

Lesson Plan for Year 1, Lesson 2

Aim To make the students aware of the importance of the family.

Objectives

After fully participating in both the lesson and the homework, the student should be able to:

- a. say why family unity is important,
- b. say a little more of the Writings from memory

Materials

Story page Two families

Worksheet Pictures from story, and first 'Abdu'l-Bahá quotation as in 6.

(Sit in a circle for items 1 to 4.)

1. Game. — "I spy" by colours.
Teacher says, "I spy, with my little eye, something red." [or other colour]
Students now have to guess what you have seen which is red. If they don't guess right after a few tries, look directly at it (and tell them you are doing this), if necessary give clues. The student who guesses right has the next turn.
2. News
3. Mark Homework
(each say PHW #26 from memory, with prompting if necessary; then see if details of their helping has been written down, if not then ask how they helped.)
4. Revision
Virtue: friendliness, and anything else from last lesson not in homework.
5. Read story 1
Involve the students, e.g. see if they remember what each person wants to eat when it is repeated in the story, find out their favourite food, etc. [see separate page]
Ask what students thought of that story. Prompt as needed: who did something wrong, etc.
6. Art
Make collage by sticking pictures of family members, and food to eat, cut from magazines, onto a blank sheet.
7. Read
"If love and agreement are manifest in a single family, that family will advance, become illumined and spiritual" 'Abdu'l-Bahá (*PUP p.136*) [this is in worksheet]
Explain words as needed, then ask students: "Where does unity start?" (Answer: with family) Ask them to think about this for a minute, in silence, after you read it once more.
8. Singing
I've got the Bahá'í Spirit... (6th verse is in worksheet.)
 1. I've got the Bahá'í Spirit up on my head, up on my head, up on my head.
I've got the Bahá'í Spirit up on my head, up on my head to stay. [hand on head]

REPEAT, REPLACING “UP ON MY HEAD” WITH:

2. ...deep in my heart... [hand on heart]
3. ...down in my toes... [point down to toes]
4. ...out in my fingers... [hold hands out and wiggle fingers]
5. ...all over me... [hands start on head, then go down past shoulders & sides]
6. I've got the Bahá'í Spirit up on my head, deep in my heart, down in my toes
I've got the Bahá'í Spirit out in my fingers, all over me to stay.
9. Playtime — (see lesson 1.)
10. Read story 2
Again, involve students, e.g. see if they can guess what is coming next.
11. Discuss the 2 stories.
Who was doing the right thing?
12. Writings
Read the quotation again.
13. Singing
either sing the same song again, or revise last week's.
14. Worksheet
Give students their worksheet; read out the words above each picture, see if they recognise the pictures. Read the quotation together (at least they should be able to read the small words). Sing the last verse of the song together, without actions so that they can look at the words while singing.
15. Homework
Give homework, learn the quotation in the worksheet, & the last verse of the song.
Finish colouring the pictures in the worksheet.