

TO DEVELOP A DEEP LOVE FOR BAHÁ'U'LLÁH THE SUFFERINGS AND SACRIFICES OF BAHÁ'U'LLÁH

**SPIRITUAL QUALITIES RELEVANT TO THIS TOPIC:
LOVE, REVERENCE, DETACHMENT**

Let the love of God pervade their inmost being, commingled with their mother's milk.

'Abdu'l-Bahá, Selections from the Writings of 'Abdu'l-Bahá, #99, p.127

Thus have We disclosed to thee a glimmer of the woes that have come upon us, that thou mayest be made aware of Our sufferings, and patiently endure thy sorrows.

Bahá'u'lláh, Gleanings from the Writings of Bahá'u'lláh, CXXXVI, p. 296

LEARNING OBJECTIVES AND SUGGESTED ACTIVITIES



KNOWLEDGE OBJECTIVE

- To know that Bahá'u'lláh suffered and sacrificed during His lifetime

SUGGESTED LEARNING ACTIVITIES

- Tell stories of Bahá'u'lláh's sacrifices and suffering, e.g., the death of Mírzá Mihdí, *The Central Figures: Bahá'u'lláh, Vol. Two*, pp. 3-7.
- Have pairs of students read and consult on different stories of Bahá'u'lláh's suffering.
- Have students research the Life of Bahá'u'lláh to discover incidents of His suffering and sacrifices. Make a chronological list of the main events of this kind.
- Have students memorize part of Bahá'u'lláh's Writings on his own suffering, *The Central Figures: Bahá'u'lláh, Vol. Two*, pp. 2, 8).



WISDOM OBJECTIVES

- To understand the meaning of sacrifice and the purpose of suffering
- To understand the relationship between the suffering of Bahá'u'lláh and that of previous Manifestations of God

SUGGESTED LEARNING ACTIVITIES

- Have students work in groups to research sufferings of other Manifestations.
- Use analogies for sacrifice from the Writings (e.g. moth and candle, iron and fire, etc.) and create art—paintings, sculptures, dances, music—that illustrates these analogies.
- Choose selections from the Writings telling why Bahá'u'lláh endured His sufferings; meditate on these.
- Encourage study of the Tablet of the Holy Mariner and reflection on it. Research the historical context of its revelation, and extrapolate its major themes.
- Have each pair use drama to recreate conditions under which Bahá'u'lláh suffered in the story they read.

TOPIC: THE SUFFERINGS AND SACRIFICES OF BAHÁ'U'LLÁH



SPIRITUAL PERCEPTION OBJECTIVE

- To connect the suffering of Bahá'u'lláh to the setting of one's own personal goals

SUGGESTED LEARNING ACTIVITIES

- Have learners relate examples wherein one sacrifices willingly for a loved one.
- Have learners reflect on how their lives would be different had Bahá'u'lláh not endured His suffering, and express this reflection in an art form such as poetry.
- Encourage students to make personal pledges out of a loving desire to redress Bahá'u'lláh's suffering.
- Examine stories in Bahá'í history and investigate current events in the Bahá'í world where Bahá'ís have made great sacrifices for their love of Bahá'u'lláh and examine the consequences.
- Provide students with opportunity to share how they may relate experientially to the sufferings of Bahá'u'lláh.
- Through role play have students encounter the growth experience from a sacrifice, however small it may be.



ELOQUENT SPEECH OBJECTIVES

- To describe the suffering and sacrifice of Bahá'u'lláh to others
- To use the understanding of Bahá'u'lláh's suffering to cope with the tests and difficulties in one's own life

SUGGESTED LEARNING ACTIVITIES

- Have learners make artistic or dramatic presentations on the sufferings and sacrifices of Bahá'u'lláh and of the other Manifestations. Exhibit learners' work.
- On an ongoing basis, have students share the results and bounties of their deeds dedicated to Bahá'u'lláh.
- Have students plan a spiritual meeting for Bahá'ís and non-Bahá'ís on the sufferings of Bahá'u'lláh, perhaps for the Holy Day commemorating the passing of Bahá'u'lláh.

GOAL: TO DEVELOP A DEEP LOVE FOR BAHÁ'U'LLÁH

TOPIC: THE SUFFERINGS AND SACRIFICES OF BAHÁ'U'LLÁH

Sample Activities

ACTIVITY: INTRODUCE THE THEME OF THE SUFFERINGS OF BAHÁ'U'LLÁH AND PREVIOUS MANIFESTATIONS

WISDOM OBJECTIVE: To understand the relationship between the suffering of Bahá'u'lláh and that of previous Manifestations of God

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Education directed toward the recognition of God; Direct use of Sacred Writings; Use of power of reasoning; Use of music

SUGGESTED TIME FOR ACTIVITY: 30 MIN. OR MORE, DEPENDING ON STORIES SELECTED

Materials Needed:

- chart paper or chalkboard
- *Lote Tree* recording (optional)
- book, *God and His Messengers*, or other books about the Manifestations of God

1. Listen to a song which describes Bahá'u'lláh's suffering, such as "The Prisoner," from the album, *Lote Tree* (optional).
2. Share this quotation:

"The Ancient Beauty hath consented to be bound with chains that mankind may be released from its bondage."

Gleanings p. 99-100

See *The Central Figures: Bahá'u'lláh, Vol. Two*, p. 2.

Comment that all God's Prophets have suffered.
3. In whole group invite the learners to recall the suffering of the previous Manifestations. Invite them to share their memories.
4. Compile all the groups' findings onto one large chart (chalkboard or chart paper).
5. Review together the chart of all the Manifestations' sufferings, in relation to the quotation read earlier. Refer to the book *God and His Messengers* by David Hofman if you would like to tell stories about the previous Manifestations of God. Other books about the Manifestation of God may be found in your local public library.

ACTIVITY: THE SUFFERINGS OF BAHÁ'U'LLÁH

KNOWLEDGE OBJECTIVE: To know that Bahá'u'lláh suffered and sacrificed during His lifetime

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Education directed toward the recognition of God; Use of stories

SUGGESTED TIME FOR ACTIVITY: 30 MIN.

