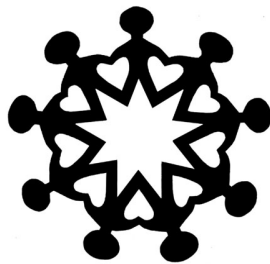


*Oneness*

# *The Oneness of Humanity*



*Level Two*



# TO UNDERSTAND THE PRINCIPLE OF ONENESS AS THE PRIME AND PIVOTAL PRINCIPLE OF BAHÁ'U'LLÁH FOR THE PEOPLES OF THE WORLD

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

That which God hath ordained as the sovereign remedy and mightiest instrument for the healing of the world is the union of all its peoples in one universal Cause, one common Faith. This can in no wise be achieved except through the power of a skilled, an all-powerful, and inspired Physician.

*Bahá'u'lláh, Epistle to the Son of the Wolf, p.62-3*

The All-Knowing Physician hath His finger on the pulse of mankind. He perceiveth the disease, and prescribeth, in His unerring wisdom, the remedy. Every age hath its own problem, and every soul its particular aspiration. The remedy the world needeth in its present-day affliction can never be the same as a subsequent age may require. Be anxiously concerned with the needs of the age ye live in, and center your deliberations on its exigencies and requirements.

*Bahá'u'lláh, Gleanings, p. 213*

## LEARNING OBJECTIVES AND SUGGESTED ACTIVITIES



### KNOWLEDGE OBJECTIVES

- To know the Bahá'í writings which state that the Faith of Bahá'u'lláh is a universal cause that will unite the peoples of the world

#### SUGGESTED LEARNING ACTIVITIES

- Read and memorize the Bahá'í writings that state that the Faith of Bahá'u'lláh is a universal cause which will unite all the peoples of the world.
- Memorize the unity prayer.
- Research the writings for some of the evidences of how the Faith is the cause of unity.



### WISDOM OBJECTIVES

- To understand that the teachings of Bahá'u'lláh will heal the problems of all the countries of the world
- To understand that the laws and teachings of Bahá'u'lláh meet the requirements of all the various cultural groups and countries of the world

#### SUGGESTED LEARNING ACTIVITIES

- Make a visual representation of the unity of the peoples of the world.
- Work cooperatively to list some of the ways the teachings of Bahá'u'lláh will heal the problems of the countries of the world.
- Encourage the students to do an individual research report on a cultural group or country. Suggest ways to apply the laws and teachings of Bahá'u'lláh to the needs of groups studied.
- Illustrate a passage from the Writings that explains how the teachings will heal the problems of the world.
- Use various scientific elements such as a magnet and glue to demonstrate how the Cause of Bahá'u'lláh can bring people together and unite them.



## SPIRITUAL PERCEPTION OBJECTIVES

- To perceive the diversity of the Bahá'í world community and one's own contribution to this diversity
- To recognize that scientific, technological, and political changes create an interdependent world since the advent of the Bahá'í dispensation and discern the purpose behind these changes
- To perceive that all the peoples of the world have equal capacity to recognize God's Manifestation for this age and to perceive one's own role in giving the gift of these teachings to all people

### SUGGESTED LEARNING ACTIVITIES

- Learn songs about diversity.
- Do art projects from various cultures that are similar in material but different in outcome.
- Compare the scientific, technological, and political situation of the world in 1844 to that of today's world.
- Ponder, pray, and meditate about one's own role in giving the gift of the teachings of Bahá'u'lláh to all people.
- Ponder and share one's own unique contribution to the diversity in one's class or community and how this diversity helps the advancement of the group.



## ELOQUENT SPEECH OBJECTIVES

- To articulate an understanding of the importance of the recognition of Bahá'u'lláh by all peoples and the universal application of His teachings, principles and laws
- To demonstrate a desire to seek understanding of the various cultures of the world
- To demonstrate the desire and ability to teach the Faith to those different from oneself

### SUGGESTED LEARNING ACTIVITIES

- Working cooperatively, come up with a collective expression (drama, art, dance) of the universal application of Bahá'u'lláh's teachings, principles, and laws.
- Plan and implement a cultural event demonstrating the importance of diversity and unity.
- Visit a cultural center, a temple, or an area of diverse cultures and take them a gift (such as a performance) of friendship.
- Carry out a service project at one of these locations in the spirit of service to humanity.
- Invite various cultural groups to come and share their views, beliefs, and ways of life with the class.

Sample Activities

ACTIVITY: HEALING HUMANITY

**WISDOM OBJECTIVE:** To understand that the teachings of Bahá'u'lláh will heal the problems of all the countries of the world

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of the Bahá'í sacred writings; Engaging the mind and heart; Use of science; Use of art; Use of drama

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

**Materials Needed:**

- Chart paper and markers
- Copy of Resource Page 18 for each student
- Drawing paper and art supplies for each student

1. Invite the students to recall a time when they were sick. Invite several students to describe their experiences: What was it like? How did they get better? Who helped them get better? What did they do to help?
2. Explain that while love, prayer, and good habits can cure many diseases, sometimes a doctor is needed. Consider a true example from humanity's past by reading aloud: Healing Humanity, Resource Page 17.
3. Briefly discuss: What do you think it would have been like to live at the time of the Black Death, and not have any idea what was causing the disease or how to heal it?
4. Explain that one of the most important things that medical scientists have learned is to prevent disease by finding and correcting the root cause of the disease. In this way many of the terrible diseases that used to kill large numbers of people are becoming more and more preventable, all over the world.
5. Still humanity has a terrible sickness: prejudice! Although the Black Death that decimated Europe in the 14<sup>th</sup> Century no long occurs, many millions of people died in the 20<sup>th</sup> Century in wars caused by religious, racial and political prejudices. 'Abdu'l-Bahá describes this terrible suffering as a sickness:

All prejudices, whether of religion, race, politics or nation, must be renounced, for these prejudices have caused the world's sickness. It is a grave malady which, unless arrested, is capable of causing the destruction of the whole human race. Every ruinous war, with its terrible bloodshed and misery, has been caused by one or other of these prejudices.

*'Abdu'l-Bahá, Paris Talks, p. 151*

6. Briefly discuss: In what ways is prejudice like a disease? Listen carefully and record students' responses on chart paper. Then consider adding some of the following ideas:
  - A 'small' infection can make the entire body very sick, if not properly treated.
  - Infections can be spread from one person to another and make an entire community ill, and people may not even be aware that they are being infected.
  - The most effective way to treat a disease is to treat the root cause of the illness. It is not enough to heal one person; the source of the disease must be addressed.
  - Educating people on ways to protect their health, and cleaning up sources of disease, are among the most effective ways to stop the spread of disease.
  - When people understand the true cause of an illness, they can find ways to cure it.

7. After the students have had a chance to explore these ideas, distribute Resource Page 18.
8. Read aloud each of the quotations at least twice. Invite students to define the words in the quotations. Encourage the students to re-state the meaning of the quotations in their own words.
9. Discuss: If prejudice is the disease, what is the remedy given by God? If we know that God's remedy is to teach us about the oneness of humanity, what are some of the ways that we can be part of the cure? List the actions that students suggest.
10. Invite students to think of times and places in their everyday lives when they see prejudice. After a short period of reflection, invite students to describe those situations. List the situations. Then discuss: How would these situations change if everyone understood the principle of oneness?
11. In teams of two or three, encourage students to create a brief dramatic skit that shows how our words and actions can teach others about the principle of oneness. As the students prepare their skits, remind them to focus on the remedy, not the disease!
12. After the students present their skits to the rest of the class, discuss: When everyone knows about the oneness of humanity, how will the world change? When governments and religions know about the oneness of humanity, what will the world be like?
13. Distribute paper and art supplies. Encourage the students to carefully copy a phrase, sentence, or quotation onto their paper and decorate it. Then invite the students to write on the back of their papers one action that they can do this week to promote the principle of oneness. Encourage students to share this quotation with their families.
14. Invite students to share the results of their actions during the next class.

### **ACTIVITY: THE FRAGRANCE OF FELLOWSHIP**

**KNOWLEDGE OBJECTIVE:** To know the Bahá'í writings which state that the Faith of Bahá'u'lláh is a universal cause that will unite all the peoples of the world

**SPIRITUAL PERCEPTION OBJECTIVE:** To perceive that all the peoples of the world have equal capacity to recognize God's Manifestation for this age and to perceive one's own role in giving the gift of these teachings to all people

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of Bahá'í sacred writings; Use of science and nature; Use of memorization

SUGGESTED TIME FOR ACTIVITY: 40 MIN.

**Materials Needed:**

- Chart paper and markers or chalkboard and chalk
- Bouquet of fragrant flowers, or flower-scented perfume
- Paper and art supplies

**Advance Preparation:**

On chart paper or chalkboard write and display the passages on Resource Page 19. Alternatively you may provide copies of Resource Page 19 for each student. Please note that these quotations are also used for the subsequent activity.

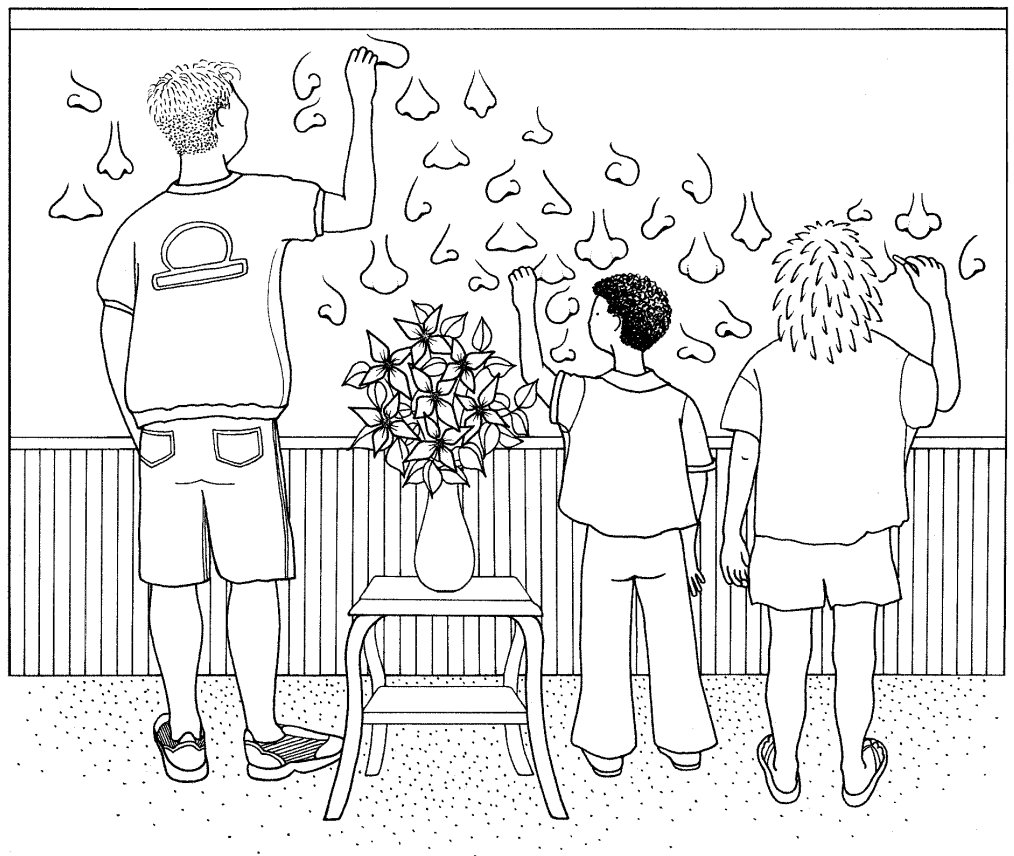
**Activity continues on next page** ➔

**TOPIC: FOR THE PEOPLES OF THE WORLD**

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1. Pass around the vase of fresh flowers or perfume, so that students may enjoy the fragrance. Briefly discuss: What do you smell? Can everyone smell it? Can a person from Africa, Asia, Europe, North or South America, and Oceania enjoy the fragrance? What do we need to be able to enjoy the fragrance? What can we do to help everyone to enjoy this fragrance?
2. The students may point out that noses are needed, that if one has a cold one may not be able to smell, that the fragrance must be near to people for them to be able to smell it, and that it doesn't matter what sort of nose it is!
3. Invite the students to quickly sketch on the chalkboard or chart paper, the widest possible diversity of effective noses. Admire the diversity of sketches, adding greater variety if necessary.
4. Then compare the fragrance of the flowers to "the fragrance of friendliness and unity, of loving-kindness and fellowship."
5. Read aloud the posted quotations. Invite students to reread these words. Discuss the passages one by one, so that everyone understands the meaning of each quotation as well as the connections among them. Discuss: How can all-embracing love heal a divided world and promote the unity of the human race? What can I do that will make a real difference?
6. Invite the students to work in teams of two to select and memorize one of the quotations, by reciting it orally, writing it, or creating pictures or movements as memory aids.
7. Encourage students to select one specific action to promote the fragrance of fellowship this week. Remember to invite them to share the results of their actions at the next class.
8. Encourage students to share their memorized verse with their families and friends and to recite it as part of the opening devotions for the next class.

