



**Core Curriculum for
Spiritual Education
and Training**

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Teacher Development Workshops

Part One

Facilitator Guide

**National Bahá'í Education
Task Force**

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Bahá'ís of the United States

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Elements of a Successful Teacher Development Workshop

O thou teacher of the children of the Kingdom!

Thou hast arisen to perform a service which would justly entitle thee to vaunt thyself over all the teachers on earth. For the teachers of this world make use of human education to develop the powers, whether spiritual or material, of humankind, whilst thou art training these young plants in the gardens of God according to the education of Heaven, and art giving them the lessons of the Kingdom.

The result of this kind of teaching will be that it will attract the blessings of God, and make manifest the perfections of man.

Hold thou fast to this kind of teaching, for the fruits of it will be very great. The children must, from their infancy, be raised to be spiritual and godly Bahá'ís. If such be their training, they will remain safe from every test.

‘ABDU’L-BAHÁ. *BAHÁ’Í EDUCATION*, 1976 ED., NO. 65, PP. 25–26

Well prepared trainers provide the key to the success of this teacher training program. Please consider the following elements for success:

Planning and Implementation

Teacher Trainers collaborate with Bahá'í institutions (primarily Regional Training Institutes, and also Local Spiritual Assemblies, and/or Auxiliary Board Members), to set up and deliver Teacher Development Workshops. Regional Training Institutes serve as the primary venue for Core Curriculum Teacher Development Workshops.

- Regional Training Institutes, Local Spiritual Assemblies, Auxiliary Board Members, and others may contact the Education and Schools Office at the Bahá'í National Center, (847) 733-3492, SCHOOLS@usbnc.org, if they are not aware of individuals known to have completed a training to facilitate these workshops in their area.
- Individuals trained to offer any of the Core Curriculum courses may offer collaboration, logistical support and encouragement.
- At the conclusion of the course, kindly complete and return the Feedback Form to the National Bahá'í Education Task Force. The Feedback Form is provided on pages 33–34 of this Facilitator Guide.

A Joyous Training Environment

Create an atmosphere of love, joy, cooperation and discovery throughout your training. Experience suggests that a range of participants (i.e., 8–16) enables closer interaction among the group members, while allowing for a full demonstration of varied methods of group interaction..

Creating an Environment for Spiritual Education

Prepare and maintain a reverential, dignified, and beautiful environment throughout the training. Some possibilities for enhancing the environment are:

- Arrangements of fresh or dried flowers in vases.
- Photographs of ‘Abdu’l-Bahá.
- Bowls of potpourri or drops of rose oil.
- Candles, if permitted by hosting facility.
- Soft instrumental music from diverse cultural backgrounds.
- Sharing devotions in a separate location from the work area.
- Photographs of great teachers, heroines, and heroes.

The setting need not be elaborate or expensive but it does need to be clean and orderly and have some elements of beauty. Please clean the space if it isn’t already clean.

Remember that beauty doesn’t require a big budget. This can be done by setting an example of simplicity while at the same time expressing the principle of beauty, a reflection of the Most Great Beauty. Inexpensive or cost-free expressions of beauty include an interesting arrangement of rocks, a bouquet of leaves or wildflowers, simple cloth pieces under a vase or a nicely shaped branch, etc. Please spend some time considering how to add beauty according to your circumstances. It is also nice to refresh the environment daily so that each session has a fresh and clean beginning.

Possible Devotional Activities

Consider a variety of reverential and inspirational ways to share the Sacred writings and prayers together. Some possibilities are:

- Share prayers in different languages.
- Listen to prayers and sacred writings recited with music as a background.
- Encourage chanting, singing, and melodious recitation of prayers.
- Share recordings of prayers or passages that have been set to music.
- Encourage incorporating movement, dance, or sign language into the recital of prayers.
- Prepare, in an attractive manner, pre-selected devotional readings for distribution.
- Prepare pre-selected passages on small slips of paper, rolled up and tied with a ribbon; present these on a tray as “special treats.”

General Format for Workshops

The Teacher Development Workshops provide a structured format for three-hour group study. Please adjust the schedule to meet the needs of your learning group while also allowing sufficient time for their ongoing progress in gaining knowledge, spiritual insights, and skills of service. These three-hour learning experiences are organized according to the following general schedule. If your group meets for shorter periods, please simply divide each workshop so that in time, you address the full range of learning experiences.

- **Opening Devotions**

- **Reflection on our Service as Teachers of Children and Junior Youth**

- **Sharing Extended Study Experiences**—after Workshop One

- **Workshop Activities**
 - Developing Spiritual Qualities
 - Increasing Knowledge
 - Building Skills

- **Teachers Helping Teachers**—Sharing of Classroom Challenges and Successes

- **Extended Study**

- **Determine a Line of Action**

- **Closing Devotions**

Your learning group may choose to address these workshops in the sequence provided. As a facilitator, you may also flexibly adjust the sequence of workshops to address the most urgent needs of the group.

Workshop One Facilitator Notes

SAMPLE SCHEDULE FOR WORKSHOP ONE

9:00 A.M.	Opening Devotions	20 min.
9:20 A.M.	Introductions; Overview of Teacher Development Workshops, Part One; Learning Objectives	30 min.
9:50 A.M.	Spiritual Qualities: Commitment, Dedication, Perseverance	30 min.
10:20 A.M.	Personal Development Planning	20 min.
10:40 A.M.	Transformation and the Butterfly	20 min.
11:00 A.M.	The Core Curriculum Learning Model	20 min.
11:20 A.M.	Teachers Helping Teachers	20 min.
11:40 A.M.	Extended Study: The Arabic Hidden Words	10 min.
11:50 A.M.	Closing Activity: Determine a Line of Action; Closing Devotions; Fellowship and Lunch	15 min.

