning of some of the difficult words.

ACTIVITY

Glue or tape a few pieces of paper together into a long strip. Write the word trustworthy on to it in large letters and ask the children to decorate and colour it. Bluetack it over the door to the room used for childrens classes. Alternatively the children could each make their own smaller version to take home and bluetack to their bedroom door. Explain that it is a reminder that each time they enter that room they need to strive to be a trustworthy person.

SONG

Sing song from Book 3 and glue song sheet into books.

ACTIVITY

Glue Quotation into books, colour in and practice memorizing. Ask the children to help each other with the memorizing.

SESSION B

DEVOTIONS

Review the prayer the children are learning. Add a new part with actions and talk about the meaning of the words.

REFLECTION

Ask the children what they remember about the previous session.

DISCUSSION

Ask the children:

What happens when we can't trust someone?

You can't share with them things that are important to you, you will not be able to respect them or relax in their company. You will not be able to rely on them to do what they say.

If a child can not trust the parents to look after them they will not be able to relax and concentrate on the things they need to learn and grow.

If countries cannot trust each other they will not be able to focus on developing their land and educating their people as they will be in constant fear of attack.

If a friend is not honest they cannot be relied upon to respect others wishes.

A trustworthy person can be relied upon to do what is best for the right reasons and put others first. They can be trusted to put into action what they say they will do and all their words can be believed as the truth.

STORY

Read out the story from Book 3.

MEMORIZATION

Ask two children to stand and make an archway with their hands. Explain that this is like a portal or gateway. The other children line up in front of the arch and then walk through. As each person walks through ask them to say one or two words in the quotation. As the first child walks through they will say the first couple of words and then the second child will say the next couple of words and so on. If the children are doing well with the memorization you may like to see if each child can say the whole quotation by themselves before walking through the arch.

SONG

Sing song from Book 3.

“Trustworthiness

is the
greatest
portal
leading
unto the
tranquility
and security
of the people.”

Bahá'u'lláh



“Trustworthiness

is the
greatest
portal
leading
unto the
tranquility
and security
of the people.”

Bahá'u'lláh



Busy Hands

CHORUS

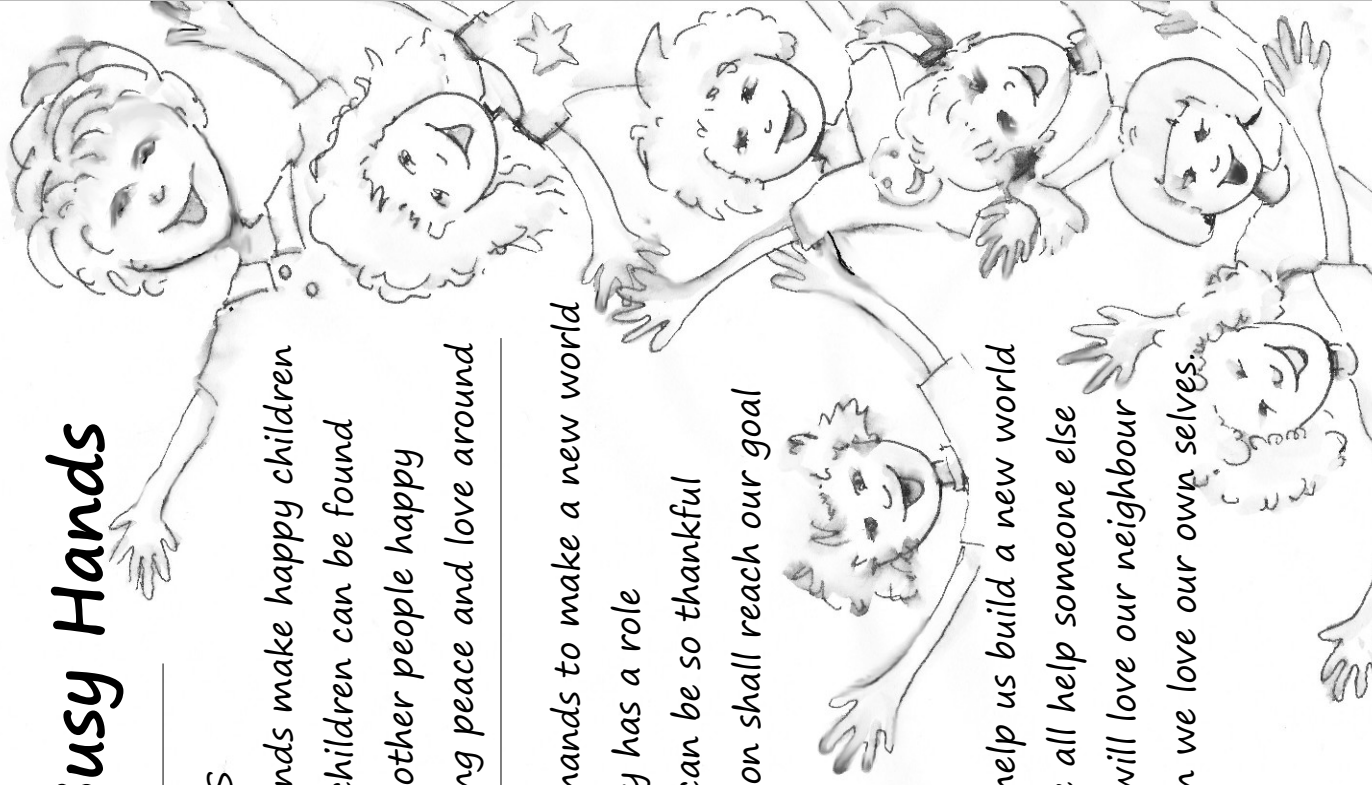
Busy hands make happy children
Happy children can be found
Making other people happy
Spreading peace and love around

Working hands to make a new world
Everybody has a role
All of us can be so thankful
For we soon shall reach our goal

CHORUS

God will help us build a new world
Where we all help someone else
All of us will love our neighbour
More than we love our own selves

CHORUS



Busy Hands

CHORUS

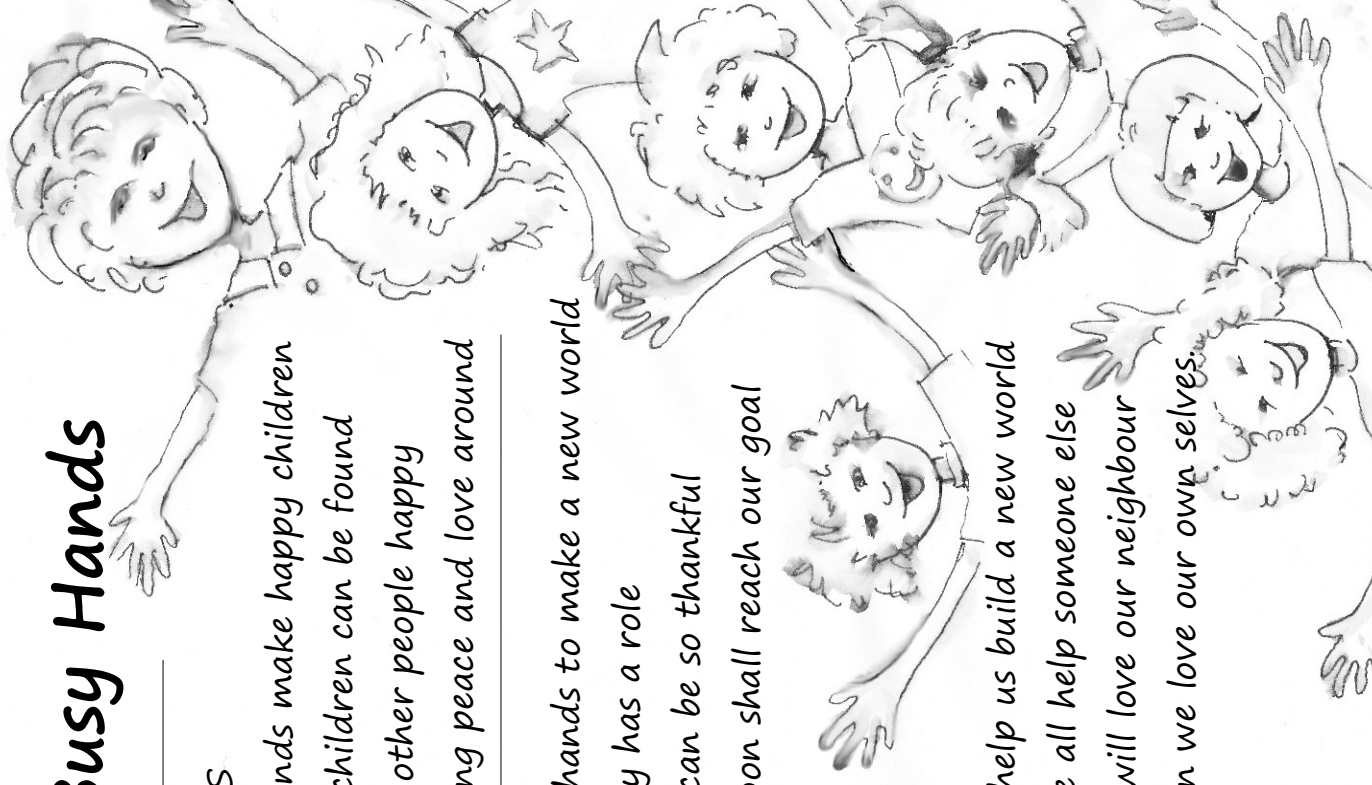
Busy hands make happy children
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Everybody has a role
All of us can be so thankful
For we soon shall reach our goal

CHORUS

God will help us build a new world
Where we all help someone else
All of us will love our neighbour
More than we love our own selves

CHORUS



The Great Kingdom

A man walked for many days and many weeks to reach a great kingdom he had heard many wonderful things about. He had been told of the deep respect people had for each other, the harmony with which they lived together and the love which shone from each person who made their home there.