Materials Needed:

- *The Central Figures: Bahá'u'lláh, Vol. Two*, or other sources for stories. See List of Additional Resources
1. Read the stories, "A Most Great Exchange" and "Fire in 'Akká," *The Central Figures: Bahá'u'lláh, Vol. Two*, pp. 3-16.
 2. Discuss the questions on p. 173 of that storybook

TOPIC: THE SUFFERINGS AND SACRIFICES OF BAHÁ'U'LLÁH

ACTIVITY: RELATE SOME OF BAHÁ'U'LLÁH'S SUFFERINGS

KNOWLEDGE OBJECTIVE: To know that Bahá'u'lláh suffered and sacrificed during His lifetime

WISDOM OBJECTIVE: To understand the meaning of sacrifice and the purpose of suffering

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Engaging mind and heart; Direct use of Sacred Writings; Use of field trips; Use of stories; Use of reflection; Use of questioning; Use of the power of reasoning



SUGGESTED TIME FOR ACTIVITY: 30 MIN.

Materials Needed:

- stories
- refreshments (could simply be water)
- candle

1. Inform the learners abruptly that they are now going for a walk. They have no time to gather their belongings, you do not answer their questions about where they are going or why. Just go!
2. Make the pace and distance of the walk such that students begin to complain of tiredness. At that point lead the group to a spot where you have previously placed refreshments, and where they may relax.
3. Ask them, as they enjoy their break, to compare their forced walk with what they know of Bahá'u'lláh's suffering. Assist them with reminders of how Bahá'u'lláh and the Holy Family were exiled time and again, sometimes with little notice, sometimes not knowing where they were going.
4. Tell some of the stories of hardships endured on these exiles, *The Central Figures: Bahá'u'lláh, Vol. Two*, pp. 3-16.
5. Ask students to brainstorm: What sufferings did Bahá'u'lláh endure in addition to His exiles?

Invite the students to take a silent walk to a room you have prepared in advance: it is darkened, with a candle in the center. Have them sit around the candle, light it and read this quotation from 'Abdu'l-Bahá: "*Behold the candle, how it weeps away its life, drop by drop...*"

6. Maintaining a reverent mood, quietly remind the students that Bahá'u'lláh "wept" His life away to give forth His light. Recall, briefly, in chronological order, some of the various ordeals that Bahá'u'lláh endured, from His imprisonment in the Síyáh-Chál to His last days in the Most Great Prison.
7. Read again the quotation from *Gleanings*, p. 99 shared in the previous activity, *The Central Figures: Bahá'u'lláh, Vol. Two*, p. 2.



ACTIVITY: EXPRESS ONE'S UNDERSTANDING OF BAHÁ'U'LLÁH'S SUFFERING

ELOQUENT SPEECH OBJECTIVE: To describe the suffering and sacrifices of Bahá'u'lláh to others

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Education directed toward recognition of God; Engaging mind and heart; Direct use of Sacred Writings; Use of art; Use of creativity

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

Materials Needed:

- art supplies
- slips of paper with written descriptions
- storybook, *The Central Figures: Bahá'u'lláh, Vol. Two*

1. Invite the students to create a visual art reminder of how Bahá'u'lláh suffered for us.
2. Pass out slips of paper, each with a brief description of one of Bahá'u'lláh's sacrifices, such as: "sacrifice of Mirza Mihdi," "misdeeds of the friends," "suffered the bastinado," "poisoned by Mírzá Yahyá," etc.
3. Ask each student to create a drawing of that form of suffering without representing Bahá'u'lláh. For example, "suffered the bastinado" may show the type of whip used.
4. Invite each student to attach the written description of Bahá'u'lláh's suffering to their drawing.
5. Display the set of drawings in a respectful manner, for example, as an art gallery mounted down a hallway in chronological order or put together in a book.
6. Consider introductory and closing quotations to be displayed with the drawings. For example:

"Recall to mind My sorrows, My cares and anxieties, My woes and trials, the state of my captivity, the tears that I have shed, the bitterness of Mine anguish, and now Mine imprisonment in this far-off land ..."
Bahá'u'lláh, The World Order of Bahá'u'lláh, p.174

and the passages in *The Central Figures: Bahá'u'lláh, Vol. Two*, pp. 2 and 8.
7. Invite community members, seekers, family members, or other students in the Bahá'í school to reverently visit the display or view the book when finished.

TOPIC: THE SUFFERINGS AND SACRIFICES OF BAHÁ'U'LLÁH

ACTIVITY: SET PERSONAL GOALS OF SACRIFICE OUT OF LOVE FOR BAHÁ'U'LLÁH

SPIRITUAL PERCEPTION OBJECTIVE: To connect the suffering of Bahá'u'lláh to the setting of one's own personal goals

ELOQUENT SPEECH OBJECTIVE: To use the understanding of Bahá'u'lláh's suffering to cope with the tests and difficulties in one's own life

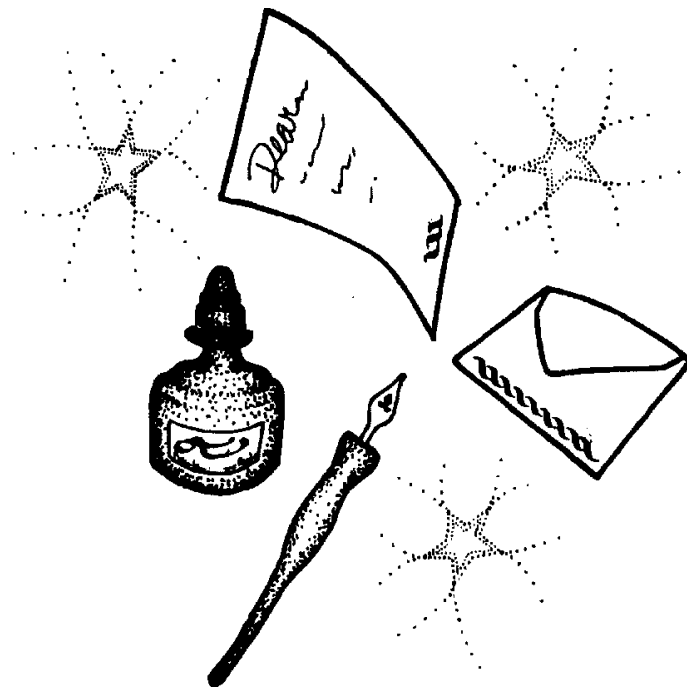
INSTRUCTIONAL METHODS AND LEARNING TOOLS: Establishing a loving environment; Engaging mind and heart; Use of questions; Use of the power of reasoning; Use of reflection

SUGGESTED TIME FOR ACTIVITY: 40 MIN.

