

A. A. Furútan

# Bahá'í Education for Children

Book 3

"...for when the bough is green and tender  
it will grow in whatever way ye train it."

A Teacher's Guide  
For Children 8 Years Old



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For children  
8 years old

*A Teacher's Guide*

by A. A. Furútan

Bahá'í Publishing Trust  
South Africa

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Good behaviour and high moral character must come first, for unless the character be trained, acquiring knowledge will only prove injurious.<sup>1</sup>

*‘Abdu’l-Bahá*

## Foreword

Bahá'í education for children is one of the most important lines of action for the consolidation of the Bahá'í communities. Through children's education, the whole community can gradually be transformed. Observing the great need for a systematic approach to this task, some fifty years ago Hand of the Cause of God 'Alí-Akbar Furútan developed a set of 13 books for the Bahá'í education of children. The books were written in the Persian language for use in the Bahá'í communities in Írán (Persia) and were known as the *Kitáb-i-Dars-i-Akhlagh* (*Books for Moral Education*). The set included 12 books for children aged 5 to 16–18 and a *Teacher's Manual* on the principles of Bahá'í education.

An administrative system was put in place by the National Spiritual Assembly of the Bahá'ís of Írán to assist generations of Bahá'í children to attend these classes, first as students, and later on in their youth and adulthood, as teachers. Availability of these materials and the efforts of various institutions of the Faith and parents to systematically follow up the progress and assist Bahá'í communities to hold children's classes made children's education a vital activity in almost every Bahá'í community in Írán.

Inspired by the spirit of the Four-Year Plan and the need for the systematization of human resource development, a group of Bahá'í friends in Zambia decided to translate these books into English for possible use by interested national communities. It was obvious from the outset that the books needed not only to be translated but adapted in many instances. With the full permission of Mr. Furútan, the adaptation and changes made in the books include information on the update of the progress of the Faith, modifications based on cultural considerations and the addition of new topics. We are very grateful to Mr. Furútan for his kind permission to make these changes.

We are also thankful to the friends who translated the books for their interest and hard work. May their meritorious service be crowned with the bounty of the acceptance of the Blessed Beauty.

National Spiritual Assembly of the Bahá'ís of Zambia  
Lusaka, June 1998

### **Note on South African Edition**

In preparing this edition, an attempt has been made to carry on the work of improving these books, by making corrections to the text, and reviewing some of the stories in the light of versions already published in the West.

Some of the laws mentioned in the lessons are not yet applicable to all Bahá'ís. There is no harm in teaching these to children, who can be told they will apply at a time in the future when the Universal House of Justice notifies the Friends. Such laws are indicated as 'not yet universally binding' in the lessons.

Editor

# Introduction

This book is intended as a guide for teachers. Teachers are kindly reminded to study the *Teachers' Manual*. Other suggestions are made in the introductions to Books 1 and 2, and for the sake of brevity, they are not repeated here.

Teachers should make good use of stories as an effective teaching tool. Children love to listen to stories and hear examples, analogies and parables. Teachers should do their best to tell stories and give examples where possible, to help the children understand spiritual and other subjects.

The subjects are presented in this book as a guide only. Teachers do not have to follow the lessons word by word and may use their own approaches as well. Teachers are expected to adapt the words and styles to local conditions and to ensure that the lessons are suited to the level of the children's understanding.

Children should always be treated with the utmost love and respect. Teachers are reminded to pay special attention to the choice of words when talking to children.

Teachers are expected to be well prepared for each class, ahead of time.

The main purpose of these children's classes is to ensure a good upbringing for children and not just to give the children knowledge. The ultimate goal of this upbringing is to help the children grow, from a tender age, in accordance with divine guidance and to acquire spiritual virtues. Teachers should remember this goal and do their best, under all conditions, to achieve it.

All the friends, especially teachers, are requested to send their comments and suggestions for improvement of these books to the Child Education Committee of their National Spiritual Assembly.

A. A. Furútan



# Format of a Typical Lesson

Each children's lesson will follow basically the same format. It is helpful for children to be in a structured and familiar environment. They will soon learn the format of the class and will look forward to each part of it. The class will begin with prayers. Then the teacher and children will review what was learned in the previous class. There is a brief break after the review, which includes songs, games, and an opportunity for the teacher to register the students. Following the break, the new lesson will be presented, usually with a brief explanation, a story, and sometimes a quotation or prayer to learn. If the teacher has materials for the children to use, they may then draw and colour pictures related to the lesson. The class will close with a prayer, and then a final suggestion from the teacher, asking the children to do something specific at home. Below is a more detailed description of each part of the class.

**1 Opening prayer** – Each lesson should begin with an opening prayer. One of the students or the teacher may say a prayer to start the lesson. If more than one student would like to say a prayer, this would also be acceptable, as it is good to encourage the children to do this. If they all know the same prayer, however, this is not the time for each of them to recite it. That can be done later as a class activity.

**2 Review of previous lesson** – Except for the first four lessons, each lesson will begin by reviewing what was learned in the previous class. The teacher can ask questions to give the children a chance to recall what they have learned.

**3 Break: songs, games, stories, student registration and children's cleanliness** – After the review, the children will enjoy singing and learning new songs and playing games.

**Songs** – Children should be encouraged to learn Bahá'í songs. If the teacher knows how to play a guitar or a local musical instrument, this will add to the joyful atmosphere

of the class. Members of the community who play musical instruments may also be invited to play for the children.

**Games** – If the location and the environment are suitable for simple games, the teacher may play with the children; this will help them not to become bored. Games are already included with each lesson in these materials. Of course, if there is another game that the children enjoy, you should feel free to use it. Choose games that are suitable to the children's age and the environment. Games should be played under the teacher's supervision. If the environment is not suitable for this purpose, the children can be asked to have a break and rest, with the teacher lovingly, patiently and firmly ensuring that they maintain acceptable behaviour.

**Stories** – The children should also be told stories. The teacher should try to tell the children, whenever appropriate, interesting stories with positive and spiritual morals. Other members of the community can also be invited to the class for the same purpose. Tapes of interesting stories can be played at times.

**Student registration** – The teacher should take advantage of the break time to register the students in a notebook specially prepared and maintained for this purpose. The teacher can ask the children to listen for their names. When the teacher calls a child's name, the child can stand up to show that he or she is present. When the teacher notices one of the students has been absent for more than one or two sessions, he or she may enquire from the others and from the student's parents, and may help, if possible, to encourage the student to attend regularly.

**Children's cleanliness** – Another objective of the break time is for the teacher to see if all the students have paid sufficient attention to being clean. Undoubtedly, this must be done with the utmost love, kindness and patience, and without any student feeling, in the slightest way, that he or she is being inspected for cleanliness. The teacher, lovingly and

kindly, tries to look closely at the children to see if any one of them has neglected this important matter. Should it be necessary, the teacher may, without addressing any one given child, initiate a discussion in which the importance of cleanliness and the disadvantages of uncleanness are explained to them.

**4 New lesson, story or memorization** – This is the new material presented during the lesson. It may be a story that the teacher tells to the children, or a prayer for the children to memorize. Remember that stories should be told in ways that make them interesting to the children. The teacher should learn the story before telling it.

**5 Drawing and colouring pictures** (if material is available) – Children enjoy drawing and colouring and this should be encouraged whenever possible. A picture can be included with each lesson of the course. If the teacher has paper and colouring materials, he or she may trace the pictures for the children to colour. The parents and the Bahá'í community may be able to contribute such items or help raise funds to buy them.

**6 Closing prayer** – Each class will end with a closing prayer. It is good to encourage the children to say a prayer. However, if none of them knows one, the teacher may say one. Also, the teacher should lovingly remind the children how to behave when prayers are being said. They should be still and listen quietly and attentively.

**7 Teacher's suggestion for the week** – Before the children leave, the teacher will remind them of what they have learned and will ask them to do something at home. The teacher may ask them simply to think about what they have learned, or to tell the story they have heard in class to their family, or to practise the prayer they are memorizing, or practise being clean, and so on.

