

**TO LEARN ABOUT THE WILL AND TESTAMENT
OF ‘ABDU’L-BAHÁ**

**THE THEMES IN THE WILL AND TESTAMENT OF
‘ABDU’L-BAHÁ**

**SPIRITUAL QUALITIES RELEVANT TO THIS TOPIC:
OBEDIENCE, PURPOSEFULNESS, REVERENCE**

Shoghi Effendi is especially delighted to know that the younger group is studying the Will and Testament as this document is indispensable for a complete understanding of the spirit, of the mission and of the future state of the Bahá’í Cause. It would be well to have a competent friend explain to them some of the passages.

on behalf of Shoghi Effendi, *Compilations V.1, Importance of Deepening*, p. 213

He has noted, in particular, with genuine satisfaction the recommendations issued by the National Youth Committee to the members of our Bahá’í youth to make a deeper study of the Master’s Will and to ponder more carefully on its manifold and far-reaching implications.... He will pray that the results obtained may be such as to give all the attendants a clear and wider vision of the tasks, responsibilities and obligations they will be called upon to discharge during this year, and a renewed stimulus to contribute their full share to the success and complete fulfillment of the Seven Year Plan.

on behalf of Shoghi Effendi, *Compilations V.1, Importance of Deepening*, p. 223

TOPIC: THE THEMES IN THE *WILL AND TESTAMENT*
OF *'ABDU'L-BAHÁ*

LEARNING OBJECTIVES AND SUGGESTED ACTIVITIES



KNOWLEDGE OBJECTIVE

- To know the major themes of *The Will and Testament of 'Abdu'l-Bahá*

SUGGESTED LEARNING ACTIVITIES

- Find the three parts of The Will and Testament of 'Abdu'l-Bahá.
- Learn about Shoghi Effendi and the Universal House of Justice as the twin successors to 'Abdu'l-Bahá.
- Create a visual representation to demonstrate how authority and successions have passed down in the Bahá'í Faith after the Ascension of 'Abdu'l-Bahá.
- Read, study and discuss parts of the Will and Testament to determine what responsibilities 'Abdu'l-Bahá gave to the twin successors.



WISDOM OBJECTIVE

- To understand why 'Abdu'l-Bahá wrote His *Will and Testament*

SUGGESTED LEARNING ACTIVITIES

- In a cooperative group, give verbal instructions for a project. One week later, assign the same project, with clearly written directions. Discuss which was easier.
- Verbally pass some information around a circle. See if it changes as it is passed from person to person. Relate this to the importance of having the *Will and Testament* written by 'Abdu'l-Bahá.
- After discussion, write a group story about what might have happened in the Bahá'í community without 'Abdu'l-Bahá's *Will and Testament*.
- Use the writings of Shoghi Effendi to explain the role of the *Will and Testament* in the administrative relationship between 'Abdu'l-Bahá and Bahá'u'lláh. Then illustrate these concepts in an art project.

GOAL: TO LEARN ABOUT THE *WILL AND TESTAMENT OF ‘ABDU’L-BAHÁ*
TOPIC: THE THEMES IN THE *WILL AND TESTAMENT*
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SPIRITUAL PERCEPTION OBJECTIVE

- To perceive that adherence to the wishes of ‘Abdu’l-Bahá, as described in His *Will and Testament*, is the personal responsibility of every Bahá’í

SUGGESTED LEARNING ACTIVITIES

- Suggest that the guidelines for the Bahá’í community to follow are in *The Will and Testament of ‘Abdu’l-Bahá*. Relate this idea to the responsibilities and instructions that teachers give to their students at school.
- Share some examples of other situations in which having explicit guidelines has helped in carrying out an activity. Compare this with situations where there are no explicit guidelines.
- Memorize the prayer for assistance revealed in the *Will and Testament* (p. 15).
- Study the *Will and Testament* to find other specific guidelines ‘Abdu’l-Bahá has given us (e.g., teach the Cause, shun Covenant Breakers). Develop a list of guidelines in the *Will and Testament* relating to the students’ own lives.
- Make a game with the content of the *Will and Testament* for the community or other classes to play. Allow players to play it once with instructions and once without instructions.



ELOQUENT SPEECH OBJECTIVE

- To formulate personal goals based on one’s understanding of ‘Abdu’l-Bahá’s *Will and Testament*

SUGGESTED LEARNING ACTIVITIES

- Recite prayers for firmness in the Covenant at Feast or Holy Day activities.
- Create a list of ways in which one can demonstrate firmness in the Covenant.
- Express what the *Will and Testament* means to oneself as a Bahá’í.
- At the celebration of the Day of the Covenant, perform, present and exhibit learners’ work.

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TOPIC: THE THEMES IN THE *WILL AND TESTAMENT OF ‘ABDU’L-BAHÁ*

Sample Activities

ACTIVITY: COVENANT Pictionary GAME: WHAT IS *THE WILL AND TESTAMENT?*

KNOWLEDGE OBJECTIVE: To know the major themes of *The Will and Testament of ‘Abdu’l-Bahá*

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Engage the mind and heart; Study of the Writings; Use of research; Use of games

SUGGESTED TIME FOR ACTIVITY: 1 HOUR

Materials Needed:

- dictionaries – 1 for every 2 students
- photocopies of vocabulary words—see p. 48 of this Lesson Planning Guide
- 3"x5" index cards cut in thirds with one vocabulary word on each third
- pens
- Post-it notes (cut or purchased as narrow strips of paper)
- brown lunch bags
- white boards and markers for each set of teams, or sketch paper and markers
- timers (players' watches will work)
- dice or other method to see who goes first

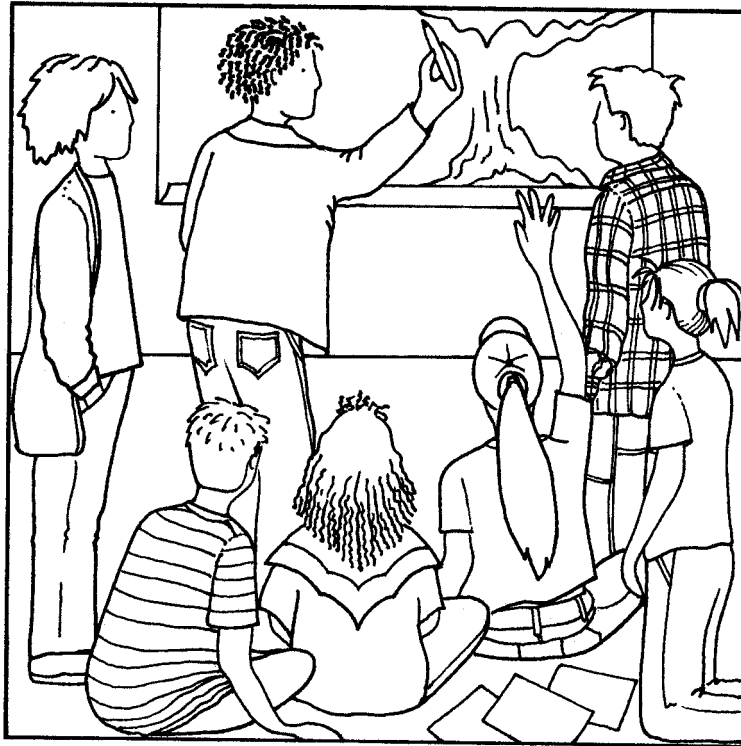
1. Invite the students to begin their study of the *Will and Testament of ‘Abdu’l-Bahá* by learning some of its vocabulary through the game Covenant Pictionary.
2. Divide class into pairs. Provide each group with a dictionary, Post-it notes, a list with all the vocabulary words, and four or five of the list words on cards (enough so every pair has an equal amount).
3. Invite each pair to look up the words on the cards in their dictionary, read the definitions, and mark near the word or column in their dictionary with a narrow Post-it. They also designate N (noun), V (verb), ADV (adverb) or ADJ (adjective), on back of the word card as well as beside the same word on their master list. Allow ten minutes for the students to find definitions. Remind the pairs that it will be to their benefit later in the game if both members truly read the definitions. All completed cards are put in a brown bag. **Note:** If the class is small, the teacher may complete some of the cards beforehand so no more than 6 words need to be looked up by any given team.
4. Create new teams of about four students each, so that prior partners are on different teams. Two new teams then oppose each other to play Covenant Pictionary, or alternately Covenant Charades, using the total vocabulary list. If the group is larger than eight students, Team A plays Team B, Team C plays Team D, etc.