He walked up the wide path with great anticipation and finally reached the entrance. In front of him was a tall stone archway and along the top were engraved the words, "Let he who is trustworthy enter and find the City of Harmony." There was no gate to keep people out or stop anyone wandering in."

A lady strolled out of the city with a basket of fruit perched on her head. She whistled happily to herself. The man called out to her and pointed to the arch.

The man said "I have heard such great things about this place and thought it would be very difficult to gain entrance yet here I am and there is not even a simple gate or guard to protect it and stop me or anyone else who wants to walking straight in. Why is there not more security to this place?"

The lady silently pointed to the words along the arch that the man had read only moments before. The man explained that he had seen them and understood that it instructed only trustworthy people to enter however there seemed to be nothing to stop an untrustworthy person entering too.

"That is true," the lady replied quietly, "but an untrustworthy person can not be trusted and so will not be respected by his neighbours. This will create disunity amongst those he is around and so an untrustworthy person coming in search of the 'City of Harmony' will not find what he is seeking and so will soon leave. The 'City of Harmony' is not a place but an attitude, feeling and honest character which each person chooses to create around them."

The man looked again at the entrance which now had new meaning for him. He sat down on a rock nearby reflecting and meditating on what the lady had said and it wasn't until the sun had set and the moon had risen that he finally felt ready to enter and be part of this great kingdom.

THE LOVE OF GOD - LESSON 20

SESSION A

DEVOTIONS

Review the prayer the children are learning. Add a new part with actions and talk about the meaning of the words.

ACTIVITY / MEMORIZATION

Use memorization activity sheets 1 and 2 to help with memorization of the prayer the children are learning.

DISCUSSION

Use discussion from Book 3.

QUOTATION

Read out the quotation.

Use the sentences provided in the Book 3 to explain the meaning of some of the difficult words.

STORY

Read out the story from Book 3.

SONG

Sing song from Book 3 and glue song sheet into books.

ACTIVITY

Glue Quotation into books, colour in and practice memorizing. Ask the children to help each other with the memorizing.

SESSION B

DEVOTIONS

Review the prayer the children are learning. Add a new part with actions and talk about the meaning of the words.

REFLECTION

Ask the children what they remember about the previous session.

DISCUSSION

Ask the children what the qualities of a fire are. It is warm, it spreads heat, it spreads light. When a fire is lit people like to gather around it, chat, warm their hands and watch its flickering flames. Love is the same way. When we show love people want to be around us and they enjoy our company.

How do we make a fire? As you discuss it act out the following with the children. They make come up with other interesting details like chopping the wood etc...We have to set it up properly with wood and paper and small pieces of wood on top. We have to then light a match and carefully blow on the flame until it grows and becomes stronger. We then need to wait until it catches on to the wood and can burn with out help. What happens then? Will it keep burning forever? No, everyone now and again you will need to add more wood.

Love is the same. It doesn't just happen. We need to work at it, think about how we treat people, change our attitude and never stop fining new ways to share our love with others.

MEMORIZATION

Ask the children the following questions to help with memorization.

What are you going to enkindle in thy heart? A fire of love, a fire of hate or a fire of wood?

Are you going to rub your heart with the fire of His love, enkindle your heart with the fire of His love or light a match to the fire for His love?

Are you going to beg God, give God a pony or supplicate God?

Are you going to enkindle something in the fire place, enkindle something in the washing machine or enkindle something in your heart?

SONG

Sing song from Book 3.

"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**

"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
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Deliver me from darkness,

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human world,**

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of eternal life.**

**Verily, Thou art the Powerful, the Mighty,
the Seer, the Hearer." 'Abdu'l-Bahá**

INSTRUCTIONS: Copy this page and cut into 2 down the centre line (one set of prayer pieces per child). Children cut each piece out along the dotted lines and mix them up. Copy Activity Sheet 2 (one per child). Children glue the prayer pieces in the right order onto Activity Sheet 2 using the pictures to help them (each picture relates to one piece of the prayer).



“Verily,
I supplicate God
to enkindle
in thy heart
the fire of
His love...”

'Abdu'l-Bahá



“Verily,
I supplicate God
to enkindle
in thy heart
the fire of
His love...”

'Abdu'l-Bahá



Look at Me

Look at me,

Follow me, be as I am,

'Abdu'l-Bahá, 'Abdu'l-Bahá.

Teach, teach, teach,

Follow me, be as I am,

'Abdu'l-Bahá, 'Abdu'l-Bahá.

Serve your Lord,

Follow me, be as I am,

'Abdu'l-Bahá, 'Abdu'l-Bahá.

Love mankind,

Follow me, be as I am,

'Abdu'l-Bahá, 'Abdu'l-Bahá.

Look at Me

Look at me,

Follow me, be as I am,

'Abdu'l-Bahá, 'Abdu'l-Bahá.

Teach, teach, teach,

Follow me, be as I am,

'Abdu'l-Bahá, 'Abdu'l-Bahá.

Serve your Lord,

Follow me, be as I am,

'Abdu'l-Bahá, 'Abdu'l-Bahá.

Love mankind,

Follow me, be as I am,

'Abdu'l-Bahá, 'Abdu'l-Bahá.

GOD'S LIGHT - LESSON 21

SESSION A

DEVOTIONS

Review the prayer the children are learning. Add a new part with actions and talk about the meaning of the words.

DISCUSSION

Use discussion from Book 3.

QUOTATION

Read out the quotation.

Use the sentences provided in the Book 3 to explain the meaning of some of the difficult words.

STORY

Read out the story 'Sarah's Discovery' from the story activity sheet provided.

CRAFT

Make Lanterns

MEMORIZATION

Make up actions with the children to act out the quotation as the children say it.

SONG

Sing song from Book 3 and glue song sheet into books.

ACTIVITY

Glue Quotation into books, colour in and practice memorizing. Ask the children to help each other with the memorizing.

SESSION B

DEVOTIONS

Review the prayer the children are learning. Add a new part with actions and talk about the meaning of the words.

REFLECTION

Ask the children what they remember about the previous session.

STORY

Read out the story from Book 3.

DEMONSTRATION

Spread some paper clips over an area. Place a strong magnet in the centre and then move it around slowly so that the paper clips all stick to the magnet. Explain that it is just like the story and how Abdu'l-Baha's love attracted others to him and then they, just like the paper clips, become like magnets too attracting other paper clips or people. This is what happens when we draw on the light inside us. We attract others to us and to God's light and they can then attract others to them etc...

Ask the children what will happen to the paper clips when we take the magnet away. The paper clips will no longer act like magnets. This is similar to when we choose not to use that light within us, we will no longer be a spiritual magnet.

GAME

Stand the children in a rough circle. One child stands in the middle. Everyone except the person in the centre put's their hands together and stretches their arms out in front of them like an arrow. When the person in the middle put's their hand on their heart as a symbol of drawing on God's light inside them everyone points their arrow shaped arms straight at them like a magnet attracting paper clips. When the person in the middle takes their hand off their heart everyone points in different directions as if they are no longer attracted to them. Let them do this a few times seeing if they can trick anyone into doing the wrong thing then give another child a turn in the centre.

SONG

Sing song from Book 3.



