

TO UNDERSTAND THE PRINCIPLES AND TEACHINGS OF BAHÁ'U'LLÁH

ONENESS OF GOD AND THE ONENESS OF HUMANITY

**SPIRITUAL QUALITIES RELEVANT TO THIS TOPIC:
LOVE, PERSEVERANCE, FAITH, COURTESY**

The principles of the Teachings of Bahá'u'lláh should be carefully studied, one by one, until they are realized and understood by mind and heart...

'Abdu'l-Bahá, Paris Talks, p. 22

It will be demonstrated and become evident that the origin and outcome of phenomena are identical and that there is an essential oneness in all existing things. This is a subtle principle appertaining to divine philosophy and requiring close analysis and attention.

'Abdu'l-Bahá, Promulgation of Universal Peace, p. 284

LEARNING OBJECTIVES AND SUGGESTED ACTIVITIES

KNOWLEDGE OBJECTIVES

- To know that these principles are the primary and essential truths of Bahá'u'lláh's Revelation
- To know all the principles of Bahá'u'lláh that support the principles of the oneness of God and the oneness of humanity

SUGGESTED LEARNING ACTIVITIES

- Share with the children selections from the Writings which state the primary and essential truths of Bahá'u'lláh's Revelation, *The Central Figures: Bahá'u'lláh, Vol. One*, p. 102, or use some songs from Red Grammer's *Teaching Peace*.
- Have the children identify the principles and teachings of Bahá'u'lláh which relate to and support the concepts of the Oneness of God and the oneness of humanity.
- Teach the children songs related to the Principles of the Oneness of God and the oneness of humanity.
- Provide opportunities for children to learn that human knowledge (sciences and arts) is made up of collective contributions of all the various cultures of the world throughout history.
- Have children memorize passages from the Writings on the oneness of mankind and the importance of unity, *The Central Figures: Bahá'u'lláh, Vol. One*, p. 94).

WISDOM OBJECTIVES

- To understand that the World Order of Bahá'u'lláh cannot be established without understanding and applying these principles
- To understand the principle of the oneness of mankind as God's gift to this age
- To understand the beauty in the diversity of humankind

SUGGESTED LEARNING ACTIVITIES

- Play a group game that emphasizes – and has the goal of – unity.
- In a tangible and interactive activity, demonstrate how we are all connected and interdependent.
- Encourage the use of art media to express appreciation of diverse human beauty and cultures.
- Use world literature, art, and music to give children a deeper sense of appreciation of other cultures.
- In order to understand themselves as part of human diversity, have children examine their own cultures from the perspective of an outsider.
- Have children list all the diversities among the people in the room and then list all the similarities.
- Make special trips to museum or centers for other cultures or show photographs and slides from other cultures.

SPIRITUAL PERCEPTION OBJECTIVE

- To distinguish these principles as the foundation of all one's social interactions and one's understanding of history and current conditions

SUGGESTED LEARNING ACTIVITIES

- To create the appreciation of oneness, and encourage children to express, in words and actions, the attractive qualities and characteristics they observe in one another.
- Create a visual image of the widening circles of unity brought about by the religions throughout history.
- Use visual imagery to perceive the personal implications of the fact that our deeds, words, and thoughts have an impact in even the farthest parts of the world.
- Read and consult on the Writings about the widening scope of a man's affections as he matures spiritually, *Selections from the Writings of 'Abdu'l-Bahá*, p. 69.
- Have the children reflect on all those they personally feel close to, but might not have known (due to prejudices still existing in our society) without Bahá'u'lláh's Teachings.
- Have children work in groups to connect today's world problems to solutions based on Bahá'u'lláh's principle of the oneness of humanity.

ELOQUENT SPEECH OBJECTIVE

- To use these principles in all one's personal relationships and interactions with all the diverse members of humankind

SUGGESTED LEARNING ACTIVITIES

- Make provisions for the children to become deeply acquainted with all members of their Bahá'í communities.
- Plan a recreational outing to provide children with the opportunity to interact with people of diverse racial, linguistic, economic, religious, and other backgrounds. Consider finding pen pals in Bahá'í communities all over the globe.
- Assist the children to set and meet goals for developing friendships with diverse people.
- Plan and hold a public social event with the express purpose of proclaiming the oneness of humanity, e.g., race unity dance, oneness picnic, etc.
- Have the children set personal goals to expand their awareness of world cultures.