Discuss: How is friendliness and fellowship like a fragrance? Why is it so important? Why is it important that all the peoples of the world have the capacity for friendliness, unity, loving-kindness, and fellowship?





ACTIVITY: THE PROCESSION OF NATIONS

**KNOWLEDGE OBJECTIVE:** To know the Bahá'í writings which state that the Faith of Bahá'u'lláh is a universal cause that will unite all the peoples of the world

**SPIRITUAL PERCEPTION OBJECTIVE:** To perceive that all the peoples of the world have equal capacity to recognize God's Manifestation for this age and to perceive one's role in giving the gift of these teachings to all people

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of the Bahá'í sacred writings; Use of the arts; Use of memorization; Use of independent investigation

SUGGESTED TIME FOR ACTIVITY: 40 MIN.

**Materials Needed:**

- Chart paper and markers or chalkboard and chalk
- *Lasting Remembrances (Second Bahá'í World Congress)* video, "Day 2—Procession: Representatives of the Peoples of the World," or other videos that show the diversity of Bahá'ís in the world (U.S. Bahá'í newsreels, or the Mount Carmel Terraces, Official Opening, May 2001), *The Bahá'ís* magazine, *The Bahá'í Faith* teaching booklet, or *Brilliant Star* article, "Bahá'ís Around the World," Mar/Apr 93, pp. 8-9
- TV and VCR
- Paper and pencils
- Large wall map of the world
- World atlases, if available
- Sticker

**Advance Preparation:**

Pre-select the appropriate video segment, if available. Copy onto chart paper and display the quotations from the previous activity. Alternatively, you may provide a copy Resource Page 19 for each student. Add the following quotation:

The earth is but one country and mankind its citizens.

Bahá'u'lláh, *Tablets of Bahá'u'lláh* p. 167

1. Read aloud or recite the posted quotations. Invite discussion of their meaning, referring to the questions listed in the previous activity if desired. Acknowledge that all the world's peoples have the capacity to recognize the truth of Bahá'u'lláh's statement:  

The earth is but one country, and mankind its citizens.

Bahá'u'lláh, *Tablets of Bahá'u'lláh*, p. 167
2. Explain that people in all of the countries of the world have responded to the truth of these statements, some of them by declaring their belief in Bahá'u'lláh and other like-minded individuals by dedicating their lives to the service of humanity.
3. Show the video, or display the pictures. Appreciate the diversity of the peoples that have recognized the truth of the oneness of humanity and arisen to serve this principle. If using the Bahá'í World Congress video, assign different learners to list the names of the countries read by each of the announcers. If using other videos or magazines, identify and list the countries or continents represented by the people shown.
4. Place the large map of the world on the wall, floor, or table. Invite students to work in teams to locate each country on their lists in the atlases provided. Then place a sticker to mark each of the countries identified. Step back to appreciate the fully marked map.
5. Invite students to select and memorize one of the quotations studied in this activity.
6. Encourage them to find an occasion to share the quotation with another person during the coming week. Invite students to share the response of that person and to recite the memorized quotation at the beginning of the next class.

## **TOPIC: FOR THE PEOPLES OF THE WORLD**

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### **ACTIVITY: ALL-EMBRACING LOVE**

**ELOQUENT SPEECH OBJECTIVE:** To demonstrate a desire to seek understanding of the various cultures of the world

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of the Bahá'í sacred writings; Use of consultation; Use of art; Use of independent investigation

SUGGESTED TIME FOR ACTIVITY: 60 MIN. + VISITS TO OTHERS OUTSIDE CLASS

**Materials Needed:**

- Chart paper and markers or chalkboard and chalk
- Copies of Resource Page 20 for each student
- Nice paper for each student
- Art supplies

1. Remind the students of the following statement of 'Abdu'l-Bahá:

The essence of Bahá'u'lláh's Teaching is all-embracing love, for love includeth every excellence of humankind. It causeth every soul to go forward.

*'Abdu'l-Bahá, Selections from the Writings of 'Abdu'l-Bahá, p. 71*

2. Remind them also of each person's capacity to recognize the truth of the oneness and wholeness of the entire human family. Invite the students to think about all the people they know, Bahá'ís and others, of every age. Encourage them to think of friends, family members, community members, and people from other places. Discuss the following questions and list students' responses on chart paper or chalkboard:

- Who knows people from countries other than our own? What are these countries?
- Who has visited other countries? Which countries?
- As we think about the people we know in other lands, or from other countries, what happy thoughts or memories come to mind? What stories can we share?
- As we think about the people we know in other lands or from other countries, what have we noticed is especially excellent about those people? Are there special qualities of character or virtues that seem especially common in the people? Are there cultural or

historic treasures that are renowned? Are there foods which are unique and wonderful? Do the people have songs or stories that are especially beautiful or inspiring or entertaining? What other things do we admire about the country or people?

3. After concluding this short discussion, invite each student to think of one or more of the people that they know who are from other countries or who have visited another country. Explain that our goal is to learn from these people. As a class, review the questions on Resource Page 20 that the students may use to learn from the people that they know. Add additional questions if desired. Assist each student to identify at least one individual that he or she could visit for the purpose of asking these questions. This activity will be especially meaningful if the individuals visited are from different cultural, economic, educational, or social backgrounds from the students' own backgrounds.
4. During or after class, assist the students as needed to contact these individuals to arrange the students' visits. Be sure that all visits take place with the parents' permission. The parents may be encouraged to accompany students on these visits.

5. Please also encourage the students to ask the individuals if they have photographs or other materials that they would be willing to loan to the student to share with the class. Remind the students to take notes so that they will be able to share the results of their interviews with the class.
6. Rehearse courteous greetings, respectful questioning, and showing appreciation to the people the students will visit.
7. Then encourage the students each to create a greeting card to take as a gift to the individuals they interview. Invite them to include one of their favorite quotations on the card, as listed below or studied previously in this unit.

The earth is but one country, and mankind its citizens.

*Bahá'u'lláh, Tablets of Bahá'u'lláh, p. 167*

The whole earth is one home, and all peoples, did they but know it, are bathed in the oneness of God's mercy.

*'Abdu'l-Bahá, 'Abdu'l-Bahá in London, p. 38*

### **ACTIVITY: SHARING AN ALL-EMBRACING LOVE**

**ELOQUENT SPEECH OBJECTIVE:** To demonstrate a desire to seek understanding of the various cultures of the world

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Use of peer teaching; Use of independent investigation

**SUGGESTED TIME FOR ACTIVITY:** 30 MIN. OR MORE, DEPENDING ON THE NUMBER OF STUDENT REPORTS

**Materials Needed:**

- Reports from student interviews (see previous activity)
- Chart paper and markers
- Large wall map of the world
- World atlases, if available
- Stickers
- Note paper and pens

1. Invite the students to share the results of their interviews including any photographs or other items that the person was willing to share with the class. Summarize the information from the interviews on chart paper.
2. Use a map, globe or atlas to locate the countries mentioned in the interviews. Use stickers to mark these countries on the map, adding to the countries already indicated if the activity "The Procession of Nations" has been previously completed by the class.
3. Using chart paper, invite the class to compose a short letter of appreciation to the people interviewed. Encourage the students to copy this letter to send to the individuals they interviewed. Invite the entire class to sign each letter, as all benefited from the experience. If students borrowed photographs or other materials, remind them to return them to their friends.

## TOPIC: FOR THE PEOPLES OF THE WORLD

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### ACTIVITY: LOVE IS THE SECRET

**KNOWLEDGE OBJECTIVE:** To know the Bahá'í writings which state that the Faith of Bahá'u'lláh is a universal cause that will unite all the peoples of the world

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of the Bahá'í sacred writings; Use of reflection; Use of consultation; Use of music

SUGGESTED TIME FOR ACTIVITY: 15 MIN.

**Materials Needed:**

- Copies of Resource Page 21
- *Fruits of the Spirit* CD, optional
- CD player, optional

1. Invite the students to reflect briefly on the capabilities of their own hearts. Consider these questions: When you hear the words of Bahá'u'lláh stating that “The earth is but one country and mankind its citizens,” or ‘Abdu’l-Bahá’s reminder that “The essence of Bahá'u'lláh’s Teaching is all-embracing love,” how do you feel? How do you think other people feel?
2. After a brief period of silent reflection, invite the students to share their thoughts with the group. Explain that love is a very powerful force that attracts hearts, and that our hearts respond when we are truly loved.
3. Invite the students to learn the song, “Love Is the Secret,” Resource Page 21. If it is available you may also play the recorded version on the *Fruits of the Spirit* CD.
4. Encourage the students to find practical ways to share these beautiful teachings of love with their families and friends during the week.

**ACTIVITY: GREETINGS TO THE WORLD**

**ELOQUENT SPEECH OBJECTIVE:** To demonstrate a desire to seek understanding of the various cultures of the world; To demonstrate the desire and ability to teach the Faith to those different from oneself

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Use of independent investigation; Use of questions; Use of crafts; Use of teaching

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

**Materials Needed:**

- Books from library about countries selected for pen pal correspondence
- Letter paper, envelopes, and pens
- 2 yards or meters each of embroidery floss for each student—whatever colors you like!
- Beads—alphabet beads if you want to put a message in your bracelet, or other types of interesting, colorful beads
- Masking tape
- White glue

**Advance Preparation:**

Research contacts for international pen pals. You may choose to contact pioneers or other Bahá'ís that you know in other countries to arrange to send greetings from your class to a Bahá'í class in another part of the world. You may consider using [www.epals.com](http://www.epals.com) or other addresses on the World Wide Web. As websites change frequently, please verify that the site you choose is currently active. You may also contact your local Chamber of Commerce, Convention and Visitors Bureau, public school administrators, college library, etc. to find contact information for sister cities, schools or other organizations. Decide whether you plan to send one letter to a class in another part of the world or to encourage individual student letters. Check out books from your local library that provide basic information about the countries to which your students will be writing.