*In the Name of God, the Pure, the All Sufficing*

# 1 Getting to Know the Children: Review of Lessons 5, 7 and 11 from Book 2

## 1.1 Opening Prayer

The teacher asks one of the children to chant or say the first prayer from Book 2:

O my Lord! O my Lord!

I am a child of tender years. Nourish me from the breast of Thy mercy, 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. Deliver me from darkness, make me a brilliant light; free me from unhappiness, make me a flower of the rose garden; suffer me to become a servant of Thy threshold and confer upon me the disposition and nature of the righteous; make me a cause of bounty to the human world, and crown my head with the diadem of eternal life.

Verily, Thou art the Powerful, the Mighty, the Seer, the Hearer.<sup>2</sup> *‘Abdu’l-Bahá*

## 1.2 Getting to Know the Children

If the teacher knows the children from last year, the lesson can begin after a simple welcome to Book 3. If the teacher did not teach the same children last year, or if there are new children in the class, the teacher can organize a game to ensure that all the children know each other.

## 1.3 Review of Lessons from Book 2

“Dear children, you are now in the third year of Bahá’í children’s classes. You must remember what you have learned in your second year. Today we will review what you learned in Lessons 5, 7 and 11, last year.”

The teacher should use a question and answer approach to help the children think about what they have learned.

Lesson 5: What is a Bahá'í?

Lesson 7: Unity.

Lesson 11: Cleanliness.

#### **1.4 Break: Songs, Games, Student Registration and Children's Cleanliness**

See "Format of a Typical Lesson" on pages 2 to 4..

#### **1.5 Closing Prayer**

The teacher may ask one of the children to say the second prayer from Book 2:

O Peerless Lord! Be Thou a shelter for this poor child and a kind and forgiving Master unto this erring and unhappy soul. O Lord! Though we are but worthless plants, yet we belong to Thy garden of roses. Though saplings without leaves and blossoms, yet we are a part of Thine orchard. Nurture this plant then through the outpourings of the clouds of Thy tender mercy and quicken and refresh this sapling through the reviving breath of Thy spiritual spring-time. Suffer him to become heedful, discerning and noble, and grant that he may attain eternal life and abide in Thy Kingdom for evermore.<sup>3</sup> *‘Abdu’l-Bahá*

#### **1.6 Teacher's Suggestion for the Week**

"Dear children, I hope that you have enjoyed today's discussion and that we will have a wonderful year together."

## 2 Review of Lessons 14, 15, 16 and 18 from Book 2

### 2.1 Opening Prayer

One of the students says the first prayer from Book 2, from memory.

O my Lord! O my Lord!

I am a child of tender years. Nourish me from the breast of Thy mercy, 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. Deliver me from darkness, make me a brilliant light; free me from unhappiness, make me a flower of the rose garden; suffer me to become a servant of Thy threshold and confer upon me the disposition and nature of the righteous; make me a cause of bounty to the human world, and crown my head with the diadem of eternal life.

Verily, Thou art the Powerful, the Mighty, the Seer, the Hearer.<sup>4</sup>  
*‘Abdu’l-Bahá*

### 2.2 Review of Lessons 14, 15, 16 and 18 from Book 2

The teacher should lead a question and answer discussion about the following lessons from Book 2:

Lesson 14: Always telling the truth

Lesson 15: Waking up early in the morning and reciting prayers

Lesson 16: Kindness to animals

Lesson 18: Being kind to the poor

### 2.3 Break: Songs, Games, Student Registration and Children’s Cleanliness

See “Format of a Typical Lesson” on pages 2 to 4.

## 2.4 Closing Prayer

The teacher asks one of the children to say the first prayer from Book 1:

O God, guide me, protect me, make of me a shining lamp  
and a brilliant star. Thou art the Mighty and the Powerful.<sup>5</sup>  
*‘Abdu’l-Bahá*

## 2.5 Teacher’s Suggestion for the Week

“Dear children, I hope that you have enjoyed reviewing some of the laws of Bahá’u’lláh, that you learned from last year. The more we can understand the laws the better we can follow them in our own daily lives.”

## 3 Review of Lessons 21 and 23 from Book 2

### 3.1 Opening Prayer

One of the students says the second prayer from Book 2, from memory.

O Peerless Lord! Be Thou a shelter for this poor child and a kind and forgiving Master unto this erring and unhappy soul. O Lord! Though we are but worthless plants, yet we belong to Thy garden of roses. Though saplings without leaves and blossoms, yet we are a part of Thine orchard. Nurture this plant then through the outpourings of the clouds of Thy tender mercy and quicken and refresh this sapling through the reviving breath of Thy spiritual springtime. Suffer him to become heedful, discerning and noble, and grant that he may attain eternal life and abide in Thy Kingdom for evermore.<sup>6</sup>

*‘Abdu’l-Bahá*

### 3.2 Review of Lessons 21 and 23 from Book 2

The teacher should lead a question and answer discussion about the following lessons from Book 2:

Lesson 21: Shoghi Effendi, the Guardian of the Bahá’í Faith

Lesson 23: The Universal House of Justice

### 3.3 Break: Songs, Games, Student Registration and Children’s Cleanliness

See “Format of a Typical Lesson” on pages 2 to 4.

### 3.4 Closing Prayer

The teacher asks one of the children to say the second prayer from Book 1:

He is God! O Divine providence, shed a ray from the Sun of Truth upon this gathering that it may become illumined.<sup>7</sup>

*‘Abdu’l-Bahá*



### 3.5 Teacher's Suggestion for the Week

“Dear children, try to remember what we talked about today, about Shoghi Effendi and the Universal House of Justice. The history of our Faith is very important and we will learn more Bahá'í history in future lessons.”

## 4 The Báb Foretold the Coming of Bahá'u'lláh

### 4.1 Opening Prayer

### 4.2 The Báb Foretold the Coming of Bahá'u'lláh

“Dear children, do you remember that last year, we talked about being a Bahá'í? Those who believe in Bahá'u'lláh are called Bahá'ís. A Bahá'í is a person who believes in Bahá'u'lláh and does their best to follow His teachings and His laws. Perhaps you might also have heard of the name Bábí. Who were the Bábís?

“From the beginning of the world, God has sent His Messengers and His Prophets to teach people about the Word of God. They said that one day God would send the Promised One of All Ages. God also promised that the Promised One will bring unity to all the people of the world, wars will end and everyone will live in peace and harmony. Hearts will be cemented together and people of all races will become like brothers and sisters.

“As the sun brings light to the world after a long, dark night, so the Promised One of All Ages will bring the light of unity to the world after a long time when the hateful behaviour of an ungodly society has caused the people of the world great suffering.

“All the Messengers of God have given the glad tidings\* of the coming of such a great Day but the promises of the Báb were much clearer. He prepared the people of the world for the coming of the great Manifestation† of God. In the same way that the coming of the dawn foretells the rising of the sun, the coming of the Báb foretold the appearance of Bahá'u'lláh.

“The Báb was also known by other titles, such as the Primal Point and the Exalted One. He worked hard day and night for six years to awaken people from their ignorance and prepare them to recognize Bahá'u'lláh. Those people who believed in the Báb and

\* “glad tidings” means “good news”

† “Manifestation of God” means “Messenger of God”

recognized Him as a Messenger of God became known as Bábís. In other words, ‘Bábí’ means ‘follower of the Báb’.

“When Bahá’u’lláh came, almost all the Bábís recognized Bahá’u’lláh and became Bahá’ís.”

### **4.3 Break: Songs, Games, Student Registration and Children’s Cleanliness**

See “Format of a Typical Lesson” on pages 2 to 4.

### **4.4 Summary of the Lesson**

“A Bábí is a person who has recognized the Báb as a Manifestation of God. In the Bible we can read about John the Baptist who prepared the way for the coming of Jesus Christ. In the same way the Báb prepared the way for the coming of Bahá’u’lláh. For six years the Báb suffered hardships and difficulties in order to guide and help the people and to prepare them to recognize Bahá’u’lláh. When Bahá’u’lláh finally appeared, almost all of the Bábís recognized Him and became Bahá’ís.”