Covenant Pictionary Rules of Play:

- Place all cards in bag and shake well.
- “Artist” (person who draws the picture) from team A pulls a card from the bag. Artist A has 30 seconds to think while all others may look at their vocabulary lists. (One member on each team keeps time for the opposing team.) After 30 seconds, all lists are turned over and Artist A begins to draw. The drawing must include only pictures or symbols, no letters or parts of words. Team A and Artist A have one minute for that team to guess the word correctly. The other team cannot guess during this minute.
- A correct guess equals 2 points. Record points to keep score.

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- If Team A does not guess correctly within the 1 minute time limit, Team B gets to consult and then make ONE team guess. If they guess correctly they get 1 point.
 - Even if no one gets the answer correct, the correct answer is shared with everyone. Cards do not go back into play.
 - Then Team B gets to draw. Play continues in this manner until each member of each team has been the “artist” at least once, a time limit has passed, or a pre-determined number of cards have been pulled.
- 5. If there are more than two teams, half of the cards may be placed in an additional bag. For a really big class, you may need two complete sets of cards. Include a play-off round if time permits. The play-off round includes top winning teams using words from vocabulary list plus, if needed, additional words from the *Will and Testament* thrown in as surprise.
 - 6. Victors get the honor of serving special refreshments to all other classmates.



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ACTIVITY: STUDY AND MEMORIZE PASSAGES FROM *THE WILL AND TESTAMENT*

KNOWLEDGE OBJECTIVE: To know the major themes of *The Will and Testament of 'Abdu'l-Bahá*

WISDOM OBJECTIVE: To understand why 'Abdu'l-Bahá wrote His *Will and Testament*

SPIRITUAL PERCEPTION OBJECTIVE: To recognize how one can accommodate the needs and demands of other people, inspired by examples from 'Abdu'l-Bahá's youth

ELOQUENT SPEECH OBJECTIVE: To engage in service activities following study of the examples set by 'Abdu'l-Bahá during His youth

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Engage the mind and heart; Study of the Writings; Use of art; Use of memorization and reflection

SUGGESTED TIME FOR ACTIVITY: 1 HOUR

Materials Needed:

- Quotation displayed on flip chart and blank note cards with rolls of tape on back to cover eliminated words during memorization OR chalk board with eraser
- photocopy of quotation from "Selected Paragraphs for Study" of the *Will and Testament* (pages 49-50 of this Lesson Planning Guide) for each student
- photocopy of "Guardian's Summary of Themes" (page 51 of this Lesson Planning Guide)
- poster board, scissors, glue stick, pencils
- copy of *Will and Testament* for each student or group of students
- photocopy of each part of the *Will and Testament*

1. Using a large flip chart and word elimination, have class as a group work to memorize the quotation found in Part Two, paragraph 7 of the *Will and Testament*:

"This is the foundation of the belief of the people of Bahá (may my life be offered up for them.) His Holiness, the Exalted One, (The Báb) is the Manifestation of the Unity and Oneness of God and the Forerunner of the Ancient Beauty. His Holiness the Abhá Beauty (may my life be a sacrifice for His steadfast friends) is the Supreme Manifestation of God and the Dayspring of His Most Divine Essence. All others are servants unto Him and do His bidding."

2. Explain to the class that Shoghi Effendi so emphasized the importance of this quotation that he quoted it twice in the *Dispensation of Bahá'u'lláh*, the letter that he advised young people to use in their study of the *Will and Testament*. On page 36 of *Dispensation*, Shoghi Effendi tells us that this passage is "specifically designed to set forth the guiding principles of Bahá'í belief."

3. Give each student a copy of "Selected Paragraphs for Study" and a delineated copy of the "Guardian's Summary of the Themes in the *Will and Testament*," p. 51 of this Lesson Planning Guide.
4. Call attention to Part Two, paragraph 7, which includes the quotation just memorized.
5. Ask students to each read aloud a theme. Then have students individually read the paragraph, and mark with brackets those phrases that they can see relate to different listed themes, and put a check mark by the listed theme. A few student volunteers can share which themes they marked and why.
6. Ask a few questions that can answered directly from the text, for example: In this paragraph, why does 'Abdu'l-Bahá say He wrote the *Will and Testament*? Encourage students to respond with words from the text.
7. Divide students into three groups, corresponding to the three parts of the *Will and Testament*.

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8. Refer each group to the “Selected Paragraphs for Study” from their Part. Request that the students cut the “Guardian’s Summary of Themes” page into strips, and set them beside the paragraphs from their Part that express those themes. Then encourage the students to glue these to a large poster board.
9. Invite the groups to present their findings to class.
10. Discuss with the class: the richness of themes in each paragraph; ‘Abdu’l-Bahá’s purpose in writing His Will; and the great gift of guidance in the *Will and Testament*. Point out that Hand of the Cause of God Mr. Balyuzi says that we can never study the *Will and Testament* enough.
11. If possible, formally present each student with their own personal copy of the *Will and Testament*.
12. Draw attention to the memorized quotation from the beginning of this activity within the book itself and assign it as homework. Encourage the students to begin reading the *Will and Testament* at home.

ACTIVITY: CATEGORIZING THEMES

KNOWLEDGE OBJECTIVE: To know the major themes of the *Will and Testament* of ‘Abdu’l-Bahá

WISDOM OBJECTIVE: To understand why ‘Abdu’l-Bahá wrote His *Will and Testament*

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Engage the mind and heart; Study of the Writings; Use of research; Independent investigation

SUGGESTED TIME FOR ACTIVITY: 40 MIN.

Materials Needed:

- prepared strips of paper with categories written on them, listed below
- photocopies of the “Guardian’s Summary of the Themes” (page 51 of this Lesson Planning Guide)
- six or more copies of the *Will and Testament*
- Post-it notes or substitute
- notebook paper and pens or pencils
- chart paper or chalkboard
- prayer about ‘Abdu’l-Bahá (page 52 of this Lesson Planning Guide)

1. Prepare strips of paper with the following Categories written on them:
 1. Supplications (prayers, etc.)
 2. Instructions
 3. Testimony (regarding Covenant Breakers)
 4. Salutations (greetings, etc.)
 5. Institutions
 6. Explanation of Verities
2. In pairs, ask the students to take the “Guardian’s Summary of the Themes” and match them to the larger categories. Check your findings together, which should result in this list:
 1. Supplications: 21, 22
 2. Instructions: 15, 16, 17, 18, 20
 3. Testimony: 11, 12, 13, 14
 4. Salutations: 9, 10
 5. Institutions: 6, 7, 8, 19
 6. Explanation of Verities: 1, 2, 3, 4, 5, 19

Activity continues on next page >

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- Using the Salutations category as an example, demonstrate to the class how to look through the text of the *Will and Testament* with a specific category in mind.
- Form five groups (one for each of the other categories). Instruct students to scan through the text, attempting to find at least four different paragraphs that include something that specifically relates to their category.
- Encourage students to mark their paragraphs with Post-its. Then share the relevant section in each paragraph that they found with the class, identifying the theme it goes with.