Materials needed for this workshop:

- Plain white candles for introductory activity
- Candle decorating materials such as colored sheets of wax or a table knife for carving
- Unlined index cards
- Markers, pictures and glue, or other materials for decorating cards
- Adhesive magnets for index cards, available from craft supply stores
- Dictionary
- Colored pictures of many different butterflies, illustrating the changes from egg to caterpillar to chrysalis to butterfly
- If available, display mounted butterflies or parts of butterfly wings to directly experience the beauty of the butterfly
- Blank letter paper, envelopes, and materials for decorating them

Devotions, Introductions, and Welcome to the Workshop Workshop One, pp. 10–11

Welcome the friends to the workshop on behalf of the sponsoring institution. Begin the workshop with music, prayers, and the readings provided on p. 10 of the participant workbook.

Following the instructions provided on p. 11 of the participant workbook and steps 1–4 below, invite the friends to individually introduce themselves and share one hope that they have for their continued service in the area of spiritual education for children and junior youth.

1. Display a decorated candle near a portrait of ‘Abdu’l-Bahá and keep it burning throughout the workshop.

2. Invite participants to also decorate candles, if possible, as a gift for their partner in the introductory activity. Encourage them to create a simple symbolic representation of the “light” they see in that person’s service.
3. Provide inexpensive white candles and thin sheets of wax (available from Hearthsong (www.hearthsong.com) or other candle-decorating supplies to embellish the candles. For example, some might enjoy carving designs in the candle with a table knife or a nail.
4. Invite the friends to continue decorating their candles throughout the course of the workshop. Consider presenting these candles as gifts during the closing activity and lighting them during the closing devotions for this workshop.

Following the introductory activity, share any logistical information such as cost, time frame, location of washrooms, refreshments available, childcare, etc.

Spiritual Qualities: Commitment, Dedication, Perseverance

Workshop One, p. 14

Create a Slogan

- After reading and discussing the quotations and discussing the questions on p. 14, invite participants to select a phrase or make up a slogan gleaned from the quotations that can be used to encourage their own commitment, dedication, and perseverance in this service.
- Place the phrase or slogan on a card and decorate the card. Then affix the card to a magnet. Invite the friends to display their magnet where they’ll see it regularly and gain the strength to persevere in their service to children and junior youth.

Transformation and the Butterfly

Workshop One, p. 20

Materials needed for this activity:

- Dictionary
- Colored pictures of many different butterflies to illustrate the changes from egg to caterpillar to chrysalis to butterfly
- If available, display mounted butterflies or parts of butterfly wings to directly experience the beauty of the butterfly. Alternatively, small pieces of silk fabric (made from the chrysalis of a butterfly), perhaps cut into the shape of a butterfly, can provide a tactile experience of the beauty of a butterfly.
- Blank letter paper, envelopes, and materials for decorating them
- Pictures of lifestyle changes or personal transformation

Procedures for activity:

1. In the whole group pose the questions provided on p. 20 of your participant book. Using the information gleaned from the group's discussion of these questions, invite the participants to record the group's answers to the questions on chart paper.
2. You may include the dictionary definition of the butterfly and factual information on the following pages of this Facilitator Guide as a reference:

Butterfly: any of certain diurnal lepidopterous insects, having a sucking mouth part, slender body, and four broad membranous wings covered with tiny scales, usually bright colored.

Also please list the stages of the life cycle including what we know about the butterfly's process of physical transformation. For example, does the body of the caterpillar need to be completely deconstructed for it to re-form into a butterfly?

3. Following this factual discussion, the facilitator is encouraged to find and show colored pictures of many different butterflies, followed by pictures that explain the changes from egg to caterpillar to chrysalis to butterfly. As a group, acknowledge the necessity for both the effort of the butterfly and the warmth of the sunshine for the butterfly to gain the power of flight. Please also use the talents of the group to create simple line drawings of the butterfly's stages of development, if possible.

See resources on pages 9 and 10 of this Facilitator Guide.

4. If available, display mounted butterflies or parts of butterfly wings to directly experience the beauty of the butterfly. If this is not possible, have available some beautiful silk fabric and pass it around, allowing the friends to touch it. You may consider cutting small pieces of this fabric in the shape of a butterfly as a small gift for the participants.
5. Then, in the whole group, read the quotations, discuss the focus questions, and encourage participants to write a letter to themselves, including their own pledge of transformation in this path of service. As facilitator, offer to hold these letters to be returned to the participants in Workshop Ten of these Teacher Development Workshops. As the participants complete their letters to themselves, encourage the group to maintain a period of silent reflection until each person comes to completion. If more time is needed for some participants to complete their letters, encourage them to find a stopping place so you can consult as a group about the process of this activity.
6. When the group is ready to consult, invite the friends to reflect on the metaphor of the butterfly for our own process of transformation. Discuss the questions:
 - What is the relationship between transformation and spiritual education?
 - Now, considering the flow of this activity, how could it be used to illustrate the Core Curriculum learning model?