### **4.5 Closing Prayer**

### **4.6 Teacher’s Suggestion for the Week**

“Dear children, remember that the Báb was a Manifestation of God, equal to other Manifestations such as Jesus or Muḥammad. God sent a Manifestation of God to prepare the way for the coming of Bahá’u’lláh, which shows the greatness of this Day of God.”

# 5 Love and Unity

## 5.1 Opening Prayer

## 5.2 Review of Lesson 4

The teacher should lead a question and answer discussion about the previous lesson:

## 5.3 Love and Unity

“Dear children, in Book 2 we discussed how people from different religions, or even people from different churches, sometimes do not love each other. They may see each other as strangers or even as enemies. (Review Lesson 7 on Unity from Book 2.)

“When people from different churches or from different religions become Bahá’ís, they realize that all of the religions are one. All the religions come from God. This knowledge helps people to love one another and to live and work in harmony. Changes in attitudes take place when the new Bahá’ís understand the meaning of Bahá’u’lláh’s words when He says:

O ye men of wisdom among nations! Shut your eyes to estrangement, then fix your gaze upon unity.<sup>8</sup>

“Today I want to tell you about another cause of disunity and unhappiness in the world. Dear children, people come from different nationalities and tribes. Some people are Bemba, others are Lozi, Kaonde, Lunda, Tonga, or come from another nationality or tribe. *(The teacher should give the names of tribes or nationalities which are well known to the children. Avoid giving details of too many tribes, which the students don’t know, as this causes confusion.)*

“These people speak different languages and may have different customs and traditions. In the past there have been many examples of fighting and wars between people of different nations or tribes. *(The teacher should give some historical examples, which are likely to be familiar to the students.)*

“These wars were caused because people from one tribe thought that they were better than the people of another tribe, or because

one nation wanted to take land from others. Sometimes fights were started for selfish reasons, based on prejudice.

“Prejudice is making a decision based on religion, nationality, tribe, race, sex, or language. For example, if someone says that they don’t like you because you have a different religion or your skin colour is different or that you come from a different place, this is prejudice and it is very bad.

“Today there are still many people who suffer a lot because of tribal prejudice or racial prejudice.

“When people of different tribes or races become Bahá’ís, they understand that Bahá’u’lláh has told us that we must not have prejudice of any kind. This is why Bahá’u’lláh said:

O ye men of wisdom among nations! Shut your eyes to estrangement, then fix your gaze upon unity.

“The meaning of these words is this: O people of the world (He is talking to each and every one of us). You are all the children of one God and equal in the sight of God. See one another as equals. Love one another and be friends with each other. Live and work together in the greatest harmony. Do not think of one another as strangers.

“Every Bahá’í should be aware of this important lesson that Bahá’u’lláh has given us and we should try to do our best to eliminate tribalism and racism.”

The teacher should assist the children to memorize this quote:

O ye men of wisdom among nations! Shut your eyes to estrangement, then fix your gaze upon unity.

“Dear children, if we look at nature we can see that some animals help each other and live together in harmony. Last year, you learned about the life of honeybees: how they live together and help each other. (*The teacher should review the story on honeybees from Lesson 7 in Book 2.*) Now I want to tell you about how ants help each other and work together in harmony.

“There are many different kinds of ants. Some are large, some are small but all of them are social insects. This means that ants always live together in groups, none of them lives alone.

“Most ants build nests in the soil. Each colony (as a group of ants is called) has a queen and many workers. The workers look after the queen as well as the eggs, which she lays. The workers also look after the baby ants, which are called larvae. The workers clean and feed the larvae. If the ants move to a new nest, then the workers carry the larvae to the new nest.

“Each day the ants leave the nest to look for food. If one of the ants finds a lot of food, it first feeds and then it returns to the nest leaving a scent trail. This is a chemical, which the ant leaves on the ground. When it reaches the nest, other ants are able to follow the trail and soon many ants reach the food.

“If any of the ants are disturbed, others ants quickly come to help them.

“By helping each other in this way, by sharing food and looking after the young ones, ants have become the most successful social insects in the world and they are found almost everywhere.”<sup>9</sup>

“Dear children remember the story, from last year, you heard about the two travellers who spent the night in a village? During the night there was a fire and one of the travellers endangered his life by running into a burning house to rescue two children who were caught in a fire. (*The teacher should repeat the story for the children from Lesson 8 on Unity in Book 2*). What was the lesson we learned from this story?”

#### **5.4 Break: Songs, Games, Student Registration and Children’s Cleanliness**

See “Format of a Typical Lesson” on pages 2 to 4.

#### **5.5 Summary of the Lesson**

The teacher should discuss the importance of being kind to others with the children. They should see everyone as members

of one human family and that no one should be considered as a stranger. This will help the children understand Bahá'u'lláh's words:

O ye men of wisdom among nations! Shut your eyes to estrangement, then fix your gaze upon unity.

## 5.6 Closing Prayer

The teacher asks one of the children to say the second prayer from Book 1:

He is God! O Divine providence, shed a ray from the Sun of Truth upon this gathering that it may become illumined.<sup>10</sup>

*‘Abdu’l-Bahá*

## 5.7 Teacher’s Suggestion for the Week

“Dear children, please memorize the quotation from Bahá'u'lláh. Always think how wonderful this world would be if prejudice (of race, tribe and others) were eliminated. The people of the world would then see each other as members of one family.”

## 6 Review of Lesson 5

### 6.1 Opening Prayer

### 6.2 Review of Lesson 5: Love and Unity

The teacher should go through the lesson on love and unity from last week, and make sure that the children have memorized the quotation from Bahá'u'lláh:

O ye men of wisdom among nations! Shut your eyes to estrangement, then fix your gaze upon unity.

### 6.3 Break: Songs, Games, Student Registration and Children's Cleanliness

See "Format of a Typical Lesson" on pages 2 to 4.

### 6.4 Learning Songs about Love and Unity

The teacher should help the children learn at least two songs about the oneness of mankind as well as love and unity.

Here are two songs, which may be suitable:

#### 1 Good Neighbours

*Chorus:*

Good neighbours come in all colours  
Black, red, yellow and tan,  
Our outsides may look different  
But we belong to the family of man.

When my doorbell starts to ring,  
I can't see the ringer's skin.  
Even if he had bright blue skin,  
I'd welcome him right in.

[*Chorus*]

When my neighbour starts to cry,  
It hurts him, and that hurts I.  
Even if he has orange eyes,  
It hurts him when he cries.



[*Chorus*]

When my neighbour wants to share,  
Joy and happiness everywhere,  
Even if he had purple hair,  
I wouldn't even care.

[*Chorus*]

## 2 Come and Join Us.

We are flowers, in God's garden,  
We are leaves, of one tree.

*Chorus:*

Come and join us,  
In our quest for unity,  
It's the way of life for you and me.

All the earth, is one country,  
Man is one, can't you see?

[*Chorus*]

Black and white, red and yellow,  
Man is one, can't you see?

[*Chorus*]

God is one, men are brothers  
And religions all agree.

[*Chorus*]

Lunda and Lozi, Bemba and Tonga,  
All are brothers, to you and me,

[*Chorus*]

## 6.5 Summary of the Lesson

“Dear children, love and unity are very important principles that Bahá'u'lláh taught. Bahá'u'lláh explained that all the religions come from God. All the people in the world are children of one

God. This means that we must think of each other as one family. When people separate themselves because of religion, nationality, tribe, race, sex or language it is called prejudice and it is very bad. As Bahá'ís we must work for the unity of all the people in the world.”

## **6.6 Closing Prayer**

## **6.7 Teacher’s Suggestion for the Week**

“Dear children, remember the importance of love and unity. When you go home, you can sing the songs you have learned today, about unity.”

## 7 Going to a Doctor When Ill

### 7.1 Opening Prayer

### 7.2 Review of Lesson 6

The teacher can ask the children to sing the songs they learned in the previous lesson.

### 7.3 Break: Songs, Games, Student Registration and Children's Cleanliness

See "Format of a Typical Lesson" on pages 2 to 4.