*“O Son of Being!
Thou art My lamp
and My light is in thee.
Get thou from it
thy radiance and seek
none other than Me.”*

Bahá'u'lláh



*“O Son of Being!
Thou art My lamp
and My light is in thee.
Get thou from it
thy radiance and seek
none other than Me.”*

Bahá'u'lláh



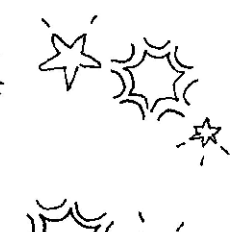
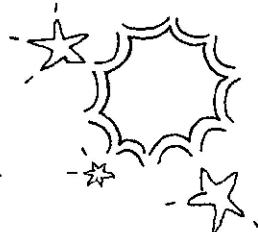
Siyahamba

Siyahamb' ekukhanyen' kwenkhos
Siyahamb' ekukhanyen' kwenkhos
Siyahamb' ekukhanyen' kwenkhos
Siyahamb' ekukhanyen' kwenkhos

Siyahamba, hamba, siyahamba, hamba
Siyahamb' ekukhanyen' kwenkhos
Siyahamba, hamba, siyahamba, hamba
Siyahamb' ekukhanyen' kwenkhos

We are marching in the light of God
We are marching in the light of God
We are marching in the light of God
We are marching in the light of God

We are marching, marching
We are marching, marching
We are marching in the light of God



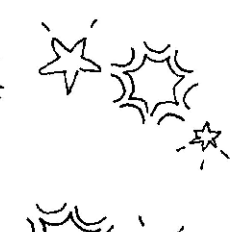
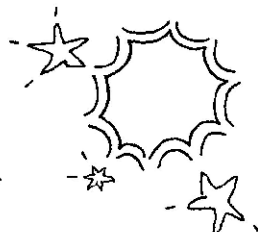
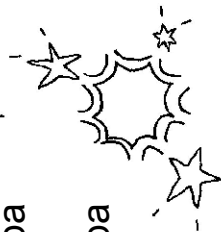
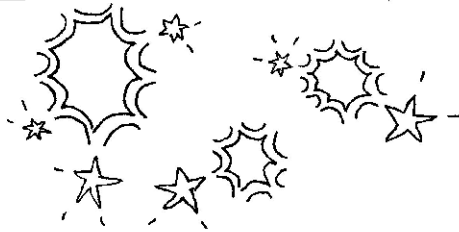
Siyahamba

Siyahamb' ekukhanyen' kwenkhos
Siyahamb' ekukhanyen' kwenkhos
Siyahamb' ekukhanyen' kwenkhos
Siyahamb' ekukhanyen' kwenkhos

Siyahamba, hamba, siyahamba, hamba
Siyahamb' ekukhanyen' kwenkhos
Siyahamba, hamba, siyahamba, hamba
Siyahamb' ekukhanyen' kwenkhos

We are marching in the light of God
We are marching in the light of God
We are marching in the light of God
We are marching in the light of God

We are marching, marching
We are marching, marching
We are marching in the light of God



Sarah's Discovery

There was once a young girl called Sarah who was the very littlest in a family of thirteen children. She would often feel left out as she was not as good at other things as she was so much younger than everyone. She would sit grumpily in a chair for hours each day thinking about how unfair life was. Everyone else seemed quite happy.

One day her cousin Amy came to stay. Amy was even younger than she was and 5cm shorter. She noticed that Amy usually had a smile on her face and was always busy doing things. She usually had something friendly to say and never sat in a chair feeling grumpy. 'What is her secret?' Sarah wondered.

She noticed that Amy had been reading a book about fairies. Sarah thought that perhaps the secret was in there so she read it from start to finish and although it was a good story there was nothing in it about the secret to happiness.

She then saw that Amy liked to eat apples straight off the tree. Sarah gave this a try and crunched her way through three juicy red apples but this didn't seem to have anything to do with happiness either.

Amy also had a wooden box in her room where she put special things. Sarah thought that perhaps she kept the secret to happiness in there so while Amy was out in the garden Sarah sneaked into her room and took a peek. All she found was two shells, a stone, a piece of string and a broken piece of green glass. This definitely didn't have anything to do with happiness.

She sat down again in her grumpy chair and sighed. As she sat there she noticed that Amy was having trouble tying her shoe lace. Sarah got up and went to help her. She taught her how to make the loops and tie it tight. Amy got it wrong many times before she got it right and they both laughed together as she tried and tried and then finally did it herself.

Sarah wandered off with what she realized was a smile on her face. She laughed as she noticed something very important. Happiness was already inside her. It was hers to have whenever she wanted it. Sometimes Sarah still liked to sit in her grumpy chair but always with a smile on her face as she thought of lots of interesting and amazing things she had done or was perhaps planning to do next.

FAITHFULNESS - LESSON 22

SESSION A

DEVOTIONS

Invite the children to say a prayer they know from memory.

DISCUSSION

Use discussion from Book 3.

QUOTATION

Read out the quotation.

Use the sentences provided in the Book 3 to explain the meaning of some of the difficult words.

GAME

To be faithful sometimes means to persevere even when things are hard. It is standing firm in your believe and not being swayed by other peoples opinions or because things get hard.

Give each child a turn at thinking of saying something that they are very sure about and then saying it aloud to the group. For example: 'Bananas are yellow,' 'Spiders have eight legs' or 'Dinosaurs don't exist any more.' The rest of the group then tries to convince the person that they are wrong. For example , they might say questions like: 'If you haven't seen all the bananas in the world how do you know they are all yellow? Before Bananas are ripe to eat they go through a green stage? Have you counted the legs of every type of spider? Insects have six legs and spiders are very similar to insects? Maybe the dinosaurs just changed instead of dying out? Maybe dinosaurs are just a story and never existed at all? The child then responds to each question by saying something like "No, I know I am right 'Bananas are yellow'. Another child then has a turn.

STORY

Read out the story from Book 3.

SONG

Sing song from Book 3 and glue song sheet into books.

ACTIVITY

Glue Quotation into books, colour in and practice memorizing. Ask the children to help each other with the memorizing.

SESSION B

DEVOTIONS

Invite the children to say a prayer they know from memory.

REFLECTION

Ask the children what they remember about the previous session.

DISCUSSION

Ask the children what they think high endeavor means. Explain that it means doing your very best and doing things really well and to a high standard.

DEMONSTRATION / ACTIVITY

Copy the demonstration activity sheet provided and cut along the dotted lines. Give each child a copy of the three happy faces. On the first face ask them to colour it in really messy. On the second face ask them to colour it in just ok and on the third face ask them to colour it in perfectly with high endeavor.

DISCUSSION

Explain that when we faithfully persevere to do all our activities the best we can and stand firm in what we believe and help spread the messages we learn in children's class – this can give us great happiness.

Read the quotation again with the children.

MEMORIZATION

Ask the children these questions to help with memorization:

Is the faithful one happy, sad or excited?

Is the faithful one attired with the vesture of a high flying bird, high endeavor or a high jump?

Has the faithful one arisen to serve fruit juice, serve their neighbor or serve this Cause?

Should we be attired with the vesture of high endeavor, the hat of high endeavor or the certificate of high endeavor?

Should we be silly ones, faithful ones or clever ones?

Are we going to shout at this Cause, forget this Cause or serve this Cause?

SONG

Sing song from Book 3.

“Happy

is the faithful

one who is attired

with the vesture of

high endeavor

and hath arisen to

serve this Cause.”

Bahá'u'lláh



“Happy

is the faithful

one who is attired

with the vesture of

high endeavor

and hath arisen to

serve this Cause.”