Note: The teacher may list paragraph references by categories on a flip chart if desired. If the class will be doing the following goal-setting activity, save the list from the Instructions category to help with that activity.

ACTIVITY: GOAL SETTING

SPIRITUAL PERCEPTION OBJECTIVE: To perceive that adherence to the wishes of 'Abdu'l-Bahá, as described in the *Will and Testament*, is a personal responsibility of every Bahá'í

ELOQUENT SPEECH OBJECTIVE: To develop personal goals based on one's understanding of 'Abdu'l-Bahá's *Will and Testament*

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Engage the mind and heart; Use of research; Use of art; Use of consultation

SUGGESTED TIME FOR ACTIVITY: 40 MIN.

Materials Needed:

- copies of the current Plan for each student (or excerpted list of Junior Youth Goals from the Plan)
- copies of the *Will and Testament* for each student or team of students
- flip chart and markers
- pencils, markers, nice paper, rulers, stickers, etc.

- Distribute copies of goals for Junior Youth as set forth in the current Plan. Discuss how fulfilling these goals can be an expression of obedience to 'Abdu'l-Bahá's instructions in His *Will and Testament*.
- Ask students to add any goals to the list that may be instructions from the *Will and Testament* not identified in the list of goals for the current Plan. Share the example of the instruction to avoid Covenant Breakers, and that when making a plan of action for this particular goal, one could further develop virtues such as steadfastness, firmness in the Covenant, or a plan to study *The Will and Testament of 'Abdu'l-Bahá* or *The Dispensation of Bahá'u'lláh*. Invite the students to share their added goals with the class.
- Individually, students should then identify all of the goals that they are actively pursuing at this time with a check mark.
- Ask them to choose one new goal or a goal in which they would like to see greater progress, and determine lines of action to accomplish these goals.
- Invite the students to first draft and then create a beautiful copy of their Goal and Lines of Action, with art materials on fancy paper, while the following discussion takes place. Encourage the students to consider:

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- Do you already have personal goals that you want to include in your personal plan?
 - Please remember that wisdom may include limiting the number of goals that we actively address at the same time.
 - Remember the admonition, “little by little, day by day.”
6. After goals are identified, consider: What small steps can I take toward these goals right now? How will I be able to tell that I’m making progress towards my goals? How and when will I celebrate progress toward the goal? How can I persevere toward my goal? How can we support each other in this process? Why should I work toward these goals? What is the benefit now? In five years? To myself? To the world?
 7. Point out that setting goals, taking self-directed action on the goals, and calling oneself to account regarding these goals on a daily basis is a mark of spiritual maturity.

ACTIVITY: STORIES RELATED TO SHOghi EFFENDI AND *THE WILL AND TESTAMENT*

SPIRITUAL PERCEPTION OBJECTIVE: Perceive that adherence to the wishes of ‘Abdu’l-Bahá, as described in the *Will and Testament*, is a personal responsibility of every Bahá’í

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Engage the mind and heart; Use of stories; Use of art

SUGGESTED TIME FOR ACTIVITY 45 MIN.

Materials Needed:

- Stories About Shoghi Effendi, page 53 of the Lesson Planning Guide
- art supplies

1. Point out that if ‘Abdu’l-Bahá had passed away during the period in which the *Will and Testament* was written, the Head of the Faith would have been a child of about ten years of age. Shoghi Effendi was born in 1897.
2. Share stories of Shoghi Effendi’s complete obedience to ‘Abdu’l-Bahá, (page 53, Lesson Planning Guide). Mention that news of unity among the believers and progress in the teaching work brought great joy to both Shoghi Effendi and ‘Abdu’l-Bahá.
3. Invite students to create a small, high quality poem, dramatic presentation, song, painting, sculpture, or other work of art to express their personal commitment to following ‘Abdu’l-Bahá’s injunctions in the *Will and Testament*, inspired by the example of Shoghi Effendi. Allow plenty of time for this work of art to be thoughtfully completed in a quiet, meditative atmosphere. You may allow students to complete their work at home or during the next class.

**TOPIC: THE THEMES IN THE *WILL AND TESTAMENT*
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Resource Pages

Vocabulary Words from the *Will and Testament of 'Abdu'l-Bahá*

testament	beneficent	edifice
slander	salutation	primal
celestial	hasten	wrapt
ecstasy	vicissitudes	malice
grievous	incarcerate	flagrant
iniquity	bosom	exhortation
clamor	malevolence	sedition
rancor	enmity	pavilion
concourse	lament	repudiation
audacious	vouchsafe	ensign
incumbent	countenance	deviation
wrath	interpolate	calumniate
incarceration	epistle	odious
infamous	perturb	equity
sovereignty	amity	graciously
chalice	sanctuary	impregnable
effulgent	loins	resplendent
savors	hallowed	expounder
lineal	contend	vengeance
submissiveness	subordination	breach
subvert	ascension	haughty
vainglorious	successor	lineage
unanimously	diffuse	edify
tribunal	contention	rectitude
universality	providence	vivifying
consort	estrangement	fidelity
aloof	attribute	suffrage
ordinance	executive	legislative
onslaught	weal	monarch

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SELECTED PARAGRAPHS FOR STUDY

PART ONE: Paragraphs 16, 17

O my loving friends! After the passing away of this wronged one, it is incumbent upon the Aghsán (Branches), the Afnán (Twigs) of the Sacred Lote-Tree, the Hands (pillars) of the Cause of God and the loved ones of the Abhá Beauty to turn unto Shoghi Effendi—the youthful branch branched from the two hallowed and sacred Lote-Trees and the fruit grown from the union of the two offshoots of the Tree of Holiness—as he is the sign of God, the chosen branch, the Guardian of the Cause of God, he unto whom all the Aghsán, the Afnán, the Hands of the Cause of God and His loved ones must turn. He is the Interpreter of the Word of God and after him will succeed the first-born of his lineal descendants.

The sacred and youthful branch, the Guardian of the Cause of God, as well as the Universal House of Justice to be universally elected and established, are both under the care and protection of the Abhá Beauty, under the shelter and unerring guidance of the Exalted One (may my life be offered up for them both). Whatsoever they decide is of God. Whoso obeyeth him not, neither obeyeth them, hath not obeyed God; whoso rebelleth against him and against them hath rebelled against God; whoso opposeth him hath opposed God; whoso contendeth with them hath contended with God; whoso disputeth with him hath disputed with God; whoso denieth him hath denied God; whoso disbelieveth in him hath disbelieved in God; whoso deviateth, separateth himself and turneth aside from him hath in truth deviated, separated himself and turned aside from God. May the wrath, the fierce indignation, the vengeance of God rest upon him! The mighty stronghold shall remain impregnable and safe through obedience to him who is the Guardian of the Cause of God.... My object is to show that the Hands of the Cause of God must be ever watchful and so soon as they find anyone beginning to oppose and protest against the Guardian of the Cause of God, cast him out from the congregation of the people of Bahá and in no wise accept any excuse from him. How often hath grievous error been disguised in the garb of truth, that it might sow the seeds of doubt in the hearts of men!