1. Explain that one powerful way to unite the world is by making friendships with people around the world. Share the information you have discovered about sources for pen pals.
2. Encourage the students to use the books provided to learn some basic information about the countries to which they will be writing.
3. Discuss: What have you learned from your research that is interesting? What else would you like to know? Some possible questions include:
  - What animals live near the people? Are they pets, livestock, or wild?
  - What do the people do for work? For fun? To serve others?
  - How do they participate in their Faith?
  - How do people get around? On short trips? On long trips?
  - What holidays are celebrated?
  - What kind of calendar do the people use? Is it the same as your own?
4. Assist the class to work together to draft a letter that includes one or more quotations studied in this unit, students' questions, and interesting information about your class to share.
5. Then invite the class to make friendship bracelets to enclose with the letter.
6. Preparing your cord:

Cut floss into two 2-yard lengths. Fold both pieces 18" from the end. Gather the folded strands together. You now have two 18" strands and two 54" strands. Tie all together into a knot 1/2" from the fold creating a small loop. Secure by taping the floss to the table top at loop. Pull both 18" strands taut and tape down the ends. These will become strands 2 & 3 in the diagrams on the next page. Twirl strands 2 and 3 together at the ends with a little white glue to stiffen. Let dry.

**TOPIC: FOR THE PEOPLES OF THE WORLD**

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7. Getting Started: Follow the diagram below to make the knots that form the bracelet. Continue tying for 1" to 2", allowing bracelet to twist gently, before adding beads.

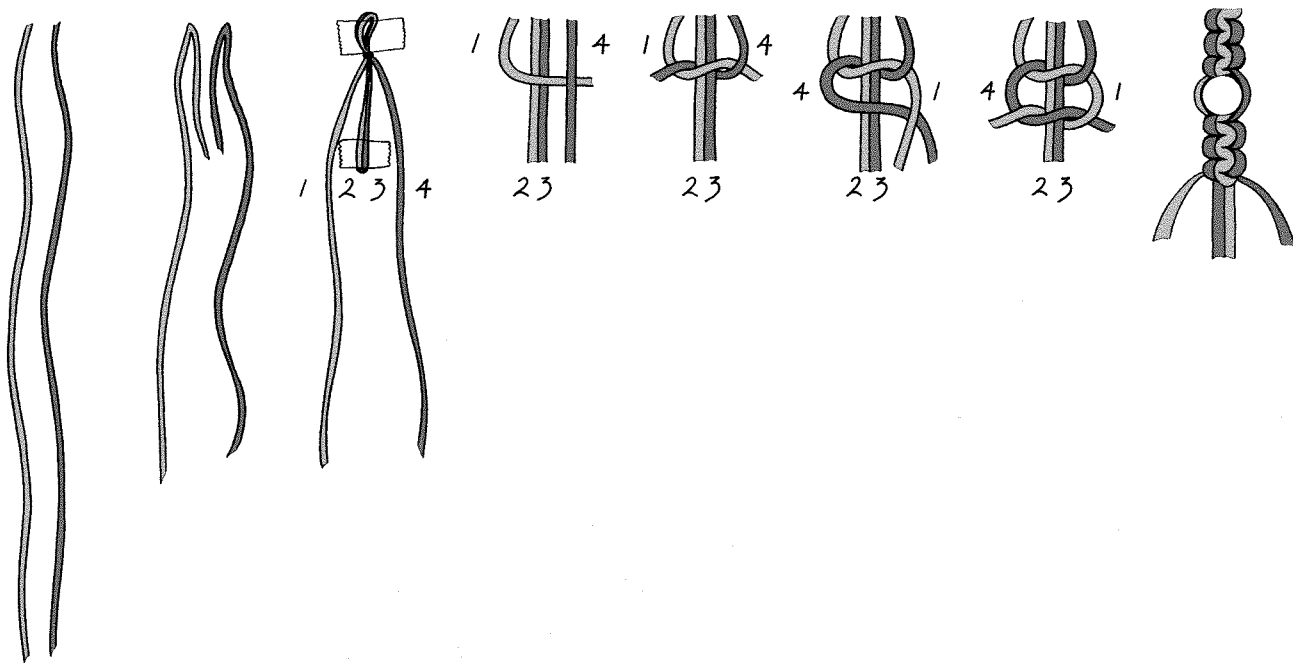
Adding Beads:

String beads on strand 2 and 3, separating them with a square knot.

Finishing:

When you reach the desired length, make a knot. Remove tape. Trim ends, leaving enough to tie on wrist.

8. When the bracelets are finished, consider attaching a personal note to each one and enclose with the letter(s). Send the letter(s), possibly using a single return address for the entire class so that all students are able to continue the correspondence.



Cross strand 1 over strands 2 & 3 and under strand 4.

Bring strand 4 under strands 2 & 3, then up through the loop created by strand 1. Tighten.

Cross strand 4 over strands 2 & 3 and under strand 1.

Bring strand 1 under strands 2 & 3, then up through the loop created by strand 4. Tighten.

Resource Pages



## Healing Humanity

What would it be like to have dead people littering the streets wherever you looked? What would happen if cattle and other livestock roamed around unattended, because their masters were dead? What if 40% of the people in our town died in a matter of weeks? This is what it was like in Western Europe in the 14<sup>th</sup> century when bubonic plague (Black Death) ravaged the population.

But this was not all. Between the 14th and 15th centuries, Europe lost more than one-half of its population because of successive outbreaks of smallpox and typhus, in addition to the Black Death.

Europe was not alone in its suffering from disease. All other continents have had outbreaks of plague, smallpox, typhus, cholera and other terrible diseases that have claimed millions of lives.

Yet, these horrible diseases can be avoided and prevented—often quite easily—if the true cause of the disease is understood. But do you know that during the worst period of the Black Death, the medical doctors themselves sometimes actually *ran away* to other countries to escape the plague because they did not have any idea what was causing it or how to cure it? Because people did not understand what caused the disease, they did many things that had absolutely no effect: They burned all kinds of incense thinking the strong smell would keep the disease away. Towns rang church bells or fired cannons, hoping the loud sounds would drive the disease away. Many people wore special kinds of jewelry that were supposed to keep the plague away. None of these things worked, because they were not getting at the true cause of the disease: bacteria carried by fleas on rats!

Once medical science learned the true cause of the disease, efforts were made to improve sanitation and control rat populations, which prevents the disease. Truly competent doctors made the difference!

*[Information from a variety of public reference sources]*



## The Divine Remedy

The Prophets of God should be regarded as physicians whose task is to foster the well-being of the world and its peoples, that, through the spirit of oneness, they may heal the sickness of a divided humanity.

Bahá'u'lláh, *Gleanings from the Writings of Bahá'u'lláh*, p. 80

. . . He hath proclaimed: It is not for him to pride himself who loveth his own country, but rather for him who loveth the whole world. The earth is but one country, and mankind its citizens.

The All-Knowing Physician hath His finger on the pulse of mankind. He perceiveth the disease, and prescribeth, in His unerring wisdom, the remedy. Every age hath its own problem, and every soul its particular aspiration. The remedy the world needeth in its present-day afflictions can never be the same as that which a subsequent age may require. Be anxiously concerned with the needs of the age ye live in, and centre your deliberations on its exigencies and requirements.

Bahá'u'lláh, *The Proclamation of Bahá'u'lláh*, p. 116

The gift of God to this enlightened age is the knowledge of the oneness of mankind and of the fundamental oneness of religion. War shall cease between nations, and by the will of God the Most Great Peace shall come; the world will be seen as a new world, and all men will live as brothers.

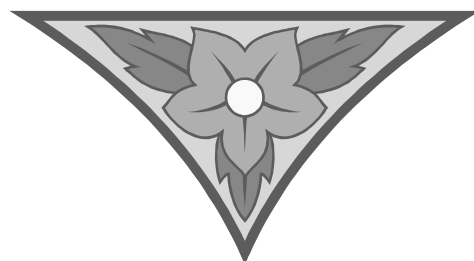
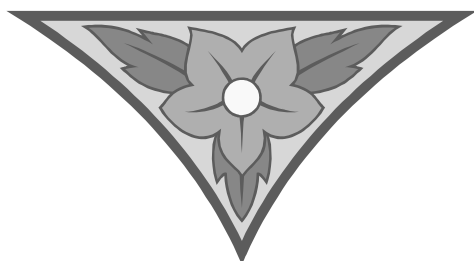
'Abdu'l-Bahá, *'Abdu'l-Bahá in London*, pp. 19-20

In every century a particular and central theme is, in accordance with the requirements of that century, confirmed by God. In this illumined age that which is confirmed is the oneness of the world of humanity. Every soul who serveth this oneness will undoubtedly be assisted and confirmed.

'Abdu'l-Bahá, *Selections from the Writings of 'Abdu'l-Bahá*, p. 120







## The Fragrance of Fellowship

We love to see you at all times consorting with amity and concord within the paradise of My good-pleasure, and to inhale from your acts the fragrance of friendliness and unity, of loving-kindness and fellowship.

Bahá'u'lláh, *Gleanings from the Writings of Bahá'u'lláh*, p. 315

The summons and the message which We gave were never intended to reach or to benefit one land or one people only. Mankind in its entirety must firmly adhere to whatsoever hath been revealed and vouchsafed unto it. Then and only then will it attain unto true liberty. The whole earth is illuminated with the resplendent glory of God's Revelation.

Bahá'u'lláh, *Tablets of Bahá'u'lláh*, p. 89

That which God hath ordained as the sovereign remedy and mightiest instrument for the healing of the world is the union of all its peoples in one universal Cause, one common Faith.

Bahá'u'lláh, *Epistle to the Son of the Wolf*, p. 62

All men have been created to carry forward an ever-advancing civilization. The Almighty beareth Me witness: To act like the beasts of the field is unworthy of man. Those virtues that befit his dignity are forbearance, mercy, compassion and loving-kindness towards all the peoples and kindreds of the earth.

Bahá'u'lláh, *Gleanings from the Writings of Bahá'u'lláh*, p. 215

The essence of Bahá'u'lláh's Teaching is all-embracing love, for love includeth every excellence of humankind. It causeth every soul to go forward.

'Abdu'l-Bahá, *Selections from the Writings of 'Abdu'l-Bahá*, p. 71

## All-Embracing Love

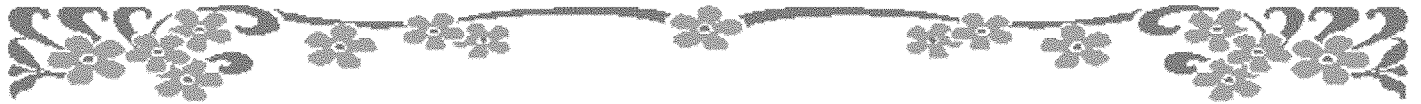
Please share the following quotation:

“The essence of Bahá’u’lláh’s Teaching is all-embracing love, for love includeth every excellence of humankind. It causeth every soul to go forward.”

‘Abdu’l-Bahá, *Selections from the Writings of ‘Abdu’l-Bahá*, p. 71

Then ask these questions:

1. Do you know people from countries other than our own? What are these countries?
  
2. Have you visited other countries? Which countries?
  
3. As you think about the people you know in other lands, or from other countries, what happy thoughts or memories come to mind? What stories can you share?
  
  
  
  
  
  
  
  
  
  
4. As you think about the people we know in other lands or from other countries, what have you noticed is especially ‘excellent’ about those people? Are there special qualities of character or virtues that seem especially common in the people? Are there cultural or historic treasures that are renowned? Are there foods that are unique and wonderful? Do the people have songs or stories that are especially beautiful or inspiring or entertaining? What other things do you admire about the country or people?
  