Some resources on the internet for butterfly activity include:

- United States Geological Service,
<http://www.npwrc.usgs.gov/resource/distr/lepid/bflyusa/bflyusa.htm>
- The Butterfly Website,
<http://butterflywebsite.com/>
- The Butterfly Zone,
<http://butterflies.com/>
- Enchanted Learning,
<http://www.enchantedlearning.com/subjects/butterfly/activities/printouts/>

If you have access to a color printer, you will be able to download and print beautiful colored images of butterflies. Many public libraries also have excellent books that you may borrow with colored pictures of butterflies.



Images provided by the U.S. Geological Survey,
<http://www.mesc.usgs.gov/resources/education/butterfly/activities/coloring/butterfly-coloring.asp>.

The Life Cycle of the Butterfly:

This information is provided for facilitator reference only. To the extent possible, encourage participants to identify or recall this information through their discussion of the questions on p. 20 of their participant books.



Butterfly and moth eggs vary greatly in size between species, but they are all either spherical or oval. They consist of a hard-ridged outer layer of shell, lined with a thin coating of wax which prevents the egg from drying out before the larva has had time to fully develop. Eggs are usually laid on plants. The eggs are fixed to a leaf with a special glue which hardens rapidly. The egg stage lasts a few weeks in most butterflies.

Larvae, or caterpillars, are multi-legged eating machines. They consume plant leaves and spend practically all of their time in search of food. Caterpillars mature through a series of stages. At the end of each stage, the larva molts its old skin, and the new skin rapidly hardens and pigments. Development of butterfly wing patterns begins by the last larval stage.



When the larva is fully grown, it transforms into a pupa (or chrysalis) by anchoring itself to the underside of a leaf and molting for the last time. The chrysalis is usually green or brown to hide from potential predators.

The adult stage is known as the imago. Adult butterflies have four wings that are covered with tiny scales. In moths, the front and back wings are hooked together. After it emerges from its pupal stage, a butterfly cannot fly until the wings are unfolded. A newly-emerged butterfly needs to spend some time inflating its wings with blood and letting them dry, during which time it is extremely vulnerable to predators.



Text adapted from Wikipedia.

Illustrations of Monarch Life Cycle courtesy University of Minnesota's Monarchlab Teacher Resources, <http://www.monarchlab.umn.edu/teacherresources/perfpack/bflytask3-1.html>.

Learn more about butterflies online at <http://www.butterfliesandmoths.org>, operated by Montana State University

Extended Study: The Arabic Hidden Words

Workshop One, p. 24

Consider offering an inexpensive copy of *The Hidden Words* as a gift to your participants.

Closing Activity: Determine a Line of Action

Workshop One, p. 25

Ask the friends to recall the “lights within” that were mentioned in the introductory candle-decorating activity. Invite them to consider lighting their newly decorated candles during the closing devotions.

Workshop Two Facilitator Notes

SAMPLE SCHEDULE FOR WORKSHOP TWO

9:00 A.M.	Opening Devotions; Welcome; Learning Objectives	15 min.
9:15 A.M.	Spiritual Qualities: Generosity; Children's Classes Open to All; Fellowship, Love, Unity	30 min.
9:45 A.M.	Everyone Feels Welcomed; Everyone Feels Comfortable; Organizing the Curriculum; Systematic Outreach and Inclusion	90 min.
11:00 A.M.	Teachers Helping Teachers	20 min.
11:20 A.M.	Extended Study: The Persian Hidden Words	10 min.
11:30 A.M.	Closing Activity: Determine a Line of Action; Closing Devotions; Fellowship and Lunch	10 min.

Materials needed for this workshop:

- Small images cut from magazines to represent Bahá'í classes open to all
- Glue or glue sticks
- Chart paper and markers

Fellowship, Love, Unity

Workshop Two, p. 31–32

Have a selection of images cut from magazines to represent Bahá'í classes open to all.

Everyone Feels Welcomed

Workshop Two, p. 34

Carefully record all responses and, if not mentioned by the participants, consider adding the following factors that may not create a feeling of welcome:

- The simple lack of an invitation!
- Our choice of time and place for the Bahá'í classes
- Our unconscious use of Bahá'í jargon
- Our unfamiliarity with our guests' language or culture
- Our assumptions about people we don't know
- Lack of training for Bahá'í children and junior youth to welcome newcomers

Closing Activity: Determine a Line of Action

Workshop Two, p. 39

Advance Preparation for Teacher Development Workshop Three:

Ask participants to please bring to the next Workshop a lesson plan from a recent class they have taught.

Workshop Three Facilitator Notes

SAMPLE SCHEDULE FOR WORKSHOP THREE

9:00 a.m.	Opening Devotions; Welcome; Learning Objectives	15 min.
9:15 a.m.	Spiritual Qualities: Justice	30 min.
9:45 a.m.	Building Skills: Attending to Capacity, Capability, and Interests	35 min.
10:20 a.m.	Serving Students with Special Needs	45 min.
11:05 a.m.	Building Skills: Identifying Capacity, Capability, Interests, and Special Needs	20 min.
11:25 a.m.	Teachers Helping Teachers	15 min.
11:40 a.m.	Extended Study: The Tablet of Tarázát (Ornaments)	10 min.
11:50 a.m.	Closing Activity: Determine a Line of Action; Closing Devotions; Fellowship and Lunch	10 min.

Materials needed for this workshop:

- Bowls, glasses, or other containers of different sizes and shapes (optional)
- If possible, use your public library to check out some of the resources for special needs listed on the next page.
- Ask participants to bring a lesson plan from a recent class they have taught.

