

Lesson Plan for Year 1, Lesson 10

Aim To improve morality

Objectives

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

- a. give examples of how Bahá'í laws should be obeyed
- b. identify some beautiful things

Materials – for each student

In Home Study Programme, pp.470, 471;
Blank sheet of paper,
Worksheet for each student.

1. Game/News.

If a game, try “Corner Figures”. Have four A4 cards or papers with a Figure of the Faith written on each in large letters (filling the sheet). Place one in each corner so that it can be seen from a distance. When you say a name, they must run to that corner. Anyone who goes towards the wrong corner, or is very slow, is out (after a few trial times). The idea is for them to learn to recognise these written names, so after a bit you could swap 2 of the names, so they can't just remember which corner, but have to read the names.

2. Mark Homework.

Check that words filled in correctly for story.
Ask if they were enthusiastic about something.

3. Virtue – revise Enthusiasm.

4. New Topic – knowing right from wrong.

Ask students to tell you whether the following are right or wrong.

- 1 When given a packet of sweets, you share them with your friends.
- 2 Leading friends on a walk, you touch some nettles and get stung, then you lead your friends in that direction so they get stung and share your hurt.
- 3 You see an apple tree in someone's garden, one branch hangs over the fence and there is a nice red apple on it; you think “it's not in the garden, it's over the footpath” and, feeling hungry, you pick the apple and eat it.
- 4 Your best friend is talking about a classmate, who has not come to school today; he is saying nasty things about the classmate. Although you know that these things are true, you ask your best friend to stop and talk about something else. Were you right to ask this? Or is the truth important here?

Discuss how we can know the right thing to do.

5. Writings

“I charge you all that each one of you concentrate all the thoughts of your heart on love and unity.”

‘Abdu'l-Bahá, *Paris Talks*, p.29.

6. Activity
Draw, on a blank sheet of paper, some pictures illustrating some Bahá'í laws. (Only use a pencil to draw, this time; later in lesson an opportunity to colour them.)

7. Story – Crying Wolf.
Boy looking after sheep gets bored, he shouts “Help, a wolf is after the sheep” and villagers come running, he tells them, “The wolf ran away, there is no wolf!” This happens a second time. Then one day a wolf does come, but the villagers think it is another false alarm and do not respond. The boy is sad and gets into trouble because the wolf kills some of the sheep.

Ask students: “Which Bahá'í law did the boy break?”

8. Music
Sing *Round about the world* (see separate sheet).
Join with year 4 if their teacher agrees.

9. New Topic. Reward and punishment.
Ask students for examples of rewards they have been given for doing something good, and examples of punishments they have had for doing something wrong. Write these on board. (If no response, you will have to give examples, and ask if that jogs their memory!)

10. Writings
“O people of God! That which traineth the world is Justice, for it is upheld by two pillars, reward and punishment. These two pillars are the source of life to the world.”

Bahá'u'lláh, *Kitáb-i-Aqdas*, p.91

Make sure all words of this, and the overall meaning, are understood; then get each student to read it. (Pass one copy round.)

11. Activity. Colour the pictures drawn earlier.

12. New Topic – *Learning to read the Writings daily*
(See *In Home Study Programme*, pp.470, 471)
Every day we should read aloud a small part of the Holy Writings, morning and evening; as we grow older, we should do this in private and then meditate on the meaning. Since we will not then have anyone to correct any mistakes we make in saying the words, it is important that we learn the proper way to say words. (Page.470 starts with the vowel sounds, in a simple way appropriate for this age, and page 471 goes on to rules which help us say longer words, such as are often found in the Writings, correctly.)

13. Activity
Ask students to give examples of beautiful things; you write each on board. Explain that, although these things are material, they can help our spirituality. Ask when we should use these things to help spirituality. If they don't know, suggest e.g. a candle burning at a Nineteen-Day Feast and/or when saying daily prayers/readings.

14. Worksheet.

15. Revision of this lesson

16. Set Homework.

Read quotation about justice morning and evening each day.

Write examples of beauty (could start now if time) and add pictures of each (either draw and colour or stick magazine cut-outs).