  
  
  
  
  
  
  
  
  
5. Other questions.
  
  
  
  
  
  
  
  
  
  
6. Please thank the person for sharing time and memories with you.



# LOVE IS THE SECRET

Words of 'Abdu'l-Bahá

Music by Bob Simms

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

LIST OF ADDITIONAL RESOURCES

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**Stories & Articles:**

- Brilliant Star*, “Layli Miller Bashir,” “United Nations: A Step Towards Unity” JF 00  
“The Greatest Treasure,” “What in the World?” “Catching Health,” “Close-UP Look at Germs” SO 99  
“A Day to Remember,” “NABI Meets Asli!” JA 97  
“Happy Holidays!” MA 97  
“What Shall We Do with the Chikeks?” SO 96  
“Success—What Is It?” “Mirella’s Story” JA 95  
“Bahá’ís in Action Around the World,” “Solutions to Every Problem” SO 95  
“Courage in the Czech Republic,” “Courage in Malta” MA 94  
“Singing to Teach the Faith in Russia,” “Pioneering in St. Lucia . . .” SO 94  
“The Most Holy Book” SE 93  
“World Citizens” SO 93  
“In the Midmost Heart of the Ocean” MJ 91  
“One Big Continent” JF 91  
“Saving Our Home,” “Earthfacts” SO 90  
Raj, Veni, *A Diamond in the Darkness*

**Worksheets and Coloring Pages:**

- Brilliant Star*, “Hidden Picture” SO 99  
“Vision of a New World” SE 97  
“My Goal Country” SE 94  
“What Does God Want Us to Do?” SE 93  
“People in the Plan” ND 93  
“Cooperation Coloring” JF 92

**Activities:**

- Brilliant Star*, “New World Construction Teams” SE 97  
“The Stronghold,” “Imagine If . . .,” “Ornaments,” “Treasure Hunt,” “Gravity and Other Natural Things,” “Inventing a Law” Se 93 (Special Edition on Kitáb-i-Aqdas)  
“Make Your International Goal” ND 93  
“Make a World Bank” JA 92

**Music:**

- Brilliant Star*, “Toko Zani” JF 00  
“We Are All One” JA 96  
“I Cannot Speak Your Language” JF 91  
Grammer, Red, *Teaching Peace*, “Teaching Peace,” “Places in the World,” “Hooray for the World”  
Price, Tom, with various artists, *Lift Up Your Voices and Sing, vol 2.*, “We Will Have One World,” “World Citizens,” *vol. 3*, “One Planet, One People, Please”

**Games:**

- Brilliant Star*, “Heal the World” JF 96  
“The Same Game” SE 95 and Game Kit  
“Mining Your Gems” SE 93

**Other favorite resources:**

- Brilliant Star*, “Toward a Sane Patriotism” JF 91

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

# TO UNDERSTAND AND APPRECIATE THE DIVERSITY OF HUMANITY

## APPRECIATING DIVERSITY

**SPIRITUAL QUALITIES RELEVANT TO THIS TOPIC:  
LOVE, COURTESY, HOSPITALITY**

The diversity of the human family should be the cause of love and harmony, as it is in music where many different notes blend together in the making of a perfect chord. If you meet those of a different race and color from yourself, do not mistrust them and draw yourself into your shell of conventionality, but rather be glad and show them kindness. Think of them as different colored rose in the beautiful garden of humanity, and rejoice to be among them.

*‘Abdu’l-Bahá, Paris Talks, pp.45*

In thy school, instruct thou God’s children in the customs of the Kingdom. Be thou a teacher of love, in a school of unity. Train thou the children of the friends of the Merciful in the rules and way of His loving-kindness.

*‘Abdu’l-Bahá, The Compilation of Compilations vol. I, p. 273*

## LEARNING OBJECTIVES AND SUGGESTED ACTIVITIES



### KNOWLEDGE OBJECTIVES

- To know from the Bahá'í writings the importance of loving and accepting all people

#### SUGGESTED LEARNING ACTIVITIES

- Read the Bahá'í writings on loving and accepting all people.
- Share stories of 'Abdu'l-Bahá's acceptance of all types and kinds of people.
- Create a family tree, starting with family members, expanding to include members of the community, and people of diverse backgrounds, abilities, and cultures.
- Learn songs about the importance of loving and accepting all people.



### WISDOM OBJECTIVES

- To understand the necessity of striving to understand differences
- To understand the importance of learning languages other than one's own

#### SUGGESTED LEARNING ACTIVITIES

- Learn a song or memorize a prayer in a different language.
- Invite a speaker from one of the different groups you have studied.
- Encourage each student to bring a story from a different culture to share with the group.
- Share stories about very different people coming together in friendship.



## SPIRITUAL PERCEPTION OBJECTIVES

- To discern the similarities and appreciate the differences among the people of the world
- To become aware of the challenges faced by oneself and by others when individual differences and cultures are not understood or valued

### SUGGESTED LEARNING ACTIVITIES

- Share stories and discuss the challenges faced by individuals or groups who are not understood or valued because of their differences.
- Pray and meditate on one's own attitude and behavior towards people different from oneself.
- Set a personal or group goal for increasing understanding of people different from oneself.
- Use the stories students share from different cultures and discuss the similarities.



## ELOQUENT SPEECH OBJECTIVES

- To demonstrate a commitment to appreciate and value other people in one's own life
- To demonstrate the appreciation of people and cultures other than one's own
- To be able to articulate the importance of appreciating diversity within the human family

### SUGGESTED LEARNING ACTIVITIES

- Do a service project for the homeless, handicapped, poor, elderly, or other group.
- Plan an appreciation event for families, teachers, communities, etc.
- Attend a holiday celebration of a culture other than one's own.
- Give a fireside, speech, or report on the importance of appreciating diversity within the human family.
- Make prayer beads with each bead looking different, representing a different person one knows. This can be a year-long project in which one adds beads to record one's expanding group of friends.

## TOPIC: APPRECIATING DIVERSITY

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### Sample Activities

#### ACTIVITY: A SPIRITUAL BEING

**KNOWLEDGE OBJECTIVE:** To know from the Bahá'í writings the importance of loving and accepting all people

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct Study of the Bahá'í sacred writings; Use of consultation; Use of stories

SUGGESTED TIME FOR ACTIVITY: 30 MIN.

**Materials Needed:**

- quotation cards, described below
- stories about 'Abdul-Bahá, Resource Page 33

**Advance Preparation:**

Prepare quotation cards for your students from the following quotations, so that each student will have one quotation. As students will study these quotations in teams of 2 or 3, prepare 2 or 3 copies of each quotation selected.

Man is like unto a tree. If he be adorned with fruit, he hath been and will ever be worthy of praise and commendation. . . . The fruits of the human tree are exquisite, highly desired and dearly cherished. Among them are upright character, virtuous deeds and a goodly utterance.

Bahá'u'lláh, *Tablets of Bahá'u'lláh*, p. 257

Noble have I created thee, yet thou hast abased thyself. Rise then unto that for which thou wast created.

Bahá'u'lláh, *Hidden Words*, Arabic #22

Man is, in reality, a spiritual being, and only when he lives in the spirit is he truly happy. This spiritual longing and perception belongs to all men alike. . . .

'Abdu'l-Bahá, *Paris Talks*, p. 68

Every lasting glory, honor, grace and beauty which comes to man comes through nearness to God.

'Abdu'l-Bahá, *The Promulgation of Universal Peace*, p. 147

The happiness and greatness, the rank and station, the pleasure and peace, of an individual have never consisted in his personal wealth, but rather in his excellent character, his high resolve, the breadth of his learning, and his ability to solve difficult problems.

'Abdu'l-Bahá, *The Secret of Divine Civilization*, pp. 23-4

1. Divide the students into teams of 2 or 3 with a capable reader on each team. Provide the students on each team copies of the same quotation. Invite these teams to carefully read their quotation cards aloud at least 3 times. Circulate among the students to assist as needed. Encourage students to look up unfamiliar words and to re-state the meaning of the quotations in their own words. Invite them to think of positive examples of the human qualities described in the quotations.
2. In the whole group, invite each team to read aloud their quotation and then to select the words from the quotation that describe the true reality of a human being. List these words on the chart paper.
3. Then discuss the following questions:
  - What did God make a person to be, really?
  - According to the Bahá'í writings, do all people have these capacities or only some?



## TOPIC: APPRECIATING DIVERSITY

- According to the Bahá'í writings, does God only love some people, or does He love all people?
  - How do we feel when we see ourselves as the writings describe us?
  - How do we feel about others when we see them as truly spiritual beings?
4. Imagine people living their lives based on a true understanding of human reality. What do you see them doing in life? How are they living in their families? How are they treating other people? What kind of work are they doing?
  5. Read the stories about 'Abdu'l-Bahá, Resource Page 33. Discuss: In what ways did 'Abdu'l-Bahá show that He recognized the true spiritual reality of each person? How do these stories of 'Abdu'l-Bahá compare with what we imagine a person would be like if they were living in accord with the true spiritual reality?
  6. Encourage the students to select one of these stories to share with their families or friends this week.

### ACTIVITY: SEEDS OF UNDERSTANDING

**WISDOM OBJECTIVE:** To understand the necessity of striving to understand differences

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct study of Bahá'í sacred writings; Use of nature; Use of art

SUGGESTED TIME FOR ACTIVITY: 50 MIN.

**Materials Needed:**

- A variety of different kinds of whole fruit
- Small kitchen knife, for teacher use only
- Cutting board, if desired
- Bowl
- Napkins
- Paper
- Heavy paper or cardboard for each student
- Assorted seeds from fruits, vegetables, and flowers, perhaps including rice, lentils, split peas, popcorn, seedpods, etc.
- White glue

1. Begin the activity by showing a variety of different kinds of fruit. Pass the fruit around so that all the students become familiar with its appearance. Then cut the fruit into sections and offer the students some of each kind to eat. As the students enjoy the fruit, ask them to consider that the different kinds of fruit look different, have different flavors, different kinds of seeds, and grow on different types of plants, yet we find a wonderful sweet taste in each kind of fruit. The reality of the fruit is the sweetness that comes from the same spirit of life in each. Briefly discuss: If a person is like a tree, what would be the fruit?
2. Explain that one of the important ways that we can learn to appreciate the sweetness in one another is to learn to really listen. Read the following words of 'Abdu'l-Bahá:  

Man should weigh his opinions with the utmost serenity, calmness and composure. Before expressing his own views he should carefully consider the views already advanced by others.