Spiritual Qualities: Justice

Workshop Three, p. 43

Practice in advance a lively reading of the story, “The Master’s Justice,” p. 45.

Building Skills: Attending to Capacity, Capability, and Interests

Workshop Three, p. 46

After participant presentations, consider using bowls and glasses of different sizes and shapes to demonstrate capacity, capability, and interest. Capacity is the size, capability is how full it is, and interest is the color or shape of the container.

*Building Skills: Identifying Capacity, Capability, Interests,
and Special Needs*

Workshop Three, p. 53

If possible, use your public library to check out some of the resources listed on the next page and on p. 55 of the participant course book. Browse through them and bring them with you to this workshop to introduce the participants to some of the resources available to them.

Closing Activity: Determine a Line of Action

Workshop Three, p. 60

Advance Preparation for Teacher Development Workshop Four:

Ask participants to please bring to the next Workshop the Core Curriculum Lesson Planning Guide and storybook they are currently using in their Bahá'í classes.

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Workshop Four Facilitator Notes

SAMPLE SCHEDULE FOR WORKSHOP FOUR

9:00 A.M.	Opening Devotions; Welcome; Learning Objectives	15 min.
9:15 A.M.	Spiritual Qualities: Patience	20 min.
9:35 A.M.	Building Skills: Using Lesson Planning Guides and Expanding Suggested Activities; Planning Lessons to Meet Student Needs; Building Skills: Understanding the Formate of Core Curriculum Lesson Planning Guides; Building Skills: Planning Lessons; Practice Teaching—Feedback and Support; Processing and Self-Assessment	100+ min.
11:15 A.M.	Teachers Helping Teachers	15 min.
11:30 A.M.	Extended Study: The Tablet of Kalimát (Words of Paradise)	10 min.
11:40 A.M.	Closing Activity: Determine a Line of Action; Closing Devotions; Fellowship and Lunch	10 min.

Material needed for this workshop:

- Ask participants to please bring the Core Curriculum Lesson Planning Guide and storybook they are currently using in their Bahá'í classes; note that many materials are now available in Spanish
- To the extent possible, draw on the collective resources of your community to assemble as many Lesson Planning Guides and storybooks as are available
- Meditative music
- Photocopies of blank Lesson Planning Templates, pp. 72–75 of the participant course book, or they may write in their books
- Sheets of paper for Feedback Notes, p. 76 of the participant course book
- Chart paper

Advance Preparation:

To the extent possible, draw on the collective resources of your participants and the community to assemble as many Lesson Planning Guides and storybooks as are available. In addition, check the Core Curriculum website, www.core-curriculum.org, to see what new materials might now be available.

Building Skills: Using Lesson Planning Guides and Expanding Suggested Activities

Workshop Four, p. 65

Prepare to eloquently read a favorite story about Bahá'u'lláh to introduce this activity. We suggest that you consider reading “Bahá'u'lláh is Born,” pp. 70–71, *The Central Figures: Bahá'u'lláh*, Volume One, or “Stranger in the Mountains,” pp. 102–05, *The Central Figures: Bahá'u'lláh*, Volume Two.

Building Skills: Planning Lessons

Workshop Four, pp. 69–71

If teachers seem unduly anxious or lack confidence to complete this task using suggested activities, they may complete their lesson using two sample activities.

On page 70 of the participant course book, add a step 10a: Consider how you will welcome and incorporate new students who may join your class for the first time during this lesson.

Offer assistance in planning or locating resources for the practice lesson—we are here to help! Circulate among the participants to provide encouragement and answer questions on a regular basis. Allow approximately one hour for planning and about 30 minutes for peer sharing. Depending on the size of your group, you may choose to present in one large group or break into two groups for presentation and feedback. Allow as much time as necessary to assure teacher success with this key activity.

Workshop Five Facilitator Notes

SAMPLE SCHEDULE FOR WORKSHOP FIVE

9:00 A.M.	Opening Devotions, Welcome, Learning Objectives	15 min.
9:15 A.M.	Spiritual Qualities: Excellence	30 min.
9:45 A.M.	The Core Curriculum Scope and Sequence	20 min.
10:05 A.M.	Systematic Spiritual Education	30 min.
10:50 A.M.	Systematic Use of the Scope and Sequence: A Continuum of Learning	35 min.
11:30 A.M.	Teachers Helping Teachers	35 min.
11:45 A.M.	Extended Study: The Tablet of Tajallíyát (Effulgences)	10 min.
11:55 P.M.	Closing Activity: Determine a Line of Action; Closing Devotions; Fellowship and Lunch	10 min.

Materials needed for this workshop:

- Blank paper for “found poems”

Advance preparation:

Please ask the participants to bring with them their community’s curriculum plans, if available, as we will refer to these plans in this Teacher Development Workshop. If the community does not have a plan in place, participants will create a draft of a plan to offer to their Local Spiritual Assembly for consideration by that institution.

Spiritual Qualities: Excellence

Workshop Five, p. 83

Cut apart the quotations on Excellence and place in a basket for participants to select.

Practice a vivid re-telling of Ugo Giachery’s recollection of Shoghi Effendi, p. 86 of the participant course book, or select a capable storyteller in advance.

