

Lesson Plan for Year 1, Lesson 7

- Aim**
- a. Study Christianity
 - b. Consider other religions from a Bahá'í point of view

Objectives

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

- a. state something about Jesus (will depend on what the teacher selects), and,
- b. explain that Bahá'ís get on well with people from other religions.

Materials

Extra page about Christianity (only a little needed for the lesson, the rest could be useful background reading for teacher)

Page of quotations and religions

Music and seconds watch for meditation

Worksheet

1. Game/News
 - a. Remember that if there were two clear favourite games last time, and you did one then and left the other for today, then that will be it today; otherwise give them a choice of the five again; would they like to do whispers, concentration, I spy, pass teddy, or zip-zap-boing?
 - b. After the game, news as before.
2. Check Homework
 - a. Ask them about the quote; did they read it each day? can they remember something in it?
 - b. See if they can sing the song “Saying Hi” better, having learnt some of the words.
3. Virtue — Moderation.
 - a. “Whoso cleaveth to justice, can, under no circumstances, transgress the limits of moderation... All other things are subject to this same principle of moderation.” Bahá'u'lláh (*Bahá'í World Faith*, p.138.)
 - b. After studying the virtue, have a meditation on this quote for about 2 minutes; suggest things to imagine, e.g. someone watches TV too much, eyes change shape until look like TV screens; someone eats too much, blows up like balloon, bursts! Leave longer pauses today (about 20 seconds).
4. New Topic — Other religions.
 - a. Christ and Christianity – see separate page: story - Jesus and His Herald.
 - b. The Bahá'í attitude to other religions and their followers (quotations at end of lesson plan).
5. Music

Sing “O God, guide me....” [Join with year N1 if possible.]
6. Writings [See the quotation from the Báb in the worksheet.]
7. Activity

[Note: for this age group, it is probably better to do this verbally; only teacher will have the sheet. Start by writing a list of the religions on the board, then after discussing each quotation, students should guess the religion and teacher writes the number of the quote by the religion they have chosen. When all have been discussed they can change their minds about any, then tell them answers.]

See how religions are similar: give quotations and religions [on separate page]; students TRY to match each quote with its religion. (If its hard to do, that shows how similar they are!) Answers (given when they have done their best) are:

1: Hinduism, 2: Jewish, 3: Zoroastrianism, 4: Buddhism, 5: Christianity, 6: Islám,
7: Bahá'í Faith,

8. Worksheet

Give it out, revise the quotes, and see if they know the Messengers for each religion; if not, you tell them, but no writing until they get home! If time, they ask each other questions to revise this lesson and any previous one this term.

9. Set Homework

Read quotation each day.

Write names of Messengers for each religion.

ATTITUDE TO OTHER RELIGIONS

His [Bahá'u'lláh's] aim is to widen the basis of all revealed religions and to unravel the mysteries of their scriptures. He insists on the ... the unity of their purpose, restates the eternal verities they enshrine, ... separates the God-given truths from the priest-prompted superstitions, and ... prophecies the inevitability, of their unification ...

Shoghi Effendi: *The Promised Day is Come*, p.108.

"Consort with all religions with amity and concord, that they may inhale from you the sweet fragrance of God."

Bahá'u'lláh: *Kitáb-i-Aqdas*, p.72.

"Consort ye then with the followers of all religions, and proclaim ye the Cause of your Lord, the Most Compassionate; this is the very crown of deeds, if ye be of them who understand."

Bahá'u'lláh: *Kitáb-i-Aqdas*, p.47.