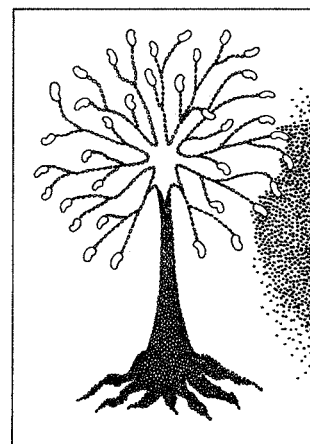
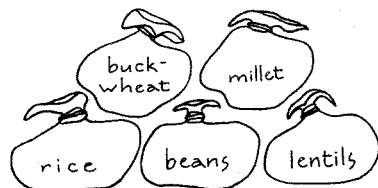
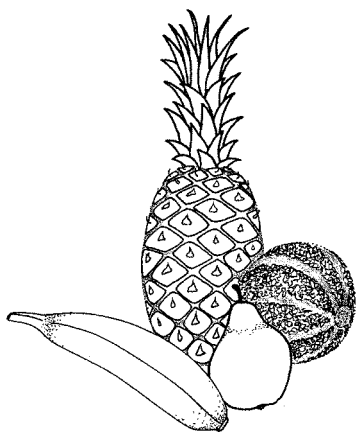
*'Abdu'l-Bahá, The Promulgation of Universal Peace, p. 72*

**Activity continues on next page** ➔

**TOPIC: APPRECIATING DIVERSITY**

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3. Discuss: How can listening to the views of others help us to discover the truth? How can careful listening promote unity? How can listening to others help us appreciate diversity?
4. Invite the class to work in teams of two. Encourage each pair to take turns speaking and listening as they answer the following questions. The teacher should time the speaking-listening periods and direct when the partners should switch listening and speaking. Monitor the class and pose a new question when it appears that most students have had a chance to respond and to listen to their partners.
  - What are some of your favorite fruits?
  - What do you like to do when you're not at school?
  - What are some of your God-given talents that you're trying to develop?
  - Think of the people you know that have good characters. How do their actions show their character?
  - We know that God created each person to be a noble being. What does nobility look like in every-day life?
5. After the pairs have finished sharing with each other, acknowledge the importance of listening to build the seeds of mutual understanding with all people.
6. Invite the pairs to create a 'unity in diversity' collage of the similarities and differences they heard in each other's reflections. Encourage them to plan their approach and sketch their design on cardboard or heavy paper. Complete the design by gluing a variety of different colored seeds into place.
7. When the pictures are complete, invite the students to share them with the class and explain the 'unity in diversity' of their design. If possible, display the pictures in the classroom.
8. Encourage the students to practice listening at home and with their friends this week. Invite them to share examples of listening to others at the next class.



**ACTIVITY: APPRECIATING SIMILARITIES AND DIFFERENCES**

**SPIRITUAL PERCEPTION OBJECTIVE:** To discern the similarities and appreciate the differences among the people of the world

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of the Bahá'í sacred writings; Use of questions; Use of consultation

SUGGESTED TIME FOR ACTIVITY: 30 MIN.

**Materials Needed:**

- Resource Page 34

**Advance Preparation:**

Copy and cut apart the questions on Resource Page 34. Plan to give each team of 2 or 3 students one set of questions and to assign questions so that both sets of questions—A and B—are addressed for each topic.

1. Remind the students of ‘Abdu’l-Bahá’s advice:  
Man should weigh his opinions with the utmost serenity, calmness and composure. Before expressing his own views he should carefully consider the views already advanced by others.  
*‘Abdu’l-Bahá, The Promulgation of Universal Peace, p. 72*
2. Explain that we will work in small groups of 2 or 3 to answer some questions and then practice listening to each other. Provide each group with one of the sets of questions, Resource Page 34, so that both the ‘A’ questions and ‘B’ questions are assigned for the topics selected. Encourage the students to write answers to their set of questions.
3. After students have written their answers, invite all the students to gather in a sharing circle. Explain that the purpose of this activity is to explore different approaches to the same topic and to discover truth in diverse points of view. Encourage each team to share their answers in turn, while the entire group listens carefully and respectfully to each speaker without interruption.
4. After all the groups have shared, invite the entire group to discuss: Do you feel that you have a richer understanding of these topics than at the beginning of the class? What did you learn? How can listening to different points of view help us gain a fuller understanding of truth? How does listening to different perspectives influence our own views? Why is it important for us to learn to listen to many different points of view in today’s world?
5. Encourage students to carefully listen to diverse points of view this week, especially when they may have strong opinions of their own. Encourage them to share their own views after carefully listening to others. Invite them to share their listening experiences at the next class.

## TOPIC: APPRECIATING DIVERSITY

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### ACTIVITY: SHOWING FRIENDSHIP

**ELOQUENT SPEECH OBJECTIVE:** To demonstrate a commitment to appreciate and value other people in one's own life

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of the Bahá'í sacred writings; Use of stories; Use of consultation; Use of drama; Use of reflection

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

**Materials Needed:**

- Chart paper and markers
- Copies of Resource Page 35
- Writing paper or journals and pens
- *Everyone Knows What a Dragon Looks Like* by Jay Williams, if available

**Advance Preparation:**

Write the list of actions to demonstrate on individual slips of paper, fold them and place in a basket or bowl.

1. If it is available, read the book *Everyone Knows What a Dragon Looks Like* aloud to the class. This is an excellent, entertaining example of the importance of listening to others rather than acting upon one's own preconceived ideas.
2. Distribute copies of Resource Page 35 and read it aloud together. Discuss: How can we show that we're glad to meet someone new or of a different race or color? How can we show them kindness? What are some examples of showing kindness to a new friend? What are some ways that we can show that we respect the opinions of other people whether we agree or disagree with their views? Why is it important to search diligently for the truth and make friends with all people?
3. Explain that love is universal and friendship always welcome. At the same time, customs or 'conventionalities' may vary from family to family or from country to country. There are many courteous ways to offer friendship.
4. Encourage the students to work in small groups. Provide each group with several slips of paper identifying actions to demonstrate. Encourage them to draw on their own experiences to demonstrate more than one courteous way to:
  - Show respect to parents
  - Show respect to grandparents
  - Show respect to teachers
  - Welcome guests
  - Introduce yourself and others to guests
  - Offer to take a guest's coat, hat, and luggage
  - Offer a guest a seat
  - Offer a guest something to eat and drink
  - Make a new friend
  - Invite a new person to join a group
  - Encourage little children
  - Greet people at a devotional gathering
5. After these brief demonstrations, invite the students to listen again to the words of 'Abdu'l-Bahá. Encourage them to silently reflect on the actions they can take to be like 'Abdu'l-Bahá. Encourage them to record their reflections on writing paper or in journals. Invite them to think of the person that they know who is the most different from themselves and to write down one specific act of kindness that they can offer that person this week. Consider playing quiet music or a song about 'Abdu'l-Bahá during this quiet reflection time.
6. Invite students to share their experiences showing friendship and courtesy at the next class session.

**ACTIVITY: OFFERING HOSPITALITY**

**ELOQUENT SPEECH OBJECTIVE:** To demonstrate the appreciation of people and cultures other than one's own

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Use of service and teaching

SUGGESTED TIME FOR ACTIVITY: VARIABLE

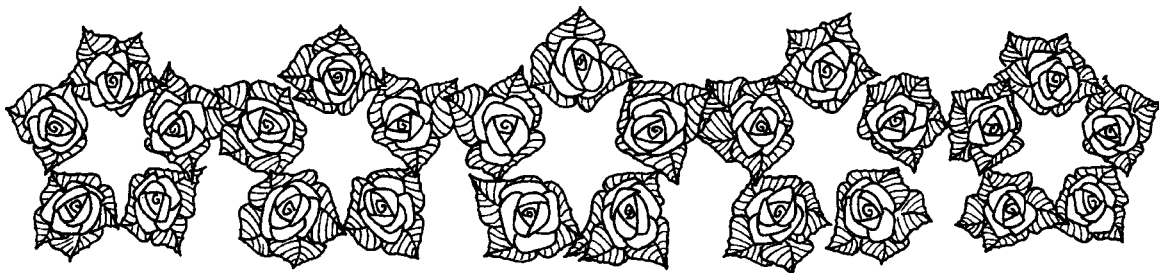
**Materials Needed:**

- Art materials to create quotation card
- Simple snacks

**Advance Preparation:**

Invite one or more individuals from another country to join your class. Encourage them to bring photographs or other items to show and to plan to tell a few stories about their country.

1. Invite the students to recall the words of 'Abdu'l-Bahá discussed in the previous activity. How can we show hospitality to guests? Why is it important to learn from others? Why is diversity important?
2. Explain that you will have a visitor in class today. Encourage the students to prepare a gift of appreciation for your guest. The gift could be a quotation, song, or simple snacks. Discuss how you will welcome your guest, show loving hospitality to your guest, and thank your guest for coming to visit.
3. Enjoy the visit, then review highlights of the visit with the students.



## TOPIC: APPRECIATING DIVERSITY

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### ACTIVITY: CUSTOMS OF THE KINGDOM

**ELOQUENT SPEECH OBJECTIVE:** To demonstrate a commitment to appreciate and value other people in one's own life

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct Use of the Bahá'í sacred writings; Use of service and teaching

SUGGESTED TIME FOR ACTIVITY: 30 MIN. PREPARATION + 30 MIN. WITH YOUNG CHILDREN

**Materials Needed:**

- Healthy snack suitable for young children
- Props if needed for a game, see below

**Advance Preparation:**

Arrange for a preschool class at your Bahá'í school or the younger siblings of your students to visit your class for 20-30 minutes of your class. Choose whether to carry out both parts of the activity during the same class or in two consecutive classes. Post the following quotation on the chalkboard or chart paper:

In thy school, instruct thou God's children in the customs of the Kingdom. Be thou a teacher of love, in a school of unity. Train thou the children of the friends of the Merciful in the rules and ways of His loving-kindness.

*‘Abdu’l-Bahá, The Compilation of Compilations vol. I, p. 273*

1. Read aloud the posted quotation. Invite students to state the meaning of some of the important words. Then invite one or more students to read the quotation aloud again. One by one, discuss the following questions: What do you think the customs of the Kingdom might be? What could be the rules and ways of His loving-kindness? What could it mean to be a teacher of love in a school of unity? Could we all be teachers of love? How could we teach young children the ways of loving-kindness?
2. Explain that one of the powerful ways that your students can promote the principle of oneness is to share it with young children. Encourage them to brainstorm ways that they could teach loving-kindness through games or play. Are there preschool games that they could use to teach young children about kindness to others? Could they share simple snacks with young children? Could they maybe teach young children a song, a few lines of a prayer, or short quotation? Could they share a little story about ‘Abdu’l-Bahá? How will they greet the children, engage them in the activities, and then say good-bye?
3. Through consultation, create a simple plan to welcome young children to your class, show them (and perhaps their parents) simple hospitality, perhaps teach them a game and a short prayer or song, tell a story, and serve a healthy snack. Assure that all students have a role to play in this important service. Consider rehearsing some elements of your plan.
4. After hosting the young children, identify elements of success so that you can build on this success in the future.

Resource Pages

## A Spiritual Being

1. One day . . . [a] woman arrived [to see ‘Abdu’l-Bahá] without an appointment and was told it was not possible to fit her in, as ‘Abdu’l-Bahá was talking with some ‘most important people.’ Descending the stairway, she was greatly disappointed. Suddenly, to her astonishment, a messenger from the Master dashed down to her saying that ‘Abdu’l-Bahá wished to see her. With authority His voice was heard, saying: ‘A heart has been hurt. Hasten, hasten, bring her to Me!’

*Vignettes from the Life of ‘Abdu’l-Bahá, p. 43*

2. We are told that one old couple who were ill in bed for a month had twenty visits from the Master [‘Abdu’l-Bahá] during that time. In ‘Akká, He daily sent a servant to inquire about the welfare of the ill, and as there was no hospital in the town, He paid a doctor a regular salary to look after the poor. The doctor was instructed not to tell Who provided this service. When a poor and crippled woman was shunned on contracting measles, the Master, on being informed, ‘immediately engaged a woman to care for her; took a room, put comfortable bedding (His own) into it, called a doctor, sent food and everything she needed. He went to see that she had every attention, and when she died in peace and comfort, He it was Who arranged her simple funeral, paying all the charges.’

*Vignettes from the Life of ‘Abdu’l-Bahá, p. 37*

3. ‘Abdu’l-Bahá told [a] story pointing out the necessity of one common language: ‘At the city gate four travelers sat, a Persian, a Turk, an Arab and a Greek. They were hungry and wanted their evening meal. So one was selected to buy for them all. But among them they could not agree as to what should be bought. The Persian said angoor, the Turk uzum, the Arab wanted aneb and the Greek clamored for staphylion, green and black. They quarreled and wrangled and almost came to blows in trying to prove that the particular desire of each was the right food. When all of a sudden there passed a donkey laden with grapes. Each man sprang to his feet and with eager hands pointed out: “See uzum!” said the Turk. “See aneb!” said the Arab. “See angoor!” said the Persian. And the Greek said, “See staphylion!” Then they bought their grapes and were at peace.’

*Vignettes from the Life of ‘Abdu’l-Bahá, p. 156*

4. [An] early pilgrim was aware of the ‘bitter antagonism’ which ordinarily existed among the followers of different religious bodies. ‘For example, a Jew and a Mohammedan would refuse to sit at meat together, a Hindu to draw water from the well of either. Yet, in the house of ‘Abdu’l-Bahá we found Christians, Jews, Mohammedans, Zoroastrians, Hindus, blending together as children of the one GOD, living in perfect love and harmony.’

*Vignettes from the Life of ‘Abdu’l-Bahá, p. 82*

### Appreciating Similarities and Differences

**1A.** Some people think it is a good to be assertive and stand up for yourself or put yourself forward. What are some good things about standing up for yourself or putting yourself forward? Can you think of examples of situations where it's good to be assertive?

**1B.** Some people think that it is not always a good thing to assert yourself. Is it always a good thing to stand up for yourself or put yourself forward? Can you think of examples where being assertive might not be the best approach?

**2A.** Some people think it is good to be flexible. What are some good things about being flexible and able to change your mind easily and see different points of view? Can you think of examples of situations where it's good to be flexible?

**2B.** Some people think that it is not always a good thing to be flexible. Is it always a good thing to be flexible and easily change your mind? Can you think of examples where being flexible might not be the best approach?

**3A.** Some people think it is good to be forgiving. What are some good things about being forgiving and having mercy on people who have done wrong? Can you think of examples of situations where it's good to be forgiving?

**3B.** Some people think that it is not always a good thing to be forgiving. Is it always a good thing to be forgiving and show mercy to someone who has done wrong? Can you think of examples where being forgiving might not be the best approach?

**4A.** Some people think that it is fair to treat everyone exactly the same. What are some good things about treating everyone exactly the same? Can you think of examples of situations where it's good to treat everyone in the same way?

**4B.** Some people think that it is not always fair to treat everyone exactly the same. Is it always a good thing to ignore differences between people and try to treat everyone exactly alike? Can you think of examples where this might not be the best approach?





## Diversity in the Human Family

The diversity in the human family should be the cause of love and harmony, as it is in music where many different notes blend together in the making of a perfect chord. If you meet those of different race and colour from yourself, do not mistrust them and withdraw yourself into your shell of conventionality, but rather be glad and show them kindness. Think of them as different coloured roses growing in the beautiful garden of humanity, and rejoice to be among them.

Likewise, when you meet those whose opinions differ from your own, do not turn away your face from them. All are seeking truth, and there are many roads leading thereto. Truth has many aspects, but it remains always and forever one.

Do not allow difference of opinion, or diversity of thought to separate you from your fellow-men, or to be the cause of dispute, hatred and strife in your hearts.

Rather, search diligently for the truth and make all men your friends.

*‘Abdu’l-Bahá, Paris Talks (1995) pp. 45-6*

## TOPIC: APPRECIATING DIVERSITY

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### LIST OF ADDITIONAL RESOURCES

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#### Stories & Articles:

*Brilliant Star*, “Friends Around the World,” “The Hungry Travelers” JA 99  
“Wedding Clothes Around the World,”  
“Virtuewoman” MA 99  
“Opening Our Hearts to God,” “Prayer Around the World” SO 98  
“NABI Meets Asli!” “Threads of Unity” JA 97

“Happy Holidays!” MA 97  
“Let’s Have a Unity Fair!” MJ 96  
“Shy Boy” MA 95  
“Art in the Park” SO 94  
“Bahá’í Youth Workshop” ND 94  
“Life at Cape Dorset” JF 91  
*Uniting the Human Family*

#### Worksheets and Coloring Pages:

*Brilliant Star*, “Discovering Faith,” “A Beautiful World,” “Diversity Detective,” “Happy Ayyám-i-Há” JF 01  
“Tasty Traditions” JA 99  
“Packing for Your Personality” MA 97  
“Let’s Have a Unity Fair!” “Greetings” MJ 96  
“My Unity Face” JA 96

“There’s Always Another Way” MA 95  
“Let’s Meet at the Picnic” JA 92  
“Bahá’is Are Friends to All Peoples”  
“The World In My Living Room” ND 91  
*Unity Flows from Every Color, A Coloring Book for the Whole Family*

#### Activities:

*Brilliant Star*, “Come on Over to My House” SE 99  
“Bread of Heaven” JA 97  
“Let’s Have a Unity Fair!” “Bring on the Food!”  
“Anisa, El Arbol de la Vida” MJ 96  
“People of the Garden” ND 95

“Fellowship and Love” SE 94  
“Most Challenging Strawberries,” “Hands of Humanity Cookies” MA 93  
“Why is Unity Like a Fruit Salad?” SO 92

#### Music:

*Brilliant Star*, “Toko Zani” JF 00  
“The World’s Children” JA 99  
“I Have Found Bahá’u’lláh” MA 98  
“We Are All One” JA 96  
“Variety” SO 92  
“I Cannot Speak Your Language” JF 91  
Grammer, Red, *Teaching Peace*, “Say Hi!”  
Grammer, Red, *Down the Do Re Mi*, “Brothers and Sisters”  
Price, Tom with various artists, *Lift Up Your Voices and Sing, Vol. 1*, “God is One;” *Vol. 3*, “We Are One,” “One Planet, One People, Please”  
Sears, William and various artists, *Happy Ayyám-i-Há*, “God Loves the Best of Us”

#### Drama:

*Brilliant Star*, “Ayyám-i-Há in Rainbowville” JF 97  
“Child of the East, Child of the West” MA 96

#### Games:

*Brilliant Star*, “World Traveler” JA 99  
“Go Serve!” MJ 96

#### Poetry:

*Brilliant Star*, “The Anniversary” MA 98

#### 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 KNOW THE IMPORTANCE OF THE PRINCIPLE OF THE ELIMINATION OF ALL PREJUDICES A BARRIER TO ONENESS AND WORLD PEACE

**SPIRITUAL QUALITIES RELEVANT TO THIS TOPIC:  
INDEPENDENT INVESTIGATION, LOVE, JUSTICE**

When we review history from the beginning down to the present day, we find that strife and warfare have prevailed throughout the human world. Wars—religious, racial or political—have arisen from human ignorance, misunderstanding and lack of education.

‘Abdu’l-Bahá, *The Promulgation of Universal Peace*, p. 116

...there is need of a superior power to overcome human prejudices, a power which nothing in the world of mankind can withstand and which will overshadow the effect of all other forces at work in human conditions. That irresistible power is the love of God.

‘Abdu’l-Bahá, *The Promulgation of Universal Peace*, p. 68

## **LEARNING OBJECTIVES AND SUGGESTED ACTIVITIES**



### **KNOWLEDGE OBJECTIVES**

- To know the Bahá'í writings which describe those prejudices that are among the major barriers to the realization of oneness and the establishment of world peace

#### **SUGGESTED LEARNING ACTIVITIES**

- Create an opportunity for the students to read letters from the Universal House of Justice that list the prejudices that are the major barriers to the realization of oneness.
- Invite students to work in groups to study and list the specific prejudices that create barriers to the realization of oneness. Use art activities to create barriers with these concepts and a game which involves overcoming them.



### **WISDOM OBJECTIVES**

- To understand that the source of prejudices is blind imitation and ignorance

#### **SUGGESTED LEARNING ACTIVITIES**

- Read and discuss stories or folk tales to illustrate blind imitation and ignorance.
- Prepare a dance or dramatic presentation illustrating triumph over blind imitation and ignorance.
- Invite students to define blind imitation and ignorance.
- Use a science project to demonstrate how blind imitation yields prejudices and how prejudices create barriers to success.



## **SPIRITUAL PERCEPTION OBJECTIVES**

- To discern those prejudices which are operating in the local and global community to prevent the realization of its unity and peace

### **SUGGESTED LEARNING ACTIVITIES**

- Using current events, provide an opportunity for the students to point out and discuss the prejudices that are operating in the local and global community.
- Provide the students with an opportunity for prayer, meditation and reflection to prepare to work on the elimination of prejudice.
- Develop a specific personal plan to eliminate prejudices in one's life.
- Invite students to use their own personal experiences to develop stories that show how blind imitation yields prejudices and how prejudices put barriers in the way of personal or community progress.



## **ELOQUENT SPEECH OBJECTIVES**

- To demonstrate courage and preparedness to become active in eliminating all prejudices from the community

### **SUGGESTED LEARNING ACTIVITIES**

- Plan an event demonstrating unity and invite the participation of local groups working to eliminate prejudice within the community.
- Perform a dance or dramatic presentation illustrating triumph over blind imitation and ignorance.
- Provide the opportunity for the students to present a fireside, speech, or report on the elimination of prejudice.

**TOPIC: A BARRIER TO ONENESS AND WORLD PEACE**

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**Sample Activities**

**ACTIVITY: THE EDIFICE OF HUMANITY**

**KNOWLEDGE OBJECTIVE:** To know the Bahá'í writings that describe prejudice as a major barrier to the realization of oneness and the establishment of world peace

**SPIRITUAL PERCEPTION OBJECTIVE:** To discern those prejudices which are operating in the local and global community to prevent the realization of its unity and peace

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of the Bahá'í sacred writings; Use of manipulatives; Use of stories; Use of memorization

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

**Materials Needed:**

- Chalkboard and chalk or chart paper and markers
- Student journals or writing paper and pens
- Building blocks—as many as available. Square wooden blocks work especially well for this activity

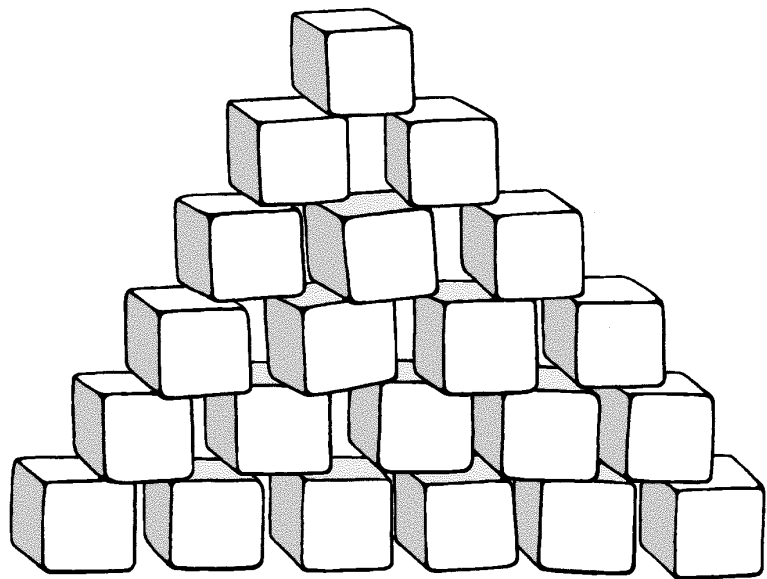
**Advance Preparation:**

Copy the following quotation onto chart paper or chalkboard and display in the classroom:

Religious, racial, political, economic and patriotic prejudices destroy the edifice of humanity. As long as these prejudices prevail, the world of humanity will not have rest.

