

Plan for year N1 lesson 5.

The aims of this lesson are to

- a) improve the politeness of students
- b) increase their prayer repertoire.

The objectives are that, *after fully participating in both the lesson and the homework*, the student should be able to:

- a) say more of the prayer from memory
- b) be more polite at home and elsewhere
- c) appreciate the benefit of setting a prayer to music

materials: book 'Charlie & the chocolate factory' or 'The Scottish Visitors' or page with story
pictures (enlarged if possible) cut out of worksheet for you to hold up one at a time;
worksheet (part prayer and 4 pictures of being polite.)

1. Introduction. *This will ideally be done sitting on the floor in a circle.*
Game: Zip,zap,boing. (also scheduled for year 1 lesson 5, could do it together.)
If this is new to your students, start with zip only; point to the student on your left with your left hand and say "zip", he/she then does the same, and so on, until it comes back to you. See if they can do it faster. Then try zap only; the same but to right & say "zap". (remember which is which because zAp is Anticlockwise, they both have an A in them.) Next combine these, each person is allowed to choose to do zip or zap. When they are happy with that, introduce boing; now they have 3 choices when it is their turn – zip, zap, or point with both hands at anyone in the circle not adjacent to them and say "boing" (when, of course, it is the turn of the person being pointed at; you can add a rule that there must not be 2 boings in a row if you like.)
2. News.
3. Mark homework. Praise any colouring, then ask each to say the part prayer by the Báb. If all not confident yet, say it together a few times.
Sing the song, looking at the pictures on lesson 4 worksheet.
4. Virtue (discuss). Courtesy. Read any of these quotes, according to the capacity of the students, or just use them to guide your discussion e.g. the *Muhammad* quote reminds us of "How are you?", "Fine, how are you?" etc.
[you might like to leave 1 or 2 quotes for revision next lesson]

'[Courtesy] is the prince of virtues.' *Bahá'u'lláh*

'Courtesy is, in truth, a raiment which fitteth all men, whether young or old.'
Bahá'u'lláh

'Beware lest ye contend with any one. . . ' *Bahá'u'lláh*

'And when you are greeted with a greeting, greet with a fairer than it, or return it; surely God keeps a watchful count over everything.' *Muhammad*

5. Virtue (role play). Pretend it is break time, we all go towards the door, how do you show courtesy to me? (get a volunteer to open the door for you, while the others stand back to allow you to go first.) When you are all out of the room, repeat for going back in.
Then, if not already done during discussion just before, students take it in turns to pretend to be arriving (go over near door, then return with a smile, saying to someone:) “Hello, how are you” etc.
6. Revision of previous lesson. Who was the Báb?
Why did He come?
Where is His Shrine?
What else do you know about Him?
7. Playtime.
8. New Topic introduction. What rules do students have at home? List these on the board. (also keep a copy for yourself, needed in lesson 8.)
Why do we have these rules?
Identify those particularly associated with politeness or courtesy.
9. Art re New Topic.
Each student to draw round their hand on a piece of coloured paper. The teacher will then cut out the hands. Students glue their hand to a white A4 sheet by the palm only, leaving the fingers free to wave about.
Teacher asks each student individually how they will help &/or be polite during the next week, and writes the answer under their hand.
10. Writings. (add to the prayer started in lesson 1.)
“O God, guide me, protect me, illumine the lamp of my heart ...”
After practising the extra part with students, then all this so far,
music on for saying it once more & try one minute meditation.
11. Story. about a child who was not polite and had a resulting unpleasant experience (e.g. part of ‘Charlie & the chocolate factory’ where the girl disappears into the machine after being rude – get book from library.)
or read “The Scottish Visitors” from the book, showing the pictures, if possible; or from Th .39-40, on separate page. [This story is also scheduled for year 1 today, you might agree with their teacher to come together for the story.]
12. Playtime.

13. New Topic (continued). Role play how to be polite & courteous. e.g.
- a) answering telephone [some people think we should always give our telephone number first, so that the caller knows if got the right number, but with so many mobiles in use nowadays – one often does not remember the number, so maybe the family name should be announced; probably most would agree that it is not polite to just say “hello”, if nothing else then a young child should be guided to say (after hearing who it is) “would you like to talk to mummy?”
 - b) someone gives you a gift
 - c) someone gives you a gift that you don't like
 - d) someone takes a toy out of your hands
 - e) someone comes to the door of your house

14. Prayers/Writings. revision from previous lessons.

15. Discussion. why should we be polite? Cut out the pictures in the worksheet (enlarged if possible) and hold them up one at a time; ask what is happening in each and then ask if they are polite like that.

16. Singing. Sing prayer with tape “We are Bahá'ís”.

17. Playtime.

18. Revision of this lesson. What does courtesy mean? How can we show courtesy to people? Sing the prayer together again.

19. worksheet. Give this to students. Ask them to point at the prayer to learn. Then ask them to point at the picture representing the polite behaviour you describe, e.g. say “waiting for people to stop talking before asking for something”

20. Set Homework. Learn next part of prayer, so can say (or sing) what is on the worksheet from memory. Colour the pictures and talk about them with someone.