Bahá'u'lláh



I Want to Be Happy

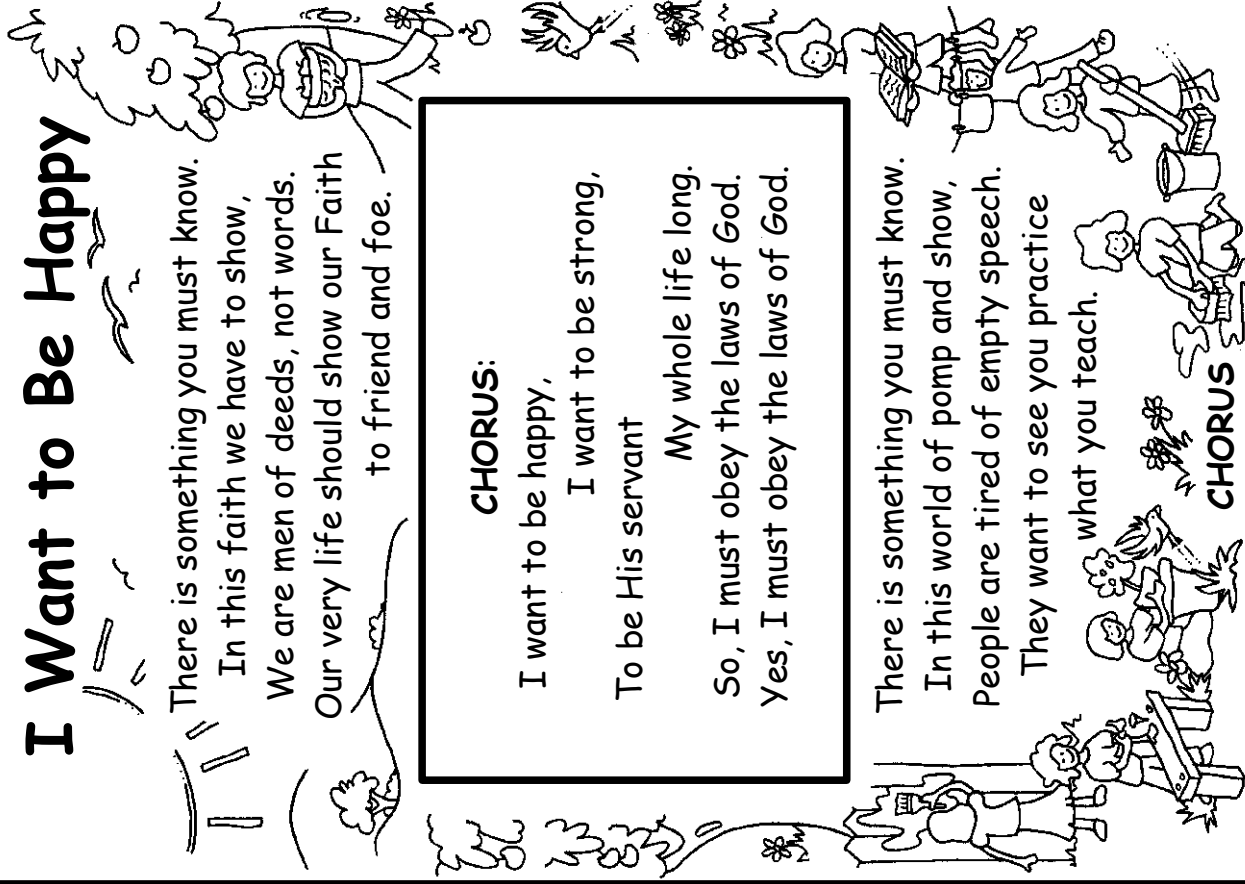
There is something you must know.
In this faith we have to show,
We are men of deeds, not words.
Our very life should show our Faith
to friend and foe.

CHORUS:

I want to be happy,
I want to be strong,
To be His servant
My whole life long.
So, I must obey the laws of God.
Yes, I must obey the laws of God.

There is something you must know.
In this world of pomp and show,
People are tired of empty speech.
They want to see you practice
what you teach.

CHORUS



I Want to Be Happy

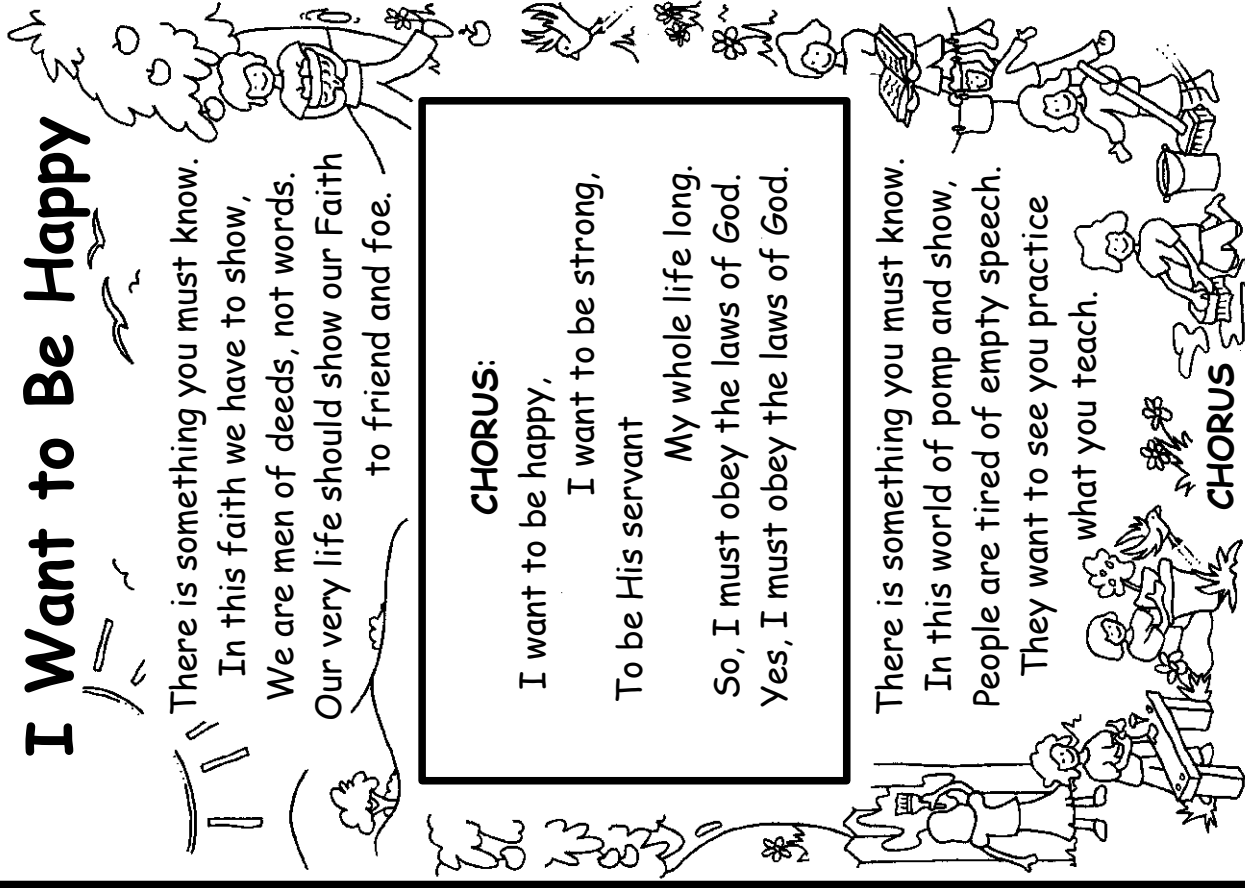
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Our very life should show our Faith
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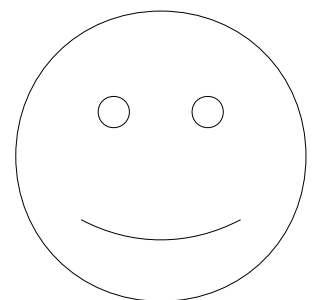
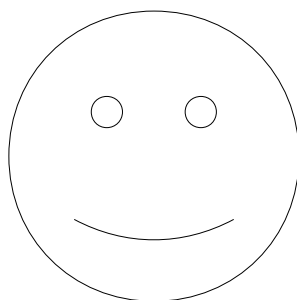
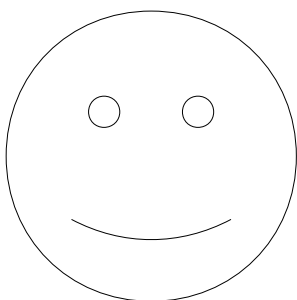
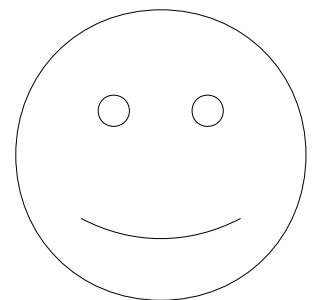
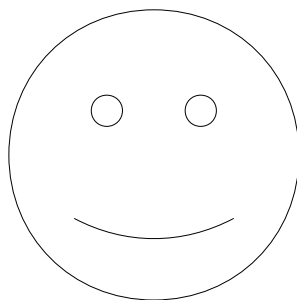
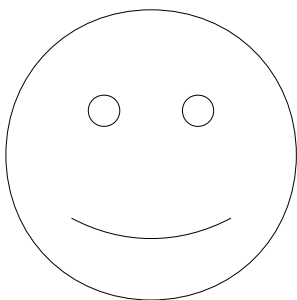
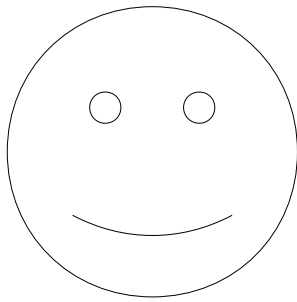
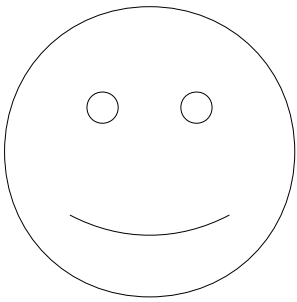
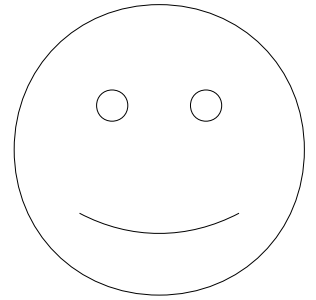
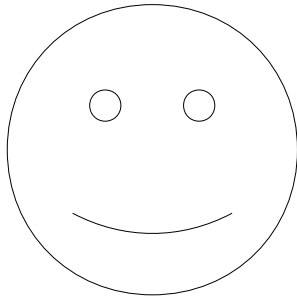
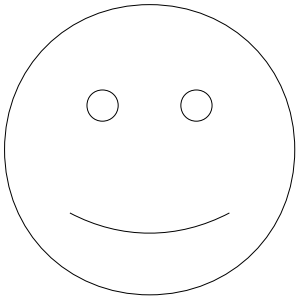
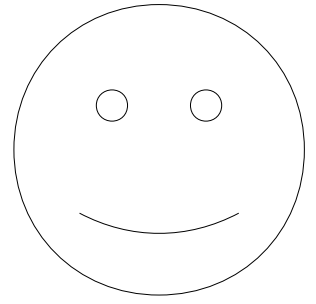
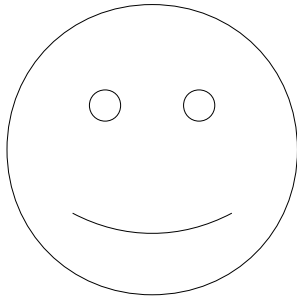
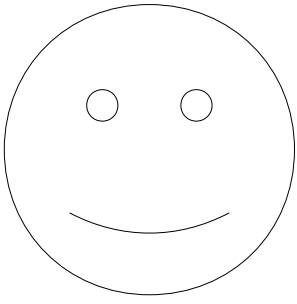
CHORUS:

I want to be happy,
I want to be strong,
To be His servant
My whole life long.
So, I must obey the laws of God.
Yes, I must obey the laws of God.

There is something you must know.
In this world of pomp and show,
People are tired of empty speech.
They want to see you practice
what you teach.

CHORUS





PATIENCE - LESSON 23

SESSION A

DEVOTIONS

Invite the children to say a prayer they know from memory.

DISCUSSION

Use discussion from Book 3.

QUOTATION

Read out the quotation.

Use the sentences provided in the Book 3 to explain the meaning of some of the difficult words.

STORY

Read out the story from Book 3.

ACTIVITY

Glue Quotation into books, colour in and practice memorizing. Ask the children to help each other with the memorizing.

MEMORIZATION ACTIVITY

Use the memorization activity sheet to help children memorize the words of the quotation. Copy activity cut along dotted line and give each child one activity each. Children cut out the shapes and then glue them on in order on to another sheet of paper as in the example.

SONG

Sing song from Book 3 and glue song sheet into books.

ACTIVITY

Let the children help you cut up some fresh peaches and share them with everyone as a reminder of the story.

SESSION B

DEVOTIONS

Invite the children to say a prayer they know from memory.

REFLECTION

Ask the children what they remember about the previous session.

GAME

Give each child two bowls. One with a small pack of sultanas tipped into it and one with nothing. Give each child some chopsticks or something similar and when you say 'go' they each have to use their chopsticks (no hands allowed) to move the sultanas from one bowl to other. Remind them that it will take patience. The first to complete the task is the winner. Make sure each child is cheered on though until each has patiently finished and celebrate the patience and perseverance each showed rather than celebrating who has won.

CRAFT ACTIVITY

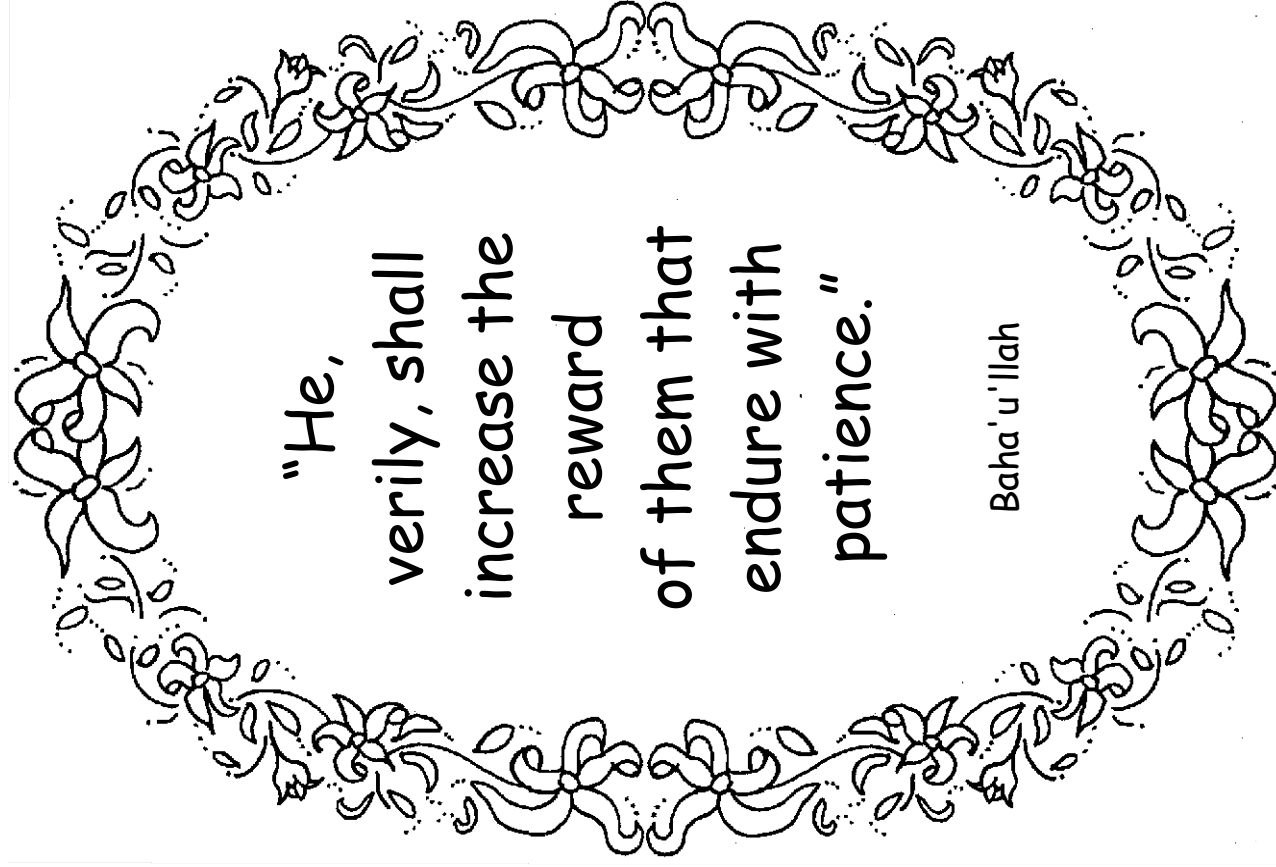
Copy the craft activity sheet provided. Cut along the dotted line and give each child one dotted square each. Using a ruler or something else with a straight edge draw lines from dot to dot to make a pattern as in the example. The design can then be coloured in. Remind the children they will need to use their patience for this task and then at the end admire everyones work and comment on how their patience created a wonderful result and was worth the effort.

MEMORIZATION

Say quotation in a group by first squatting down for the words "He verily" and then rise a little to say the words "shall increase the reward" then rise till nearly standing for the words "of them that endure" and then for the last two words raise your hands in the air as if in celebration. Do this a few times to help the children memorize the words.

SONG

Sing song from Book 3.



that

with

He,

increase

verily,

of

reward

the

that

endure

with

patience.

