

## Lesson Plan for Year 1, Lesson 1

**Aim** To enhance the spirituality of students, through friendship and service.

### **Objectives**

*After fully participating in both the lesson and the homework, the student should*

- a. be more friendly to peers, whatever their reaction,
- b. offer to be of service to parents, and,
- c. know how Shaykh Ahmad was of service to mankind.

### **Materials**

**Story page** (Shaykh Ahmad);

**Worksheet** (PHW#26, picture of Shaykh Ahmad & quotation from ‘Abdu’l-Bahá)

---

1. Introduction (*This will ideally be done sitting on the floor in a circle.*)  
Since this is the first lesson of the year, the introduction (game) will be longer than usual. Have a suitable object, e.g. a soft teddy bear, to pass round. Explain that we are going to find out about each other, and we only speak when holding the object; when we get the object, the first thing we say is a repeat of something the previous person said; start with names. Say, “My name is \_\_\_\_\_,” and pass object to student next to you. [Expect that student to say, “Your name is \_\_\_\_\_; my name is \_\_\_\_\_,” and pass the object to the next student; if they have not understood, you will need to explain again, giving the example of what they should say.] When the object comes back to you, say something different, e.g. “I live in \_\_\_\_\_” and pass object. Student could say “\_\_\_\_\_ lives in \_\_\_\_\_” (using your name) or “(s)he lives in \_\_\_\_\_” – either is acceptable at this stage – but when you get the object again, you use the student’s name. Continue until everyone is confident, then explain that we’ll stop repeating, but hold out our hand if we have something to say; the object may then cross the circle for the next person to speak; this time we’ll share any news about our holiday etc. When news is exhausted, ask for contributions about what we did at Sunday School last year; if there are no offers, you will have to remind them. If any holiday homework was set, now is the time to look at it.
2. Friends (*go to a table for this*)  
Ask each student who their best friend is, write names of student & friend on board, joined by an arrow (if friend is in this class, maybe only one name to write, but still join by an arrow.) Ask if they are friends with other people, and how many. Ask if we can be friendly to everyone we meet. Ask if anyone is not friends with someone, and why.
3. Art. Draw picture of yourself with a friend, doing something nice.
4. What the Writings say about friends (virtue – friendliness.)  
Read these; have copies for them to follow, or write them on board (if a roller board, and you’re early, could have them written and rolled out of sight until now). Discuss the implications, e.g. how can we be friendly towards someone who is horrible to us?  
‘Abdu’l-Bahá said: “see foes as friends” “be true and loving friends to all the people ... no exceptions” [part in worksheet] “should anyone come to blows with you, seek to be

friends” Bahá’u’lláh said: “Consort with the followers of all religions in a spirit of friendliness”

5. Writings set to music.  
Any could be used. Suggest “O My Friend in Word” on “Loving Hands” cassette (BPT US), which starts with PHW #26. It is quite long, so you may decide to stop it at the end of the Hidden Word, which could then be read by everyone before playing that part again. (PHW #26 is in the worksheet)
6. Art. Colour the picture drawn earlier.
7. Helping parents (*back to sitting on the floor in a circle.*)  
Ask each student how he or she helps his or her parent(s). If no response, you may need to prompt them; suggest some simple ways in which they might have helped, if they say they haven’t then ask them to try during the next few days.
8. Playtime.  
These students are still quite young, so have something for them to play with. [See year N1, Lesson 1.]
9. Writings. read some of the quotes about friendliness again.
10. Story of Shaykh Ahmad.  
A simplified version is provided on a separate page. Try to memorise the main details and tell it in your own words, but make sure that you emphasise the service aspect: “Shaykh Ahmad ... decided to spend the rest of his life searching for answers to God’s mysteries.”
11. Discuss how Shaykh Ahmad helped people.  
E.G. “...helping them to sort out the things that they had been told by the priests which were wrong.”
12. Revision  
Ask them what they have learnt today. If no response you must tell them. Put the worksheet in front of them and ask what they are to do at home. Again if no response you must tell them.
13. Memorisation  
They say PHW #26 after you, a few words at a time. Then either take turns to read it from the worksheet &/or listen to the cassette version.
14. Art  
Colour the picture of Shaykh Ahmad.
15. Homework.  
Learn PHW #26 (in the worksheet). Help at home and have written on the worksheet, to bring next time, what sort of help it was.