Materials Needed:

- pens, writing paper, envelopes
- 9 candles

1. Gather the children around 9 candles.
2. Ask: “How can we be like candles? How can we ‘weep our lives away’ to show our love for Bahá'u'lláh?” Discuss the times when it may be difficult to live up to the teachings of Bahá'u'lláh.
3. Teach the song, “Light the Candle,” Resource Page 11.
4. Provide beautiful pens, writing paper, and envelopes. Ask the students to write a letter to Bahá'u'lláh, pledging to Him the sacrifices they would like to make out of their love for Him and to assist His Cause. These letters are personal and private.
5. Suggest that they be kept in a special place to read to oneself again at special times.
6. On an ongoing basis, encourage the students to share their experiences of sacrifice or the results of the deeds they do out of love for Bahá'u'lláh.



Behold a candle,
how it gives its light.
It weeps its life away
drop by drop
in order to give forth
its flame of light....
You must die to yourselves
and to the world,
so shall ye be born again
and enter the
Kingdom of Heaven....

Words of 'Abdu'l-Bahá, from *An Early Pilgrimage* by May Maxwell, p. 42

TOPIC: THE SUFFERINGS AND SACRIFICES OF BAHÁ'U'LLÁH

Light the Candle by Susan Engle ©1992

Spoken before singing: (with accomp.) "The believers of God must become self-sacrificing and like unto the candles of guidance become ignited."*

Oh, Ba - há - 'u' - lláh, light the can - dle of my heart.

Oh, Ba - há - 'u' - lláh, light the can - dle of my heart.

of my heart. A - lláh-u - Ab - há, A - lláh-u - Ab -

há, A - lláh-u - Ab - há, A - lláh-u - Ab -

há. A - lláh-u - Ab - há, A - lláh-u - Ab -

há, A - lláh-u - Ab - há, A - lláh-u - Ab - há.

2. Spoken while verse is hummed twice: "If one arise to promote the word of God with a pure heart, overflowing with the love of God and severed from the world, the Lord of Hosts will assist him with such a power as will penetrate the core of existent beings."*
3. Chorus
4. Oh, Bahá'u'lláh

*Bahá'í Writings

reprinted from *Brilliant Star*, July/August 1992

GOAL: TO DEVELOP A DEEP LOVE FOR BAHÁ'U'LLÁH

TOPIC: THE SUFFERINGS AND SACRIFICES OF BAHÁ'U'LLÁH

LIST OF ADDITIONAL RESOURCES

Stories & Articles:

Brilliant Star:

- “Who Is Bahá'u'lláh?” Jan/Feb 02
- “We Are With You at All Times,” “Far Away from Home” May/Jun 01
- “Healthy Water in the Most Great Prison” Sept/Oct. 00
- “Singing in the Siyáh-Chál” Nov/Dec 97
- “A Martyr’s Life” May/Jun 96
- “Badí’, Pride of Martyrs” Jan/Feb 96
- “The Event of the 100th Anniversary of the Ascension of Bahá'u'lláh” May/Jun 92
- “Why Did Bahá'u'lláh Suffer?,” “Chains in the Siyáh-Chál” SpEd 91

The Central Figures: Bahá'u'lláh, Vol. Two:

“A Most Great Exchange,” “Fire in ‘Akka”

Afshin, Mahnaz, *The Blessed Beauty*, “The Beginning of Tests and Difficulties,” “The Dungeon of Tehran,” “Journey to Baghdad,” “The Sacrifice of Dr. Sishman,” “The Wicked Attempt,” “The Most Great Separation,” also pp. 9, 29, 30, 35, 39, 51, 59

Afshin, Mahnaz, *The Fruits of One Tree*, pp. 55-56, 61

Afshin, Mahnaz, *The Story of Bahá'u'lláh*, “The Most Great Prison,” “Mirza Mihdí’s Martyrdom,” also pp. 20-21, 24, 38, 45, 65, 71-72

Furutan, Ali-Akbar, *Stories of Bahá'u'lláh*, pp. 11, 19, 26-27, 30, 31-34, 37-38, 40-41, 64, 67-69, 73-74, 85-86, 88-91, 96-98, 102-04, 109

Garst, Hitjo, *From Mountain to Mountain*, “Bahá'u'lláh in the Siyáh-Chál,” “To Baghdad,” “The Great Change,” “Bahá'u'lláh is Poisoned,” “The Most Great Separation,” “Leaving Adrianople,” “The Most Great Prison,” “The Murder of Siyyid Muhammad,” also pp. 32, 34-35, 70, 125, 140-41

Meyer, Zoe, *Children’s Stories from the Dawn-Breakers*, pp. 63-64

Oldziewy, Peter, *The Garden of Bahá'u'lláh*, pp. 24, 32-33, 46-47

Reed, Betty, *Stories of Bahá'u'lláh as Told by Pokka*, pp. 3-11, 21. 23-24

Wittman, Debbie, *The Birth of the Bahá’i Faith*, pp. 13, 17

Worksheets and Coloring Pages:

Brilliant Star: “What Would You Give to Bahá'u'lláh?” SpEd 98

Oldziewy, Peter, *The Garden of Bahá'u'lláh*, pp. 33, 47

Activities:

Brilliant Star:

- “Healthy Water in the Most Great Prison” Sept/Oct 00
- “Chains in the Siyáh-Chál,” SpEd 91

Music:

Brilliant Star:

“Singing in the Siyáh-Chál” Nov/Dec 97

“Light the Candles” Jul/Aug 92

Lift up Your Voices and Sing, Vol. One, various artists, “The Prisoner”

The Bahá’i Songbook: “Badí’,” “Mount Your Steeds,” “Make Me a Servant of Bahá’,” “Traces,” “Bahá'u'lláh the Glory of God”

Videos:

The Prisoner of ‘Akká

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.

