

Plan for year N1 lesson 7.

The aims of this lesson are to

- a) create an environment for learning to deal with strong feelings
- b) present more of prayer for learning

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

- a) say (or sing) more of the prayer from memory
- b) more easily deal with being angry

materials. 'Stories for children' or page with words only;
tape "We are Bahá'ís" for "O God, guide me...";
worksheet (prayer & 4 pictures of angry children.)

1. Introduction. *This will ideally be done sitting on the floor in a circle.*

Today you give them a choice of game; would they like to do whispers, throwing a ball, or zip-zap-boing? (each have been used twice before.)

2. News.

3. Mark homework. Hear them say part of new Hidden Word, praise colouring and drawing, talk about any pictures drawn – find out what they are and when this was done, if possible, and emphasise any appropriate for a Holy Day.

4. Virtue (discuss). Kindness. Read any of these quotes, according to the capacity of the students, or just use them to guide your discussion.

'A kindly tongue is the lodestone of the hearts of men.' *Bahá'u'lláh*

'Honourable words, and forgiveness, are better than a freewill offering followed by injury.' *Muhammad*

'Conquer anger by love; conquer evil by good...' *Dhammapada*

'With the eye of a friend do we regard one another.' *Yajur Veda*

'And to godliness [add] brotherly kindness, and to brotherly kindness, charity,'

New Testament

5. Virtue (role play). Take it in turns to have some sort of trouble, e.g. lost a toy, fallen down, can't do shoes up, no one to play with etc. When this trouble is voiced or mimed, the others are to first of all speak kindly, then offer to do a kind deed, then could mime doing it; all could act spontaneously, or if too much confusion they could take turns to be kind.

6. Revision of previous lesson. How many Holy Days do we have? What do we do on Holy Days? What is in the garden of Ridván? What happened there? Who wrote the Hidden Words? When? Where?

7. Playtime.

8. New Topic introduction. Ask students what makes them feel angry. If no response, suggest something which might. Ask what they would like to do in this situation. Then suggest an alternative plan for dealing with the strong feeling. Try role play with one or 2 students, then discuss.

9. Art re New Topic. Make a fish.

Have a fish shape cut out of card for each student, the students can draw eyes (one each side) and mouth, colour the fish, then glue on fins and tail cut from material or thin paper; when finished, teacher can tie string to top for them to hang it up.

Does anyone have a fish for a pet? or seen one at a zoo or aquarium?
How can you be kind to a fish?

10. Writings for New Topic. Could use quote by *Bahá'u'lláh* in 4. above, need to explain that a lodestone is a sort of magnet which attracts.

11. Story. 'Stories for children' #6: "Heaven". Better to have the book with the picture, if not available then use the text only which is on a web page.

12. Playtime.

13. Prayers/Writings. (add to the prayer started in lesson 1.)

"O God, guide me, protect me, illumine the lamp of my heart and make me a brilliant star ..."

As before, after practise put music on for meditation.

14. New Topic (continued). As above, this time with a temptation.

15. Discussion. Ask students for ideas about being kind to:

- a) mummy & daddy,
- b) a brother or sister,
- c) a neighbour,
- d) an animal,
- e) someone you don't know who comes to visit mummy.

How can being kind to others make us happy?

In what ways does God show kindness to us?

Do you know what "being cruel" means?

Give examples of being cruel to family, friends, animals and strangers.

Emphasise the difference between being kind to strangers and danger.

Mention that "Bahá'u'lláh warns against hunting to excess..."; this means that we must only hunt and kill animals if we need the meat for food.

16. story about ‘Abdu’l-Bahá being kind.

His heart went out to those who were ill. If He could ease a pain or discomfort, He did so. One old couple were in bed for a month and had twenty visits from ‘Abdu’l-Bahá during that time. In ‘Akká, He daily sent a servant to inquire about the welfare of the ill, and as there was no hospital in the town, He paid a doctor every week to look after the poor; the doctor was asked not to say Who provided the money. A poor woman, without any relatives to help her, got the measles, and everyone kept away from her. When ‘Abdu’l-Bahá heard about this he paid a woman to look after her, rented a room for her, put His own comfortable bedding in it, called the doctor, sent food and everything she needed. He went to see that she had every attention, and when she died in peace and comfort, He arranged her simple funeral, paying all charges.

17. Singing. Sing prayer with tape “We are Bahá’ís”.

18. Playtime.

19. Revision of this lesson. Ask students what makes them feel angry. How should they try to stop being angry? How can they try to avoid giving in to temptation? What kind things can they do for people? What kind things can they do for animals?

20. Set Homework. Give students the worksheet. They are to learn more of the prayer so that they can say (or sing) all that is on this worksheet. Point to it on the worksheet and get them to sing (or say) this much with you now. They are also to colour the pictures, talk about what is happening in each of them and how the children there should try to deal with the situation. They are also to have consultation with someone about what makes children angry and how they can deal with it.