Example

that

with

He,

increase

verily,

of

reward

the

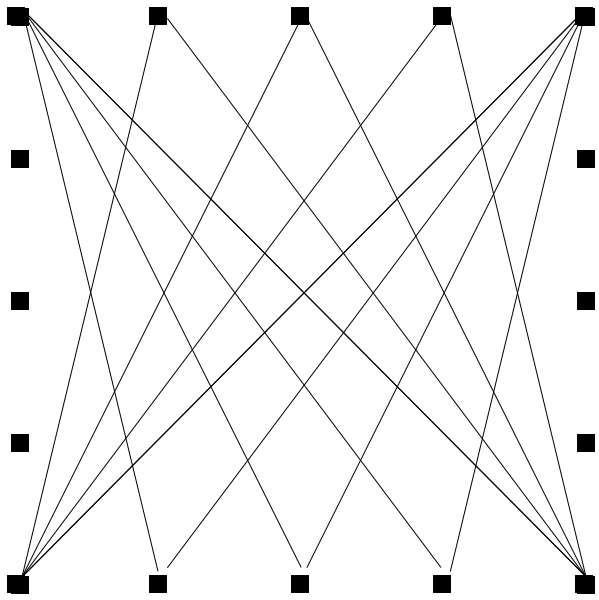
that

endure

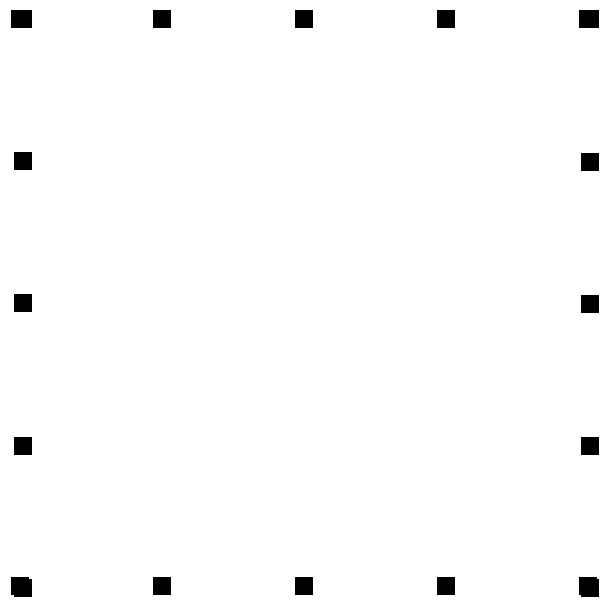
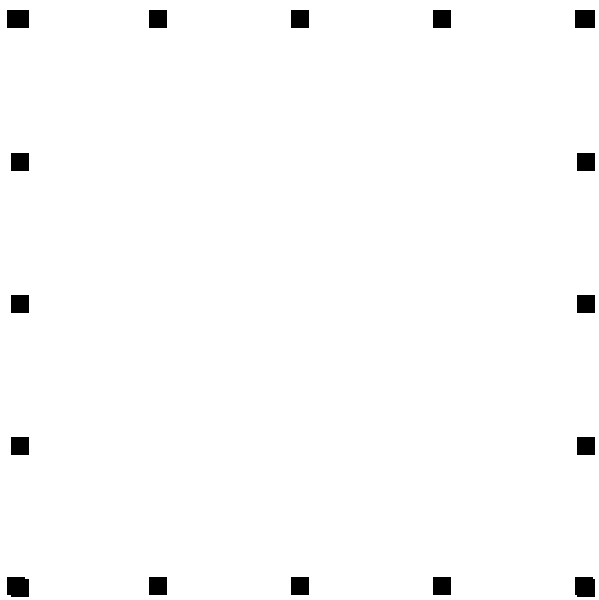
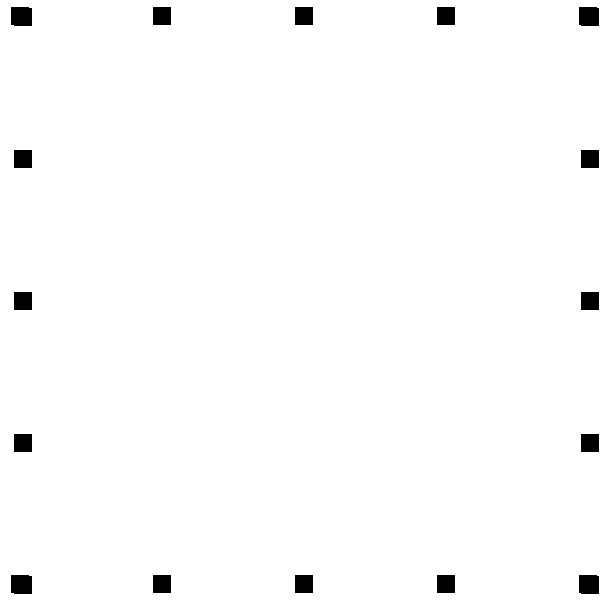
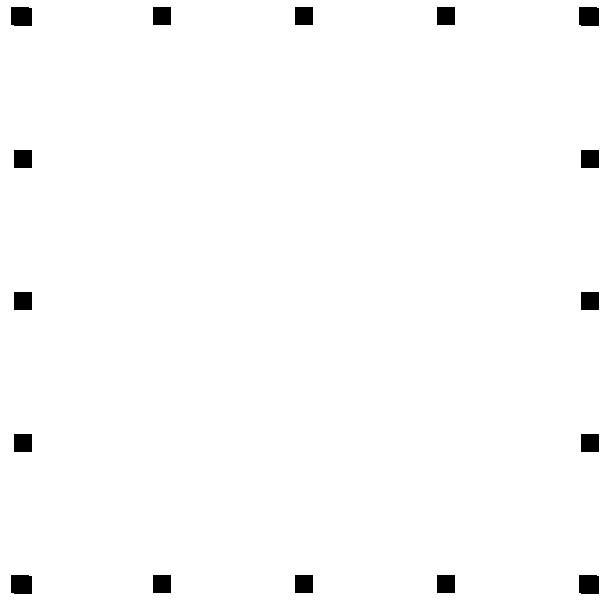
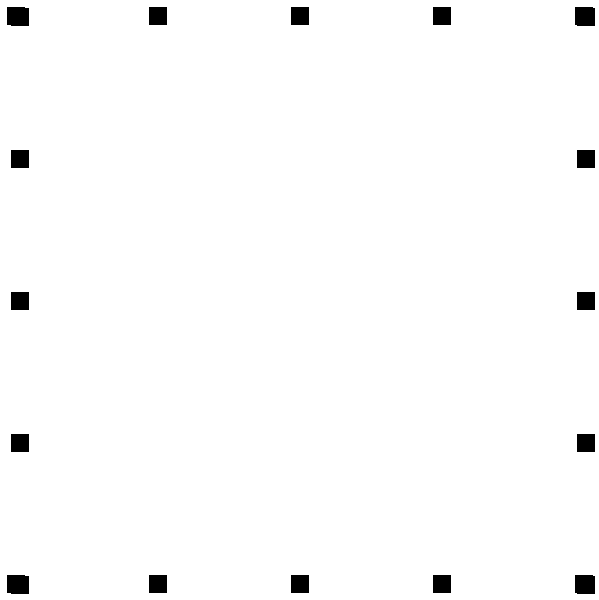
with

patience.

Example



EXAMPLE



Patience

Your legs are getting tired
And the road is very long, long, long
You want to give up trying
And the sun is beating strong
No sense getting' impatient
It's useless if you cry
If you take it step by step
The time goes rushing by

CHORUS

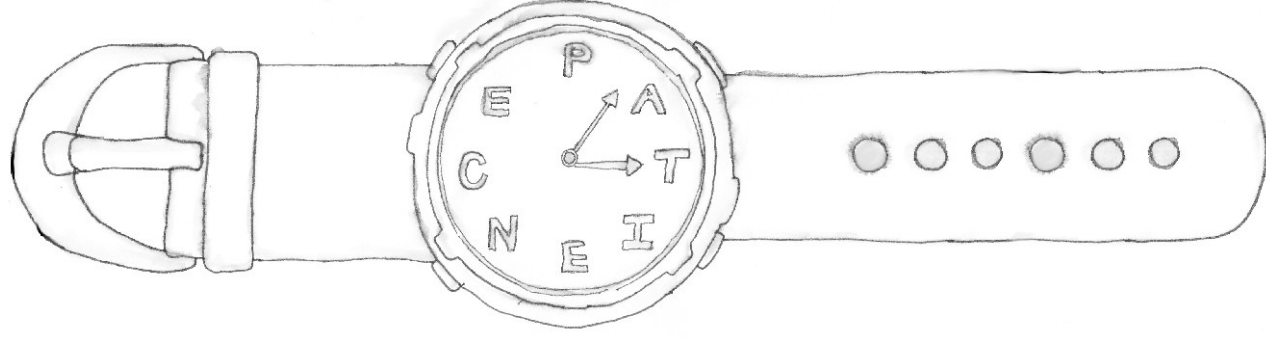
Patience is the answer
When you're sad and blue
Patience is rewarded
It brings happiness to you

Your brother doesn't understand
But you've explained it more than twice
You really ought to try again
And do your best to be nice
No sense gettin' impatient
It's useless to be stern
If you show him kindness
It's the way to help him learn

CHORUS

You want to do much better
But still you don't succeed
You wonder why make an effort
And where it all will lead
No sense getting' impatient
It's silly to do less
If you keep on striving
You'll eventually progress

CHORUS



Patience

Your legs are getting tired
And the road is very long, long, long
You want to give up trying
And the sun is beating strong
No sense getting' impatient
It's useless if you cry
If you take it step by step
The time goes rushing by