Workshop Six Facilitator Notes

SAMPLE SCHEDULE FOR WORKSHOP SIX

9:00 a.m.	Opening Devotions; Welcome; Learning Objectives	15 min.
9:15 a.m.	Spiritual Qualities: Unity	30 min.
9:45 a.m.	Building Skills: A Teacher of Love in a School of Unity	40 min.
10:25 a.m.	A Climate of Encouragement	20 min.
10:45 a.m.	Setting Standards in the Classroom: Joy Gives Us Wings	45 min.
11:30 a.m.	Teachers Helping Teachers	15 min.
11:45 a.m.	Extended Study: The Tablet of Ishráqát (Splendors)	10 min.
11:55 a.m.	Closing Activity: Determine a Line of Action; Closing Devotions; Fellowship and Lunch	10 min.

Materials needed for this workshop:

- Art supplies for the quotation from the activity “Spiritual Qualities: Unity”

Building Skills: A Teacher of Love in a School of Unity

Workshop Six, p. 105

Game Instructions for “Teacher of Love in a School of Unity”

Ideally this game is played outdoors or in a room with space to move.

Say to the group:

- Stand in a tight circle.
- Now link your arms together to form the shape of a wheel.
- This wheel needs to roll to (specify the destination, such as a wall or tree or other object).
- Keeping your wheel intact, roll to (the location) and back again.

Note: If the “wheel” becomes misshapen or a link breaks, ask the group to begin again. You may offer a challenge, such as: Try to roll there and back again within three minutes!

Carefully debrief the activity. Discuss as a group:

- What conditions were essential to success?
- What made it possible to successfully achieve the goal?
- How does this game illustrate the importance of order and organization for a group to achieve its goals?

A Climate of Encouragement

Workshop Six, p. 108

For this activity, participants will need as much room as they would have in an aerobics class.¹

Divide the class in two groups, A and B. Say the following to group A:

I want you to close your eyes and imagine in your mind a seagull floating gracefully in the air. See it gently, easily, effortlessly gliding through the air. When you have the picture of a seagull vividly in your mind, nod your head. Now with your eyes a quarter of the way open so that you can see the floor in front of you and have a sense of where your neighbors are, move like a seagull—keeping the image of the seagull vividly in your mind. Continue that while I go over to the other group.

Say the following to group B:

Close your eyes and imagine a jackhammer. See it moving rapidly up and down in short, jerky, staccato movements. When you have that picture of a jackhammer vividly in your mind, nod your head. Now with your eyes a quarter of the way open so that you can see the floor in front of you and have a sense of where your neighbors are, move like a jackhammer—keeping the image of the jackhammer vividly in your mind. Continue that while I go over to the other group.

Turn back to group A and continue:

Once again, close your eyes and imagine that effortless, graceful seagull floating on an air current, barely moving its wings. When you have that picture vividly in your mind, nod your head. Now keeping that image of the seagull vividly in your mind, I want you to open your eyes a quarter of the way and move like a jackhammer.

Most [participants] will have a great deal of difficulty moving like jackhammers while thinking of a seagull. Their movements will be somewhere in between jerky and graceful, or they will be frozen and unable to move at all.

Turn to group B and say:

Close your eyes again, and imagine that jerky, staccato jackhammer bouncing up and down on the pavement. When you have that picture vividly in your mind, nod your head. Now keeping the image of the jackhammer vividly in your mind, open your eyes a quarter of the way and move like a seagull.

Again, [participants] will have a tough time making their bodies move counter to the image they are holding in their heads.

This is a very dramatic exercise—one that easily and quickly makes the point that our bodies cannot do anything counter to the images we hold in our minds.

¹ This activity is used with permission by Marvin Marshall. Additional information is available at www.MarvinMarshall.com.

Have the [participants] share anything they noticed about their bodies the second time when they were holding an image counter to how they were trying to move. If any [participants] claim that it was easy to move the second time, ask them if they were holding the image firmly in their minds. Most will admit that they had to let go of one image in order to move.

Ask them if a friend has ever asked them to do something unusual, and they responded, “I couldn’t do that; it’s not me.” The reason we say that is because we look inside our minds and see if what our friend has asked us to do fits our perception of ourselves. If it doesn’t fit, we don’t think we can do it; so we don’t even attempt it.

Emphasize the following point: The body literally cannot move contrary to a vividly held image. Therefore, in order to change a habit or behavior, we must change our perception to include the new habit or behavior. Otherwise, any changes we make will be difficult and short-lived. Discuss as a group: How does this activity illustrate spiritual perception?

Workshop Seven Facilitator Notes

SAMPLE SCHEDULE FOR WORKSHOP SEVEN

9:00 a.m.	Opening Devotions; Welcome; Learning Objectives	15 min.
9:15 a.m.	Spiritual Qualities: Love	40 min.
9:55 a.m.	Building Skills: Creating a Positive Learning Environment	30 min.
10:25 a.m.	Building Skills: Loving Discipline; Building Skills: Classroom Management—Summarize Tips, Strategies, and Goals	70 min.
11:35 a.m.	Teachers Helping Teachers	15 min.
11:50 a.m.	Extended Study: The Tablet of Bishárát (Glad-Tidings)	10 min.
12:00 p.m.	Closing Activity: Determine a Line of Action; Closing Devotions; Fellowship and Lunch	10 min.

Spiritual Qualities: Love

Workshop Seven, p. 117

Carefully time the participants as they share their insights with the person next to them, so that all have 60 seconds to listen and 60 seconds to be heard by their partner.

