

## Lesson Plan for Year 1, Lesson 12

- Aims**
- to understand how family life can be improved, and,
  - to be aware of leisure activities in which the family can participate together.

### Objectives

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

- willingly accept changes, e.g. in family life.
- state some leisure activities for the family.
- initiate a discussion about the Faith.

### Materials

Magazines from which to cut pictures of family members, etc.  
Blank sheet for each student  
Small cards or coloured paper for invitations  
Worksheet for each student

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- Game/News  
E.G. use “zip, zap, boing” game from lesson 5, OR choose any of previous three: traffic lights, corner figures, or whispers, while passing ball.
- Mark Homework  
Check that nine Messengers were found in word search, if not then ring or colour them now.  
Did students share the poem with their family? If so, what was the reaction?  
Did they read the quote morning and evening? If so, can they remember what was in it? (In own words – they were not asked to memorise it.) If not, ask them what message did all God’s Messengers bring?
- Virtue – revision of Confidence.
- New Topic – Enhancing family life  
If you read the children’s story book ‘The Happy Family’ you get the impression that it is easy for everything in a family to run smoothly, but what happens e.g. when mum’s cookery class conflicts with dad’s office party?  
How do we make our families work? There are changes all the time, and we have to learn to look forward to change and adapt our lives accordingly. It is impossible to avoid change; all we can do is decide whether we will grow or decline, which isn’t a difficult choice! (see following quote.)
- Writings ‘Abdu’l-Bahá said:  
*“Know that nothing which exists remains in a state of repose, that is to say, all things are in motion. Everything is either growing or declining...”*  
Abdu’l-Baha, *Baha’i World Faith*, p. 330)
- Activity  
Make a collage of a family in a home. Cut out pictures of people from magazines who could be mummy, daddy and 2 or 3 children. Stick these in the centre of a sheet of paper and draw a house shape around them. Then add pictures of things which might be in the home.

7. Music  
Sing “He’s got the whole world in His hands...”  
This could be jointly with year 4 if their teacher agrees.  
(Other verses, replace “the whole world” with “you and me”, “mummy and daddy”, “the little biddy baby”, “Bahá’u’lláh”, “ ‘Abdu’l-Bahá”, etc.)

8. New Topic – Family leisure activities  
Ask students what things their family do together. Write a list on the board. If they are reluctant to say, or few things emerge, suggest some things.

There are many different types of fireside, invitations can be casual and spontaneous; e.g. if you have a friend round to play and her mummy comes to collect her, but you are in the middle of an exciting game, your mummy could ask her mummy “they’re just in the middle of something, are you in a hurry or would you like a cup of tea while they finish?” If the invitation is accepted, then your mummy may find an opportunity to bring the Faith into the conversation, or you might appear with a piece of work you started at Sunday School and have now finished, which could start a discussion. Some Bahá’ís don’t realise that such a meeting can, amongst us, be called a fireside.

What other simple occasions could be called a fireside? Make a list on the board.

9. Story about Bahá’u’lláh’s family

### **Hiding**

Every day, Navváb and Bahíyyih went to an aunt’s house, to ask if there was any news of Bahá’u’lláh. Many of the prisoners were being treated badly, and some had been killed. From one day to the next, no one knew whether Bahá’u’lláh was alive or dead.

One day they came home to find eight-year old ‘Abdu’l-Bahá out in the street, surrounded by boys. He had gone outside to see if his mother and sister were coming back. The boys were calling Him names, and threatening to hurt Him.

After this, Navváb decided it was not safe to leave ‘Abdu’l-Bahá in the house. But it was too dangerous to take all the children with her every day in case they were noticed. So Bahíyyih, who was only six, now had to stay behind to look after Mihdí, her little brother.

The children hid, because it was not safe for anyone to see them. They kept very quiet when they heard people shouting and running in the street outside. They huddled together as the sun went down and the room grew darker. They were so glad when, at last, the door opened, and there were their mother and brother, safely back home again.

Discuss the story.

10. Writings  
“Each must hold a Fireside in his or her home, once in 19 days, where new people are invited, and where some phase of the Faith is mentioned and discussed.”

Shoghi Effendi, *Firesides*, p.15.

11. Activity – Role play  
One student pretends to be the non-Bahá’í friend of another; a third student pretends to be his/her mummy/daddy coming to collect. Teacher, or a fourth student, will be

the host for the fireside. The two friends go off to a corner of the room to play. The third student, having been in another corner of the room, comes along and “knocks on the door”. Teacher says “just a moment” goes to see the two friends and comes back to say “they’re just in the middle of something, are you in a hurry or would you like a cup of tea while they finish?” Answer, “yes” to the cup of tea. While having tea and making polite conversation, two friends come and show piece of work...

12. Writings.

*“It is the hope of the House of Justice that every Feast will be a feast of love when the children will give and receive the tangible affection of the community and its individual members.*

Universal House of Justice, 22/11/1984, *The Compilation of Compilations vol. I*, p.448.

13. Activity

Plan a pretend Nineteen-Day Feast, which could be held at the next Sunday School with another class invited to join in. Each student of this class could be asked to bring a book with a short prayer or reading identified, and a small contribution to the food. Teacher would bring part of a recent message from NSA or UHJ for consultation, and some drink. Today everyone writes invitations for the other class and one student takes them to that class (teacher will have consulted with the teacher of that class beforehand.)

14. Worksheet

15. Revision of this lesson

Students take turns to read out a type of fireside from the list you have on the board, briefly discuss each one and then rub it out. After all have been rubbed out, see who can remember one.

Each student reads out the ‘Abdu’l-Bahá quote from the worksheet.

Explain why books needed for devotional next time, invited guests from other class will be asked to read. Discuss what food suitable to bring next time.

16. Set Homework

Read the ‘Abdu’l-Bahá quote, morning and evening, each day.

Bring for next time: **A book with a prayer or reading identified, and a small contribution of food.**

Discuss, with your family, simple occasions which could be called firesides, and write some down in the spaces on the worksheet.

Colour picture and add more children to it.