‘Abdu’l-Bahá, *Will and Testament*, p. 11

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PART TWO: Paragraphs 7, 9

O dearly beloved friends! I am now in very great danger and the hope of even an hour's life is lost to me...Guard ye the Cause of God, protect His law and have the utmost fear of discord. This is the foundation of the belief of the people of Bahá (may my life be offered up for them): "His Holiness, the Exalted One (the Báb), is the Manifestation of the Unity and Oneness of God and the Forerunner of the Ancient Beauty. His Holiness the Abhá Beauty (may my life be a sacrifice for His steadfast friends) is the Supreme Manifestation of God and the Dayspring of His Most Divine Essence. All others are servants unto Him and do His bidding." Unto the Most Holy Book every one must turn, and all that is not expressly recorded therein must be referred to the Universal House of Justice. That which this body, whether unanimously or by a majority doth carry, that is verily the truth and the purpose of God Himself. Whoso doth deviate therefrom is verily of them that love discord, hath shown forth malice, and turned away from the Lord of the Covenant. By this House is meant that Universal House of Justice which is to be elected from all countries, that is from those parts in the East and West where the loved ones are to be found, after the manner of the customary elections in Western countries such as those of England.

And now, one of the greatest and most fundamental principles of the Cause of God is to shun and avoid entirely the Covenant-breakers, for they will utterly destroy the Cause of God, exterminate His Law and render of no account all efforts exerted in the past. O friends! It behooveth you to call to mind with tenderness the trials of His Holiness, the Exalted One, and show your fidelity to the Ever-Blest Beauty. The utmost endeavor must be exerted lest all these woes, trials and afflictions, all this pure and sacred blood that hath been shed so profusely in the Path of God, may prove to be in vain....

'Abdu'l-Bahá, *Will and Testament*, pp. 19-21

PART THREE: Paragraphs 10, 11, 12

Whosoever and whatsoever meeting becometh a hindrance to the diffusion of the Light of Faith, let the loved ones give them counsel and say: "Of all the gifts of God the greatest is the gift of Teaching. It draweth unto us the Grace of God and is our first obligation....

O ye the faithful loved ones of 'Abdu'l-Bahá! It is incumbent upon you to take the greatest care of Shoghi Effendi, the twig that hath branched from and the fruit given forth by the two hallowed and Divine Lote-Trees, that no dust of despondency and sorrow may stain his radiant nature, that day by day he may wax greater in happiness, in joy and spirituality, and may grow to become even as a fruitful tree.

For he is, after 'Abdu'l-Bahá, the Guardian of the Cause of God, the Afnán, the Hands (pillars) of the Cause and the beloved of the Lord must obey him and turn unto him. He that obeyeth him not, hath not obeyed God... All must seek guidance and turn unto the Center of the Cause and the House of Justice. And he that turneth unto whatsoever else is indeed in grievous error.

The Glory of Glories rest upon you!

'Abdu'l-Bahá, *Will and Testament*, pp. 25-26

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The Guardian's Summary of the Themes in *The Will and Testament of 'Abdu'l-Bahá*
from *God Passes By*, page 328

The Document establishing that Order, the Charter of a future world civilization, which may be regarded as supplement to no less weighty a Book than the Kitáb-i-Aqdas...

1. proclaims, categorically and unequivocally, the fundamental beliefs of the followers of the Faith of Bahá'u'lláh;
2. reveals, in unmistakable language, the two-fold character of the Mission of the Báb;
3. discloses the full station of the Author of the Bahá'í Revelation;
4. asserts that 'all others are servants unto Him [Bahá'u'lláh] and do His bidding;'
5. stresses the importance of the Kitáb-i-Aqdas;
6. establishes the institution of the Guardianship as a hereditary office and outlines its essential functions;
7. provides the measures for the election of the International House of Justice, defines its scope and sets forth its relationship to that Institution;
8. prescribes the obligations, and emphasizes the responsibilities, of the Hands of the Cause of God;
9. extols the virtues of the indestructible Covenant established by Bahá'u'lláh.

That document furthermore,

10. lauds the courage and constancy of the supporters of Bahá'u'lláh's Covenant;
11. expatiates on the sufferings endured by its appointed Center;
12. recalls the infamous conduct of Mírzá Yahyá and his failure to heed the warnings of the Báb;
13. exposes, in a series of indictments, the perfidy and rebellion of Mírzá Muhammad 'Alí, and the complicity of his son Shu'á'u'lláh and of his brother Mírzá Badí'u'lláh;
14. reaffirms their excommunication, and predicts the frustration of all their hopes;
15. summons the Afnán (the Báb's kindred), the Hands of the Cause and the entire company of the followers of Bahá'u'lláh to arise unitedly to propagate His Faith, to disperse far and wide, to labor tirelessly and to follow the heroic example of the Apostles of Jesus Christ;
16. warns them against the dangers of association with Covenant-breakers, and bids them shield the Cause from the assaults of the insincere and the hypocrite;
17. counsels them to demonstrate by their conduct the universality of the Faith they have espoused, and vindicate its high principles.

In that same Document its Author

18. reveals the significance and purpose of the Huqúqu'lláh (Right of God), already instituted in the Kitáb-i-Aqdas;
19. enjoins submission and fidelity towards all monarchs who are just;
20. expresses His longing for martyrdom, and voices His prayers for the repentance as well as the forgiveness of His enemies.

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SHOGHI EFFENDI'S PRAYER ABOUT *'ABDU'L-BAHÁ*

Shoghi Effendi, *Bahá'í World*, 1979-1983, p. 35, no. V

He is God!

O MIGHTY Lord! Thou seest what hath befallen Thy helpless lovers in this darkest of long nights; Thou knowest how, in all these years of separation from Thy Beauty, the confidants of Thy mysteries have ever been acquainted with burning grief.

O Powerful Master! Suffer not Thy wayfarers to be abased and brought low; succour this handful of feeble creatures with the potency of Thy might. Exalt Thy loved ones before the assemblage of man and grant them strength. Allow those broken-winged beings to raise their heads and glory in the fulfillment of their hopes, that we in these brief days of life may gaze with our physical eyes on the elevation and exaltation of Thy Faith, and soar up to Thee with gladdened souls and blissful hearts.

Thou knowest that, since Thy ascension, we seek no name or fame, that in this swiftly passing world we wish henceforth no joy, no delight and no good fortune.

Then keep Thy word, and exhilarate once more the lives of these, Thy sick at heart. Bring light to our expectant eyes, balm to our stricken breasts. Lead Thou the caravans of the city of Thy love swiftly to their intended goal. Draw those who sorrow after Thee into the high court of reunion with Thee. For in this world below we ask for nothing but the triumph of Thy Cause. And within the precincts of Thy boundless mercy we hope for nothing but Thy presence.

Thou art the Witness, the Haven, the Refuge; Thou art He who rendereth victorious this band of the innocent.