Building Skills: Creating a Positive Learning Environment

Workshop Seven, p. 120

Please encourage teachers to think of their own examples. Then add some examples such as the following ideas for reflection on learning:

What did you learn today that is important enough to tell your children someday?

How would you like to demonstrate what you're learning—by planning a contribution to a devotional meeting or by teaching your younger brothers and sisters a prayer?

Add the following ideas for reflecting on their own actions and choices:

Are you well?

Are you happy?

How can I assist?

Can you help me understand what happened? What else was going on?

What spiritual principles apply?

What are the community standards in our classroom? How do they apply?

It looks like you have a problem? How could I help you solve it?

Are you angry with me or angry with the situation?

Building Skills: Loving Discipline

Workshop Seven, p. 122

If your Teacher Development Workshop includes fewer than eight participants, organize your group into two working groups instead of four, and encourage each group to work with two quotation pages.

After role-plays, when participants create a list of what loving discipline is and is not, add the following to the list, if necessary:

Loving Discipline IS:

Creating a loving environment that builds unity in the group, and is focused on positive action.

Minimizing and preventing problems and interruptions.

Responding with love and firmness when disruptions occur.

Getting help as quickly as possible, when the situation warrants.

Obedience to authority.

Loving Discipline IS NOT:

Shaming, blaming, gossiping, backbiting, put-downs, harsh words, or harsh punishment.

Passively letting the group choose wrong actions, or avoiding discipline issues.

Workshop Eight Facilitator Notes

SAMPLE SCHEDULE FOR WORKSHOP EIGHT

9:00 A.M.	Opening Devotions; Welcome; Learning Objectives	15 min.
9:15 A.M.	Spiritual Qualities: Joy	30 min.
9:45 A.M.	Music as an Instrument of Teaching: Part One	90 min.
11:15 A.M.	Teachers Helping Teachers	15 min.
11:30 A.M.	Extended Study: Gleanings from the Writings of Bahá'u'lláh	10 min.
11:40 A.M.	Closing Activity: Determine a Line of Action; Closing Devotions; Fellowship and Lunch	10 min.

Materials needed for this workshop:

- **In advance**, order copies of the Core Curriculum CD, “Teaching Songs to Children and Youth,” for each participant. The CDs cost \$5.00 each, plus shipping, and can be ordered from Louhelen Bahá'í School at (810) 653-5033. If desired, there are two additional volumes of songs, also available for \$5.00 each.
- Chart paper and markers
- Construction paper
- CD player

Opening Devotions

Workshop Eight, p. 134

Include selections 16 and 17 from the Core Curriculum CD, “Teaching Songs to Children and Youth” in your opening devotions. The CD is included with this volume of Teacher Development Workshops.

Spiritual Qualities: Joy

Workshop Eight, p. 135

Practice reading and retelling the story of Dorothy Baker’s first encounter with ‘Abdu’l-Bahá, p. 137 of the participant course book.

Music as an Instrument of Teaching: Part One

Workshop Eight, p. 139

Part One:

To introduce the activity, play again or refer to selections 16 and 17 from the Core Curriculum CD, “Teaching Songs with Children and Youth” that you included in the opening devotions for this workshop.

Listen to participant responses as you ask: “How long do you think the children and youth rehearsed before recording these songs?”

Then, share the information that without exception each piece of music was taught over one or two sessions that lasted a maximum of 20 minutes.

Ask the participants: “Do you recognize any of the passages?”

After listening, explain that they were all passages written by the Central Figures of the Bahá’í Faith and that groups of average children, junior youth, and youth routinely memorize these writings in less than 20 minutes.

Ask: “Why do you think this is an effective method for teaching the principles of our Faith and committing the writings to memory?” Gather responses.

Part Two:

While the participants are studying the quotations and sharing their memories, create simple visual aides:

- On chart paper, draw a teacher and a small group of children separated by blank space in the middle of the paper.
- Also cut construction paper or other paper to resemble a significant number of bricks or rocks.

After the teams’ stories have been shared in the whole group, uncover the poster you created.

Ask the participants: “What are the greatest barriers that prevent people from teaching singing to children?”

Distribute construction paper bricks or rocks while they are thinking. Ask them to write the barriers on these paper bricks or rocks.

After each person has written one or more barriers on the bricks or rocks, ask each one to share them aloud in the whole group. As participants share the barriers, gather each brick or rock and build a wall between the teacher and the children (on the poster you created).

After all comments are shared, briefly review some points from the page “Music and Science.”

Then, tell the participants: “Today we hope to discover strategies to help us tear down our personal walls and use this powerful method to touch the hearts of the children we teach.”

Continued on next page ➤

Teach songs:

Use track 5 on the Core Curriculum Teaching Music CD to teach the prayer, “I Am, O My God, but a Tiny Seed,” revealed by Bahá’u’lláh.

- Together listen to the whole process of instruction three times.
- The first time, play the CD while the participants listen.
- The second time, play the CD and ask the participants to write down the strategies used by the teacher to help the children learn the short passage. Record these strategies on chart paper.
- The third time, play the CD and invite participants to follow the recorded instructions of the teacher and learn the passage with the children and youth. Repeat as needed to assure success for all participants.

After they are successful, invite the participants to reflect on how it felt to learn the sacred text using the strategies they identified.

After some have shared, use the same process to learn track 6, “Tread Ye the Path of Justice,” also revealed by Bahá’u’lláh.

Allow time for the participants to process the activity by writing their own plans for teaching music in their Bahá’í classes.

