

Lesson Plan for Year 1, Lesson 16

- Aim**
- a. to learn about ‘Abdu’l-Bahá, and,
 - b. to be more like Him.

Objectives

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

- a. have a clear idea of how ‘Abdu’l-Bahá served people
- b. use a morning reading of the Writings to help them be good
- c. be willing to be of service to people.

Materials – Three cards for each student, (large enough for the three parts of worksheet 1 to be glued on the other side) with words “A servant of mankind” (wider, for top part), Knowing and worshipping God”, “Acquiring spiritual attributes” written on one side (either have a hole punch or pre-punch a hole top centre of each and also two at sides of bottom of first one) [these three cards could be cut out of one A4 sheet];

Glue;

Two worksheets for each student, one for class and one for homework;

Song sheet.

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1. Game/News
Choose any of previous 6 games, i.e. traffic lights, corner figures, whispers, what’s on my back? hobngoogle, I went shopping.
 2. Mark Homework
 3. Virtue – revise Respect
 4. New Topic – ‘Abdu’l-Bahá
Discuss with students how ‘Abdu’l-Bahá was a Servant of mankind etc.
Also discuss how other people are servants of mankind (e.g. nurses, waiters, teachers, shop assistants, delivery persons).
Then ask how the students can be servants of mankind, what can they do in their daily lives and who can they serve?
 5. Writings – Hidden Word 72, from the Persian
Read this to students and explain its meaning:

“ O MY SERVANT! Thou art even as a finely tempered sword concealed in the darkness of its sheath and its value hidden from the artificer's knowledge. Wherefore come forth from the sheath of self and desire that thy worth may be made resplendent and manifest unto all the world.”
 6. Activity – Use top half of worksheet 1.
Copy the name ‘Abdu’l-Bahá, three times following the dots, then twice freehand.
 7. Story. – ‘Abdu’l-Bahá and the tramp (see separate page)
 8. Music
Sing “Look at me, follow me, be as I am” (see separate page)

9. New Topic – Being Good
Ask students what they understand by “being good.” What things do they do which parents and others call “good”? Do they ever do bad things? Do they see other children doing bad things? How can we, as Bahá’ís, do good things more often than others?
10. Writings [Gleanings from the Writings of Bahá’u’lláh, p.305, CXXXIX]
“Let your acts be a guide unto all mankind.... It is through your deeds that ye can distinguish yourselves from others.”
11. Activity – Give out the cards.
Students decide (encourage co-operation) which of the three parts of Worksheet 1 should go on each of their cards. The parts can be coloured first. Then they cut the three parts out and stick them on the cards. Finally join them with wool or string to make a mobile. (If all this takes a long time, could continue in next activity period or even finish mobile at home.)
12. New Topic. Scripture & its uses.
Where do we find Holy Scripture or Writings? [in various Holy Books like the Bible, the Qur’án, the Kitáb-i-Aqdas.]
Who wrote the Holy Writings for the Bahá’í Faith? [The Báb, Bahá’u’lláh and ‘Abdu’l-Bahá.]
How should we use these Holy Writings? [One way is to recite a small part every morning; if we then think about it during the day, it can remind us how we should act, and help us to be good; then if we read the same part in the evening, we can look back on our day and decide if we went wrong anywhere, with a view to doing better tomorrow. You often take home from the class a suggestion for which part of our Holy Writings to use for the coming week.]
13. Activity
Continue making mobile if not finished, otherwise (or at same time as) practise saying ‘Abdu’l-Bahá.
14. Worksheet
15. Revision of this lesson
Ask students how they can become better servants of God.
Who can we serve? Family? Friends? Classmates? Bahá’ís? Smaller children?
Why does being a Bahá’í mean serving people? Who was our example?
16. Set Homework