

Lesson Plan for Year 1, Lesson 5

Aim Learn about teaching the Faith and related issues.

Objectives

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

- a. talk about the Faith to people,
- b. overlook people's faults, and,
- c. improve his/her writing.

Materials

The Virtues Guide: page with goals;

Worksheet; music for meditation;

Watch with seconds hand or numbers;

Book "The Scottish visitors", or "Thoughts", or story page.

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1. Game (also scheduled for Year N1 Lesson 5, so could do it together.)
Zip,zap,boing. If this is new to your students, start with zip only; point to the student on your left with your left hand and say "zip", he/she then does the same, and so on, until it comes back to you. See if they can do it faster. Then try "zap" only; the same but to right and say "zap." (Remember which is which because "zAp" is Anticlockwise.) Next combine these, each person is allowed to choose to do zip or zap. When they are happy with that, introduce "boing"; now they have 3 choices when it is their turn – "zip", "zap", or point with both hands at anyone in the circle not adjacent to them and say "boing" (when, of course, it is the turn of the person being pointed at; you can add a rule that there must not be 2 "boings" in a row if you like.)
 2. Mark Homework
Check that blanks on worksheet are filled in correctly. Ask if anyone had part of his or her worksheet read at a meeting.
 3. Virtue — Patience
EITHER use ¼ of what is in *The Virtues Guide*, OR use quotations in the virtue handout, which can then be taken home. (the 4th quotation is hard to understand; you might decide to edit it out before printing.)
 4. Revision
Song: "We are all the fruits..." from previous lesson.
 5. New Topic — Teaching the Faith.
 - a) Children can teach the Faith
"Just because you are children does not mean you cannot serve the Faith, and teach it, by your example and by the way you let people see that you are better and more intelligent than most other children." [Need to read it carefully with the children, so that they understand that the double negative means that they CAN serve and teach the Faith! – and if they don't think they are more intelligent, at least they can be making a greater effort to learn at school.]
 - b) Seeing the face of God in everyone one meets
"According to the words of the Old Testament God has said, 'Let us make man in our image, after our likeness.' This indicates that man is of the image and likeness

of God – that is to say, the perfections of God, the divine virtues, are reflected or revealed in the human reality... every man imbued with divine qualities, who reflects heavenly moralities and perfections, who is the expression of ideal and praiseworthy attributes, is, verily, in the image and likeness of God.”

‘Abdu’l-Bahá, (*Promulgation of Universal Peace*, p.69.)

6. Learning to develop one’s artistic skills
In Home Study Programme pages 238-239 (pattern writing)
7. Writings
“To be a Bahá’í simply means to love all the world; to love humanity and try to serve it; to work for universal peace and universal brotherhood.”
After reading it and explaining it, say we are going to use it for meditation today. They are to remain in devotional attitude, with eyes shut, thinking about the quotation or anything else that comes to mind, until you stop the music. Start music, check they have eyes shut, read quotation, wait at least a minute (have a watch with a seconds indication if possible), then fade music down to nothing; say nothing until they all open eyes, then ask what they were thinking about. (Don’t worry if no answer today!)
8. Story
The Scottish Visitors. (‘Abdu’l-Bahá saw the face of God in the reporter, whereas the others were being unkind to him. Also shows that, however important your meeting, if a non-Bahá’í comes unexpectedly then that person is MORE important!) This story is also scheduled for year N1 today, you might agree with their teacher to come together for the story.
9. Music
Sing along with, and maybe do some actions for, “I love you” on “Loving Hands” tape. Words for chorus and 1st verse are in worksheet, so you need to give it out now.
10. Worksheet
Read the quotation to them; explain any words not understood. Read the lines at the bottom, pause for them all together to say the blank in the first line, and for individuals you select to try to complete the other 2 lines – if no one has any ideas for these, you suggest some.
11. Set Homework
Read the quotation each day next week. Learn the words of the song. Fill in the blanks.