Closing Activity: Determine a Line of Action

Workshop Eight, p. 146

Advance Preparation for Teacher Development Workshop Nine: Ask participants to please bring copies of their Core Curriculum storybooks to the next workshop.

Workshop Nine Facilitator Notes

SAMPLE SCHEDULE FOR WORKSHOP NINE

9:00 a.m.	Opening Devotions; Welcome; Learning Objectives	15 min.
9:15 a.m.	Spiritual Qualities: Sacrifice	30 min.
9:45 a.m.	Using Storytelling for Spiritual Education: Sharing Experiences	20 min.
10:05 a.m.	Using Storytelling for Spiritual Education: Elements of Success	30 min.
10:35 a.m.	Using Storytelling for Spiritual Education: Practice for Success	60 min.
11:35 a.m.	Teachers Helping Teachers	15 min.
11:50 a.m.	Extended Study: Gleanings from the Writings of Bahá'u'lláh	10 min.
12:00 p.m.	Closing Activity: Determine a Line of Action; Closing Devotions; Fellowship and Lunch	10 min.

Materials needed for this workshop:

- Inexpensive gift items for participants, as described in the “Sacrifice” activity below

Advance Preparation:

- Ask participants to please bring copies of their Core Curriculum storybooks to this workshop.
- Practice simply and eloquently “The Power of Sacrifice” or other story as described below.

Spiritual Qualities: Sacrifice

Workshop Nine, p. 149

Advance Preparation:

Prepare special inexpensive gifts for the participants, each with some uniqueness of color or pattern. Some examples include beautiful quotations on different papers, hand-crafted nine-pointed stars, flowers from your garden, fruit, beautiful rocks, homemade cookies or other treats individually wrapped, etc.

As participants arrive for the workshop or as you begin this activity, invite the participants each to choose one gift that attracts their heart and perhaps connects with their love for this path of service to children and junior youth.

Begin the activity by reading, “The Power of Sacrifice,” pp. 107–12 in the Core Curriculum storybook, *The Central Figures: The Báb*, Volume One. Alternately, you may select an

appropriate story or picture book such as *The Blue Bonnet* by Tommy de Paola, available in children's sections of many public libraries. Read the story with warmth and expression and briefly discuss the story after you finish reading it.

After the participants have completed their discussion of the quotations, invite each to silently consider how they might make the gift they received at the beginning of this activity sacred by sacrificing it to further this work. Invite them to reflect on the question: "Is there a fellow teacher, or a child, or a child's family, or another person that you know that would benefit from this gift of encouragement?" Then invite them to silently choose and individually complete their sacrifice.

Using Storytelling for Spiritual Education: Elements of Success

Workshop Nine, p. 152

Add the following elements of success to the list generated by the participants if they are not mentioned:

- Good story choice.
- Intonation of the voice.
- Good imitation sounds.
- Good timing.
- Loving atmosphere (includes comfort, physical closeness, eye contact, pleasant lighting).
- Preparation of the storyteller.
- Lack of preaching.
- Engage the children in a general discussion about the story.
- Ask the children reasons behind different incidents in a story.

Note that stories can be presented in a variety of ways, such as:

- Reading.
- Using puppets or other props.
- Oral storytelling.
- With participation of children.

Add the following barriers to success to the list generated by the participants, if they are not mentioned:

- Interrupt to make a point.
- Preach or moralize.
- Turn every story into a lesson.

Using Storytelling for Spiritual Education: Practice for Success

Workshop Nine, p. 153

Advance Preparation:

Ask participants to please bring copies of their Core Curriculum storybooks to this workshop.

To the extent possible, find and bring at least one copy of each Core Curriculum storybook currently in print.

Activity: In the whole group, brainstorm strategies for learning your story and record your ideas on chart paper.

Please add these ideas to the list, if they are not mentioned by participants:

- Read the story again and again.
- Record it on tape and listen to it again and again.
- Write out the story or outline the story.
- Meditate on the meaning of the story.
- Create a storyboard with pictures of key events in your story.
- Memorize key words and important phrases.
- Begin telling your story right away—practice makes perfect!

Workshop Ten Facilitator Notes

SAMPLE SCHEDULE FOR WORKSHOP TEN

9:00 a.m.	Opening Devotions; Welcome; Learning Objectives	15 min.
9:15 a.m.	Spiritual Qualities: Humility	30 min.
9:45 a.m.	Building Skills: Use of Science and Nature	20 min.
10:05 a.m.	Metaphors and Analogies of Science in Spiritual Education	20 min.
10:25 a.m.	Building Skills: Science Learning Stations	50 min.
11:15 a.m.	Teachers Helping Teachers	15 min.
11:30 a.m.	Extended Study: Gleanings from the Writings of Bahá'u'lláh	10 min.
11:40 a.m.	Evaluations and Our Duty to Teach: Closing Activity; Closing Devotions; Fellowship and Lunch	30 min.

Materials needed for this workshop:

- Two shallow containers, such as cake pans
- Paper towel
- Materials for participants to physically demonstrate analogies and metaphors of science in spiritual education, p. 170 of participant course book: examples include rocks, feathers, paper airplanes, magnets, veined rocks, candles, iron
- Materials for science stations: see instructions for stations on the next page

Advance Preparation:

- Practice science demonstrations. Prepare learning centers for science stations.