TOPIC: ONENESS OF GOD AND ONENESS OF HUMANITY

Sample Activities

ACTIVITY: THE GIFT OF THE PRINCIPLE OF THE ONENESS OF HUMANITY

WISDOM OBJECTIVE: To understand the principle of the Oneness of Mankind as God's gift to this Age
SPIRITUAL PERCEPTION OBJECTIVE: To appreciate these principles as the foundation of all one's social interactions and understanding of history and current conditions

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Direct us of the Sacred Writings; Education directed toward the recognition of God

SUGGESTED TIME FOR ACTIVITY: 20 MIN.

Materials Needed:

- wrapped gift
- card / plaque with "Oneness of Humanity" written on it
- passage from *Selection from the Writings of 'Abdu'l Bahá*, p. 74 of this Lesson Planning Guide
- chalk board or chart paper; chalk or markers



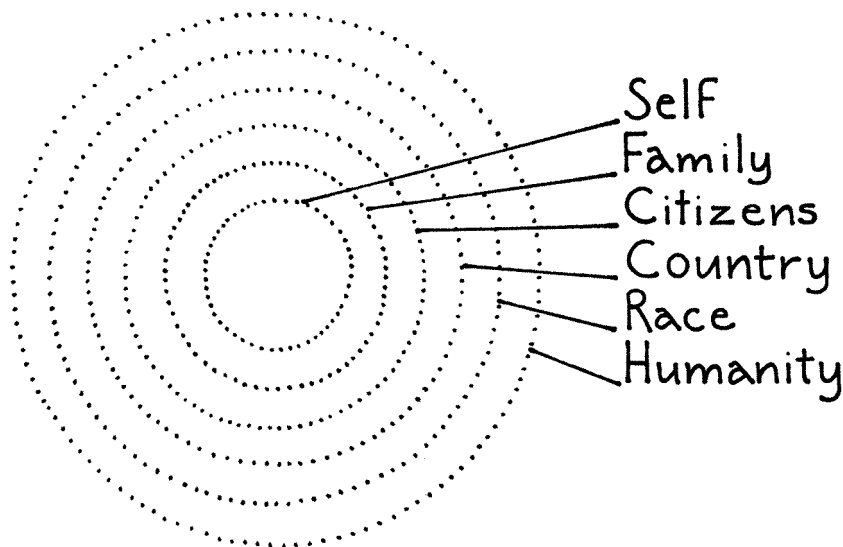
1. Discuss the fact that one's birthday, which signals that one has reached a greater stage of maturity, is marked with gift. Compare the birthday of an individual with humanity as a whole attaining its next stage

of maturity. At this milestone God sends His Messenger with gifts—new Teachings for humanity's new Age.

2. Present a wrapped gift. Announce that humanity has reached a new Age, its stage of maturity, and God has sent Bahá'u'lláh with an extra-special gift for all of us. Children may unwrap the gift. Inside is a beautiful plaque or card reading, "The Oneness of Humanity."
3. Help explain why this gift is special for this Age, by reading 'Abdu'l-Bahá's description (Lesson Planning Guide, p. 74) of a soul's growth to perfection through ever-expanding circles of concern, from one's self to all of humankind. As you read, draw larger and larger

concentric circles. Label each one: "self," "family," "fellow citizens," "one's land," "one's race," and "humanity."

4. Discuss human events at each stage of the widening circles of consciousness and unity, including the warfare that existed between peoples outside of each circle. Tell about the Manifestations who brought new Teachings for each Age, which expanded the circle to the next level.
5. Pose the question, "When the circle of love and concern includes all the people of the world, who is there to fight or to be afraid?"



