

**TO BECOME FAMILIAR WITH SOME OF THE  
MAJOR WRITINGS AND PRAYERS  
REVEALED BY THE BÁB  
THE DEVELOPMENT OF THE  
BAHÁ'Í CALENDAR**

**SPIRITUAL QUALITIES RELEVANT TO THIS TOPIC:  
FLEXIBILITY, JOYFULNESS, SERVICE**

The attainment of the most great guidance is dependent upon knowledge and wisdom, and on being informed as to the mysteries of the Holy Words.

‘Abdu'l-Bahá, in *Bahá'í Education: A Compilation*, pp. 12-13

...so that all of them (children), having, in the school of true learning, achieved the power of understanding and come to know the inner realities of the universe, will go on to uncover the signs and mysteries of God, and will find themselves illumined by the lights of the knowledge of the Lord, and by His love. This is the very best way to educate all peoples.

‘Abdu'l-Bahá, from a Tablet translated from the Persian,  
*Compilation of Compilations, Vol. 1*, p. 277

## LEARNING OBJECTIVES AND SUGGESTED ACTIVITIES



### KNOWLEDGE OBJECTIVES

- To know that the Bahá'í calendar was first designated by the Báb in His Kitáb-i-Asmá
- To know that this calendar is called the Badí calendar
- To know the structure of the Bahá'í calendar
- To know that the Nineteen Day Feast was inaugurated by the Báb and ratified by Bahá'u'lláh in the Kitáb-i-Aqdas, and that the Feasts follow the months of the Bahá'í calendar
- To know the correspondence of the Bahá'í calendar to the Gregorian calendar

### SUGGESTED LEARNING ACTIVITIES

- Discover the history of the Badí calendar, including Bahá'u'lláh's affirmation of the use of this calendar in His Most Holy Book.
- Use games and songs to learn the names of the Bahá'í days and months.
- Construct, either individually or in groups, an annual calendar using various art media.
- Research the volumes of The Bahá'í World to discover the Bábí and Bahá'í way of measuring time.
- Put a Bahá'í calendar over the regular Gregorian calendar to see the comparison.



### WISDOM OBJECTIVE

- To understand that one of the signs of the independence of the Báb's religion is the establishment of the calendar

### SUGGESTED LEARNING ACTIVITIES

- Learn the meaning of the Bahá'í days of the week and months through visual or performing arts or through games; Compare and contrast these with the definitions of the names and months in other calendars.
- Engaged in group research and exploration of the various calendars from world culture. Share these and discuss the role of the Bábí calendar in asserting the independent character of the Báb's Faith.
- Design and play games which include questions on the structure and definitions of the Badí calendar.

## TOPIC: THE DEVELOPMENT OF THE BAHÁ'Í CALENDAR

---



### SPIRITUAL PERCEPTION OBJECTIVES

- To perceive the Bahá'í calendar as a way of arranging one's life and establishing one's priorities
- To understand that the Bahá'í calendar is one that will be followed by all the peoples of the world

#### SUGGESTED LEARNING ACTIVITIES

- Translate some of the important dates in one's own life from the Gregorian calendar to the Badí calendar—birthdays, school holidays, vacations, anniversaries, etc.
- Reflect and share how the world's affairs might be arranged when it is organized around the Badí calendar for Holy Days, holidays, celebrations, etc.



### ELOQUENT SPEECH OBJECTIVES

- To describe the Bahá'í calendar
- To establish the habit of using the Bahá'í calendar to prepare for the Bahá'í events of each year and using it regularly for planning and managing one's life

#### SUGGESTED LEARNING ACTIVITIES

- Use the prepared visual to illustrate the Badí calendar and to practice explaining the calendar to others. Present this at a specially organized fireside or teaching activity.
- Consult on and develop ways to establish the personal habit of using the Badí calendar. Develop incentives for attendance and participation in Feasts and Holy Days.