CHORUS

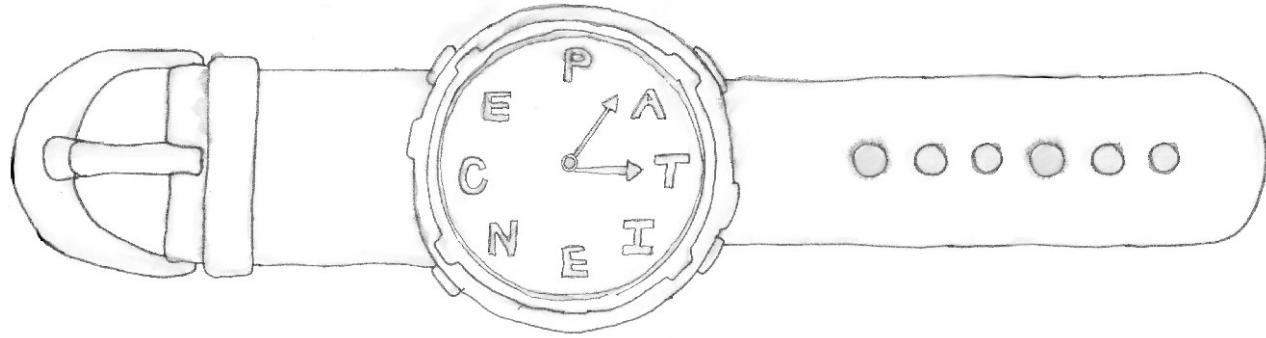
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CHORUS

You want to do much better
But still you don't succeed
You wonder why make an effort
And where it all will lead
No sense getting' impatient
It's silly to do less
If you keep on striving
You'll eventually progress

CHORUS



BEING STEADFAST - LESSON 24

SESSION A

DEVOTIONS

Invite the children to say a prayer they know from memory.

DISCUSSION

Use discussion from Book 3.

QUOTATION

Read out the quotation.

Use the sentences provided in the Book 3 to explain the meaning of some of the difficult words.

STORY

Read out the story from Book 3.

DEMONSTRATION

Place a straw on the floor with a tiny amount of blue tack - just enough to hold it upright. Ask the children to all blow on it to make it fall down. Now get a large amount of blue tack and ask the children to place it around the straw so that it stands up strong and again ask them to blow it down. This time the straw should stay firmly in its spot.

Explain that this is what steadfastness means. To not be swayed or fall just because someone doesn't agree with us or because things are hard or because we are afraid. Being steadfastness is knowing when we are right, staying firm in what we believe because we know it is the truth even when it is difficult and being confident enough to put what we believe into action.

SONG

Sing song from Book 3 and glue song sheet into books.

ACTIVITY

Glue Quotation into books, colour in and practice memorizing. Ask the children to help each other with the memorizing.

HOMEWORK

Ask the children to try to do the following before the next session:

When someone tells you to do something that you know is not right (like stealing or hurting someone) you say 'NO'.

SESSION B

HOMEWORK REFLECTION

Ask the children if they did the homework from the previous session.

Ask them what they did, what happened and what skills they used. For example: Determination, Responsibility, Courage, Integrity, Assertiveness, Confidence.

DEVOTIONS

Invite the children to say a prayer they know from memory.

REFLECTION

Ask the children what they remember about the previous session.

STORY

Read the story of 'The Cake' from the story activity sheet provided.

CRAFT

Print out the craft activity sheet provided and cut into two along dotted line. Give each child one copy of the spiral each and ask them to carefully cut out the spiral. It will take a while, encourage them to persevere and be steadfast in their aim to complete the task.

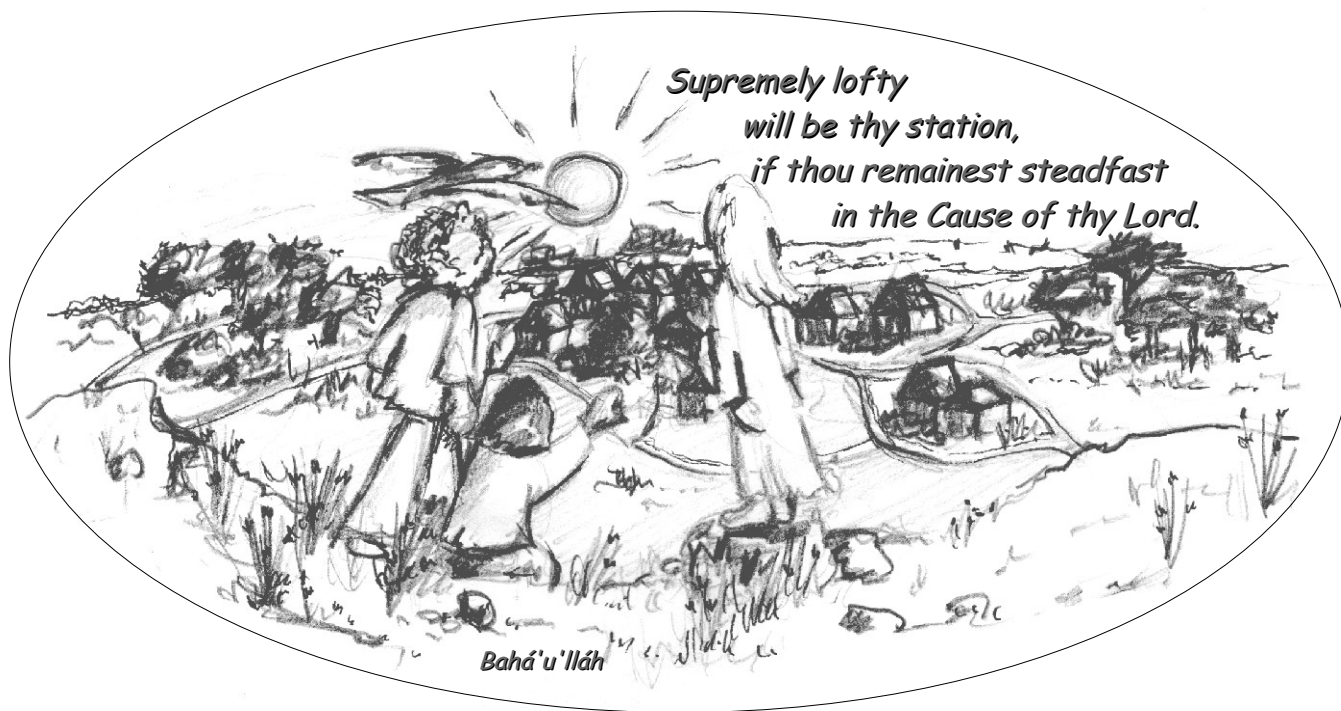
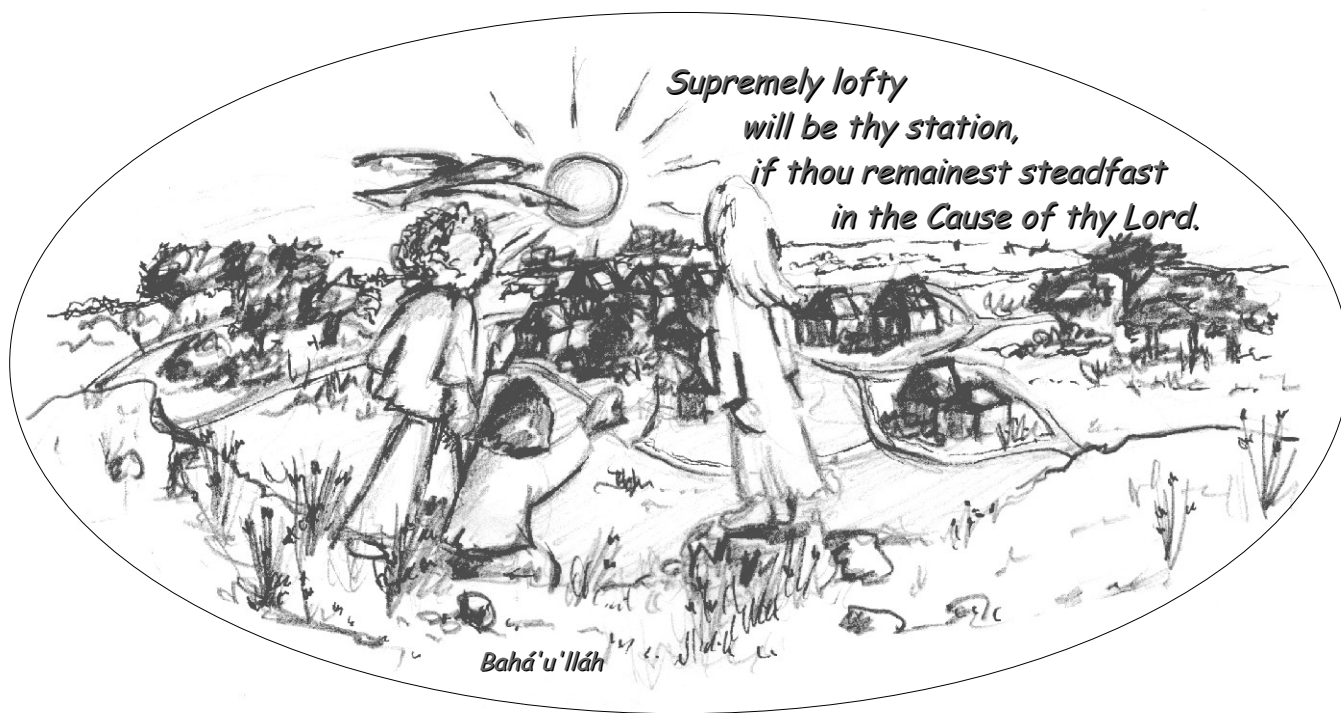
MEMORIZATION

Divide the children into two groups. One group says the first half of the quotation "Supremely lofty will by thy station" and then the second group replies with the second half of the quotation. Do this a few times and then swap the groups over.