Spiritual Qualities: Humility

Workshop Ten, p. 163

Advance Preparation for Demonstration: Set up two containers, such as cake pans, with one higher than the other. In the higher pan, place about a cup of water mixed with a tablespoon of dirt. Leave the bottom pan empty. Take a paper towel and fold it into a wadded strip about one inch wide. Place one end of the paper towel in the muddy water and the other end just touching the bottom pan. The water will be drawn to the lower pan, leaving the dirt behind.

The process takes about 30 minutes. Prepare materials in advance, but allow participants to see the dirty water, empty pan, and dry paper towel. As you introduce the activity, place the paper towel into position and explain that we will witness how the pure water is drawn to the pan that sets itself beneath the muddy water. At the end of the activity, ask the participants to observe what has happened, and how this process demonstrates the quality of humility.



Instructions for Sample Science Learning Stations

CREATING ORDER

Materials Needed:

Quotation Card; Sheets of white paper; Magnet; Iron filings

HIDDEN WORDS CHEMISTRY

Materials Needed:

Quotation Card; 2 glass jars; White vinegar; Baking soda; Measuring cup; Tablespoon

SORTING IT OUT

Materials Needed:

Quotation Card; Sheets of white paper; Colored pencils; Large bowl of various dried beans and seeds (e.g., 15-Bean Soup Mix)

NATURAL PATTERNS AS A PROOF OF GOD

Materials Needed:

Quotation Card; Tray with examples of patterns in nature, such as pine cones, sunflowers, cone flowers, maple leaves, grass seed heads, etc.

ELECTRONIC QUIZ BOARD

Materials Needed:

2' x 3' piece of pegboard (available at lumber stores); 20' insulated wire; 25–30 brass paper fasteners; Dry cell battery; 2 alligator clips; Small light bulb and holder or buzzer; 1 piece of poster board; Colored index cards, or posterboard cut; Masking tape; Colored markers; Wire stripper or knife

Advance Preparation:

Construct electronic quizboard as described in the participant book.

Our Duty to Teach: Closing Activity

Workshop Ten, pp. 179–82

Practice in advance, or arrange for a successful storyteller, to relate with great feeling the pilgrim's story on pp. 180–81 of the participant course book. Note that this activity continues through p. 182. Please allow sufficient time for evaluations and closing activity.

Sharing Your Facilitation Experiences

Purpose:

Increase understanding of one's role as a Core Curriculum Teacher Trainer.

Please consider your experiences since the first part of your Core Curriculum Teacher Trainer training. This could include setting up or offering your teacher training, or working with sponsoring institutions and the communities served. This is an opportunity for sharing success stories, as well as possible challenges, in this important path of service.

- Silently reflect to organize your thoughts. What did you do? Who else was involved? What was a particular high point? What did you learn from any challenging events, either setting up the course or serving the group? How can you build on success for the next steps in your service?
- Share a two-minute summary or overview of your training experience.

While listening to the experiences of others, consider recording your notes on the accompanying grid. Consider:

- What do you hear that adds to your Knowledge in this field of service?
- What do you hear that increases your Wisdom in your path of service?
- As you listen to the experiences of others, what do you hear that offers new insights of Spiritual Perception (viewing the world through spiritual eyes)?
- What do you hear that enhances your ability to act to fulfill your goals as a facilitator (Eloquent Speech)?

Please also note on 3x5 index cards any specific questions that you would like to hear addressed. Place the cards in the basket provided.

Process:

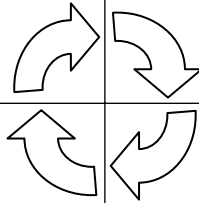
How has this sharing exercise increased your understanding of your role as a teacher trainer?

SHARING TRAINING EXPERIENCES

Notes

Spiritual Perception

Eloquent Speech



Wisdom

Knowledge

FEEDBACK FORM
FOR CORE CURRICULUM TEACHER DEVELOPMENT WORKSHOPS

Please also follow normal reporting procedures of your Regional Training Institute

Trainers are requested to photocopy this form, complete it, and send it to:

*National Bahá'í Education Task Force,
Office of Education and Schools at the Bahá'í National Center, 1233 Central St., Evanston, IL 60201*

within two weeks of the completion of the last scheduled workshop.

Email reports prepared using this format are welcome at SCHOOLS@usbnc.org.

Please also enclose a roster of participants and a summary or copy of their evaluations.

TRAINERS

Names _____

Addresses _____

Phone Numbers _____

LOGISTICS

Sponsoring Institution _____ Location of Training _____

Dates of Training _____

Workshops presented (circle) 1 2 3 4 5 6 7 8 9 10

Total Number of Participants _____ Number Completing All Workshops _____

____ African American	____ Hispanic	____ Pacific Islands
____ European American	____ Interracial	____ Persian
____ Asian	____ Native American	____ Other

Auxiliary Board Members Present _____

Assistants to the Auxiliary Boards _____

Institute Coordinators _____

EVALUATION

1. Did you follow the procedures outlined?

2. What were the highlights of the workshops for you and for the participants?

3. What problems did you encounter, if any?

4. To what extent did you achieve the goals of each workshop?

5. What provisions were established by the sponsoring institution for:
 - Follow-through on teachers' plans made during the training?

 - Continued support by providing Teacher Development Workshops?

 - Networking and mutual support among teachers?

 - Initiating new Bahá'í classes?

 - Outreach to new children, junior youth, and their parents?

 - Continuous improvement of Bahá'í classes in the local community?

6. Additional comments:

