

## Lesson Plan for Year 1, Lesson 24

- Aim**
- a. to be able to control ourselves
  - b. to understand the need for a universal language

### **Objectives**

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

- a. take steps towards controlling strong feelings etc.
- b. explain why we need a universal language.

### **Materials**

An orange and a book for 12;  
Grapes for 13;  
Worksheet for each student.

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1. Game/News – Game: Musical Kingdoms  
Similar to musical chairs, but one chair is the “question chair”; whoever is sitting in it, once all sitting down, must answer “Which kingdom is \_\_\_\_\_ in?” (Teacher prepare list of things to use, some from each of mineral, vegetable, animal and human kingdoms). If answer right, all carry on, otherwise that person is out, remove one of the other chairs when music starts.
2. Mark Homework
3. Virtue – revise Kindness  
(In Some Answered Questions, p.214, ‘Abdu’l-Bahá talks generally about perfections, and relates them to the kingdoms covered in lesson 23; this might be a useful reference for the teacher.)

[The following topic is in three parts; don’t forget the Writings, Item 6, but you might want to combine discussion of all three before doing the role-play.]

4. New Topic – strong feelings, temptations and idle thoughts.  
a) Ask students if they can identify any strong feelings that they have had over the last few weeks. If apparently none suggest that they might have felt angry at something, or very sad because of something... If still no response, ask what they would do if a bully at school took their favourite toy away.
5. Activity – Role-play.  
Students take it in turns to pretend to have a strong feeling. Other students provide the scenario for it to happen. Having acted out the wrong thing to do, briefly discuss how they could help themselves to do the right thing, and then repeat the role-play trying to deal better with the situation.
6. Writings [in worksheet for learning]  
“The believers of God must assemble and associate with each other in the utmost love, joy, and fragrance.”

‘Abdu’l-Bahá

7. New Topic – strong feelings, temptations and idle thoughts
  - b) Next ask if they can name anything that is tempting, they know that it is wrong but it is difficult to avoid. If not, suggest e.g. mummy buys some sweets and puts them in the cupboard for tomorrow, then she is busy working in another room – you really would like one now, do you take it?
  
8. Activity – Role-play
 

Students take it in turns to pretend to be tempted. Other students provide the scenario for it to happen. Having acted out the wrong thing to do, briefly discuss how they could help themselves to do the right thing, and then repeat the role-play trying to deal better with the situation.
  
9. New Topic. strong feelings, temptations and idle thoughts.
  - c) Finally ask if they ever day-dream about things that they can never have. Give examples if they can't think of any, e.g. the power to fly like Superman.
  
10. Activity – Role-play.
 

Students take it in turns to pretend to go on and on about a wish for something. Other students provide the scenario for it to happen. Having acted out the wrong thing to do, briefly discuss how they could help themselves to do the right thing, and then repeat the role-play trying to deal better with the situation.
  
11. Music – The Most Great Peace (“Can You Imagine” tape)
  
12. New Topic – Universal auxiliary language.
 

What language did you first learn as a baby? Are you able to speak more than one language? (If so, you are lucky, because you can chat to more people than someone who only knows one.) Have you ever met anyone and could not chat because neither of you knew the other's language?

Bahá'u'lláh said that there should be one language that everyone in the world should learn to speak – then we will be able to speak to anyone.

While Bahá'u'lláh was saying this, a little boy named Ludwig Zamenhof was growing up in Poland, where life was difficult because people spoke different languages and had prejudice of each other. When he was 10 years old Ludwig decided that some day he would make a language that everyone could speak. “Everyone will be able to learn it, and people will make peace”, he told his mother. In 1887, while Bahá'u'lláh was still alive, Ludwig printed his first book about Esperanto. Later his daughter, Lydia, became a Bahá'í. Today over a million people all over the world can speak and read this new language. Here are some words in Esperanto: What do you think *oranĝo* means? And *libro*? (Have an orange and a book to hold up if they need a clue or when they have guessed correctly.) Do you know what “*bon jour*” means? It is French for “good morning”. Do you know what “*buonas dias*” means? It is Spanish for “good morning”. Can you greet people in any other language? Yes, you can – all Bahá'ís can greet each other with “*Alláh'u'Abhá*”. (Arabic)
  
13. Story

At a city gate sat four people, a Persian, a Turk, an Arab and a Greek. They were hungry and one person was going to buy food for all of them. But they could not agree what should be bought. The Persian said he wanted ‘angoor’, the Turk wanted ‘uzum’, the Arab wanted ‘aneb’ and the Greek wanted ‘staphylion’. They argued and quarrelled until they were almost hitting each other. Each said that the food he wanted was the best in the world. Then a man passed them with a donkey. The donkey was carrying grapes. [At this point, produce your grapes from a bag.] Each man stopped

arguing and pointed at the donkey. “See uzum” said the Turk. “See aneb” said the Arab. “See angoor” said the Persian. “See staphylion” said the Greek. Grapes were bought for them all and they then all ate happily and were at peace.  
[Share the grapes with your students.]

14. Writings

“One of the great steps towards universal peace would be the establishment of a universal language. Bahá’u’lláh commands that the servants of humanity should meet together, and either choose a language which now exists, or form a new one.” [in worksheet for daily read]

‘Abdu’l-Bahá, *Paris Talks*, p.155

15. Worksheet

16. Revision of this lesson

17. Set Homework – read, colour, learn.