*‘Abdu’l-Bahá, Selections from the Writings of ‘Abdu’l-Bahá, p. 313*

1. Invite the class to build one or more sturdy edifices with blocks. A pyramid shape works well. The class may also enjoy experimenting with other designs.
2. Using the pyramids (or other edifices) that have been built, challenge the students to gradually remove the blocks from the structure, beginning from the base.
3. If they are very careful, they will be able to remove a small number of blocks without disturbing the structure. However, before long, the edifice will become less and less stable until it finally collapses.
4. Read aloud the posted statement by ‘Abdu’l-Bahá. Invite students to define key words and to restate the meaning of the quotation in their own words.



5. Discuss: How is our block structure like the edifice of humanity? How are the effects of prejudice on humanity like removing blocks from our structure? What happens to society, when pieces of the edifice—or even its foundation—are removed due to prejudice?

**TOPIC: A BARRIER TO ONENESS AND WORLD PEACE**

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6. As a class, memorize this brief passage by ‘Abdu’l-Bahá.
7. Play quiet music while you invite the students to reflect silently on the following questions: Thinking about the people you know, who has faced prejudice with real heroism? What was the prejudice they faced? How did they show heroism in facing the prejudice? In what way did they strengthen the edifice of humanity by overcoming prejudice?
8. After this period of silent reflection, invite students to share their stories about heroic individuals working to overcome prejudice, if they like. The teacher may also share one or two examples from the local community.
9. Recite again the memorized passage by ‘Abdu’l-Bahá in acknowledgement of the importance of the work of these heroic souls. Invite students to consider what heroic actions they too can take at home and at school.
10. Encourage students to record their reflections and their plans in their journals or on paper. Consider playing quiet music during this period of reflection. Invite students to share the results of their actions at the next class.

**ACTIVITY: ‘ABDU’L-BAHÁ’S TABLET TO THE HAGUE**

**KNOWLEDGE OBJECTIVE:** To know the Bahá’í writings that describe prejudice as a major barrier to the realization of oneness and the establishment of world peace

**SPIRITUAL PERCEPTION OBJECTIVE:** To discern those prejudices which are operating in the local and global community to prevent the realization of its unity and peace

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of the Bahá’í sacred writings; Use of memorization; Use of arts and crafts

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

**Materials Needed:**

- Copies of Resource Pages 48-9
- Pens or pencils
- Art materials, such as beautiful papers, oil pastels, colored pencils and watercolor paints

**Advance Preparation:**

Carefully read the Tablet as published in *Selections from the Writings of ‘Abdu’l-Bahá*, section 227, pp. 310-21. Ponder the relationship between prejudice and peace. Reflect on its application in your own community.

1. Explain that in 1919, ‘Abdu’l-Bahá wrote a very important letter to the Executive Committee for the Central Organization for a Durable Peace. This committee met at the Hague following the first World War with the goal of preventing all future war. ‘Abdu’l-Bahá explained how this could happen in this letter.
2. Distribute Resource Pages 48-9. Provide the students with pens or pencils. Invite them to follow along as you and selected capable readers alternate reading the paragraphs. Encourage them to underline new words and to draw a star by their favorite ideas. Stop after each paragraph to define words, assure understanding, and acknowledge favorite ideas.

**Activity continues on next page** ➞

**GOAL: TO KNOW THE IMPORTANCE OF THE PRINCIPLE OF THE ELIMINATION OF ALL PREJUDICES**

**TOPIC: A BARRIER TO ONENESS AND WORLD PEACE**

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3. After carefully reading the Tablet and assuring that all students understand the passages selected, discuss: Why is the elimination of all forms of prejudice an important prerequisite to peace? What are the prejudices that we see around us? Why are they harmful? What actions can we take to remove prejudice from our own lives and from the world around us?
4. Encourage the students to select one passage from this important Tablet to copy and beautify with the art supplies provided.
5. Encourage them to memorize this passage while they work.
6. Invite students to reflect on ways that they personally will strive to eliminate prejudice within themselves and in the world. Encourage them to identify personal action steps, based on their selected quotation. Encourage them to record their plans on the back of their artwork, and display it in their bedrooms as a reminder of this plan.
7. Encourage students to find an opportunity to recite this quotation to at least one other person this week.
8. Consider having the students rehearse this Tablet for an upcoming devotional gathering.
9. Begin the next class with the memorized verses, reports of sharing the quotations with others, and updates on personal action steps.

**ACTIVITY: SEEING WITH YOUR OWN EYES**

**WISDOM OBJECTIVE:** To understand that the source of prejudices is blind imitation and ignorance

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of the Bahá'í sacred writings; Use of consultation; Use of independent investigation

SUGGESTED TIME FOR ACTIVITY: 30 MIN.

**Materials Needed:**

- Name tags
- Luscious sweets or other snacks
- Labels for the sweets
- Two old hats or two paper hats
- Blindfold or large paper bag for each student

**Advance Preparation:**

Selecting from the list provided below, choose a Name of Nobility for each student. Write each student's name and Name of Nobility on a name tag. Also write each student's name and Name of Nobility on a label. Place a label on a sweet or other snack for each student. Label the hats with the words 'Blind Imitation' and 'Ignorance.' If possible, make the hats ugly.

Names of Nobility—Images Bahá'u'lláh uses to describe human beings

Maidservant of the Merciful

Son of Spirit

Beloved of God

Image of God

Beauty of God

Lover of God

Lamp of God

Light of God

Essence of God's Light

Rich Creation

Noble Creation

Clay Molded by God

God's Might Within

God's Power Within

God's Dominion Within

God's Love Within

Tree of Choice Fruits

Son of the Supreme

Servant of God

Temple of God's Throne

God's Treasury

Friend

Comrade

Dweller of Highest Paradise

Seeker

Companion of My Throne



**TOPIC: A BARRIER TO ONENESS AND WORLD PEACE**

1. Invite the students to sit in a circle. Lovingly distribute the name tags as an acknowledgement of each person. Call attention to the beauty of the names that Bahá'u'lláh uses for human beings and remind the students that when He uses these names, He tells us who we really are. Invite the students to use the name tags to introduce themselves and the student to their right. Example: "My name is Latrice, and I'm Beloved of God. This is Tommy, and he's The Image of God."
2. Discuss: How does it feel to know and to use the Names of Nobility that Bahá'u'lláh uses for us? In what ways can these names help us to become who we really are? How can they help us show true respect to others?
3. Encourage the students to remember the true nobility of each soul while discussing the following questions:  
Thinking about your school or your neighborhood: Who is respected? What qualities or characteristics are respected? What do people do to gain respect? How do people show that they respect someone?  
Now, thinking about how your school or neighborhood will be when everyone realizes that all people are created noble: Who is respected? What qualities or characteristics are respected? What do people do to gain respect? How do people show that they respect someone?
4. Explain that the Bahá'í writings tell us that two of the main reasons why people don't respect themselves or others are ignorance—people don't know the truth about their own nobility, or the nobility of others—and blind imitation—people don't think for themselves, but simply follow the ignorant opinions of others.
5. Discuss: What examples have you seen of ignorance and blind imitation? How could they lead to prejudice?
6. Explain that today the class will explore the hazards of ignorance and blind imitation and the liberating power of human nobility. Provide only the information suggested so that students discover the solution for themselves. Explain that the goal of the activity is to find some sweets or other snacks.
7. Invite two volunteers to be leaders. Give one leader the "Ignorance" hat. Give the other leader the "Blind Imitation" hat.
8. Ask all other students to form two equal lines, with one of the leaders at the head of each line.
9. Put a paper bag or blindfold over each student in the lines except for the leader.
10. Ask the students to put their hands on the shoulders of the person in front of them.



**Activity continues on next page** ➤

## GOAL: TO KNOW THE IMPORTANCE OF THE PRINCIPLE OF THE ELIMINATION OF ALL PREJUDICES

### TOPIC: A BARRIER TO ONENESS AND WORLD PEACE

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11. After the students are blindfolded, quietly bring out the sweets and place them around the room. They don't need to be hidden, but they should be well scattered.
12. Whisper to the leaders to lead their lines of students around the room but away from the sweets.
13. Tell the lines to begin marching. Then give no other instructions. For a while, the students will march without protest. But gradually, they will begin to peek, take off their blindfolds, and discover that the sweets were in plain sight all along!
14. Do not tell students that they must follow the leader or that they can take off their blindfolds. Let them discover the alternatives for themselves. When the students discover that they don't have to follow the leader, they are free to find their sweet.
15. Debrief the experience: How did our own ignorance and blind imitation keep us from realizing the sweetness that was there all along? How did independent investigation of the truth help us to overcome the obstacles of ignorance and blind imitation?
16. Share the following Hidden Word:

How did the situation seem to encourage people to 'follow the leader' when they really didn't have to? Is it always wrong to follow a leader? Is it always right? How can we tell the difference?

O SON OF SPIRIT! The best beloved of all things in My sight is Justice; turn not away therefrom if thou desirest Me, and neglect it not that I may confide in thee. By its aid thou shalt see with thine own eyes and not through the eyes of others, and shalt know of thine own knowledge and not through the knowledge of thy neighbor. Ponder this in thy heart; how it behooveth thee to be. Verily justice is My gift to thee and the sign of My loving-kindness. Set it then before thine eyes.

Bahá'u'lláh, Hidden Words, Arabic No. 2
17. Discuss: Why is it important to see with our own eyes? What is the relationship between justice and seeing with our own eyes?
18. Encourage students to memorize this quotation and to recite it to themselves when they wonder whether or not to follow a leader. Note: Students may have memorized this Hidden Word in a previous lesson. If so, applaud their memory and encourage them to use it in this new context.

### ACTIVITY: THE PATH OF JUSTICE

**ELOQUENT SPEECH OBJECTIVE:** To demonstrate courage and preparedness to become active in eliminating all prejudices from the community

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of the Bahá'í sacred writings; Engaging the mind and heart; Use of music

SUGGESTED TIME FOR ACTIVITY: 15 MIN.

**Materials Needed:**

- Resource Page 47
  - *Love All the World* CD, if available
  - CD player, if available
1. Teach the song "Tread Ye the Path of Justice." If available, you may also play the recorded version on the CD *Love All the World*. Plan to include this song in an upcoming devotional gathering in which the students participate.
  2. Discuss: What are some simple actions that we can take in our everyday lives to "tread the path of justice?" How can we support and encourage one another along this path?

**ACTIVITY: THE BLESSED ANIMALS**

**ELOQUENT SPEECH OBJECTIVE:** To demonstrate courage and preparedness to become active in eliminating all prejudices from the community

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of the Bahá'í sacred writings; Use of arts and crafts; Use of drama; Use of service and teaching

SUGGESTED TIME FOR ACTIVITY: 60 MIN.

**Materials Needed:**

- Chart paper and markers or chalkboard and chalk
- Old socks, a variety of sizes, shapes, and colors
- Scraps of felt, yarn, fabric, buttons, feathers, fur, etc.
- Poster board or flexible plastic from a milk carton
- White glue
- Needles and thread
- Straight pins

**Advance Preparation:**

Copy the following quotations onto the chalkboard or chart paper. Display them in the classroom.