TOPIC: ONENESS OF GOD AND ONENESS OF HUMANITY

ACTIVITY: PRESENT THE PRINCIPLE OF THE ONENESS OF HUMANITY

AS THE CENTRAL TEACHING OF BAHÁ'U'LLÁH'S REVELATION

KNOWLEDGE OBJECTIVES: To know that these principles are the primary and essential truths of Bahá'u'lláh's Revelation; To know all the principles of Bahá'u'lláh that support the principles of the oneness of God and the oneness of humanity'

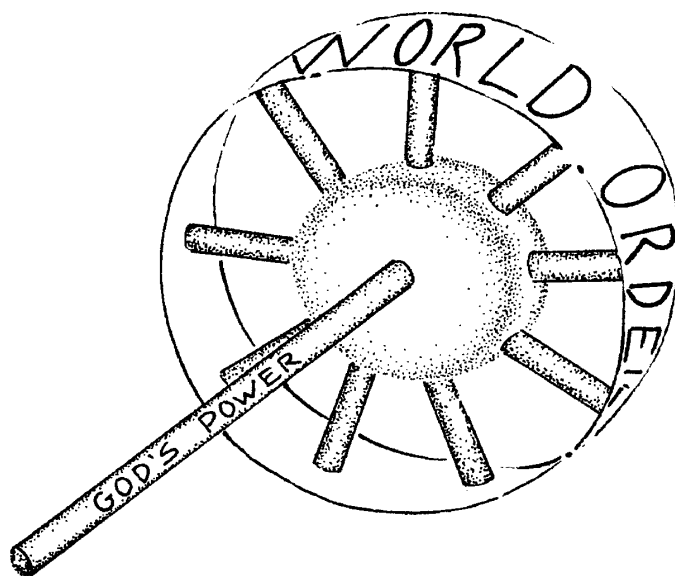
INSTRUCTIONAL METHODS AND LEARNING TOOLS: Direct use of Sacred Writings; Engaging mind and heart; Establishing bonds of unity and friendship; Use of reasoning; Use of consultation; Use of manipulatives

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

Materials Needed:

- Tinkertoy® or Fiddlestix® construction set
- 1" strip of cardstock
- markers, pens

1. Share this statement by Shoghi Effendi: "The principle of the Oneness of Mankind – the pivot round which all the teaching of Bahá'u'lláh revolve" (*World Order of Bahá'u'lláh*, p. 174).
2. Invite the children to build a Tinkertoy model to represent this statement.
3. Introduce the round hub part as the principle of the Oneness of Humanity. The hub is the point of a wheel about which the spokes all revolve.
4. Introduce the short sticks as spokes which represent the other teachings of Bahá'u'lláh. Enlist children in naming these principles, and in explaining how each supports the pivotal principle of oneness, as it is inserted. Examples of these other principles might be:
 - Equality of men and women
 - Elimination of all prejudices
 - Universal language
 - Harmony of science and religion
 - Establishment of supreme tribunal, etc...
5. Cut a 1" strip of cardstock, long enough to fit around the circumference of the wheel's spokes. Write "The World Order of



Bahá'u'lláh" on the cardstock. Attach it to the wheel with a dot of glue on the end of each spoke. Note that Bahá'u'lláh's World Order encompasses all these principles.

6. Ask, "What is the Power that can make Bahá'u'lláh's World Order move us into this new stage of human maturity?" Insert a long axle piece into the hub's center, to represent God's Power. Turning the axle, cause the wheel of the World Order of Bahá'u'lláh to move forward.
7. Provide each child an opportunity to build the model and explain its parts. Invite them to create alternate models to explain the same principle.

ACTIVITY: THE BEAUTY OF ALL HUMANITY

WISDOM OBJECTIVE: To understand the beauty in the diversity of humankind

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Education directed toward recognition of God; Engaging mind and heart; Use of questioning; Use of stories; Use of manipulatives

SUGGESTED TIME FOR ACTIVITY: 30 MIN.

Materials Needed:

- storybook, *The Central Figures: Bahá'u'lláh, Vol. One*
- photographs of people from all over the world, cut from magazines
- globe or large world map

1. Share with the children that this new Age, in which God gave us the teaching of the oneness of humanity, is the first time that people could get to know, and learn to appreciate, people from all over the world.
2. Provide magazines with photos of people from all over the world, such as *National Geographic*, which can be cut up. As children cut out people, have them affix each photo with masking tape to a globe. Place people on their respective continent, if known. Watch the globe become transformed into a world of people! As an alternate, supply children with copies of world maps, affix photos on the continents and islands of these.
3. Display the completed globe or map: provide opportunities to express their appreciations of the beauty and diversity of features, dress, etc.
4. Read one or more of the following stories from *The Central Figures: Bahá'u'lláh, Vol. One*:
“Isfandiyar,” pp. 95-99
“A Journey Across the Desert,” pp. 100-01
“Thank You, Isfandiyar,” pp. 103-08
5. Ask the students how these stories demonstrate the principle of the oneness of humanity. Ask them how the stories help us understand the beauty in the diversity of humankind. Refer also to the discussion questions on p. 111 of that storybook.

