

## Lesson Plan for Year 1, Lesson 17

- Aims**
- to learn about sacrifice
  - to understand prayer better.

**Objectives**

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

- state something he/she could do as a sacrifice
- explain at least 2 aspects of prayer.

**Materials**

Two story pages, a song page, and a page about steps of prayer  
Worksheet

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1. Game/News

Game: Music Man. [a song, but with actions and responses to release exuberance of some students and encourage shy students.]

Teacher: "I am the music man, I come from down your way, and I can play..."

Students: "What can you play?"

Teacher: "I play piano."

All (hands pretend to play) "pia-pia-piano, piano, piano, pia-pia-piano, pia-piano."

REPEAT with different instruments as appropriate, (e.g. boom, boom, big bass drum, [repeated 4 times, 4<sup>th</sup> boom, boom – double speed]).

2. Mark Homework

3. Virtue – Loyalty

EITHER use ½ of what is in *The Virtues Guide*, OR use quotes in the virtue handout, which can then be taken home.

4. New Topic – Sacrifice

We can show that we love God by a sacrifice. This could mean that there is something that we like, and would rather keep, but we give it to someone else who perhaps needs it more than us. Can you think of anything that belongs to you that someone else would really like?

Perhaps we can offer a sacrifice to God in money. Next time someone gives you some money to spend, think about giving at least some of it to the Bahá'í Fund. If you really fancy buying something for yourself that would take all that money, but you give some to the Fund and then just buy something smaller for yourself with the rest; that would be a sacrifice. What would you really like to buy for yourself?

5. Writings – *Selections from the Writings of 'Abdu'l-Bahá*, #200.10, re sacrifice.

*"O ye lovers of God! Do not dwell on what is coming to pass in this holy place, and be ye in no wise alarmed. Whatsoever may happen is for the best, because affliction is but the essence of bounty, and sorrow and toil are mercy unalloyed, and anguish is peace of mind, and to make a sacrifice is to receive a gift, and whatsoever may come to pass hath issued from God's grace."*

6. Activity – Role play about sacrifice

Each student to choose something, which belongs to them, that they really like. Maybe teacher helps draw a picture of it and cut it out; or just pretend to hold it. Then take turns to find someone else who needs it (could be expressed verbally or in sign

language by another student, or perhaps explained by teacher) and then give it to that person.

7. Story. Sacrifice as a miracle – **The Martyrdom of the Báb**  
(See separate page, might need simplifying for this age – give emphasis to the miracle of the Báb not being killed the first time, although 750 guns were fired at Him!)
8. Music  
Sing “The Soul is the Sun” (with year 4, if teacher agrees, especially since this song is in two parts).
9. New Topic – Prayer.  
What is prayer? [Conversation with God; ‘*Abdu’l-Bahá* said service is prayer.]  
Why should we pray? [When you love someone, you want to talk with them, you would like to speak to that friend every day! The same is true for God, if you love God, you will pray because you want to! *Bahá’u’lláh* said, “Bring thyself to account each day ‘ere thou art summoned to a reckoning.”]  
When should we pray? [At any time that we are particularly pleased with life and want to thank God; at any time that we note the wonders of the world and want to praise God for creating it; if we are in trouble and want to ask God for help. ‘*Abdu’l-Bahá* said “supplicate unto Him ... at early morn...”]  
How should we pray? [With reverence...]  
Will our prayers be answered? [‘*Abdu’l-Bahá* said, “God is merciful. In His mercy He answers the prayers of all His servants when according to His supreme wisdom it is necessary.” — In worksheet for daily reading.]  
Are prayers only those words spoken with eyes shut and arms folded? [No, service is prayer, work is worship when done in the spirit of service to God.]  
Why do you think it is important to learn prayers by heart? [So that you can recite the words of God anywhere, any time, even if no book available!]
10. Story – The Bejewelled Sword  
God sometimes answers ‘no’. (See separate page.)
11. Writings – Prayer: How and When to Pray – *Shoghi Effendi*, 5 Steps.  
(See separate page, might need simplifying for this age)
12. Discussion. Actions can be prayers.  
What things have you done recently which could be called prayers?  
If no response, suggest a few things, see if that jogs their memory.  
Suggest that they could do some of these things during the next week.
13. Activity Example of sacrifice: In nature. (this was also done in year N1.)  
Show some beans. From one of these beans, a plant could grow. But in order to grow, the plant uses up what is inside the bean. So the bean is sacrificed for the plant. We will see what happens if we keep a bean wet and let it have sunlight.  
Give each student a transparent plastic cup, and a piece of blotting paper that will form a cylinder inside the cup. Then give a bean to put between the paper and the cup. The paper is then made very wet, but surplus water poured out of the cup. The paper near the bean is pushed firmly against the cup to hold the bean in place.
14. Worksheet
15. Revision of this lesson
16. Set Homework