

Lesson Plan for Year 1, Lesson 6

Aim to develop individual skills

Objectives

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

- a. identify what makes them a Bahá'í
- b. participate in consultation
- c. have a better understanding of how to meditate

Materials

Books of stories for consultation (see 8. & 9.) “Saying Hi” on “Teaching Peace” tape; music for meditation; watch with seconds indication; worksheet (quotation, chorus and verse 1 of “Saying Hi”).

1. Game/News — Today you give them a choice of game [consultation]; would they like to do whispers, concentration, I spy, pass teddy, or zip-zap-boing? If there are two clear favourites, do one today and the other next time.(tell them that.) After the game, news as before.
2. Mark Homework — See that sensible filling of blanks done; if not, do now. Question them about quotation; although not asked to learn, reading each day should mean they remember something about it. Sing the song together.
3. Virtue. revise Patience
4. Revise — another song [from a previous lesson.]
5. New Topic — Individual skills.
 - a) Developing a Bahá'í identity — What makes us Bahá'ís? See if students can suggest some things, before you give them some ideas. E.g. pray each day, read from Writings twice a day, go to Feast every 19 days, love everyone, try to acquire virtues, use consultation.
 - b) Consultation — We consulted on which game to play. Consultation is a very important Bahá'í principle, especially when very important or controversial matters are being discussed. Everyone should contribute to the consultation. We will now have a meditation on a relevant quotation of *Bahá'u'lláh*.
 - c) Learning to meditate — Use “Take ye counsel together in all matters, inasmuch as consultation is the lamp of guidance which leadeth the way, and is the bestower of understanding.” [in worksheet] today. This time suggest what to think about. After music on & read quotation, wait 10 seconds and say quietly: “imagine an argument” *pause (each pause about 10 seconds)* “see people waving arms and getting cross” *pause* “see a lamp shining” *pause* “the lamp moves away” *pause* “the people follow” *pause* “they arrive in a beautiful garden” *pause* “they are smiling now” *pause* “they are talking one at a time and peacefully reaching a conclusion” *pause* (voice louder) “Now, when you are ready, open your eyes.” Wait until all eyes open before music off and ask for their reactions. Ask “what did the lamp represent?” (consultation)

6. Writings — Read and discuss these 2 quotations—note that consultation is involved in the next item.
 "It is important to realise that the spirit of Bahá'í consultation is very different from that current in the decision-making processes of non- Bahá'í bodies."
 '... when they are called upon to arrive at a certain decision, they should, after dispassionate, anxious and cordial consultation, turn to God in prayer, and ... record their vote and abide by the voice of the majority.'

7. Story — Students consult about which story you will read them, from books you have available, [or from your memory if this is acceptable to you.]
 When a decision has been reached in an appropriate manner, read or tell the story.

8. Music — Sing "Saying Hi" on "Teaching Peace" tape.
 The first part is in the worksheet, so give it out now.
 When they are familiar with the words, get them to put the sheet down and try some actions (do them without singing first, for each action you say the words and show them the action, they copy; when done all, you say the words and see if they can remember the action), e.g.:
 "some folks are shy" [shrink down, knees bent, cover eyes with hands]
 "saying HI" [left hand up, palm to front]
 "feel funny deep inside" [rub tummy with right palm]
 "turn their heads away" [turn head to right]
 "no-one" and "nobody" [shake head]
 "go up to greet 'em" [step forward, extend right hand for handshake]
 "turn their heads away" [turn head to left]
 "stand up tall" [stretch up, arms straight up over head]
 "gather up a smile" [point to mouth, exaggerated smile in the pause after]
 "look 'em in the eye" [left hand shields eyes, peering forward]
 "say HI" [right hand up, palm to front].

9. Worksheet — Read quotation and explain any words not understood.
 Ask the 3 questions and see who knows the answers; if no one, you tell them, but nothing is to be written down.

10. Set Homework — Read the quotation each day next week.
 Learn the words of the song. Answer the questions.

11. Revision — Ask each other questions; you help if needed.