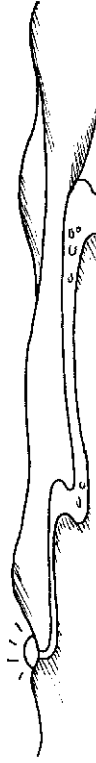
Now sit the children in a circle and see if they can do it individually with the first person saying the first half, the second person saying the first half and then the third person saying the first half again etc...

SONG

Sing song from Book 3.



We are the People of Baha



We are the people of Bahá,

We are the people of Bahá,

We are the people of,

We are the people of,

We are the people of Bahá.



Yá Bahá' u'l-Abhá,

Yá Bahá' u'l-Abhá,

We are the people of,

We are the people of,

We are the people of Bahá.



Firmly we walk the path of God,

Firmly we walk the path of God,

Until the very last,

We will be steadfast,

Firmly we walk the path of God.



We are the People of Baha



We are the people of Bahá,

We are the people of Bahá,

We are the people of,

We are the people of,

We are the people of Bahá.



Yá Bahá' u'l-Abhá,

Yá Bahá' u'l-Abhá,

We are the people of,

We are the people of,

We are the people of Bahá.



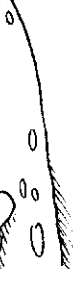
Firmly we walk the path of God,

Firmly we walk the path of God,

Until the very last,

We will be steadfast,

Firmly we walk the path of God.



The Cake

John quite liked to cook. He particularly enjoyed cooking cakes.

One day it was his mothers birthday so he decided to bake her a special carrot cake to have after dinner. He had cooked this cake many times before and felt so confident that he didn't even need to read the recipe.

Just as he was pouring in the first ingredient, the sugar, his dad walked in from work, looked at what he was doing and said, "You will need more sugar than that John. It won't be sweet enough if you don't put in more." John looked at the sugar and thought, 'This is how much I always put in but my dad is older so he must know best' and he added an extra cup of sugar.

Just as he was putting in the second ingredient, the butter, his grandmother hobbled in from the lounge room, looked at what he was doing and said, "You don't put butter in a cake, you should put oil instead. It won't be moist enough if you don't put in oil." John looked at the butter and thought, 'butter is what I have always put in but my grandmother has been cooking for a lot longer than me so she must know best' and he put in oil instead of butter

Just as he was popping in the third ingredient, the eggs, his friend Jack popped by to pick up a jumper he had left there the day before. Jack looked at what John was doing and said, "I hope your putting in cocoa. Every good cake has cocoa." John had never heard of putting cocoa in a carrot cake but he did want it to be a good cake so he added half a cup of cocoa.

Just as he was pouring in the last ingredients, the milk and sugar, his little sister came by and said, "You have to put in pink food colouring. The best cakes are always pink. Pleeeeeease make it pink." John didn't think that a carrot cake should ever be pink but his sister pleaded and pleaded so eventually he put in some pink food colouring.

John was putting the cake in the oven when his neighbour passed by the kitchen on her way to wish his mum a Happy Birthday and saw he was putting the temperature on for 190 degrees. She called out, "It will never be cooked in time at that temperature John. You should really turn it up a bit higher." John had always cooked it at this temperature before but he did want it cooked in time so he turned it up and then left it to cook.

When he took the cake out half an hour later it was far too sweet from all the sugar, far too sloppy from all the oil, the cocoa did not go well with the carrot and the pink food colouring made the carrot that was there look like beetroot. This could only be noticed however where the cake was not burnt black from being cooked in too hot an oven.

What do you think John should have said to his dad when he commented about the sugar?

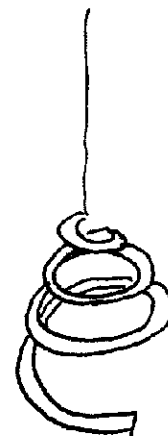
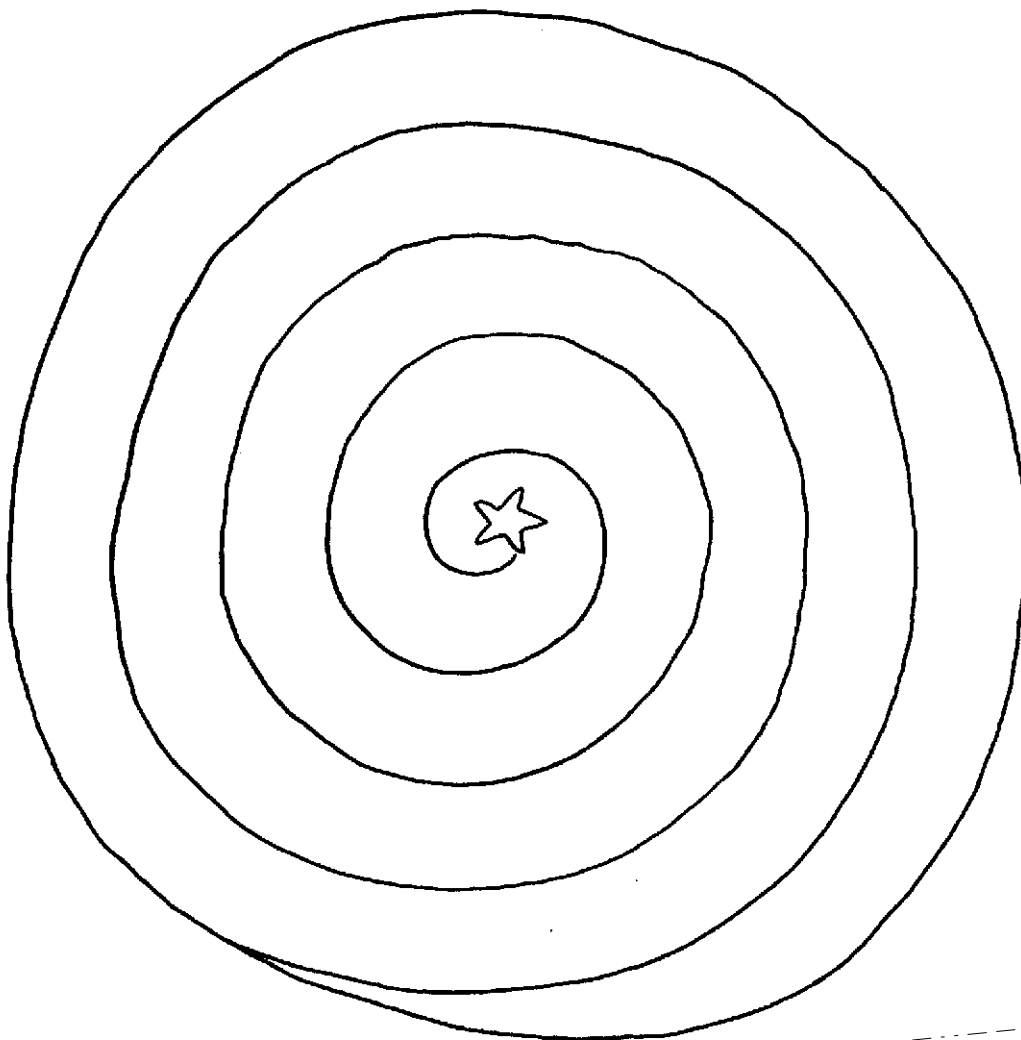
What do you think John should have said when his grandmother had suggested oil instead of butter?

What should John have done when his friend Jack had told him to add cocoa?

What could John have done when his sister begged him to add pink food colouring?

What should John have said to the neighbour when she suggested making the oven hotter?

If John had been steadfast and remained confident in what he knew was the recipe, in what his experience of cooking told him and in what he knew was true how might this story have finished instead?



EXAMPLE

INSTRUCTIONS: Copy this page, cut along dotted line and give each child a copy of the spiral.. Children write the quotation from this lesson into the spiral starting either at the end or in the centre. Cut along the lines and tape a piece of string to the centre so that the spiral will hang down. If you feel like giving up remind yourself to be steadfast.