TO DEVELOP A DEEP LOVE FOR BAHÁ'U'LLÁH

THE RELATIONSHIP BETWEEN

BAHÁ'U'LLÁH AND 'ABDU'L-BAHÁ

**SPIRITUAL QUALITIES RELEVANT TO THIS TOPIC:
LOVE, COMPASSION, COURTESY, JOYFULNESS, KINDNESS**

We must partake of the bounty and grace of the Lord, for the Báb has admonished us to arise in service to the Cause of God, to be absolutely severed from all else save God during the day of the Blessed Perfection, Bahá'u'lláh, to be completely attracted by the love of Bahá'u'lláh, to love all humanity for His sake...

'Abdu'l-Bahá, Promulgation of Universal Peace, p. 139

There hath branched from the Sadratu'l-Muntahá this sacred and glorious Being, this Branch of Holiness; well is it with him that hath sought His shelter and abideth beneath His shadow.

Bahá'u'lláh: Tablet of the Branch, cited by Shoghi Effendi in World Order of Bahá'u'lláh, p. 135

TOPIC: THE RELATIONSHIP BETWEEN BAHÁ'U'LLÁH AND 'ABDU'L-BAHÁ

LEARNING OBJECTIVES AND SUGGESTED ACTIVITIES



KNOWLEDGE OBJECTIVE

- To know about the special relationship between Bahá'u'lláh and 'Abdu'l-Baha

SUGGESTED LEARNING ACTIVITIES

- Recount to the students stories from the lives of Bahá'u'lláh and 'Abdu'l-Bahá that demonstrate Their special relationship, *The Central Figures: Bahá'u'lláh, Vol. Two*, pp. 19-28).
- Have the students use peer questioning to explore the relationship between Bahá'u'lláh and 'Abdu'l-Bahá.
- Have the students work in groups to conduct research of the Writings and of histories of the Faith, to find examples of the special relationship between Bahá'u'lláh and 'Abdu'l-Bahá.
- Have the students make a list of the characteristics of this relationship and examples that demonstrate each characteristic.



WISDOM OBJECTIVE

- To understand the deep bond between the Manifestation of God and the Mystery of God

SUGGESTED LEARNING ACTIVITIES

- Invite students to use art media to create visual symbols for the bond between Bahá'u'lláh and 'Abdu'l-Bahá.
- Have students work in groups to glean terms and phrases from the Writings that describe this special relationship. Have learners find pictures that demonstrate each term.
- Assist the learners to choose a selection from the Writings describing the relationship between Bahá'u'lláh and 'Abdu'l-Bahá to memorize and reflect on, *The Central Figures: Bahá'u'lláh, Vol. Two*, pp. 18,29).
- Invite children to use performing arts to symbolize the unique bond between Bahá'u'lláh and 'Abdu'l-Bahá.
- Have students imagine 'Abdu'l-Bahá at age nine anticipating a visit to Bahá'u'lláh in the Síyáh-Chál.

GOAL: TO DEVELOP A DEEP LOVE FOR BAHÁ'U'LLÁH
TOPIC: THE RELATIONSHIP BETWEEN
BAHÁ'U'LLÁH AND 'ABDU'L-BAHÁ



SPIRITUAL PERCEPTION OBJECTIVES

- To connect the understanding of the deep love between Bahá'u'lláh and 'Abdu'l-Bahá to one's own personal relationship with both
- To discern this loving relationship as an expression of loyalty and service
- To relate 'Abdu'l-Bahá's relationship to His Father to one's own relationship with one's parents

SUGGESTED LEARNING ACTIVITIES

- Have learners consult on comparisons between their relationships with their parents and 'Abdu'l-Bahá's relationship with His Father.
- Reflect on the loyalty and service expressed in the loving relationship between Bahá'u'lláh and 'Abdu'l-Bahá. Have students explore in groups how loyalty and service are expressed in their own families, sharing examples of what they do to show these qualities.
- Encourage students to meditate on the deep love between Bahá'u'lláh and 'Abdu'l-Bahá and how this love affects one's personal relationship with both. Use poetry, free verse, or prose to express their understanding.
- Have learners take one example from stories of the relationship between 'Abdu'l-Bahá and Bahá'u'lláh and plan to integrate this example into their own lives.



ELOQUENT SPEECH OBJECTIVES

- To describe and explain the loving relationship between Bahá'u'lláh and 'Abdu'l-Bahá to others
- To use the essence of this relationship in developing one's own relationships with parents, family, and others

SUGGESTED LEARNING ACTIVITIES

- On an ongoing basis, encourage learners to use actions to demonstrate loyalty and service to their parents and share the results and bounties thereof.
- Have students plan a spiritual gathering around Mother's Day or Father's Day during which they can share stories of this special relationship, perform, and exhibit their art work.

GOAL: TO DEVELOP A DEEP LOVE FOR BAHÁ'U'LLÁH

TOPIC: THE RELATIONSHIP BETWEEN BAHÁ'U'LLÁH AND 'ABDU'L-BAHÁ

Sample Activities

ACTIVITY: BAHÁ'U'LLÁH AND 'ABDU'L-BAHÁ'S SPECIAL LOVE

KNOWLEDGE OBJECTIVE: To know about the special relationship between Bahá'u'lláh and 'Abdu'l-Bahá

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Education directed toward recognition of God; Engaging mind and heart; Use of music; Use of stories; Use of consultation; Use of the power or reasoning; Use of peer teaching

SUGGESTED TIME FOR ACTIVITY: 30 MIN.