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ACTIVITY: A DIVERSITY QUEST

ELOQUENT SPEECH OBJECTIVE: To use these principles in all one's personal relationships and interactions with the diverse members of humankind.

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Education directed toward recognition of God; Engaging mind and heart; Use of memorization; Use of questioning; Use of stories.

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

Materials Needed:

- storybook, *The Central Figures: Bahá'u'lláh, Vol. One*
- globe or map completed in previous activity

1. Have children memorize a selection from the Writings of Bahá'u'lláh about oneness, for example, *The Central Figures: Bahá'u'lláh, Vol. One*, p. 94 or 102.
2. Once the passage is memorized, invite them to think about their interactions with the diverse members of humankind.
3. Read the story “Thank You, Isfandiyar,” from *The Central Figures: Bahá'u'lláh, Vol. One*, pp. 103-08.
4. Ask the children, “How can we help all our friends learn about and understand Bahá'u'lláh's beautiful principle of oneness?”
5. Compare the diversity of faces on the completed globe or map with that of the faces in the room, the diversity among one's friends, and in the local Bahá'í community. How do they compare?
6. Discuss what is missed when one only knows a small segment of the family of man.
7. Set a group goal for a Diversity Quest: Consult together on ways to attract missing parts of the human family or to improve the unity of an already-diverse group. Invite each child to adopt a part of the group plan. Share successes and difficulties at subsequent meetings.
8. Celebrate achievements with a picnic, dance, or other event whose theme supports the oneness of humanity.



‘Abdu’l-Bahá’s Description of a Soul’s Growth to Perfection

Every imperfect soul is self-centred and thinketh only of his own good. But as his thoughts expand a little he will begin to think of the welfare and comfort of his family. If his ideas still more widen, his concern will be the felicity of his fellow citizens; and if still they widen, he will be thinking of the glory of his land and of his race. But when ideas and views reach the utmost degree of expansion and attain the stage of perfection, then will he be interested in the exaltation of humankind. He will then be the well-wisher of all men and the seeker of the weal and prosperity of all lands. This is indicative of perfection.

Thus, the divine Manifestations of God had a universal and all-inclusive conception. They endeavoured for the sake of everyone’s life and engaged in the service of universal education. The area of their aims was not limited - nay, rather, it was wide and all-inclusive.

Therefore, ye must also be thinking of everyone, so that mankind may be educated, character moderated and this world may turn into a Garden of Eden.

Love ye all religions and all races with a love that is true and sincere and show that love through deeds and not through the tongue; for the latter hath no importance, as the majority of men are, in speech, well-wishers, while action is the best.

‘Abdu’l-Bahá. *Selections from the Writings of ‘Abdu’l-Bahá*, p. 69



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LIST OF ADDITIONAL RESOURCES

Stories & Articles:

Brilliant Star:

- “What Do Bahá'ís Believe?,” “Who and Where Are the Bahá'ís?” Jan/Feb 02
“The Color of Jellybeans,” “Shooting Star” Nov/Dec 01
“Star Kids: Wherever You Worship,” “The Dawning Place” Sept/Oct 01
“I Was But a Man Like Others” Mar/Apr 01
“The Mystery of Culture,” “One Prayer, Many Ways,” “Questions and Answers with Louise Profeit-LeBlanc,” “Story of the Drum,” “Wild Words” May/June 00
“The Story of Man,” “The Fruits of One Tree,” “When We Were One,” “Star Kids: Friends Around the World” Jul/Aug 99
“Teaching in a New Land,” Jan/Feb 99
“Opening our Hearts to God” Nov/Dec 98
“Prayer Around the World” Sept/Oct 98
“Source of Inspiration” Nov/Dec 97
“Maui Bahá'í Youth Workshop Pacific Tour,” “Youth in Action, World Citizen,” “Teach the World!,” “One World Family” Sept/Oct 97