**GOAL: TO BECOME FAMILIAR WITH SOME OF THE MAJOR WRITINGS  
AND PRAYERS REVEALED BY THE BÁB**

**TOPIC: THE DEVELOPMENT OF THE BAHÁ'Í CALENDAR**

**Sample Activities**

**ACTIVITY: THE ORIGINS OF THE BAHÁ'Í CALENDAR**

**KNOWLEDGE OBJECTIVE:** To know that this calendar is called the Bad'í calendar

**WISDOM OBJECTIVE:** To understand that one of the signs of the independence of the Báb's religion is the establishment of the calendar

**SPIRITUAL PERCEPTION OBJECTIVE:** To understand that the Bahá'í calendar is one that will be followed by all the peoples of the world

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of the Sacred Writings; Education directed towards recognition of God; Use of reasoning

SUGGESTED TIME FOR ACTIVITY: 30 MIN.

**Materials Needed:**

- pictures of people in different dress, all from the mid-1800's: European, Middle Eastern, Asian, etc.
- photograph of Shiraz, Resource Page 91

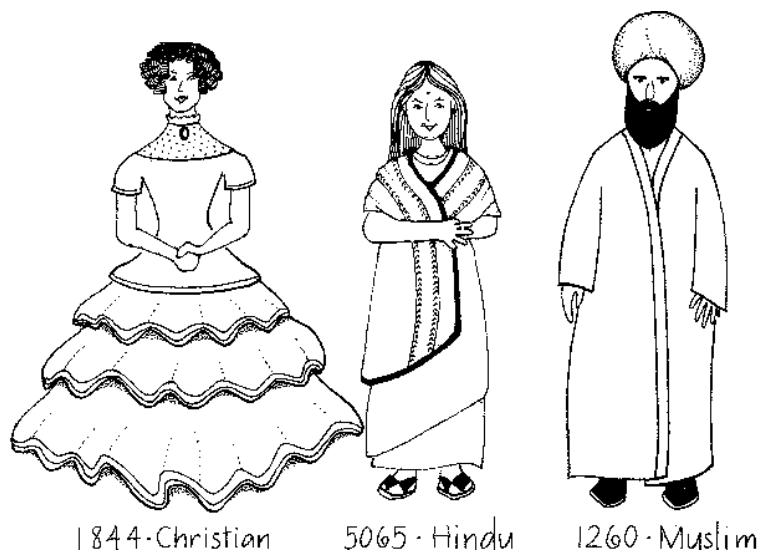
**Advance Preparation:** Draw, or photocopy, on separate pieces of paper, pictures of people in different dress, all from the mid-1800's: European, African, Middle Eastern, Asian, etc. Tape to the bottom of each picture a slip of paper with the appropriate date and the name of their religion on it: 1260-Muslim; 1844-Christian; 2387-Buddhist; 3100-Jewish; 5065-Hindu. These dates are approximate. Also prepare slips of paper with the number 1 on them.

1. Display a photograph of Shíráz. Show each person-with-date as you tell the following history:
2. Continue teaching about the Báb's calendar: He named His new calendar "Badí," or "Wonderful." It began the year He declared His Mission, and it is for the entire world.

"At the time that the Báb declared His Mission to Mullá Husayn in Shíráz, every group of people in the world had their own idea about what year it was, according to the calendar they used. For the Muslim (bring out picture) it was the year 1260...(continue with each picture, saying their religion and date).

"But the Báb declared this was a New Day for all the peoples of the world. It was no longer the year 1260, or...etc. (As you say each date, detach it and dramatically rip it in half.)

"It was now the first year of a new Dispensation." (Tape the new slips of paper with the number 1 to each picture.)



## TOPIC: THE DEVELOPMENT OF THE BAHÁ'Í CALENDAR

3. Also tell your students: In the 9th year of the Badí calendar, Bahá'u'lláh received His Revelation from the Maid of Heaven, in the Siyáh-Chál. In the 19th year of the Badí calendar, Bahá'u'lláh declared His Mission in the Garden of Ridván.

Ask if any of the students recognize that the numbers 9 and 19 are special in the Bahá'í Faith. Explain that Bahá'u'lláh also said we were to continue using the calendar given by the Báb. So today, we are in the \_\_\_\_\_ year of the Badí calendar, also known as \_\_\_\_\_, Bahá'í Era.

### ACTIVITY: THE STRUCTURE OF THE BAHÁ'Í CALENDAR

**KNOWLEDGE OBJECTIVE:** To know the structure of the Bahá'í calendar

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Education directed towards recognition of God; Use of consultation; Use of reasoning; Use of stories

SUGGESTED TIME FOR ACTIVITY: 30 MIN.