Materials Needed:

- *The Central Figures: Bahá'u'lláh, Vol. Two*, or other stories of 'Abdu'l-Bahá and Bahá'u'lláh
- paper and pens or pencils
- copies of Resource Page 19, "Love is the Secret"

1. Teach the Song, "Love is the Secret," Resource Page 19.
2. Tell the students that they will be exploring the very special love between a very special Father and Son. Let them guess who They are!
3. Ask the students if they recall examples of the special love between Bahá'u'lláh and 'Abdu'l-Bahá. Invite them to share their recollections.
4. Elicit responses from the students describing the relationship between Bahá'u'lláh and 'Abdu'l-Bahá. Emphasize qualities such as trust, kindness, loyalty, service, etc.
5. Have them work in small groups, each reading different stories in *The Central Figures: Bahá'u'lláh, Vol. Two*, pp. 19-23 and 25-28. For alternatives, see the List of Additional Resources.
6. Ask each group to consult together on the virtues and attributes which Bahá'u'lláh and 'Abdu'l-Bahá demonstrate towards each other in that story.
7. Encourage learners to write down those virtues and attributes, as they will need to recall them in the next activity.

GOAL: TO DEVELOP A DEEP LOVE FOR BAHÁ'U'LLÁH
TOPIC: THE RELATIONSHIP BETWEEN
BAHÁ'U'LLÁH AND 'ABDU'L-BAHÁ

ACTIVITY: LOVING HEARTS

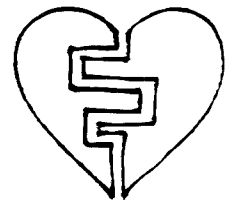
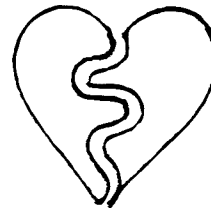
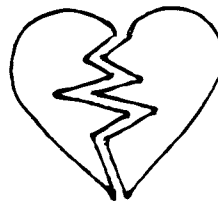
WISDOM OBJECTIVE: To understand the deep bond between the Manifestation of God and the Mystery of God

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Education directed toward recognition of God; Engaging mind and heart; Use of peer teaching; Use of questioning; Use of the power or reasoning; Use of manipulatives

SUGGESTED TIME FOR ACTIVITY: 50 MIN.

Materials Needed:

- chalkboard and chalk
- large 8"-10" hearts for each student
- scissors



1. Write “Bahá’u’lláh” at the top of one half of a chalkboard, “ ‘Abdu’l-Bahá” on the other half. Ask students to recall the stories they read in the previous activity. Ask, “What were some of the attributes identified?” Record responses under the respective Name.
2. Encourage students to question their peers to learn more about the stories and perhaps to glean additional attributes.
3. Summarize by drawing a huge heart surrounding everything written on the board, symbolizing how Bahá’u’lláh’s and ‘Abdu’l-Bahá’s actions and virtues demonstrate Their love for one another.
4. Either in advance, or if students are capable, cut large hearts from poster board, at least one for each learner.
5. Cut each heart down the middle—each one in a different way, so that the two halves fit together like a unique puzzle.
6. Write an attribute listed on the board that Bahá’u’lláh demonstrated on one half of a heart. Write an attribute that ‘Abdu’l-Bahá demonstrated on the other half of the heart. Do this for each heart. Duplicate uses of attributes are fine if the number of students, and hearts, exceeds the list of attributes.
7. Now you’re ready to play the Loving Hearts Game.
8. Collect half of each heart, while the student keeps the other half.
9. Scatter the collected halves at one end of the playing field, indoors or outdoors. Ask students to wait at the other end of the field until you give the signal to go.
10. Players move across the field to where the heart halves are scattered, looking for the piece that fits with the piece they are holding.
11. The players then connect the two halves and call out the qualities written on each.
12. Continue playing until all halves are matched.
13. Repeat the game as often as desired, giving students different halves each time, to encounter different aspects of the loving relationship between Bahá’u’lláh and ‘Abdu’l-Bahá.
14. The game pieces may also be used by individuals or groups as a tabletop matching exercise.



GOAL: TO DEVELOP A DEEP LOVE FOR BAHÁ'U'LLÁH

TOPIC: THE RELATIONSHIP BETWEEN BAHÁ'U'LLÁH AND 'ABDU'L-BAHÁ

ACTIVITY: REFLECTION ON THE RELATIONSHIP

SPIRITUAL PERCEPTION OBJECTIVE: To connect the understanding of a deep love between Bahá'u'lláh and 'Abdu'l-Bahá to one's own personal relationship with both

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Engaging mind and heart; Direct use of Sacred Writings; Use of meditation; Use of reflection; Use of questioning; Use of consultation

SUGGESTED TIME FOR ACTIVITY: 15 MIN.

Materials Needed:

- flowers, candles, or other materials to create a reverent atmosphere
- prayer book

1. Create a reverent atmosphere.
2. Share this portion of a prayer by 'Abdu'l-Bahá:

“O my God! O my God! This Thy servant, hath advanced towards Thee, is passionately wandering in the desert of Thy love, walking in the path of Thy service....”

Bahá'í Prayers (U.S.) p. 153.

3. Provide a few moments for meditation and reflection on the love between Bahá'u'lláh and 'Abdu'l-Bahá, and upon the question: “How does knowing Their love for each other help you to love Them even more?”
4. Read the prayer again. This prayer is provided on p. 20 of this Lesson Planning Guide.

ACTIVITY: I WANT TO BE LIKE 'ABDU'L-BAHÁ

ELOQUENT SPEECH OBJECTIVE: To use the essence of this relationship in developing one's own relationships with parents, family and others; To describe and explain the loving relationship between Bahá'u'lláh and 'Abdu'l-Bahá to others

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Engaging mind and heart; Use of stories; Use of drama

SUGGESTED TIME FOR ACTIVITY: 30 MIN.