GOAL: TO LEARN ABOUT THE *WILL AND TESTAMENT OF 'ABDU'L-BAHÁ*
TOPIC: THE THEMES IN THE *WILL AND TESTAMENT*
OF *'ABDU'L-BAHÁ*



STORIES ABOUT SHOGHI EFFENDI

from The Guardian of the Bahá'í Faith, by Rúhíyyih Rabbani

Wherever 'Abdu'l-Bahá went, as often as possible the beloved grandson went with Him. This constant companionship, which lasted for about two years, must have been a deep satisfaction to them both and have exerted a profound and decisive influence on Shoghi Effendi. During these years, when the star of 'Abdu'l-Bahá's fame was rising locally, as well as internationally, Shoghi Effendi had the opportunity of observing how the Master dealt with high officials and the numerous men of distinction drawn to one Whom many regarded as little less than an oriental prophet and the greatest religious figure in Asia, as well as how the Master conducted Himself in the face of the ever-present envy and intrigue of His enemies and ill-wishers. The lessons learned were to be reflected in the thirty-six years of Shoghi Effendi's own ministry to the Faith of Bahá'u'lláh. (p. 11)

This wonderful emotion of reverence—which seems when it sweeps over us to blow away so much of the dross in our immature natures—was a deep characteristic of the Guardian, who learned it in his childhood as he sat on his heels, arms crossed on his breast, before his exalted grandfather. It is not a ritualistic thing that is at stake here. There are no rituals in the Bahá'í Faith. It is an attitude. Although the Guardian was wont to prostrate himself before the thresholds of the Holy Tombs, He was at pains to explain to the pilgrims that they were free to do so or not. He did it because it was a custom in the part of the East from which his ancestors came. But the reverence was another matter; one thing was a form of expression the individual could choose for himself, the other was the proper spirit that should dwell in the heart of a devotee as he approaches those things that are most sacred in this world. (p. 62)

Until the end of his days Shoghi Effendi continued to inspire the Bahá'í world with his instructions and thoughts; words of great power and significance, equal in bulk to a number of volumes, flowed from his pen. But an epoch had ended with the close of the war and the increase in administrative activity all over the world. Although his driving power never left him, and the hours of work he spent on the Cause of God each day never diminished until he passed away, Shoghi Effendi was deeply tired. (p. 96)

GOAL: TO LEARN ABOUT THE *WILL AND TESTAMENT OF 'ABDU'L-BAHÁ*

**TOPIC: THE THEMES IN THE *WILL AND TESTAMENT*
OF *'ABDU'L-BAHÁ***

ADDITIONAL RESOURCES

Stories & Articles:

'Abdu'l-Bahá, pp. 124-125, 260, 482, 484-493

Brilliant Star: "Shoghi Effendi Becomes Guardian" ND 95

Commentary on the Will and Testament of 'Abdu'l-Bahá

The Guardian of the Bahá'í Faith

The Priceless Pearl

Shoghi Effendi's prayer for 'Abdu'l-Bahá, Lesson #25 "Learning a New Prayer" *Bahá'í Education for Children, Bk 4*, or *Bahá'í World 1979-1983*, p. 35, no. V

The Will and Testament of 'Abdu'l-Bahá

Activities:

Brilliant Star: "Light of the Covenant" ND 95

List of other favorite resources:

If you find any additional resources, please notify the National Teacher Training Center, or submit your findings to the Educational Materials web site.

TO LEARN ABOUT THE WILL AND TESTAMENT
OF ‘ABDU’L-BAHÁ

‘ABDU’L-BAHÁ’S EXPLANATION OF THE
BAHÁ’Í ADMINISTRATIVE ORDER

SPIRITUAL QUALITIES RELEVANT TO THIS TOPIC:
FAITHFULNESS, STEADFASTNESS, LOYALTY

As regards the study courses for the next year’s session: the Guardian wishes you to cover the same subjects, namely the Administrative Order and Islam, but feels that these should be studied through more detailed and concentrated examination of all their aspects. An effort should be made to raise the standard of studies, so as to provide the Bahá’í student with a thorough knowledge of the Cause that would enable him to expound it befittingly to the educated public.

From a letter dated 8 November 1937 written on behalf of Shoghi Effendi to an individual believer:
Compilation of Compilations, Vol. 1: p. 34

For the bedrock of the Bahá’í administrative order is the principle of unity in diversity, which has been so strongly and so repeatedly emphasized in the writings of the Cause.

on behalf of Shoghi Effendi, *Compilation of Compilations, Vol.2: p. 90*

GOAL: TO LEARN ABOUT THE *WILL AND TESTAMENT OF 'ABDU'L-BAHÁ*

TOPIC: 'ABDU'L-BAHÁ'S EXPLANATION OF THE BAHÁ'Í ADMINISTRATIVE ORDER

LEARNING OBJECTIVES AND SUGGESTED ACTIVITIES



KNOWLEDGE OBJECTIVES

- To know that Bahá'u'lláh revealed God's plan for a New World Order
- To know that 'Abdu'l-Bahá gave us the framework of the Administrative Order in the *Will and Testament*
- To know that the World Order of Bahá'u'lláh serves as a pattern for future society

SUGGESTED LEARNING ACTIVITIES

- Read and discuss the aspects of the World Order of Bahá'u'lláh explained or addressed in the *Will and Testament*.
- Use arts and crafts activities to visually represent the hierarchy of the Administrative Order (e.g., a mobile, cut and paste symbols).
- Research the Writings to explore the contributions of Bahá'u'lláh, 'Abdu'l-Bahá, and Shoghi Effendi to the development of the Administrative Order (perhaps in the form of a game).



WISDOM OBJECTIVES

- To comprehend the inseparable nature of the Teachings of Bahá'u'lláh and the systems established by 'Abdu'l-Bahá in the *Will and Testament*

SUGGESTED LEARNING ACTIVITIES

- Learn songs about peace and unity, e.g., "A Plea for One World," "Building Bridges," etc.
- Match information about the Administrative Order in Bahá'u'lláh's Writings with corresponding information from the Writings of 'Abdu'l-Bahá.
- Use arts and crafts activities to show the understanding that the Writings of Bahá'u'lláh are like the foundations of a building, that its frame was laid by 'Abdu'l-Bahá, its bricks by the Guardian, and the final decorations by the Universal House of Justice.

GOAL: TO LEARN ABOUT THE *WILL AND TESTAMENT OF 'ABDU'L-BAHÁ*
TOPIC: 'ABDU'L-BAHÁ'S EXPLANATION OF THE
BAHÁ'Í ADMINISTRATIVE ORDER



SPIRITUAL PERCEPTION OBJECTIVE

- To realize and accept that the Bahá'í Faith provides the only instrument for the unity of humankind through the Teachings and the Administrative Order

SUGGESTED LEARNING ACTIVITIES

- Read the passages from the *Will and Testament* about the relationship between the Administrative Order and world unity.
- Prepare a list of questions to ask the Local Spiritual Assembly about the Administrative Order.
- Meet with the Local Spiritual Assembly to find out more about their role and to ask them the prepared questions.
- Explore possible ways to personally help the Faith to promote the unity of mankind.
- Discuss and compare current political practices with the World Order of Bahá'u'lláh.
- Write an essay about how the Bahá'í Faith is an instrument for the unity of mankind and then make an illustration for the essay.



ELOQUENT SPEECH OBJECTIVES

- To practice firmness in the Covenant in order to help bring about the Lesser Peace as one's response to what has been learned from the *Will and Testament*
- To describe how to be obedient to all bodies of the Administrative Order
- To compare the explanations 'Abdu'l-Bahá gives regarding the spirit, conditions and processes of the Bahá'í Administrative Order with the governments and political structures currently existing in the old world order

SUGGESTED LEARNING ACTIVITIES

- Share songs about peace and unity at community events or teaching activities.
- Describe one fact about the World Order of Bahá'u'lláh.
- Identify at least one way that each of us serves the Administrative Order.
- Work together to create a mural or large painting that shows what the world will be like when the World Order of Bahá'u'lláh has been firmly established.
- On the first day of Ridván, display an exhibit of learners' essays and illustrations, and present learners' ideas in short talks.