(Other, earlier *Brilliant Star* issues with substantial stories on this Topic include: Mar/Apr 95, Mar/Apr 93, Sept/Oct 92, Nov/Dec 91)

- The Central Figures: Bahá'u'lláh, Vol. One:* “Isfandiyar,” “A Journey Across a Desert,” “Thank You, Isfandiyar” Afshin, Mahnaz, *The Blessed Beauty*, “Edward Brown’s Visit”
Afshin, Mahnaz, *The Fruits of One Tree*, pp. 75-85
Afshin, Mahnaz, *The Story of Bahá'u'lláh*, “Proclamation to the Kings and Rulers”
Barnum-Newman, Winifred, *The Secret in the Garden*
Danesh, Hossain, *The Promise, Vol. I*, pp. 10-15, *Vol. II*, pp. 40-45
Garst, Hitjo, *From Mountain to Mountain*, pp. 48-49, 158-59
Oldziej, Peter, *The Garden of Bahá'u'lláh*, pp. 18-19, 31, 56-69, 66-67, 82-83, 86-87, 90-91, 107, 138-39, 166-67
Walcott, Cynthia K., *The Gift*
Unity Flows from Every Color (coloring book)

Activities:

Brilliant Star:

- “Puppets for Peace” Nov/Dec 01
“A Visit to Africa” Nov/Dec 00
“The Art of Unity” July/Aug 00
“Come on Over to My House” Special Edition 99
“Glorious Colors” Nov/Dec 97
“Travel the Globe on the Net” Sept/Oct 97

Music:

Brilliant Star:

- “Persian Alphabet Song” May/June 00
“Tokozani” Jan/Feb 00
“The World’s Children” Jul/Aug 99
“I Have Found Bahá'u'lláh” Mar/Apr 98
“Hoy Es el Día” Sept/Oct 97

- The Bahá'í Songbook*, “All the People of the World,” “One World”
Dawn Song: Choral Music, “O Kind Lord,” “The Time Has Come”
Lift Up Your Voices and Sing, Vol. One, Two, Three, various artists
Sing A New Song, Baha'i Songs for Children, “Flowers of the Garden,” “Love Your Neighbors and Friends,” “God Is One”
Grammer, Red and Kathy, *Teaching Peace (Songbook and CD)*
Munro, Gordi, *Unity in Diversity*

Worksheets and Coloring Pages:

Brilliant Star:

“Hop on the Bus,” “A Design for Santiago” Sept/Oct 01

“Naw-Rúz Food and Fun” Mar/Apr 01

“Discovering Faith,” “A Beautiful World,” “Diversity Detective” Jan/Feb 01

“About Me and My Culture,” “Where in the World?,” “Feast Around the World,” “Turbans in Japan?,” “The Gardens”
May/June 00

“Sticking together” Mar/Apr 00

“Tasty Traditions” Jul/Aug 99

“In Your Neighborhood” Jan/Feb 99

“Dream Dance” Nov/Dec 97

“Hearts Beating All around the World” Sept/Oct 97

Afshin, Mahnaz, *The Fruits of One Tree: Activity Book*, pp. 5, 7, 21, 22, 24, 47

Nathesan, S., *Bahá'í Activities for Children*, pp. 3, 9, 17, 31, 33

Oldziej, Peter, *The Garden of Bahá'u'lláh*, pp. 19, 57, 59, 67, 83, 87, 91, 139, 167

Games:

Brilliant Star: “Play Time” Sept/Oct 00 “Word Traveler” Jul/Aug 99

Drama:

Brilliant Star:

“Ayyám'í'Há in Rainbowville” Jan/Feb 97

Afshin, Mahnaz, *The Fruits of One Tree Activity Book*, “The Oneness of Mankind,” pp. 82-85

Poetry:

Brilliant Star:

“What is the Secret of the Sunrise?” May/June 00

“Poetry Peak” May/June 98

“One Heart” Jan/Feb 98

“Dream Dance” Mar/Apr 97

“One Family” Sept/Oct 97

Videos:

The Power of Race Unity; We Are One

List 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.