Materials Needed:

- props for role play

1. Discuss how it can be possible to learn from the relationship between Bahá'u'lláh and 'Abdu'l-Bahá to develop more loving relationships with one's parents, family members, and friends.
2. Create role-plays describing real-life situations in which students can demonstrate the *qualities* of the loving relationship between Bahá'u'lláh and 'Abdu'l-Bahá. Remind students that one may not attempt to portray Bahá'u'lláh or 'Abdu'l-Bahá.
3. As a group set goals to share some of the stories of Bahá'u'lláh and 'Abdu'l-Bahá with their family and friends and together to strive to follow Their example of a loving relationship.
4. Provide opportunities at future meetings to share successes.

GOAL: TO DEVELOP A DEEP LOVE FOR BAHÁ'U'LLÁH
 TOPIC: THE RELATIONSHIP BETWEEN
 BAHÁ'U'LLÁH AND 'ABDU'L-BAHÁ

Resource Pages

Love is the Secret

Music by Bob Simms
 Words of 'Abdu'l-Bahá
 and Bahá'u'lláh

Slowly

Em

Love is the secret Love is the secret

Am Em B Em

Love is the secret love, love, love, the secret is love

Am D9 D7

what a power is love it is the most wonderful, the

G Dm G C Am Em

greatest of all living powers know that a certainty that love is the secret

F Em Eb F G Am B

of God's Holy Dispensation manifestation of the All Glorious

©Bob Simms

TOPIC: THE RELATIONSHIP BETWEEN
BAHÁ'U'LLÁH AND 'ABDU'L-BAHÁ

FOR REFLECTION

O my God! O my God! This, Thy servant, hath advanced towards Thee, is passionately wandering in the desert of Thy love, walking in the path of Thy service, anticipating Thy favors, hoping for Thy bounty, relying upon Thy kingdom, and intoxicated by the wine of Thy gift. O my God! Increase the fervor of his affection for Thee, the constancy of his praise of Thee, and the ardor of his love for Thee.

Verily, Thou art the Most Generous, the Lord of grace abounding. There is no other God but Thee, the Forgiving, the Merciful.

'Abdu'l-Bahá: *Bahá'í Prayers* (US edition), pp. 153-54

GOAL: TO DEVELOP A DEEP LOVE FOR BAHÁ'U'LLÁH
TOPIC: THE RELATIONSHIP BETWEEN
BAHÁ'U'LLÁH AND 'ABDU'L-BAHÁ

LIST OF ADDITIONAL RESOURCES

Stories & Articles:

Brilliant Star: “What is the History of the Bahá'í Faith?” Jan/Feb 02

The Central Figures: Bahá'u'lláh, Vol. Two: “Waiting for the Master,” “Flowers for the Ancient King”

Afshin, Mahnaz, *The Blessed Beauty*, “The Mansion of Mazra'ih,” also pp. 31-32, 100

Afshin, Mahnaz, *The Fruits of One Tree*, pp. 58, 63

Afshin, Mahnaz, *The Story of Bahá'u'lláh*, pp. 27, 43, 65

Furutan, 'Ali-Akbar, *Stories of Bahá'u'lláh*, pp. 13-14, 25-26, 35, 49-50, 76-77, 90-92, 106

Garst, Hitjo, *From Mountain to Mountain*, “Mazra'ih,” “More Freedom,” “Mount Carmel,” “‘Abdu'l-Bahá” also p. 40

Oldziey, Peter, *The Garden of Bahá'u'lláh*, pp. 48-49

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.

TO DEVELOP A DEEP LOVE FOR BAHÁ'U'LLÁH

THE HOLY FAMILY

**SPIRITUAL QUALITIES RELEVANT TO THIS TOPIC:
LOVE, DETACHMENT, FAITH, STEADFASTNESS**

Indeed, the Greatest Holy Leaf, the 'Trust of Bahá'u'lláh amongst us, was the emblem of His boundless grace, a luminary shining in the heaven of tender mercy and gracious providence, the embodiment of the manifold favours of the Abhá Beauty, a repository of the bounty and loving-kindness so characteristic of the Báb, the Exalted One.... Her blessed life was a source of spiritual illumination for the whole world and her noble traits and heavenly attributes served as a shining example, an object of emulation for all mankind.

Shoghi Effendi in *Bahíyyih Khánum*, p. 83

We children looked upon Bahá'u'lláh as another loving Father; to Him we carried all our little difficulties and troubles. He took an interest in everything which concerned us.

Tuba Khánum, quoted by Lady Blomfield, *The Chosen Highway*, p. 98

LEARNING OBJECTIVES AND SUGGESTED ACTIVITIES



KNOWLEDGE OBJECTIVE

- To know about the members of the Holy Family of Bahá'u'lláh

SUGGESTED LEARNING ACTIVITIES

- Relate stories about the Holy Family to the children, *The Central Figures: Bahá'u'lláh, Vol. Two*, pp. 31-39.
- Provide students with opportunities to experience what the households and cultural living conditions were like in the time of Bahá'u'lláh.
- Have students work in groups to research and prepare biographical sketches of members of the Holy Family. Make their own personal books about the Holy Family, including pictures from *Brilliant Star*.
- Use arts and crafts activities to make a family tree.



WISDOM OBJECTIVES

- To understand the attitude of service and selflessness of members of the Holy Family towards Bahá'u'lláh
- To understand the Station of Bahá'u'lláh and the Holy Family

SUGGESTED LEARNING ACTIVITIES

- Create opportunities for students to role play or demonstrate attributes of service and selflessness, as evinced by the Holy Family.
- Have students work in groups to glean from the stories of the Holy Family examples and incidents that describe their attitude of service and selflessness.
- Consult on the distinguishing characteristics of the Holy Family and the special relationship they had with Bahá'u'lláh. Compare these relationships with relationships within the students' own families.



SPIRITUAL PERCEPTION OBJECTIVES

- To discern the power of actions to express one's own relationship with Bahá'u'lláh
- To connect our love for Bahá'u'lláh with loyalty to His revealed Word and with obedience to His laws and His Institutions

SUGGESTED LEARNING ACTIVITIES

- In consultation, discuss ways we can learn from the Holy Family how to improve our own family life. Set goals in this direction.
- Use music to meditate on and memorize a passage from the Writings about service and obedience, *The Central Figures: Bahá'u'lláh*, Vol. Two, p. 30.
- Use guided imagery to help students imagine that their home is the Blessed Household—that Bahá'u'lláh lives in their midst. How do they act? Carry that into their present situations. Encourage learners to write poetry, free verse, or prose, to express their thoughts.
- Have children choose a path to show Bahá'u'lláh their love and their loyalty to His laws and teachings, starting with one goal per Bahá'í month.