GOAL: TO LEARN ABOUT THE *WILL AND TESTAMENT OF ‘ABDU’L-BAHÁ*

TOPIC: ‘ABDU’L-BAHÁ’S EXPLANATION OF THE BAHÁ’Í ADMINISTRATIVE ORDER

Sample Activities

ACTIVITY: ‘ABDU’L-BAHÁ’S EXPLANATION OF THE ADMINISTRATIVE ORDER

KNOWLEDGE OBJECTIVES: To know that Bahá’u’lláh revealed God’s plan for a new world order; To know that the World Order of Bahá’u’lláh serves as a pattern for future society

WISDOM OBJECTIVE: To comprehend the inseparable nature of the teachings of Bahá’u’lláh and the systems established by ‘Abdu’l-Bahá as delineated in the *Will and Testament*

SPIRITUAL PERCEPTION OBJECTIVE: To realize and accept that the Bahá’í Faith provides the only instrument for the unity of humankind through the teachings and the Administrative Order

ELOQUENT SPEECH OBJECTIVES: To participate in building the kingdom of God on earth in response to what has been learned from study of the *Will and Testament*; To describe how to be obedient to all bodies of the Administrative Order

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Engage the mind and heart; Use of consultation; Use of memorization; Cooperative learning

SUGGESTED TIME FOR ACTIVITY: 50 MIN.

Materials Needed:

- copies of the *Will and Testament* and *The Dispensation of Bahá’u’lláh* (published in *World Order of Bahá’u’lláh*)
- photocopies of “Prayer from the *Will and Testament of ‘Abdu’l-Bahá*” on following page, and final paragraph of *The Dispensation of Bahá’u’lláh*, p. 64 of this Lesson Planning Guide
- dictionaries
- journals or writing paper

1. Invite a student to eloquently read the prayer from *The Will and Testament of ‘Abdu’l-Bahá*, reproduced on the following page.
2. Memorize this prayer in the whole group. Remind the friends to continue to recite this prayer at home so that it stays in the memory. Invite musically inclined students to create a melody for these words to share at the next class meeting.
3. Read through the entire final paragraph of *The Dispensation of Bahá’u’lláh*, reproduced on p. 64 of this Lesson Planning Guide.
4. Divide the class into groups of three and assign each group to carefully study one or more sentences of this paragraph. Invite each group to create a human sculpture or mime using their own bodies to respectfully demonstrate the meaning of their sentence. Remind them not to portray any of the Central Figures.
5. Ask students to organize themselves in a large circle according to sentence order. As the teacher reads each sentence of this passage aloud, the corresponding group presents its sculpture or mime. Consider videotaping this activity for later presentations.
6. Discuss the following questions with class:
 - Who is the Driver of the Administrative Order? What did He give us to govern its operation and limit the Administrative Order’s functions?
 - What does ‘adumbrated’ mean? Be sure to provide a dictionary.
 - What is the essential aim of the Administrative Order?
 - Thinking about the terms ‘adumbrated’ and ‘axis,’ what might the Administrative Order look like now, if we didn’t have *The Will and Testament of ‘Abdu’l-Bahá*?
 - How would you describe the relationship between the *Will and Testament*, the

GOAL: TO LEARN ABOUT THE *WILL AND TESTAMENT OF 'ABDU'L-BAHÁ*
TOPIC: 'ABDU'L-BAHÁ'S EXPLANATION OF THE
BAHÁ'Í ADMINISTRATIVE ORDER

Administrative Order, and the World Order of Bahá'u'lláh?

- What does this relationship imply about the importance of obedience to the Administrative Order?
- What are some subtle ways that we may or may not practice obedience to the Administrative Order when we attend events like Bahá'í Summer School, Feasts, etc.?

7. Play meditative music and invite students to reflect on the content of this lesson. Encourage them to quietly journal on one very specific way that they personally can more fully demonstrate obedience to both Arms of the Administrative Order and thus participate in building the promised Kingdom of God on earth.

Note: If students have set goals in their study of the *Will and Testament*, they may use this time to track progress toward their goals.

PRAYER FROM THE *WILL AND TESTAMENT OF 'ABDU'L-BAHÁ*

O Lord, my God! Assist Thy loved ones to be firm in Thy Faith, to walk in Thy ways, to be steadfast in Thy Cause. Give them Thy grace to withstand the onslaught of self and passion, to follow the light of Divine Guidance. Thou art the Powerful, the Gracious, the Self-Subsisting, the Bestower, the Compassionate, the Almighty, the All-Bountiful.

'Abdu'l-Bahá, *Will and Testament*, p. 15

GOAL: To LEARN ABOUT THE *WILL AND TESTAMENT OF 'ABDU'L-BAHÁ*

TOPIC: 'ABDU'L-BAHÁ'S EXPLANATION OF THE **BAHÁ'Í ADMINISTRATIVE ORDER**

ACTIVITY: ELECTROMAGNETISM AND *THE WILL AND TESTAMENT*

KNOWLEDGE OBJECTIVES: To know that Bahá'u'lláh revealed God's plan for a World Order

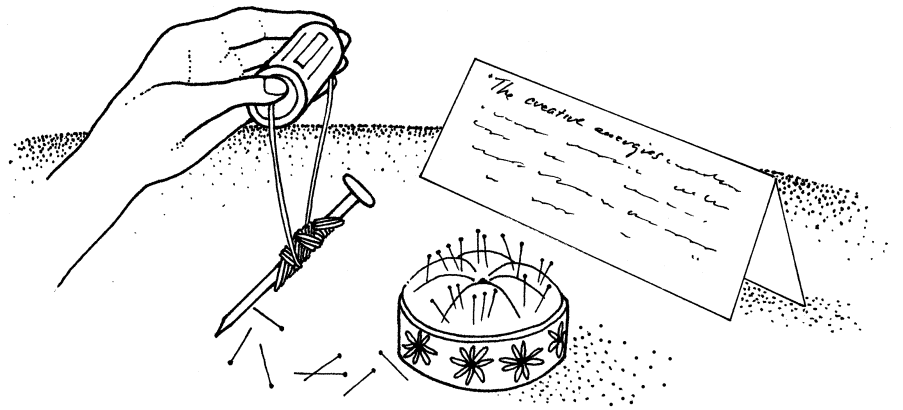
WISDOM OBJECTIVE: To comprehend the inseparable nature of the teachings of Bahá'u'lláh and the systems established by 'Abdu'l-Bahá as delineated in the *Will and Testament*

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Engage the mind and heart; Use of science; Use of reflection

SUGGESTED TIME FOR ACTIVITY: 25 MIN.

