

Plan for year N1 lesson 21

The aims of this lesson are

- a) to introduce 2 other versions of the Greatest Name
- b) to learn a 2nd part of a prayer

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

- a) say “Yá Bahá’u’l-Abhá”
- b) recognise the special calligraphy for it
- c) say 2 parts of the prayer from memory.

materials: “Stories Of Bahá’u’lláh” or separate page ;
worksheet .

1. Introduction. Game: “Traffic lights”; when you say “traffic lights are red” students must stand perfectly still (if not, they’re out!), when you say “traffic lights are amber” they walk very slowly, and when you say “traffic lights are green” they walk quickly round the room. (you don’t have to follow the normal traffic light sequence, try to catch them out.) A possible variation is to add another colour, e.g. blue, for sitting on the floor.

Next 3 items sitting on the floor in a circle.

2. News.

3. Mark homework.

4. Virtue (discuss). Faithfulness.

EITHER use ¼ of what is in The Virtues Guide, OR use quotes with pictures in the virtue handout, which can then be taken home.

5. Virtue (role play).

e.g. choose 2 students who are friends, they play together with something, then another student tries to tempt one of them away to do something else... will the one being tempted be faithful and stay? If they would really rather go, but stay, then this is an example of sacrifice.

6. Revision of lesson 19.

Ask students what the Greatest Name is. (“Alláh’u’Abhá” given, lesson 19.)
Get them all to say “Alláh’u’Abhá” and its translation “God is All-Glorious”.

7. Playtime.

8. Topic introduction. (continued from lesson 19.)

Another way of saying the Greatest Name is “Yá Bahá’u’l-Abhá” which means “O Thou the Glory of Glories!”
Get each to say these.

9. Art re Topic.

There is a special symbol for “Yá Bahá’u’l-Abhá”,
(show them it on the handout)
ask if they have seen it anywhere.
Decorate the Greatest Name on the handout.

10. Story. Stories Of Bahá’u’lláh, #47.
(see separate page)

11. Playtime.

12. Topic (continued).

Show students prayer beads, if possible.
Explain how they are used (or get a parent to come and explain).
Ask if students would like to make some prayer beads.
If they are going to have 95 beads on their string, for saying “Alláh’u’Abhá”, it might not be possible to make it all in one lesson, could start today, you keep all labelled efforts carefully, then finish next lesson or 2.
Alternatively, since they are young and do not have to say “Alláh’u’Abhá” 95 times, they might like to make a smaller string of beads; you could consult parents about this.

13. Prayers/Writings. Repeat in usual way, words of this section of the prayer:

“... train me in the bosom of Thy love, educate me in the school of Thy guidance and develop me under the shadow of Thy bounty...”

[both sections are in handout.]

14. Discussion.

Another way of saying the Greatest Name is “Bahá’u’lláh”. What does this mean? Get them to repeat it and its translation.
Ask ‘Which means “God is All-Glorious”?’,
‘Which means “O Thou the Glory of Glories!”?’,
‘Which means “The Glory of God”?’,
then ask them to translate the other way round.

15. Singing. Listen to “Make me more like you” on “Loving Hands” tape,
join in with the easy bits, do it with year 1 if teacher agrees.

16. Playtime.

17. worksheet.

18. Revision of this lesson.

19. Set Homework.