Consider! The blessed animals engage in no patriotic quarrels. They are in the utmost fellowship with one another and live together in harmony. For example, if a dove from the east and a dove from the west, a dove from the north and a dove from the south chance to arrive, at the same time, in one spot, they immediately associate in harmony. So is it with all the blessed animals and birds. But the ferocious animals, as soon as they meet, attack and fight with each other. . . .

*Selections from the Writings of 'Abdu'l-Bahá, pp. 314-5*

As the teachings of Bahá'u'lláh are combined with universal peace, they are like a table provided with every kind of fresh and delicious food. Every soul can find, at that table of infinite bounty, that which he desires. . . . The teachings of Bahá'u'lláh are such that all the communities of the world, whether religious, political or ethical, ancient or modern, find in them the expression of their highest wish.

*Selections from the Writings of 'Abdu'l-Bahá, p. 318*

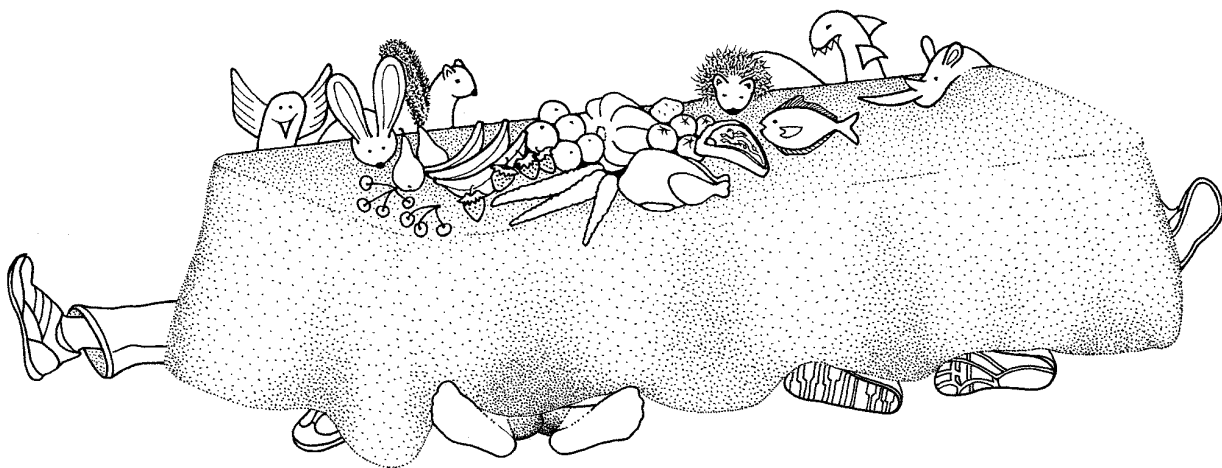
1. Remind the students that 'Abdu'l-Bahá wrote a very important Tablet to the Committee at the Hague about the means to prevent war. In that Tablet He explained the relationship between the elimination of prejudice and the establishment of peace. He showed how many of Bahá'u'lláh's important principles work together to lay the foundation for peace.
2. Review Resource Pages 48-49. Discuss: How do all of these teachings work together to build a peaceful world?
3. Explain that the posted quotations are also from that same Tablet. Read them aloud twice, then discuss: How are the teachings of Bahá'u'lláh like delicious food? Why is it important to have all these important principles working together to promote peace? How can these teachings help us all to become like "the blessed animals"?

**Activity continues on next page** ➡

**TOPIC: A BARRIER TO ONENESS AND WORLD PEACE**

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4. Invite the students to work with you to create a short dramatic portrayal of ferocious animals finding the food they like best at a banquet table and transforming into blessed animals and birds. Explain that you will be making sock puppets to portray the animals and work with the class to create a simple outline of this short drama. Record the outline on chart paper for future reference. Incorporate some of the words of ‘Abdu’l-Bahá in this short dramatic piece.
5. Invite the students to create sock puppets to portray the various animals in this short drama. To make a puppet: Select a sock. Place your fingers in the toe and your thumb in the heel of the sock. Bend your fingers to move the mouth.
6. Alternatively, make the mouth by cutting a 3" x 5" oval from flexible plastic or poster board. Cover one side with fabric. Fold it in half and glue onto the sock at the place where your fingers and thumb create the mouth. You could also cut an opening in the sock’s toe for the mouth and place your wrist in the sock’s heel.
7. Using glue, needle and thread, and the other materials provided, consider adding, eyes, ears, hair, nose, tongue or lips, whiskers, hat, moustache, beard, eyebrows, dress, collar, necktie, shirt, or a tail.
8. Rehearse this short play. Plan to present it at an upcoming devotional gathering.
9. Work with your class to plan the entire devotional program, including their memorized passages from the Writings, readings from ‘Abdu’l-Bahá’s Tablet to the Hague, your drama, the song “Tread Ye the Path of Justice,” and other prayers and music.
10. Present this program at a regularly scheduled devotional meeting or for opening devotions for your Bahá’í school. Invite the public as well as your families and friends.



TOPIC: A BARRIER TO ONENESS AND WORLD PEACE

Resource Pages

Tread Ye the Path of Justice

Words of Bahá'u'lláh

Music by Tim Urbonya, © 2001

in this call-response song: the leader is indicated in plain text;  
**bold CAPITAL letters indicate words shouted out;**

*the responders in italics;*  
**AND ALL TOGETHER ON CAPITAL LETTERS**

D G A D

Tread ye the path of jus - tice, for this, ve - ri - ly is the straight path.

D G A D

Tread ye the path of jus - tice, for this ve - ri - ly is the **STRAIGHT PATH.** *Fine*

D G

Tread ye the path, *tread ye the path,* Tread ye the path, *tread ye the path,*

D G

**TREAD YE THE PATH OF JUS - TICE, FOR THIS**

A D

**VE - RI - LY IS THE STRAIGHT PATH.**

one two three four five six seven eight

*D.C. al Fine*

**ONE TWO THREE FOUR FIVE SIX SEVEN STRAIGHT!**



## ‘Abdu’l-Bahá’s Tablet to the Hague



Bahá’u’lláh, fifty years ago, expounded this question of universal peace at a time when He was confined in the fortress of ‘Akká and was wronged and imprisoned. He wrote about this important matter of universal peace to all the great sovereigns of the world. . . .

Among His teachings was the declaration of universal peace. . . .

Among these teachings was the independent investigation of reality so that the world of humanity may be saved from the darkness of imitation and attain to the truth. . . .

And among the teachings of Bahá’u’lláh is the oneness of the world of humanity; that all human beings are the sheep of God and He is the kind Shepherd. . . .

And among the teachings of Bahá’u’lláh is that religion must be the cause of fellowship and love. If it becomes the cause of estrangement then it is not needed, for religion is like a remedy; if it aggravates the disease then it becomes unnecessary.

And among the teachings of Bahá’u’lláh is that religion must be in conformity with science and reason, so that it may influence the hearts of men. . . .

And among the teachings of Bahá’u’lláh is that religious, racial, political, economic and patriotic prejudices destroy the edifice of humanity. . . .

If this prejudice and enmity are on account of religion consider that religion should be the cause of fellowship, otherwise it is fruitless. And if this prejudice be the prejudice of nationality consider that all mankind are of one nation; all have sprung from the tree of Adam, and Adam is the root of the tree. . . .

As to the patriotic prejudice, this is also due to absolute ignorance, for the surface of the earth is one native land. Every one can live in any spot on the terrestrial globe. Therefore all the world is man’s birthplace. . . .

Regarding the economic prejudice, it is apparent that whenever the ties between nations become strengthened and the exchange of commodities accelerated, . . . universal benefits will result. Then why this prejudice?

As to the political prejudice, the policy of God must be followed and it is indisputable that the policy of God is greater than human policy. . . . He treats all individuals alike: no distinction is made, and that is the foundation of the Divine Religions.

And among the teachings of Bahá'u'lláh is the origination of one language that may be spread universally among the people. This teaching was revealed from the pen of Bahá'u'lláh in order that this universal language may eliminate misunderstandings from among mankind.

And among the teachings of Bahá'u'lláh is the equality of women and men. The world of humanity has two wings—one is women and the other men. Not until both wings are equally developed can the bird fly. . . .

And among the teachings of Bahá'u'lláh is voluntary sharing of one's property with others among mankind. . . .

And among the teachings of Bahá'u'lláh is man's freedom, that through the ideal Power he should be free and emancipated from the captivity of the world of nature. . . .

And among the teachings of Bahá'u'lláh is that religion is a mighty bulwark. If the edifice of religion shakes and totters, commotion and chaos will ensue and the order of things will be utterly upset. . . .

And among the teachings of Bahá'u'lláh is that although material civilization is one of the means for the progress of the world of mankind, yet until it becomes combined with Divine civilization, the desired result, which is the felicity of mankind, will not be attained. . . .

And among the teachings of Bahá'u'lláh is the promotion of education. Every child must be instructed in sciences as much as is necessary. . . .

And among the teachings of Bahá'u'lláh are justice and right. . . .

. . . These manifold principles, which constitute the greatest basis for the felicity of mankind and are of the bounties of the Merciful, must be added to the matter of universal peace and combined with it, so that results may accrue.

*'Abdu'l-Bahá, Selections from the Writings of 'Abdu'l-Bahá, pp. 311-8*

LIST OF ADDITIONAL RESOURCES

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**Stories & Articles:**

*Brilliant Star*: “United Nations: A Step Towards Unity”

JF 00

“What Day is It?” ND 99

“The Fruits of One Tree” JA 99

“Kids Have the Vision,” “One Giant Leap” ND 96

“Boasting Birds” JA 96

“Dawn is Approaching” JF 95

Quigley, Lilian F., retold by, *The Blind Men and the Elephant*

Seuss, Dr., *Green Eggs and Ham*

Seuss, Dr., *Yertle the Turtle and other Stories*

“Beyond the Storm” ND 94

“People Who Live on Farms” MJ 92

“Jr. Peacemakers Club” JF 92

“The Colors” MA 92

“Race Unity Picnic” ND 91

“Imagining Peace” JA 91

“One Big Continent” JF 91

**Worksheets and Coloring Pages:**

*Unity Flows from All Colors, A Coloring Book for the Entire Family*

*Brilliant Star*: “Can You Open the Door?” MJ 95

“In the beginning there were no limits . . .” JF 91

**Activities:**

*Brilliant Star*: “New World Scripts,” MJ 95

“Make a Prejudice-Free Mural,” MJ 94

“Sorting It Out,” MA 93

**Music:**

*Brilliant Star*, “Peace and Unity” ND 91

Grammer, Red, *Happy Ayyám-i-Há*, “Brothers and Sisters”

Lenz, Jack, with various artists, *Encore*, “When Will It Be,” “Let it Be this Generation,” “Song of the Prophets,” “Unity House”

Price, Tom, with various artists, *Lift Up Your Voices and Sing, Vol. 2*, “We Will have One World;” *Vol. 3*, “We Are One,” “One Planet, One People, Please”

**Drama:**

*Brilliant Star*, “The Marhaba News” MA 95

“The World’s Comeliest Garment” SE 95

**Poetry:**

*Brilliant Star*, “Three Sisters” JF 91

**Videos:**

*Calling All Colors*, VHS, 15 minutes

*The Power of Race Unity*, VHS, 26 minutes

Seuss, Dr., *Green Eggs and Ham and Other Stories*, VHS, 30 minutes

Seuss, Dr., *Yertle the Turtle and Other Stories*, VHS, 30 minutes

**Other favorite resources:**

*Brilliant Star*, “Towards a Sane Patriotism” JF 91

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