ELOQUENT SPEECH OBJECTIVES

- To integrate knowledge of the Holy Family into a teaching activity
- To express one's attitude of selflessness and service to Bahá'u'lláh and the community

SUGGESTED LEARNING ACTIVITIES

- Encourage students to present a re-enactment of events and conditions in the lives of the Holy Family.
- Provide opportunity for students to give a talk on members of the Holy Family, from their research. During Ridván have a presentation on a different family member for each Holy Day.
- Assist students in setting personal goals to apply examples from the members of the Holy Family to their own lives.
- Assist children to track their personal goals inspired by the service, obedience, and sacrifice of the members of the Holy Family and provide on-going sharing of the results and bounties of this effort.
- Help learners devise skills and techniques to bring themselves to account each day.

TOPIC: THE HOLY FAMILY

Sample Activities

ACTIVITY: THE HOLY FAMILY

KNOWLEDGE OBJECTIVE: To know about the members of the Holy Family of Bahá'u'lláh.

WISDOM OBJECTIVE: To understand the attitude of service and selflessness of members of the Holy Family towards Bahá'u'lláh

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

SUGGESTED TIME FOR ACTIVITY: 60 MIN.

Materials Needed:

- 4 cards per team
- copies of stories about the Holy Family

1. Introduce the activity with a song such as “Khánum” on the *Happy Ayyám-í-Há* album or another song of your choice.
2. Group the students into teams of four.
3. Have each team play the introduction game, “Name That Role.” Each member in turn says his or her name and one of his or her family relationships, such as, “I’m Mark, the son of Mr. Hickman,” or “I’m Lua, the sister of Jamal.” Continue taking turns until members’ roles are exhausted.
4. Reverse the direction of play; now each member turns to the next player, and identifies one of their roles. For example, “You are Sara, the daughter of Nancy.” Continue until no more roles can be named.
5. Provide each team with four cards, as shown below:

‘ASÍYIH KHÁNUM

Navváb

- Wife of Bahá'u'lláh
- Mother of Bahíyyih Khánum, ‘Abdu’l-Bahá and Mírzá Mihdí

BAHÍYYIH KHÁNUM

The Greatest Holy Leaf

- Daughter of Bahá'u'lláh and ‘Asíyih Khánum
- Sister of ‘Abdu’l-Bahá and Mírzá Mihdí

‘ABDU’L-BAHÁ

The Most Great Branch

- Son of Bahá'u'lláh and ‘Asíyih Khánum
- Brother of Bahíyyih Khánum and Mírzá Mihdí

MÍRZÁ MIHDÍ

The Purest Branch

- Son of Bahá'u'lláh and ‘Asíyih Khánum
- Brother of ‘Abdu’l-Bahá and Bahíyyih Khánum

6. Give each team member an opportunity to take a Holy Family Member card and then join with those from other teams who have the same card. These form new groups who will strive to become 'experts' on their member of the Holy Family.
7. Provide each 'expert group' with copies of stories about their Family member, *The Central Figures: Bahá'u'lláh, Vol. Two*, p. 3, p. 25, p. 31, p. 35, p. 41). Alternatively, you may select stories from the List of Additional Resources.
8. Have each group read their stories with these questions in mind: 1) How did this Member of the Holy Family show His or Her love for Bahá'u'lláh? 2) What virtues does this Member of the Holy Family demonstrate in these stories?
9. Encourage groups to discuss their answers together, so that each member is comfortable in being able to share the findings with others. They may like to take notes.
10. Re-form into original teams. Each member in turn shares about whom they learned, His or Her role in the Holy Family, and their answers to the two focus questions.

ACTIVITY: CREATE FAMILY ALBUMS OF THE HOLY FAMILY

KNOWLEDGE OBJECTIVE: To know about the members of the Holy Family of Bahá'u'lláh

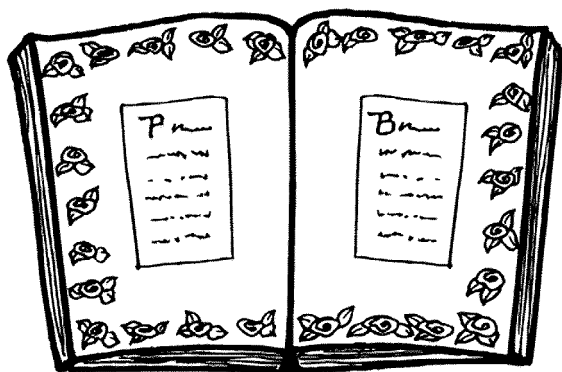
INSTRUCTIONAL METHODS AND LEARNING TOOLS: Use of creativity; Use of arts; Use of peer teaching; Independent investigation

SUGGESTED TIME FOR ACTIVITY: 60 MIN.

Materials Needed:

- personal photograph album or scrapbook
- construction paper (12" x 18"), 4 sheets per person
- art supplies, hole punch, paper fasteners

1. Share your own family photograph album or scrapbook.
2. Invite each student to create an album of Bahá'u'lláh's Holy Family.
3. Have each student make an illustration page and information page for each member of the Holy Family.
4. Utilize resources such as illustrations in *The Central Figures: Bahá'u'lláh* storybooks, *Brilliant Star* special edition '91, Bahá'í History Calendar, pilgrimage photographs, etc. for images of their chosen art subject. Their drawn illustrations must not represent the Person, but rather something associated with that Person, such as Their monument, a scene from a story, etc. Encourage students to demonstrate reverence in this work.