**Materials Needed:**

- Gregorian and Bahá'í calendars

1. Show a Gregorian calendar; flip through its 12 months, each with different numbers of days.
2. Ask the students how many days there are in a year and write the answer on chart paper or a blackboard— $365\frac{1}{4}$ . Ask what that means (it takes the Earth that many days to travel around the Sun).
3. Show a Bahá'í calendar. Ask how many months it has. Count together if they don't know. Ask how many days are in each of those months? Again, count aloud together if they don't know.
4. Ask: how many days would there be in a year of 19 months, each with 19 days? Do the multiplication together on the board:  $19 \times 19 = 361$ .
5. Explain how the additional 4 days (5 in a leap year) are the Intercalary Days, or Ayyám-i-Há, which Bahá'u'lláh placed just before the last month. Encourage students to share stories of how they celebrate Ayyám-i-Há.

**GOAL: TO BECOME FAMILIAR WITH SOME OF THE MAJOR WRITINGS  
AND PRAYERS REVEALED BY THE BÁB**

**TOPIC: THE DEVELOPMENT OF THE BAHÁ'Í CALENDAR**

---

**ACTIVITY: STORIES OF THE BAHÁ'Í CALENDAR**

**WISDOM OBJECTIVE:** To understand that one of the signs of the independence of the Báb's religion is the establishment of the calendar

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Use of stories; use of consultation; use of peer teaching

SUGGESTED TIME FOR ACTIVITY: 30 MIN.

**Materials Needed:**

- *The Central Figures: The Báb, Volume Two* (available 2004)

1. Invite the students to work in teams of two. Invite each team to take turns reading aloud one of the stories for this topic in *The Central Figures: The Báb, vol. Two*.
2. Convene the class and invite each team to briefly share the main points of the story they read.
3. As a class, discuss the questions provided for these stories in the appendix of that volume.

**ACTIVITY: CREATE A BADÍ WALL CALENDAR**

**KNOWLEDGE OBJECTIVE:** To know the correspondence of the Bahá'í calendar to the Gregorian calendar

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of the Sacred Writings; Education directed towards recognition of God; Use of the arts; Use of consultation

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

**Materials Needed:**

- paper with numbered squares as illustrated below
  - construction paper
  - art supplies such as rubber stamps, markers, glue, scissors, etc.
1. Show students a calendar that combines the Gregorian and Bahá'í dates. Explain that in this age of transition, many people use both calendars. Eventually the only calendar anyone will need will be the Bahá'í one, such as the one they are going to make.
  2. Provide each student with 19 sheets of paper with 19 numbered squares on each, and an empty space at the top for the name of the month.
  3. Encourage the students to copy both the Arabic and English names of each Bahá'í month onto each of the sheets.
  4. The days of the week also have beautiful names. Label the top of each column with the names of the weekdays. Encourage the students to use these beautiful names.

## TOPIC: THE DEVELOPMENT OF THE BAHÁ'Í CALENDAR

5. Decorate the square numbered 1 on each page. Explain that the Feast is celebrated on the first day of each month – hence the name, 19-Day Feast, because each month is 19 days long. As they decorate the Feast days, read ‘Abdu’l-Bahá’s words:

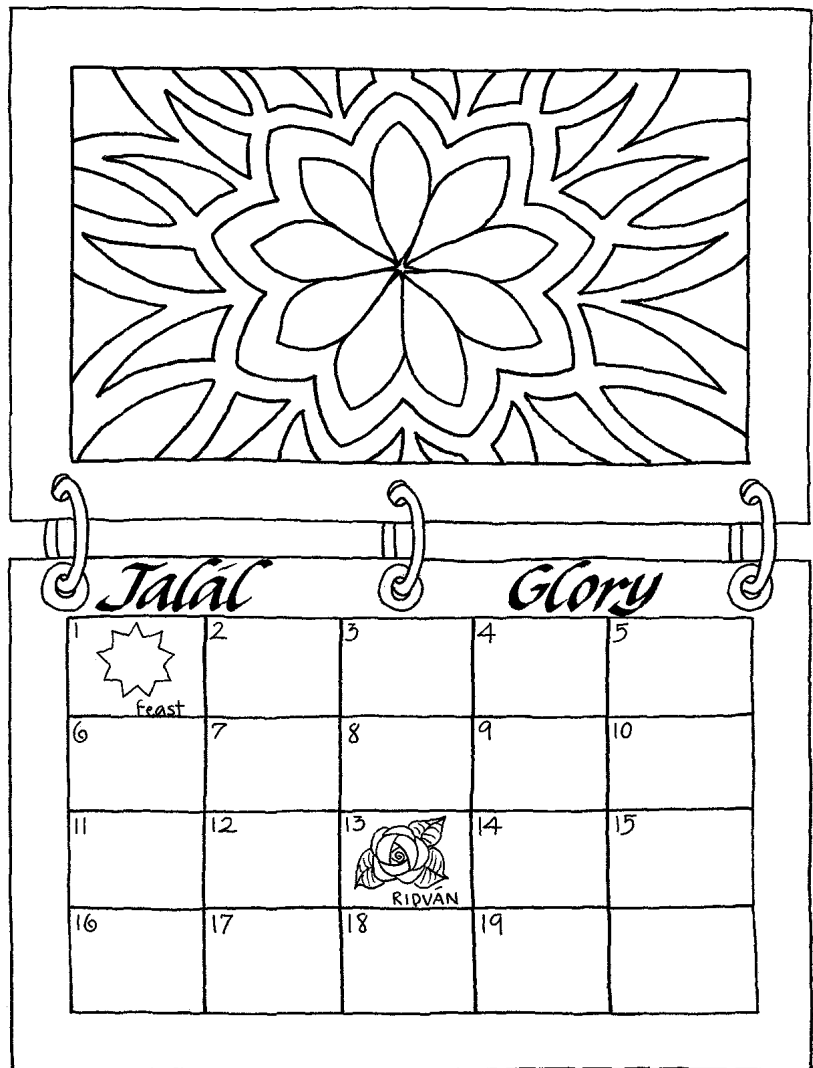
As to the Nineteen Day Feast, it rejoiceth mind and heart. If this Feast be held in the proper fashion, the friends will, once in nineteen days, find themselves spiritually restored, and endowed with a power that is not of this world.

Bahá'í Meetings: The Nineteen Day Feast, p. 19

11. Encourage the students to beautify their calendars. Invite the students to choose or create images to represent the names of each month. Here are some ideas for decorating those pages:

- cut photographs from magazines
- original artwork
- photocopy and glue on Bahá'í-inspired coloring pages or illuminated Writings to be colored

6. Find and decorate the Holy Days in each month.
7. Create an extra page, with 5 numbered squares, for Ayyám-i-Há, and also a title page.
8. Mount each page (including the two added ones) on construction paper.
9. Stack each page, from title page to the final month, in the correct order.
10. 3-hole punch all pages; stick on hole reinforcements to prevent tearing, and connect it all with small metal rings, so that pages may be easily turned.



**GOAL: TO BECOME FAMILIAR WITH SOME OF THE MAJOR WRITINGS  
AND PRAYERS REVEALED BY THE BÁB**

## **TOPIC: THE DEVELOPMENT OF THE BAHÁ'Í CALENDAR**

### **ACTIVITY: CONNECT THE CALENDAR WITH BAHÁ'Í COMMUNITY LIFE**

**SPIRITUAL PERCEPTION OBJECTIVE:** To perceive the Bahá'í calendar as a way of arranging one's life and establishing one's priorities

**ELOQUENT SPEECH OBJECTIVE:** To establish the habit of using the Bahá'í calendar to prepare for the Bahá'í events of each year

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Education directed towards recognition of God;  
Use of consultation; Use of the arts

SUGGESTED TIME FOR ACTIVITY: 15 MIN.

**Materials Needed:**

- calendars from previous activity

1. Encourage the students to display their calendars in their homes in such a way that they can see it each day.
2. Discuss: How could we use this calendar as a tool to remind us of upcoming events in our communities?
3. Invite the students to bring their calendars with them to each 19-Day Feast, there to decorate or color that month's dates.
4. Encourage the community members to turn to the students' calendars while making plans for Holy Days and other events.
5. Remind everyone to turn their calendar to the next month after each Nineteen Day Feast!