### 7.4 Going to a Doctor When Ill

"Another teaching of Bahá'u'lláh is for us to get the advice of a skilful and experienced doctor when we are ill. Before Bahá'u'lláh came, many people did not realize the importance of seeing a doctor when they were ill. In many parts of the world there are still people who do not want to go to a doctor if they are ill.

Some people do not take medicine when they are ill but ask for prayers instead. Prayers are very important for healing but it is also essential to see an experienced and competent (good) doctor when ill.

"Many people die of disease when they do not take the appropriate medicine.

"Other people take the advice of those who have not had medical training. They may listen to older women, who may be experienced in life but are often ignorant of medicine. Some people go to witch doctors or herbalists. Although some of these herbalists may know of the healing effects of some herbs, they may be ignorant of the scientific and medical aspects of the human body or the causes of illness. As a result, they might not be able to help their patients to recover, especially if the disease is a difficult one.

"Dear children, in this world people are trained to do different jobs. Mechanics repair cars. Some people repair bicycles. Some people repair radios or watches. Bricklayers help to repair houses.

Doctors are trained in the medical field and we should seek their advice when we are ill. Nowadays many doctors are specialized to deal with different medical problems. For example there are eye doctors, heart doctors, dentists (tooth doctors) and others. Specialist doctors know more about the diseases and problems in their field. They are more experienced and skilful in curing diseases in their area of specialization. When we are ill we should get advice from a knowledgeable and experienced doctor. These doctors do not always give medicine. Some doctors, called naturopaths, prescribe herbal medicine. Some doctors are surgeons who can operate on our bodies if it is needed.”

### **7.5 Summary of the Lesson**

The teacher should help the children to repeat a summary of the lesson they have learned today.

### **7.6 Closing Prayer**

### **7.7 Teacher’s Suggestion for the Week**

“Dear children, remember to go to a good doctor when you are ill.”

## 8 Avoiding Bad Language

### 8.1 Opening Prayer

### 8.2 Review of Lesson 7

With questions and answers, the teacher should lead a discussion on last week's lesson:

Going to a doctor when ill

### 8.3 Avoiding Bad Language

“Dear children, one of the teachings of Bahá’u’lláh is to avoid the use of bad and unpleasant words. Bahá’ís should never utter a bad word from their mouths. Bad and unpleasant words hurt the hearts and souls of those who hear them. Bad words also make the people who say them angry and sinful because they act against the guidance given by God and God is unhappy with them. As Bahá’ís we should not only completely avoid the use of bad words, but we should also avoid using words which are rough and impolite. Bahá’u’lláh says:

Verily I say, the tongue is for mentioning what is good,  
defile it not with unseemly talk.<sup>11</sup>

“Bahá’u’lláh also says:

One word may be likened unto fire, another unto light, and the influence which both exert is manifest in the world. Therefore an enlightened man of wisdom should primarily speak with words as mild as milk, that the children of men may be nurtured and edified thereby . . .<sup>12</sup>

“Foul (bad) and crude (rough) language, like cuts from a knife, can hurt the human heart and stop the progress of the soul. On the other hand, gentle, sweet and loving words gladden the hearts and give new life to the souls. They are like rain, which causes the plants to flower and the crops to grow.

“God has created human beings in such a way that their hearts rejoice with kind and loving words but their hearts become sad with crude, unpleasant and bad words.

“Dear children, think about this. When we can gladden someone’s heart, why cause sadness and unhappiness? We should always try not to hurt peoples’ feelings. We should never use bad or crude words. In this way, we will make others happy. Bahá’u’lláh will be pleased with us, and above all we will make God happy with us.”

## **8.2 Break: Songs, Games, Student Registration and Children’s Cleanliness**

See “Format of a Typical Lesson” on pages 2 to 4.

## **8.3 Summary of the Lesson**

Children to summarize what they have learned.

## **8.4 Closing Prayer**

## **8.5 Teacher’s Suggestion for the Week**

“Dear children, you may hear other people using bad words but you should never use them yourselves.”

## 9 Not Entering a Home without the Owner's Permission

### 9.1 Opening Prayer

### 9.2 Review of Lesson 8

### 9.3 Not Entering a Home without the Owner's Permission

“One of Bahá'u'lláh's laws is not to enter someone's home without the owner's permission. Bahá'u'lláh says:

Take heed that ye enter no house in the absence of its owner, except with his permission.<sup>13</sup>

“In the *Hidden Words*, Bahá'u'lláh says:

. . . no man should enter the house of his friend save at his friend's pleasure, nor lay hands upon his treasures . . .<sup>14</sup>

“This is a very important subject and we must try hard to understand it. Imagine if you had a neighbour who, when you were away and without your permission, entered your house and stole something. Would you like it? Would you be happy with your neighbour? In the same way, if you enter your neighbour's or your friend's house when they are away and without their permission, you will cause your neighbour to be disappointed, unhappy and upset.

“Dear children, we should always obey Bahá'u'lláh's commandments. By doing so we will make Bahá'u'lláh happy with us and will be rewarded. Bahá'u'lláh came to guide us. Like a kind father He has guided us to the right path. He has opened our eyes to the light of His laws and ordinances. It is our duty, through His laws, to tell good from bad, just (fair) from evil. By doing this we will avoid many problems and unhappiness in our own lives.

“Remember, Bahá'u'lláh says:

. . . no man should enter the house of his friend save at his friend's pleasure, nor lay hands upon his treasures . . .

“When we want to enter someone’s home, but the owner is not around, we should not enter. If they are around, we should knock on the door and ask the owner if we can enter. Only when we have been given permission to enter should we go into the house.

“In the same way we should not use something which does not belong to us, unless we first have permission from the owner.”

(The teacher should try to help the children understand this through discussion and by giving everyday examples to the children).

#### **9.4 Break: Songs, Games, Student Registration and Children’s Cleanliness**

See “Format of a Typical Lesson” on pages 2 to 4.

#### **9.5 Summary of the Lesson**

Children to summarize what they have learned.

#### **9.6 Closing Prayer**

#### **9.7 Teacher’s Suggestion for the Week**

“Dear children, please remember that one of the best habits loved by God is not to enter someone’s house, nor to use someone else’s belongings, without first getting permission from the owner.”



## **10 Review of Lessons 5, 7, 8 and 9**

### **10.1 Opening Prayer**

### **10.2 Review of Lessons 5 and 7**

The teacher should lead a question and answer discussion about the lessons, which have been learned previously:

Lesson 5: Love and Unity

Lesson 7: Going to a Doctor when Ill

### **10.3 Break: Songs, Games, Student Registration and Children's Cleanliness**

See "Format of a Typical Lesson" on pages 2 to 4.

### **10.4 Review of Lessons 8 and 9**

The teacher should lead a question and answer discussion about the lessons, which have been learned previously:

Lesson 8: Avoiding Bad Language

Lesson 9: Not Entering a Home without the Owner's Permission

### **10.5 Closing Prayer**

### **10.6 Teacher's Suggestion for the Week**

"Dear children, try to practise the laws that we have learned this year."

# 11 Learning a New Prayer

## 11.1 Opening Prayer

## 11.2 Learning a New Prayer

“Dear children, last year we learned that as Bahá’ís we are supposed to wake up every day at dawn, to turn to God and to pray for guidance and forgiveness. As Bahá’ís, each of us should get up at dawn every day, and after washing our face and hands (or after taking a bath), we should say our prayers. We should also read and study the Holy Writings, even if it is only for a few minutes, every day in the morning and evening.

In the previous year you learned two Bahá’í prayers. You must still remember both of them. Every day in the morning and evening you should say them. This year you will learn four other prayers so that you can also use them in your daily prayers. Remember, mention of God, especially at dawn, is a great spiritual joy. This is why Bahá’u’lláh has asked us to wake up at dawn every day to make mention of God. So let us learn a new prayer today:

O Thou kind Lord! We are poor children, needy and insignificant, yet we are plants which have sprouted by Thy heavenly stream and saplings bursting into bloom in Thy divine springtime. Make us fresh and verdant by the outpourings of the clouds of Thy mercy; help us to grow and develop through the rays of sun of Thy goodly gifts and cause us to be refreshed by the quickening breeze wafting from the meadows of Truth. Grant that we may become flourishing trees laden with fruit in the orchard of knowledge, brilliant stars shining above the horizon of eternal happiness and radiant lamps shedding light upon the assemblage of mankind.

O Lord! Should Thy tender care be vouchsafed unto us, each one of us would, even as an eagle, soar to the pinnacle of knowledge, but were we left to ourselves we would be consumed away and would fall into loss and frustration. Whatever we are, from Thee do we proceed and before Thy

threshold do we seek refuge.

Thou art the Bestower, the Bountiful, the All-Loving.<sup>15</sup>  
*‘Abdu’l-Bahá*

### **11.3 Break: Songs, Games, Student Registration and Children’s Cleanliness**

See “Format of a Typical Lesson” on pages 2 to 4.

### **11.4 Summary of the Lesson**

“Dear children, now that you have learned the new prayer let us see if you can recite it!”

### **11.5 Closing Prayer**

### **11.6 Teacher’s Suggestion for the Week**

“Dear children, please share this prayer with other members of your family. Try to memorize it for next week.”

## **12 Review of Prayer from Lesson 11**

### **12.1 Opening Prayer**

### **12.2 Review and Repeat the Prayer from Lesson 11**

### **12.3 Break: Songs, Games, Student Registration and Children's Cleanliness**

See "Format of a Typical Lesson" on pages 2 to 4.

### **12.4 Review and Repeat the Prayer from Lesson 11**

### **12.5 Closing Prayer**

### **12.6 Teacher's Suggestion for the Week**

"Dear children, try to memorize the prayer fully by next week."

# 13 Avoiding Discord, Contention and Strife

## 13.1 Opening Prayer

## 13.2 Avoiding Discord, Contention and Strife

“Bahá’u’lláh says:

Strife and conflict\* befit the beasts of the wild . . . Incline your hearts to the counsels† given by the Most Exalted Pen and beware lest your hands or tongues cause harm unto anyone among mankind.<sup>16</sup>

“Another law of Bahá’u’lláh is that we must have good and praiseworthy behaviour. This means that we should never fight or cause disunity with anyone. Instead we should always show love and kindness to others. Ferocious and savage animals fight among themselves because they do not know how to be kind. Man has been created by God to be different and superior‡ to animals. We have a high station so we should be kind, helpful and co-operate with other people. Bahá’u’lláh says:

Strife and conflict befit the beasts of the wild . . .

Incline your hearts to the counsels given by the Most Exalted Pen and beware lest your hands or tongues cause harm unto anyone among mankind.

*Bahá’u’lláh*

“The meaning of these words is that fighting, discord, strife, contention and animosity are for ferocious animals while love, kindness to all, co-operation and working in harmony are worthy of the station of man. If man fights his own kind, he has brought himself down to the level of the animal, no, even lower than the animals. If we study the life of different types of animals, we see that, with the exception of ferocious animals, other animals live a

\* “strife and conflict” means “fighting”

† “counsels” means “advice”

‡ “superior to” means “better than”

peaceful and co-operative life. We learned about the lives of bees and ants in Books 1 and 2.

“Today we will talk about the lives of elephants. Elephants are the largest animals which walk on the earth. They are highly intelligent animals, which live together in herds. Female elephants are called cow elephants or cows for short. They live together in herds led by an old and experienced female. This leader knows all the best places to find food and water and in times of danger she leads the rest of the elephants to safety. It is great fun to see these herds because you can see elephants of all ages. When a baby elephant is born all the other elephants come around and make a fuss. Elephants are very good mothers, carefully look after their young ones and teach them many things about how to live in the forests and woodland, where they live.

“Male elephants, also known as bull elephants, usually live together in small groups away from the main herd. Sometimes they join the main herd for a short time before going their own way again. Although elephants are such large animals, they are normally very gentle. Sometimes, if they come near the nest of a small bird, the bird is able to chase the elephant away and protect the nest!

“Unfortunately, in many places where elephants live, they have been shot for their ivory tusks. In these places we often find that the remaining elephants have learned that human beings are dangerous. The elephants become difficult to see and it is not surprising that in these areas, the elephants do not like people very much.

“I hope, dear children, you have realized that elephants are wonderful animals. They are God’s creatures and we should protect them and look after them.”

### **13.3 Break: Songs, Games, Student Registration and Children’s Cleanliness**

See “Format of a Typical Lesson” on pages 2 to 4.

### **13.4 Summary of the Lesson**

“Bahá’u’lláh has taught us that we should live together in peace and harmony. We should not harm anyone and we should be careful not to say anything which would hurt others. We can learn a lesson from the elephants, which, although they are so large and strong, are very gentle animals.”

### **13.5 Closing Prayer**

### **13.6 Teacher’s Suggestion for the Week**

“Dear children, Bahá’í children should never get into fights or quarrels. We should always try to solve our problems by talking and consulting about them.”

# 14 Always Keeping Clean

## 14.1 Opening Prayer

## 14.2 Review of Lesson 13

The teacher should lead a question and answer discussion about the lessons which have been learned previously:

Lesson 13 Avoiding Discord, Contention and Strife

## 14.3 Always Keeping Clean

“Bahá’u’lláh says:

Be ye the very essence of cleanliness amongst mankind.<sup>17</sup>

“Dear children, last year in Book 2 we learned a lot about the importance of being clean. Remember that as Bahá’ís we should try to be extremely clean and be an example of tenderness. Our clothes should be spotless and our bodies should always be clean. This is what Bahá’u’lláh wants when He tells us:

Be ye the very essence of cleanliness amongst mankind.

“Last year we learned several laws in the *Kitáb-i-Aqdas* about cleanliness. I now want to summarize them for you. You should know them well so that you can practise them in your daily lives:

- 1 Cut fingernails and toenails regularly
- 2 Wash your body and bathe regularly
- 3 Do not plunge hands into food
- 4 Use clean and pure water
- 5 Wash feet regularly
- 6 Keep clothes clean and spotless
- 7 Keep clean all the time

In one of His Tablets ‘Abdu’l-Bahá says:

And although bodily cleanliness is a physical thing, it hath, nevertheless, a powerful influence on the life of the spirit



. . . The purport\* is that physical cleanliness doth also exert its effect upon the human soul.<sup>18</sup>

“To do what ‘Abdu’l-Bahá says, a Bahá’í should be an example of cleanliness at all times, wear clean clothes, have a clean body, keep house and surroundings clean and use perfumes.”

#### **14.4 Break: Songs, Games, Student Registration and Children’s Cleanliness**

See “Format of a Typical Lesson” on pages 2 to 4.

#### **14.5 Summary of the Lesson**

The teacher should question the children to make sure that they have understood this lesson on cleanliness.

#### **14.6 Closing Prayer**

#### **14.7 Teacher’s Suggestion for the Week**

“Dear children, in order to please God, we should try to be clean and to value cleanliness always.”

\* “purport” means “meaning”

## 15 Learning a New Prayer

### 15.1 Opening Prayer

### 15.2 Review of Lesson 14

### 15.3 Learning a New Prayer

“Dear children, here is another beautiful prayer from ‘Abdu’l-Bahá for us to learn:

O God! Educate these children. These children are the plants of Thy orchard, the flowers of Thy meadow, the roses of Thy garden. Let Thy rain fall upon them; let the Sun of Reality shine upon them with Thy love. Let Thy breeze refresh them in order that they may be trained, grow and develop, and appear in the utmost beauty. Thou art the Giver. Thou art the Compassionate.<sup>19</sup>  
*‘Abdu’l-Bahá*

### 15.4 Break: Songs, Games, Student Registration and Children’s Cleanliness

See “Format of a Typical Lesson” on pages 2 to 4.

### 15.5 Summary of the Lesson

The teacher should help the children memorize the prayer by ‘Abdu’l-Bahá.

### 15.6 Closing Prayer

### 15.7 Teacher’s Suggestion for the Week

“Dear children, try to say this prayer at home every morning until you have memorized it.”

## **16 Review of Prayer from Lesson 15**

**16.1 Opening Prayer**

**16.2 Review of Prayer from Lesson 15**

**16.3 Break: Songs, Games, Student Registration and Children's Cleanliness**

See "Format of a Typical Lesson" on pages 2 to 4.

**16.4 Continue Learning Prayer from Lesson 15**

**16.5 Closing Prayer**

**16.6 Teacher's Suggestion for the Week**

"Dear children, remember to say your prayers every day."

# 17 God is Everywhere

## 17.1 Opening Prayer

## 17.2 God is Everywhere

(Teachers, without boring the children, should show through stories and discussion with the children, the importance of loving God and fearing Him. Realizing that God is everywhere and having the love and fear of God in our hearts is the foundation of our spiritual development.)

“Dear children, God is our Creator and the Creator of everything. God is present everywhere. He knows and is aware of everything. He sees everything and He hears every conversation. He is aware of every thought that passes through our minds.

“If we go to a place where no one can see us we can hide what we do from people but we cannot hide from God. Nothing can be hidden from God. God knows everything that we do. We can hide things from people but we cannot hide things from God.

“Bahá’u’lláh says:

O Heedless Ones! Think not the secrets of hearts are hidden, nay, know ye of a certainty that in clear characters they are engraved and are openly manifest in the holy Presence.<sup>20</sup>

“The essence (meaning) of this quotation from Bahá’u’lláh is this: Do not think that what is in your hearts is hidden from God. No! Rather it is all clear and obvious to Him.

“This means that we must always remember that everything we say, every word we use and everything we do, is clear and known to God. Wherever we are and whatever we do, we should remember that God is amongst us and watching over us. He is fully aware of what goes on in our minds, in the minds of others and in our surroundings. God is with us always. We are never alone. God is present everywhere and He is always with us.

“God is All Loving and Forgiving. God is kind to us. God is helpful. He is always with us and He wants the best for us.”

## Story:

### *Footprints in the Sand*

*One night a man had a dream. He dreamt that he was walking along the beach with his Lord. They left two sets of footprints in the sand. One set was the man's footprints and the other was his Lord's.*

*As they walked the man could see scenes from his life flashing across the sky. When the last scene from his life flashed before him, the man looked back at the footprints in the sand. He noticed that many times along the path of his life there was only one set of footprints. He also saw that it happened at the most difficult and saddest times in his life.*

*This really bothered him and he asked the Lord about it.*

*"Lord," he said, "you promised that when I decided to follow You, You would always be with me. But now I see that during the most troublesome times of my life there is only one set of footprints. Where were You when I needed You the most?"*

*The Lord replied, "My precious, precious child! I love you and I would never leave you. During your times of difficulty and suffering, when you saw only one set of footprints, it was then that I carried you."*

"We must love God and try to please Him. God is kind to us. God is also just and fair. He does not like to see people being treated unjustly. God can also punish us if we do the wrong things. We should therefore also fear God. We fear God because we love Him and we do not want to disappoint Him. We fear Him because we also fear His justice. We should always try to do the right thing and to seek the good pleasure of God."

### **17.3 Break: Songs, Games, Student Registration and Children's Cleanliness**

See "Format of a Typical Lesson" on pages 2 to 4.

### **17.4 Review of the Prayer from Lesson 15**

### **17.5 Summary of the Lesson**

Teacher should ask the children to explain what they have learned during the lesson.

### **17.6 Closing Prayer**

#### **17.7 Teacher's Suggestion for the Week**

“Dear children, remember that God is with you all the time. He sees and watches over you and He protects you all the time. When you are in difficulty, turn to God and ask for His help.”

## **18 Review of Lesson 17**

### **18.1 Opening Prayer**

### **18.2 Review of Lesson 17**

### **18.3 Break: Songs, Games, Student Registration and Children's Cleanliness**

See "Format of a Typical Lesson" on pages 2 to 4.

### **18.4 Review of Prayer from Lesson 15**

### **18.5 Closing Prayer**

### **18.6 Teacher's Suggestion for the Week**

"Dear children, think about what we have learned: that God is everywhere. How wonderful it is to know that God is with us all the time. It is also important always to do the right things so that God will be pleased with us."

# 19 Obedience to Parents

## 19.1 Opening Prayer

## 19.2 Obedience to parents

“Dear children, in Book 2 you learned about the importance of obedience to parents. In one of His Tablets Bahá’u’lláh says:

Say, O My people! Show honour to your parents and pay homage to them.<sup>21</sup>

“In the *Kitáb-i-Aqdas*, Bahá’u’lláh says:

Verily, We have enjoined on every son to serve his father.<sup>22</sup>

“Every child must serve his or her parents and show respect to them. All the Messengers of God in the past have told us to love, respect and serve our parents.

“Dear children think about this: when a farmer plants a fruit tree he wants the tree to bear fruit. The farmer nurtures (looks after) the tree for years, caring for it and making sure that the tree has everything it needs. One day the tree will be big enough to give fruit. It will be very hard for the farmer if, after many years of hard work, the tree is useless and does not give any fruit.

“Now think how much your parents have done for you. They have brought you up to this age and they will still do a lot for you until you are grown up and have a family of your own.

“Your mother, with the full support and help of your father, looked after you day and night when you were very small. She fed you and took care of you when you were ill. Your father also did many things for you, with the support of your mother. They sent you to school. They gave you what you needed and they will continue to do so. Your parents do all of this in the hope that as you grow, you will be wonderful children and good and helpful members of the community. The fruits of the life of man are good character, service to the Cause of God and to humanity. Your parents look forward to seeing you as fruit-bearing trees, good Bahá’ís and good people.



“How thankful you should be to your parents for all that they have done for you. We must love our parents. We must show them respect and we must obey them. This is a command from God. This is one of the laws of Bahá’u’lláh. This is the duty of every person who believes in God and in His Religion.”

### **19.3 Break: Songs, Games, Student Registration and Children’s Cleanliness**

See “Format of a Typical Lesson” on pages 2 to 4.

### **19.4 Summary of the Lesson**

“Dear children, remember the commandment of Bahá’u’lláh when He says:

Say, O My people! Show honour to your parents and pay homage to them.

“And also:

Verily, We have enjoined on every son to serve his father.

“Love your parents and show them respect at all times. Help them and serve them. Never do anything, which brings unhappiness or sadness to your parents. In this way God tells us He will be happy with you. Your parents will be happy with you. All these blessings will be a foundation for you to have a wonderful life in both this world and the world to come.”

(Teachers should consider the culture and understanding of their students and do their best to fill the hearts of the children with love and respect for their parents.)

### **19.5 Closing Prayer**

### **19.6 Teacher’s Suggestion for the Week**

“Dear children, please remember to show love, respect and obedience to your parents.”

## **20 Review of Lessons 4, 5, 17 and 19**

### **20.1 Opening Prayer**

### **20.2 Review of Lessons 4, 5, 17 and 19**

### **20.3 Break: Songs, Games, Student Registration and Children's Cleanliness**

See "Format of a Typical Lesson" on pages 2 to 4.

### **20.4 Review of Prayer from Lesson 15**

### **20.5 Closing Prayer**

### **20.6 Teacher's Suggestion for the Week**

"Dear children, think how lucky we are to be Bahá'ís. We have received the guidance of God for today through His Messenger, Bahá'u'lláh. It is our duty to do our best to follow His commandments."

## 21 Learning a Prayer

### 21.1 Opening Prayer

### 21.2 Learning a Prayer

O Thou kind Lord! These lovely children are the handiwork of the fingers of Thy might and the wondrous signs of Thy greatness. O God! Protect these children, graciously assist them to be educated and enable them to render service to the world of humanity.

O God! These children are pearls, cause them to be nurtured within the shell of Thy loving-kindness.

Thou art the Bountiful, the All-Loving.<sup>23</sup>

*‘Abdu’l-Bahá*

### 21.3 Break: Songs, Games, Student Registration and Children’s Cleanliness

See “Format of a Typical Lesson” on pages 2 to 4.

### 21.4 Summary of the Lesson

The teacher should help the children memorize the prayer by ‘Abdu’l-Bahá.

### 21.5 Closing Prayer

### 21.6 Teacher’s Suggestion for the Week

“Dear children, try to memorize this prayer during the week.”

## **22 Review of Prayer from Lesson 21**

### **22.1 Opening Prayer**

### **22.2 Review of Prayer from Lesson 21**

### **22.3 Break: Songs, Games, Student Registration and Children's Cleanliness**

See "Format of a Typical Lesson" on pages 2 to 4.

### **22.4 Continue Learning Prayer from Lesson 21**

### **22.5 Closing Prayer**

### **22.6 Teacher's Suggestion for the Week**

"Dear children, try to say all the prayers you have learned at home, regularly. This will help you to remember them."

## 23 Do Not Hurt Animals

### 23.1 Opening Prayer

### 23.2 Do Not Hurt Animals

“Dear children, in Book 2 you learned that one of the commandments of Bahá’u’lláh is to be kind to animals and not to hurt them. We should not ask them to pull loads that are too heavy for them. The Báb said that if the owner hurts his or her animal, the animal could ask God to punish the owner. ‘Abdu’l-Bahá also explained that animals are the same as human beings in terms of the physical world. This means that, just like humans, animals feel pain and hardship as well as possessing the other physical senses, as we do. If we hurt or beat an animal, if we load it with more than it can carry, or if we keep it thirsty and hungry, an animal can feel the pain in the same way that we can. The difference is that animals cannot speak and therefore we cannot hear their complaints. This is why ‘Abdu’l-Bahá says:

Therefore it is essential that ye show forth the utmost consideration to the animal, and that ye be even kinder to him than to your fellow man.<sup>24</sup>

“‘Abdu’l-Bahá tells us that if one of our animals becomes ill, we should try to cure it; if it is hungry, we feed it; if thirsty, we give it water; if tired, we let it rest. This does not mean that we should not protect ourselves from ferocious animals such as lions or other dangerous animals such as poisonous snakes or scorpions.”

### 23.3 Break: Songs, Games, Student Registration and Children’s Cleanliness

See “Format of a Typical Lesson” on pages 2 to 4.

### 23.4 Summary of the Lesson

“Dear children, as Bahá’ís, remember to be kind to animals. Never hurt them or beat them. If you see other children hurting an animal, help them to understand that it is not nice to hurt ani-

mals and try your best to stop them. Before you hurt an animal, stop and remember how ‘Abdu’l-Bahá explained that animals feel pain as we do. Animals cannot talk to you but they still feel pain.”

### **23.5 Closing Prayer**

### **23.6 Teacher’s Suggestion for the Week**

“Dear children, be very careful never to hurt animals. Be kind to them.”

## 24 ‘Abdu’l-Bahá

### 24.1 Opening Prayer

### 24.2 Review of Lesson 23

### 24.3 ‘Abdu’l-Bahá

“Dear children, you have heard the name ‘Abdu’l-Bahá and you must have seen His photograph. You also know that He was the eldest Son of Bahá’u’lláh and was appointed as His successor. He was also known as the Master. After the passing of Bahá’u’lláh, all the Bahá’ís of the world followed the Will and Testament of Bahá’u’lláh (His Book of the Covenant) and turned to ‘Abdu’l-Bahá and followed His guidance.

“‘Abdu’l-Bahá was the father of the poor, orphans, widows and others in misery. He loved everyone, friends and enemies alike, and always gave help to the needy. The fame of His loving care to others spread around the world. Many Bahá’ís wrote down true stories about the life, loving kindness and generosity of ‘Abdu’l-Bahá. Here are two of these stories:

#### Story 1:

*A lady was staying at an inn at the same time that the Master was there. One morning she happened to look out the window and saw ‘Abdu’l-Bahá walking up and down talking to His secretary. An old man, wretchedly clothed, passed the inn as she watched. ‘Abdu’l-Bahá sent His secretary to call him back.*

*The Master stepped up to him and took his hand, smiling into his face as though greeting a welcome friend. The man was very ragged and dirty. ‘Abdu’l-Bahá talked with him a few moments, His face smiling with kindness. The man smiled very slightly. ‘Abdu’l-Bahá looked at the poor man, and laughed gently.*

*It was very early in the morning and the street was deserted. ‘Abdu’l-Bahá stepped into the shadow of the porch and He seemed to be fumbling under his ‘abá at the waist. Then He bent down, and His trousers fell to the ground. He gathered His robe about Him, and gave His trousers to the old man. “May God go with you,” He said.<sup>25</sup>*

## Story 2:

“One of the people who had the privilege of visiting ‘Abdu’l-Bahá writes:

*On Christmas night, 1912, ‘Abdu’l-Bahá visited a Salvation Army shelter in London where a thousand homeless men ate a special Christmas dinner. He spoke to them while they ate, reminding them that Jesus had been poor and that it was easier for the poor than the rich to enter the Kingdom of Heaven. The men sat listening to every word. Some were so impressed that in spite of hunger and the special dinner in front of them, they forgot to eat. When, on leaving, ‘Abdu’l-Bahá gave the warden of the Shelter money to buy a similar dinner on New Year’s night, the men rose to their feet to cheer Him as He left, waving their knives and forks in the air. They little realized that He had experienced trials, hardship and suffering far greater than any they had known.<sup>26</sup>*

“This is how ‘Abdu’l-Bahá treated everyone, friends and enemies alike.”

## 24.4 Break: Songs, Games, Student Registration and Children’s Cleanliness

See “Format of a Typical Lesson” on pages 2 to 4.

## 24.5 Summary of the Lesson

The teacher, considering the ability of the children, may continue the conversation about ‘Abdu’l-Bahá, and using simple words, try to help the children understand ‘Abdu’l-Bahá’s loving tender mercy for every human being, regardless of their background or social status. We know that ‘Abdu’l-Bahá was especially kind and loving to children. Through these stories and conversations, the seeds of love for ‘Abdu’l-Bahá, and desire to serve Him, are planted in the pure hearts of the children.

## 24.6 Closing Prayer

## 24.7 Teacher’s Suggestion for the Week

“Dear children, when you say your prayers, think about how much ‘Abdu’l-Bahá loves you. When you have difficulties, pray



to God and ask ‘Abdu’l-Bahá to help you. Show your love to ‘Abdu’l-Bahá by obeying His teachings.”

## 25 Learning a New Prayer

### 25.1 Opening Prayer

### 25.2 Review of Lesson 24

### 25.3 Break: Songs, Games, Student Registration and Children's Cleanliness

See "Format of a Typical Lesson" on pages 2 to 4.

### 25.4 Learning a New Prayer

The teacher should help the children to memorize this prayer:

O God! Refresh and gladden my spirit. Purify my heart.  
Illumine my powers. I lay all my affairs in Thy hand. Thou  
art my Guide and my Refuge. I will no longer be sorrowful  
and grieved; I will be a happy and joyful being. O God!  
I will no longer be full of anxiety, nor will I let trouble  
harass me. I will not dwell on the unpleasant things of life.

O God! Thou art more friend to me than I  
am to myself. I dedicate myself to Thee, O Lord.<sup>27</sup>

*'Abdu'l-Bahá*

### 25.5 Closing Prayer

### 25.6 Teacher's Suggestion for the Week

"Dear children memorize this prayer and say it in the mornings and evenings."

## **26 Review of Prayer from Lesson 25**

### **26.1 Opening Prayer**

### **26.2 Review of Prayer from Lesson 25**

### **26.3 Break: Songs, Games, Student Registration and Children's Cleanliness**

See "Format of a Typical Lesson" on pages 2 to 4.

### **26.4 Review of Prayer from Lesson 25**

### **26.5 Closing Prayer**

### **26.6 Teacher's Suggestion for the Week**

"Dear children, share this prayer with your parents and the other members of your family."

## 27 Shoghi Effendi, the Guardian of the Cause of God

### 27.1 Opening Prayer

### 27.2 Shoghi Effendi, the Guardian of the Cause of God

“Dear children, you remember learning that ‘Abdu’l-Bahá lived for over seventy-seven years in this world. He spent all His life educating and guiding the people of the world. At the age of nearly eighty, He passed away to the Abhá Kingdom.

“‘Abdu’l-Bahá wrote, in His own handwriting, His *Will and Testament* in which He appointed Shoghi Effendi as the Guardian of the Cause of God and the leader of the Bahá’ís of the world. ‘Abdu’l-Bahá told the Bahá’ís of the world that when He passed away, they should all turn to and obey Shoghi Effendi. ‘Abdu’l-Bahá said that to obey Shoghi Effendi was to obey God and Bahá’u’lláh. Obeying Shoghi Effendi would also make ‘Abdu’l-Bahá happy and joyful.

“The Bahá’ís knew that they should try their best to follow the guidance of Shoghi Effendi. They knew that if Shoghi Effendi was happy with a Bahá’í, that Bahá’í would attain God’s good pleasure. Blessed is the one who made Shoghi Effendi’s heart happy. A good Bahá’í is the one who tries hard to obey Shoghi Effendi.

“Shoghi Effendi lived in Haifa. He visited Europe and Africa. He guided the Bahá’ís of the world as they spread the message of Bahá’u’lláh to all the continents of the world. Shoghi Effendi also encouraged the Bahá’ís to establish Bahá’í administrative institutions: a Local Spiritual Assembly in each town or village to guide the Bahá’ís there, and a National Spiritual Assembly in each country to guide the Bahá’ís of that country. You will learn more about Bahá’í institutions later. Shoghi Effendi loved everyone and especially children. He always wanted Bahá’í children to excel in whatever they were doing. Dear children, you should know that Shoghi Effendi loves you. He is always with you to help you progress in all the good things that you do.”

### **27.3 Break: Songs, Games, Student Registration and Children's Cleanliness**

See "Format of a Typical Lesson" on pages 2 to 4.

### **27.4 Summary of the Lesson**

The teacher, considering the children's capacity, should continue the discussion about Shoghi Effendi, helping the children to increase their love for Shoghi Effendi and deepen their desire to obey him. Planting the seeds of obedience in the hearts of the children at this age will protect them in the future against the materialistic and ungodly attractions of this world.

### **27.5 Closing Prayer**

### **27.6 Teacher's Suggestion for the Week**

"Dear children remember that Shoghi Effendi loves you very much. He loves all of us. To show our love for him we should try to be good Bahá'ís and to obey him."

## 28 The Universal House of Justice

### 28.1 Opening Prayer

### 28.2 Review of Lesson 27

### 28.3 The Universal House of Justice

“Dear children, you may remember that in Book 2 we learned that the Universal House of Justice was formed after the passing of Shoghi Effendi. Bahá’u’lláh wrote about the Universal House of Justice in the *Kitáb-i-Aqdas*. He explained the work of the House of Justice in this way:

The men of God’s House of Justice have been charged with the affairs of the people.<sup>28</sup>

“This means that the Universal House of Justice looks after the Bahá’ís all over the world. Bahá’u’lláh has also given them many other responsibilities.

“The first election of the Universal House of Justice took place in Haifa, Israel in April 1963. This was exactly one hundred years after Bahá’u’lláh proclaimed His Mission.

“Every five years, members of all the National Spiritual Assemblies from around the world meet to elect the Universal House of Justice. It is wonderful that Bahá’ís all over the world take part in this election.

“There are nine members elected to serve on the Universal House of Justice. They consult on the needs of the Bahá’í world. They work closely with the Hands of the Cause of God, the Counselors and National Spiritual Assemblies.

“Bahá’u’lláh promised to protect and guide the Universal House of Justice. He also promised us that the Universal House of Justice would never make a mistake. This is why Bahá’ís always listen to what the Universal House of Justice tells us.

“‘Abdu’l-Bahá also explained:

All must seek guidance and turn unto the Centre of the

Cause and the House of Justice. And he that turneth unto whatsoever else is indeed in grievous error.<sup>29</sup>

“This means that all of us must look for guidance (being guided) from the Universal House of Justice.

“When we receive a message from the Universal House of Justice we should study it carefully. It is addressed to each and every one of us. Then we should try to follow the guidance that the message contains. Remember that the guidance from God for today comes from the Universal House of Justice. They are guided by God and they pass that guidance on to us.

“The office of the Universal House of Justice is a very beautiful building called the Seat of the Universal House of Justice. It is on Mount Carmel in Haifa, which is in the Holy Land, Israel. There are beautiful gardens all around the Seat of the Universal House of Justice.

“As Bahá’ís we are very lucky that Bahá’u’lláh has given us the Universal House of Justice. The Universal House of Justice makes sure that the Bahá’ís all around the world are united. It also guides the Bahá’ís and lets us know what we need to do next in order to establish the Kingdom of God on earth.”

#### **28.4 Break: Songs, Games, Student Registration and Children’s Cleanliness**

See “Format of a Typical Lesson” on pages 2 to 4.

#### **28.5 Summary of the Lesson**

#### **28.6 Closing Prayer**

#### **28.7 Teacher’s Suggestion for the Week**

“Dear children, think how grateful we should be to God, that we have the guidance of the Universal House of Justice.”

## **29 Review of Lessons 4, 5, 7, 8 and 9**

**29.1 Opening Prayer**

**29.2 Review of Lessons 4, 5, 7, 8 and 9**

**29.3 Break: Songs, Games, Student Registration and Children's Cleanliness**

See "Format of a Typical Lesson" on pages 2 to 4.

**29.4 Further Review of the Lessons**

**29.5 Closing Prayer**

**29.6 Teacher's Suggestion for the Week**

"Dear children, think of what we have learned today when you go to bed every night, this week."



## **30 Review of Lessons 24, 27 and 28**

### **30.1 Opening Prayer**

### **30.2 Review of Lessons 24, 27 and 28**

### **30.3 Break: Songs, Games, Student Registration and Children's Cleanliness**

See "Format of a Typical Lesson" on pages 2 to 4.

### **30.4 Further Review of the Lessons**

### **30.5 Closing Prayer**

### **30.6 Teacher's Suggestion for the Week**

"Dear children, think of the bounty of God for giving us 'Abdu'l-Bahá, Shoghi Effendi and the Universal House of Justice."

# 31 Preparation for Year-End Celebration

## 31.1 Opening Prayer

## 31.2 Preparation for the Year-End Celebration

The teacher should consult with the students for the Year-End Celebration.

One example of the programme for the celebration is as follows. The teacher should feel free to change it as appropriate, and may have other exciting ideas to make this a special event for the children and their families.

- 1 Opening Prayer (One of the children says a prayer.)
- 2 Songs sung by the children
- 3 A talk by one of the students on the benefits of Bahá'í Children's Classes. The teacher will have to assist the student to prepare the talk.
- 4 A talk by a few of the students on the various subjects they have learned during the year. Topics such as cleanliness, kindness to animals, and obedience to one's parents, could be included. The teacher is to help in the preparation.
- 5 Songs
- 6 Closing Prayer (One of the children to say a prayer)

The teacher will need to explain the programme carefully to the children, so they understand what is going to happen, and know the parts of the programme. The teacher should try to make sure all the children are involved and have a role to play in the programme. Some will say prayers, some will give short talks and some will perform in the play.

The children should have plenty of opportunity to practise the programme before the actual celebration takes place. It is important that they feel familiar and comfortable with the programme so they can be excited when the real celebration takes place, and not be nervous.

### **31.3 Break: Songs, Games, Student Registration and Children's Cleanliness**

See "Format of a Typical Lesson" on pages 2 to 4.

### **31.4 Summary of the Lesson**

### **31.5 Closing Prayer**

### **31.6 Teacher's Suggestion for the Week**

"Dear children, let us make the Year-End Celebration a success. Let us all help."

## 32 Year-End Celebration

The celebration is organized with the full participation of all the students and held in the presence of their parents and close family friends. Members or representatives of the Local Spiritual Assembly and the Child Education Committee, as well as Auxiliary Board members and their assistants, should be invited. If there are other children's classes in the nearby communities, they may also be invited.

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