Activity continues on next page ⇒

GOAL: TO DEVELOP A DEEP LOVE FOR BAHÁ'U'LLÁH

TOPIC: THE HOLY FAMILY

5. The information page should contain the Person's Name and Family roles, how this Person showed His or Her love for Bahá'u'lláh, the spiritual qualities this Person demonstrated, and a brief anecdote from the stories read.
6. Utilize each team's expert as a resource while writing each page. Younger students may dictate their information; older students may wish to utilize calligraphy pens or a computer for these pages.
7. Provide each student with four sheets of heavy, large (12"x18") construction paper—fold each sheet in half, crease, and re-open.
8. Mount artwork for one member of the Holy Family in the center of the left-hand half of one sheet; mount the information page for that Family member in the center of the right-hand half of the sheet. If information extends two pages, mount additional text on the back of that half of the construction paper.
9. Decorate the borders with symbols that the student feels convey the qualities of that Person.
10. Repeat this process for each Holy Family member.
11. Close each completed sheet and stack all four, with folded edges along the left edge. Bind into a book by stapling, or punching holes and connecting with paper fasteners, yarn, etc.
12. Create a beautiful cover, with an appropriate title and then share completed albums with each other.

ACTIVITY: MY OWN FAMILY

SPIRITUAL PERCEPTION OBJECTIVE: To discern the power of actions to express one's own relationship with Bahá'u'lláh

ELOQUENT SPEECH OBJECTIVE: To express one's attitude of selflessness and service to Bahá'u'lláh and the community

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Teaching and service to humanity; Use of reflection; Use of Sacred Writings; Use of reasoning; Use of questioning

SUGGESTED TIME FOR ACTIVITY: 20 MIN.

Materials Needed:

- copies of quotation provided on p. 29 of this Lesson Planning Guide
- chalkboard

1. Provide copies and read this statement by 'Abdu'l-Bahá: "If love and agreement are manifest in a single family, that family will advance, become illumined and spiritual..."
Promulgation of Universal Peace, pp. 144-45.
2. Facilitate a large-group consultation, focusing on how our families can demonstrate their love for Bahá'u'lláh. Encourage the inclusion of how families can show obedience to Bahá'í Laws and Institutions, be active in the life of the community, in teaching and service, how they can sacrifice, etc., as well as create a more loving spiritual home environment and family relationships.
3. Assist the students to write an invitation to their parents, offering the suggestion of a spiritual goal-setting meeting for the family, using the Holy Family album as inspiration.



If love and agreement are manifest in a single family, that family will advance, become illumined and spiritual; but if enmity and hatred exist within it, destruction and dispersion are inevitable. This is, likewise, true of a city. If those who dwell within it manifest a spirit of accord and fellowship, it will progress steadily and human conditions become brighter, whereas through enmity and strife it will be degraded and its inhabitants scattered. In the same way, the people of a nation develop and advance toward civilization and enlightenment through love and accord and are disintegrated by war and strife. Finally, this is true of humanity itself in the aggregate. When love is realized and the ideal spiritual bonds unite the hearts of men, the whole human race will be uplifted, the world will continually grow more spiritual and radiant and the happiness and tranquillity of mankind be immeasurably increased. Warfare and strife will be uprooted, disagreement and dissension pass away and universal peace unite the nations and peoples of the world. All mankind will dwell together as one family, blend as the waves of one sea, shine as stars of one firmament and appear as fruits of the same tree. This is the happiness and felicity of humankind. This is the illumination of man, the eternal glory and everlasting life; this is the divine bestowal. I desire this station for you, and I pray God that the people of America may achieve this great end in order that the virtue of this democracy may be ensured and their names be glorified eternally. May the confirmations of God uphold them in all things and their memories become revered throughout the East and the West. May they become the servants of the Most High God, near and dear to Him in the oneness of the heavenly Kingdom.

‘Abdu’l-Bahá: *Promulgation of Universal Peace*, pp. 144-45

LIST OF ADDITIONAL RESOURCES

Stories & Articles:

Brilliant Star:

- “Shining Lamp: Bahíyyih Khánúm” May/June 01
- “The Pure One and the Greatest Holy Leaf” Mar/Apr 99
- “Show Your Love” Mar/Apr 98
- “Navváb’s Mistake” SpEd 91
- “Family Trees” SpEd 91

The Central Figures: Bahá'u'lláh, Vol. Two: “The Mother of Consolation,” “The Button,” “In Search of a Kindred Spirit”

Afnan, Abbas, *An Anthology for Bahá'i Children*, p. 22

Afshin, Mahnaz, *The Blessed Beauty*, “The Marriage of Bahá'u'lláh,” “The Beginning of Tests and Difficulties,” “Journey to Baghdad,” “The Purest Branch’s Martyrdom,” also pp. 25, 32, 43

Afshin, Mahnaz, *The Story of Bahá'u'lláh*, “The Marriage of Bahá'u'lláh,” “The Beginning of Tests and Difficulties,” “Journey to Baghdad,” also pp. 28, 38

Furutan, ‘Ali-Akbar, *Stories of Bahá'u'lláh*, pp. 14, 16

Garst, Hitjo, *From Mountain to Mountain*, “Home Again at Last,” “The Purest Branch,” p. 26

Mehrabi, Jacqueline, *The Love of Bahá'u'lláh*

Mehrabi, Jacqueline, *Stories of the Greatest Holy Leaf*

Reed, Betty, *Stories of Bahá'u'lláh As Told By Pokka*, pp. 1-3, 5, 7, 11, 14, 24-25

Worksheet/Coloring Pages:

Nathesan, S., *Bahá'i Activities for Children*, p. 20

Activities:

Brilliant Star:

- “Navváb’s Mistake,” SpEd 91
- “Family Trees,” SpEd 91

Music:

- Sears, Hand of the Cause William, narrated by, with various artists, *Happy Ayyám-i-Ha*: “Khánúm”
- Lenz, Jack, *We Are Bahá'is Too!*
- Miller, Grant Hindin, *Songs for the Martyrs*

Games:

Brilliant Star: “Bahíyyih Khánúm Game,” Jul/Aug 93

Poetry:

Brilliant Star: “Evening Prayer” Jan/Feb 98

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.