## TOPIC: THE DEVELOPMENT OF THE BAHÁ'Í CALENDAR

Resource Pages

### Calendar of Nineteen Day Feasts

Month	Arabic Name	Translation	First Day
1st	Bahá	<i>Splendor</i>	March 21
2nd	Jalál	<i>Glory</i>	April 9
3rd	Jamál	<i>Beauty</i>	April 28
4 <sup>th</sup>	'Azamat	<i>Grandeur</i>	May 17
5th	Núr	<i>Light</i>	June 5
6th	Rahmat	<i>Mercy</i>	June 24
7th	Kalimát	<i>Words</i>	July 13
8th	Kamál	<i>Perfection</i>	August 1
9th	Asmá'	<i>Names</i>	August 20
10th	Izzat	<i>Might</i>	September 8
11 <sup>th</sup>	Mashiyyat	<i>Will</i>	September 27
12th	'ilm	<i>Knowledge</i>	October 16
13th	Qudrat	<i>Power</i>	November 4
14th	Qawl	<i>Speech</i>	November 23
15th	Masá'il	<i>Questions</i>	December 12
16th	Sharaf	<i>Honor</i>	December 31
17th	Sultán	<i>Sovereignty</i>	January 19
18th	Mulk	<i>Dominion</i>	February 7
19th	'Alá	<i>Loftiness</i>	March 2

Ayyárn-i-Há (Intercalary Days) February 26 to March 1 inclusive  
-four in ordinary and five in leap years.

### Days of the Week

Days	Arabic Name	English Name	Translation
1 <sup>st</sup>	Jalál	Saturday	Glory
2 <sup>nd</sup>	Jamál	Sunday	Beauty
3 <sup>rd</sup>	Kamál	Monday	Perfection
4 <sup>th</sup>	Fidál	Tuesday	Grace
5 <sup>th</sup>	'Idál	Wednesday	Justice
6 <sup>th</sup>	Istijlál	Thursday	Majesty
7 <sup>th</sup>	Istiqlál	Friday	Independence

**GOAL: TO BECOME FAMILIAR WITH SOME OF THE MAJOR WRITINGS  
AND PRAYERS REVEALED BY THE BÁB**

**TOPIC: THE DEVELOPMENT OF THE BAHÁ'Í CALENDAR**

**Cycle of 19 Years**

The Báb has, moreover, in His Writings revealed in the Arabic tongue, divided the years following the date of His Revelation into cycles of nineteen years each. The names of the years in each cycle are as follows:

1	Alif	A
2	Bá	B
3	Ab	Father
4	Dál	D
5	Báb	Gate
6	Váv	V
7	Abad	Eternity
8	Jád	Generosity
9	Bahá	Splendour
10	Hubb	Love
11	Bahháj	Delightful
12	Javáb	Answer
13	Ahad	Single
14	Vahháb	Bountiful
15	Vidád	Affection
16	Badí'	Beginning
17	Bahí	Luminous
18	Abhá	Most Luminous
19	Váhid	Unity

Each cycle of nineteen years is called a Váhid. Nineteen cycles constitute a period called Kull-i-Shay'. The numerical value of the word Váhid is nineteen; the numerical value of the word Kull-i-Shay' is 361. Váhid signifies unity, and is symbolic of the unity of God.

The Báb has, moreover, stated that this system of His is dependent upon the acceptance and good-pleasure of 'Him Whom God shall make manifest'. One word from Him would suffice either to establish it for all time, or to annul it forever.