Materials Needed:

- quotation (below) on display table
- 1 ft. copper Wire (6 gauge, like home electrical), stripped bare
- 1 12-penny Nail
- 6 volt Lantern Battery or "D" cell ("D" cell is easier)
- small steel or iron objects like pins and needles (test to make sure they are truly steel prior to demonstration)
- tape (optional)



1. Note: Practice this activity before demonstrating it to the class.
2. In advance, twist center of copper wire tightly around nail. Bend ends to make a U shape so each end of wire can touch one end of battery.
3. Read this quotation from Shoghi Effendi:
"The creative energies released by the Law of Bahá'u'lláh, permeating and evolving within the mind of 'Abdu'l-Bahá, have by their very impact and close interaction, given birth to an Instrument which may be viewed as the Charter of the New World Order which is at once the glory and promise of this most great Dispensation."
World Order of Bahá'u'lláh, p. 144
4. Explain that the energy released from the battery represents the "creative energies released by the Law of Bahá'u'lláh." The copper wire represents the "mind of 'Abdu'l-Bahá." Without their impact and close interaction, the nail is incapable of doing anything. Demonstrate that the nail cannot pick up pins.
5. Connect the copper wire to the ends of the battery and say, "but their impact and close interaction create an instrument (an electromagnet) capable of accomplishing amazing things. This instrument can be viewed as a charter guiding other materials along an appropriate path."
6. Lift pins with the nail (which has become an electromagnet) and move them to a pin cushion or other designated area on the table.
7. Select a student to read the quotation again.
8. Ask the class, "To what do the terms 'Instrument' and 'Charter of the New World Order'" refer? (Answer: The Administrative Order.)
9. Let students take turns playing with the electromagnet set-up, while discussing some of the uses of the electromagnet and some of the amazing results that we have seen in the Faith that demonstrate the Power of Bahá'u'lláh working through the Instrument of the *Will and Testament*.

GOAL: TO LEARN ABOUT THE *WILL AND TESTAMENT OF 'ABDU'L-BAHÁ*
TOPIC: 'ABDU'L-BAHÁ'S EXPLANATION OF THE
BAHÁ'Í ADMINISTRATIVE ORDER

ACTIVITY: COMPARE THE RELATIONSHIP OF THE ADMINISTRATIVE ORDER
AND *THE WILL AND TESTAMENT* TO A VOLCANO

KNOWLEDGE OBJECTIVES: To know that 'Abdu'l-Bahá gave us the framework of the Administrative Order in the *Will and Testament*; To know that the World Order of Bahá'u'lláh serves as a pattern for the future society

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Engage the mind and heart; Use of science; Use of art

SUGGESTED TIME FOR ACTIVITY: 50 MIN.

Materials Needed:

- magazine pictures of a volcano cone and of an active volcano with lava visible, pasted to stiff backing
- copy of Will and Testament
- large chart of the Institutions making up the Administrative Order: Guardian, Universal House of Justice, Hands of the Cause of God, International Teaching Centre, Continental Counsellors, National Spiritual Assemblies, Local Spiritual Assemblies, Regional Bahá'í Councils, etc.
- various science or nature magazines
- poster or other stiff paper
- modeling materials: clay, balls, string, wire, bobbins, etc.
- stapler, tape, glue
- cardboard base for models
- photocopies of "Selections from *The Dispensation of Bahá'u'lláh*, page 65 of Lesson Planning Guide

1. Hold up magazine picture of a volcano cone and ask, "What is this?" Then hold up a picture of an obviously active volcano and repeat, "What is this?"
2. Point out that what we often call the volcano is really the framework of the volcano itself. Point out that these are so intertwined we often call them the same name, but the framework requires a volcano for its existence.
3. Hold up the *Will and Testament* and turn large flip chart to page with general outline of the Administrative Order on it. Ask, "How is the relationship between the Administrative Order and the *Will and Testament* like the volcano cone and the volcano?"
4. Read aloud the following quotation from *Dispensation of Bahá'u'lláh* (paragraph 5 Administrative Order Section:
"The Administrative Order... may be considered as the framework of the Will itself, the inviolable stronghold wherein this new-born child is being nurtured and developed."
5. Distribute copies of p. 65 of this Lesson Planning Guide. Invite the students to carefully read and reflect on these passages. Then, using the volcano and cone as an example, invite the students to reflect on their studies of the *Will and Testament* and identify additional analogies to describe the relationship between the *Will and Testament* and the Administrative Order.
6. Invite the students to create a model of their analogy, using magazine pictures, drawing paper, or modeling materials. After allowing time to work, invite students to explain their analogy model to the class.
7. Ask students to read paragraphs 16-29 of the *Will and Testament* as homework for the next class. Take a few moments together to number the paragraphs of each copy of the book, so that everyone is using the same system.

GOAL: TO LEARN ABOUT THE *WILL AND TESTAMENT OF 'ABDU'L-BAHÁ*

TOPIC: 'ABDU'L-BAHÁ'S EXPLANATION OF THE BAHÁ'Í ADMINISTRATIVE ORDER

ACTIVITY: TREASURE/INSTITUTION HUNT

KNOWLEDGE OBJECTIVES: To know that the World Order of Bahá'u'lláh serves as a pattern for future world society

WISDOM OBJECTIVE: To comprehend the inseparable nature of the Teachings of Bahá'u'lláh and the systems established by 'Abdu'l-Bahá in the *Will and Testament*

ELOQUENT SPEECH OBJECTIVES: To practice firmness in the Covenant as one's response to what has been learned from the study of the *Will and Testament*; To describe how to be obedient to all the bodies of the Administrative Order

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Engage the mind and heart; Use of games

SUGGESTED TIME FOR ACTIVITY: 40 MIN.

Materials Needed:

- "Treasure Chest" containing gold chocolate coins or other gem candy
- "Big Gems" made from bright cardstock, with the names of the following Institutions on them: Guardianship, Universal House of Justice, Secondary Houses of Justice, Huqúqu'lláh, Hands of the Cause
- Treasure Hunt papers (p. 66 of this Lesson Planning Guide)
- pencils, Post-it notes (optional), tape

1. Explain that students are going on a treasure hunt to find some of the references to Institutions of the Faith that have been established, elaborated upon, or explained in the *Will and Testament*. These are all from paragraphs 16-29 in Part One, Administrative Order section of *The Dispensation of Bahá'u'lláh*.
2. Distribute Treasure Hunt Questions, p. 66 of this Lesson Planning Guide, and ask the students to work individually to answer these questions. Invite them to come to the teacher to check their answers (next page). When the first student finishes, bring out the treasure chest. Give the student one gold chocolate coin or gem candy from the treasure chest for each correct answer.
3. Note: Sometimes a student may find a paragraph that applies, but is not the exact one listed in the answer key. Accept all reasonable answers that students find, but also highlight the suggested response.



GOAL: TO LEARN ABOUT THE *WILL AND TESTAMENT OF 'ABDU'L-BAHÁ*
TOPIC: 'ABDU'L-BAHÁ'S EXPLANATION OF THE
BAHÁ'Í ADMINISTRATIVE ORDER

4. After every list has been checked, take out the Big Gems (see previous page) from the treasure chest. Call on students to identify one of the Institutions mentioned in the *Will and Testament*. They then pick up the corresponding Institution Gem and tape it or prop it on the treasure chest. Explain that the *Will and Testament* is the real treasure chest and the treasures are 'Abdu'l-Bahá's explanations of the Institutions in Bahá'u'lláh's Administrative Order.
5. Answers to Treasure Hunt:
 1. Paragraph 17
 2. Paragraph 21
 3. Paragraph 25
 4. Paragraph 27
 5. Paragraph 19
 6. Paragraph 18
 7. Paragraph 22
 8. Paragraph 23, 24
 9. Paragraph 28

ACTIVITY: DEVELOP AND PRESENT FORMAL PRESENTATIONS

WISDOM OBJECTIVE: To comprehend the inseparable nature of the teachings of Bahá'u'lláh and the systems established by 'Abdu'l-Bahá in the *Will and Testament*

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Engage the mind and heart; Use of creativity; Use of memorization

SUGGESTED TIME FOR ACTIVITY: 30 MIN.

Materials Needed:

- visual aids, music, video

1. Invite the students to develop a presentation to express how obedience to the Institutions of the Administrative Order reflects obedience to the *Will and Testament* of 'Abdu'l-Bahá and demonstrates firmness in the Covenant. Encourage them to incorporate quotations, analogies, visual aids, video, music (see Additional Resources) and other media into their presentation.
2. Consider inviting an Auxiliary Board Member or assistant to aid in this process to reinforce the students' relationship with the Institution of the Counselors.
3. Arrange a meeting of the students with the Local Spiritual Assembly, at which students offer their formal presentations and, in consultation with the Assembly, make a plan of class service to the Assembly.
4. Take steps immediately to carry out this plan and thereby demonstrate instant and exact obedience to our Institutions.

TOPIC: 'ABDU'L-BAHÁ'S EXPLANATION OF THE
BAHÁ'Í ADMINISTRATIVE ORDER

Resource Pages

Final Paragraph from *The Dispensation of Bahá'u'lláh*, pp. 64-65

Let no one, while this System is still in its infancy, misconceive its character, belittle its significance or misrepresent its purpose. The bedrock on which this Administrative Order is founded is God's immutable Purpose for mankind in this day. The Source from which it derives its inspiration is no one less than Bahá'u'lláh Himself. Its shield and defender are the embattled hosts of the Abhá Kingdom. Its seed is the blood of no less than twenty thousand martyrs who have offered up their lives that it may be born and flourish. The axis round which its institutions revolve are the authentic provisions of the Will and Testament of 'Abdu'l-Bahá. Its guiding principles are the truths which He Who is the unerring Interpreter of the teachings of our Faith has so clearly enunciated in His public addresses throughout the West. The laws that govern its operation and limit its functions are those which have been expressly ordained in the Kitáb-i-Aqdas. The seat round which its spiritual, its humanitarian and administrative activities will cluster are the Mashriqu'l-Adhkár and its Dependencies. The pillars that sustain its authority and buttress its structure are the twin institutions of the Guardianship and of the Universal House of Justice. The central, the underlying aim which animates it is the establishment of the New World Order as adumbrated by Bahá'u'lláh. The methods it employs, the standard it inculcates, incline it to neither East nor West, neither Jew nor Gentile, neither rich nor poor, neither white nor colored. Its watchword is the unification of the human race; its standard the "Most Great Peace"; its consummation the advent of that golden millennium—the Day when the kingdoms of this world shall have become the Kingdom of God Himself, the Kingdom of Bahá'u'lláh.

~Shoghi Effendi, *World Order of Bahá'u'lláh*, p. 157

GOAL: TO LEARN ABOUT THE *WILL AND TESTAMENT OF ‘ABDU’L-BAHÁ*
TOPIC: ‘ABDU’L-BAHÁ’S EXPLANATION OF THE
BAHÁ’Í ADMINISTRATIVE ORDER

Selections from The Dispensation of Bahá’u’lláh

“It was ‘Abdu’l-Bahá Who, through the provisions of His mighty Will and Testament, has forged the vital link which must forever connect the age that has just expired with the one we now live in—the Transitional and Formative period of the Faith—a stage that must in the fullness of time reach its blossom and yield its fruit in the exploits and triumphs that are to herald the Golden Age of the Revelation of Bahá’u’lláh.”

Shoghi Effendi, *The Dispensation of Bahá’u’lláh*, Administrative Order Section, paragraph 3

“The creative energies released by the Law of Bahá’u’lláh, permeating and evolving within the mind of ‘Abdu’l-Bahá, have, by their very impact and close interaction, given birth to an Instrument which may be viewed as the Charter of the New World Order which is at once the glory and the promise of this most great Dispensation...”

Shoghi Effendi, *The Dispensation of Bahá’u’lláh*, Administrative Order Section, paragraph 4

“...The Will may thus be acclaimed as the inevitable offspring resulting from that mystic intercourse between Him who communicated the generating influence of His divine Purpose and the One who was its vehicle and chosen recipient.”

Shoghi Effendi, *The Dispensation of Bahá’u’lláh*, Administrative Order Section, paragraph 4

“...Heir of both the Originator and the Interpreter of the Law of God—the Will and Testament of ‘Abdu’l-Bahá can no more be divorced from Him Who supplied the original and motivating impulse than from the One Who ultimately conceived it. Bahá’u’lláh’s inscrutable purpose, we must ever bear in mind, has been so thoroughly infused into the conduct of ‘Abdu’l-Bahá and their motives have been so closely wedded together, that the mere attempt to dissociate the teachings of the former from any system which the ideal Exemplar of those same teachings has established would amount to a repudiation of one of the most sacred and basic truths of the Faith.”

Shoghi Effendi, *The Dispensation of Bahá’u’lláh*, Administrative Order Section, paragraph 4

“The Administrative Order, which ever since ‘Abdu’l-Bahá’s ascension has evolved and is taking shape under our very eyes in no fewer than forty countries of the world, may be considered as the framework of the Will itself, the inviolable stronghold wherein this new-born child is being nurtured and developed. This Administrative Order, as it expands and consolidates itself, will no doubt manifest the potentialities and reveal the full implications of the momentous Document—this most remarkable statement of One of the most remarkable Figures of the Dispensation of Bahá’u’lláh. It will, as its component parts, its organic institutions, begin to function with efficiency and vigor, assert its claim and demonstrate its capacity to be regarded not only as the nucleus but the very pattern of the New World Order destined to embrace in the fullness of time the whole of mankind.”

Shoghi Effendi, *The Dispensation of Bahá’u’lláh*, Administrative Order Section, paragraph 5

“The axis round which its [Administrative Order’s] institutions revolve are the authentic provisions of the Will and Testament of ‘Abdu’l-Bahá.”

Shoghi Effendi, *The Dispensation of Bahá’u’lláh*, final paragraph

TOPIC: 'ABDU'L-BAHÁ'S EXPLANATION OF THE
BAHÁ'Í ADMINISTRATIVE ORDER

Treasure Hunt Questions:

Look for the following items in *The Will and Testament of 'Abdu'l-Bahá*.

(All questions come from paragraphs 16-29, Part One)

Write down the paragraph numbers when you find the answers:

- 1) "both under the care and protection of the Abhá Beauty"
- 2) Sentence that begins, "The obligations of Hands of the Cause are..."
- 3) Paragraph that includes, "...in all countries a secondary House of Justice must be instituted..."
- 4) Paragraph that refers to "a fixed money offering"
- 5) "must elect from their own number nine persons that shall at all times be occupied in the important services on the work of the Guardian of the Cause of God"
- 6) Paragraph that gives guidelines for the Guardian to appoint successor
- 7) The paragraph that mentions the "Supreme Tribunal"
- 8) Two paragraphs that describe the spiritual behavior required of the believers
- 9) Paragraph that tells us to obey just kings

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**TOPIC: 'ABDU'L-BAHÁ'S EXPLANATION OF THE
BAHÁ'Í ADMINISTRATIVE ORDER**

ADDITIONAL RESOURCES

Stories & Articles:

Brilliant Star: "The Rulers and the Learned" SE 97
Commentary on the Will and Testament of 'Abdu'l-Bahá
The Beloved Master, p. 33
The Will and Testament of 'Abdu'l-Bahá

Activities:

Brilliant Star:
"Bahá'u'lláh's Gift to the World" (Mobile) SE 92
"Make a Bead Chain of Bahá'u'lláh's Covenant" SE 92

List of other favorite resources:

If you find any additional resources, please notify the National Teacher Training Center, or submit your findings to the Educational Materials web site.

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