For more information, see <http://bahai-library.org/resources/kull-i-shay.html>

*The Báb, the Primal Point of a new creation, brought humanity into a new division of time in a calendar of nineteen months. All through our past heritage the months of the years and days of the week have borne the names of pagan feasts and Roman holidays. The Báb swept these ancient landmarks away and replaced them by the qualities of: Splendor, Glory, Beauty, Grandeur, Light, Mercy, Words, Perfection, Names, Might, Will, Knowledge, Power, Speech, Questions, Honor, Sovereignty, Dominion, and Loftiness.*

*Meditating upon these sublime attributes, man is enable to gaze beyond the curve of time, wherein the swing and change of planetary movement exists, to the eternal qualities that stabilize the soul.*

Shoghi Effendi, *Principles of Bahá'í Administration*, pp. 53-54

TOPIC: THE DEVELOPMENT OF THE BAHÁ'Í CALENDAR

SONG OF THE MONTHS

Music by Jack Lenz

Ba— há, Ja—lál, Ja—mál, 'A—za—mat, Nú, Raḥ—  
 mat, Ka—li—mát, Ka—mál, As—má',  
 'Iz—zat, Ma—shíy—yat, 'Ilm, Qu—drat, Qawl, Ma—sá'  
 il, Shar—af, Sul—tán, Mul, 'A—  
 lá', Splen—dor, Glo—ry and Beau—ty, Gran—deur, Light and  
 Mer—cy, Words, Per—fec—tion and Names—,  
 Might and Will and Know—ledge, Pow—er, Speech,  
 Ques—tions and Hon—or, Sov—ereign—ty, Do—min—ion and  
 Lof—ti—ness, Sov—ereign—ty, Do—min—ion and Lof—ti—ness.

reprinted from *Brilliant Star* magazine, November/December 1999  
©1982 Don't Blink Music, Inc. Used with permission

**GOAL: TO BECOME FAMILIAR WITH SOME OF THE MAJOR WRITINGS  
AND PRAYERS REVEALED BY THE BÁB**

**TOPIC: THE DEVELOPMENT OF THE BAHÁ'Í CALENDAR**

---

**LIST OF ADDITIONAL RESOURCES**

---

**Stories & Articles:**

*Brilliant Star*: “Keeping Track of Time,” “The Calendars We Use Today” Jan/Feb 90  
“The Stool” Jan/Feb 92  
“That Was Then, This Is Now” Nov/Dec 99  
“Bahá'u'lláh’s Message: More Than One Language” May/Jun 01  
*Bahá'í Teaching Guide for Children*, Primary, p. 178, Intermediate, p. 187

**Worksheets and Coloring Pages:**

*Brilliant Star*: “Ayyám-i-Há,” “Word Puzzle” Jan/Feb 86  
“Calendar Tree” Jan/Feb 90  
“Preparing Myself for Feast” Jan/Feb 93  
“Timeline Cards” Jul/Aug 94  
*The Báb Project Book*, pp. 32-33, 35-36  
*A Bahá'í Calendar Coloring Book*, Silent Teacher Designs, Green Bay WI  
*Bahá'í Teaching Guide for Children*, Primary, p. 173, Intermediate, p. 191-208  
*The Garden of Bahá'u'lláh*, “Nineteen Day Feast” p. 162-3  
*Sunflower Books #6*, “My Bahá'í Feasts”

**Activities:**

*Brilliant Star*: “Calendar of Activities for the Fast and Ayyám-i-Há” Mar/Apr 84  
“An Ayyám-i-Há Honeybread Temple” Jan/Feb 86  
“Shiny Hangies for Ayyám-i-Há” Jan/Feb 91  
“Ayyám-i-Há Cookies” Jan/Feb 92  
“Ayyám-i-Há Family Day” Jan/Feb 93  
“My Family and the Fast” Jan/Feb 94  
“The Circle Calendar” Jul/Aug 94  
“One Family Cookies for Ayyám-i-Há” Jan/Feb 95  
“A Persian Naw-Rúz” Mar/Apr 95

**Music:**

*We Are Bahá'is*, “Song of the Months”  
*Happy Ayyám-i-Há*, “Ayyám-i-Há”  
*Loving Hands*, “Ayyám-i-Há”, “Happy Naw-Rúz”  
*Bahá'í Holy Days*, “Ayyám-i-Há Prayer”  
*Brilliant Star* “Song of the Months” Nov/Dec 99

**Games:**

*Brilliant Star* “Come to Feast” Jan/Feb 93

**Poetry:**

**List other favorite resources:**

*The Ayyám-i-Há Camel*  
*The Ayyám-i-Há Surprise*  
*Fly Through the Bahá'í Year*  
*Nine Holy Days*  
*Percival the Piano: A Story for Naw-Rúz*

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