

*The Principle of Oneness*

# *The Oneness of Humanity*



*Level Three*



# THE DIVERSITY OF HUMANITY

## THE PRINCIPLE OF UNITY IN DIVERSITY

**SPIRITUAL QUALITIES RELEVANT TO THIS TOPIC:  
CREATIVE OPEN-MINDEDNESS, FRIENDLINESS, SPIRIT OF SERVICE**

. . . Search diligently for the truth and make all men your friends.

‘Abdu’l-Bahá, *Paris Talks*, pp. 51–54

Its [this pivotal principle] purpose is neither to stifle the flame of a sane and intelligent patriotism in men’s hearts, nor to abolish the system of national autonomy so essential if the evils of excessive centralization are to be avoided. It does not ignore, nor does it attempt to suppress, the diversity of ethnic origins, of climate, of history, of language and tradition, of thought and habit, the different peoples and nations of the world. . . . Its watchword is unity in diversity.

Shoghi Effendi, *World Order of Bahá’u’lláh*, p. 41

## LEARNING OBJECTIVES AND SUGGESTED ACTIVITIES



### KNOWLEDGE OBJECTIVES

- To know the metaphors used in the Bahá'í writings to describe the principle of unity in diversity.

#### SUGGESTED LEARNING ACTIVITIES

- Review, read, and discuss the Bahá'í writings describing the principle of unity in diversity.
- Working cooperatively, list some of the metaphors in the writings that describe unity in diversity.
- Create an art project depicting one of the metaphors that describes unity in diversity.



### WISDOM OBJECTIVES

- To understand the power of the Word of God to harmonize the divergent thoughts, ideas, and sentiments of human beings.

#### SUGGESTED LEARNING ACTIVITIES

- Read, ponder and discuss the Bahá'í writings about the power of the Word of God.
- Bring in musical instruments and show how they must be tuned to be in harmony; use this as a metaphor to demonstrate the power of the Word of God to harmonize the divergent thoughts, ideas and sentiments of human beings.
- Learn a song about unity in diversity.
- Read stories about the power of the Word of God to bring different people together.

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### SPIRITUAL PERCEPTION OBJECTIVES

- To discern the ways and means unity in diversity will be achieved in the world.
- To perceive how world peace will occur when the principle of unity in diversity is fully realized.
- To recognize the joy and benefits of cooperating with those different from oneself.
- To develop ways to understand differences, and skills to interact with diverse peoples.

#### SUGGESTED LEARNING ACTIVITIES

- Create an opportunity for the students to read and reflect on the Greater and Lesser Plan and how they lead to the Lesser and Greater Peace.
- Have students consult on their individual roles in achieving the Lesser Peace.
- Create a chart of steps necessary to reaching world peace and discuss how the various teachings of Bahá'u'lláh support each step.
- Have students role play working with people who are different from themselves and then write down or discuss the challenges and rewards of this experience.



### ELOQUENT SPEECH OBJECTIVES

- To articulate the beauty and purpose of diversity in all the realms of creation.
- To demonstrate understanding of the meaning of unity in diversity in the planning of activities and events in one's life and of one's community.

#### SUGGESTED LEARNING ACTIVITIES

- Have the students meet with the Assembly to consult on their spiritual education.
- Plan an event where a task or activity is accomplished by groupings of all ages, or other diverse teams.
- Take a nature hike focusing on the beauty and purpose of diversity in all the realms of creation.
- Assign individual students to be co-hosts at Feast to assist with the planning and hosting.
- Have students play cooperative games or activities where they see the contributions of each person's unique talents (e.g., tall people can reach high, small people can fit in small areas, musical people and mathematical people contributing to the whole).

Sample Activities

ACTIVITY: THE CIRCLE OF UNITY

**KNOWLEDGE OBJECTIVE:** To know the metaphors used in the Bahá'í writings to describe the principle of unity in diversity.

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Establish a loving environment; Direct use of Bahá'í sacred writings; Engage the mind and heart; Establish bonds of unity and friendship; Use of nature

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

**Materials Needed:**

- Chart paper and markers
- Resource Page 19
- Rocks, string, tape, hula hoop or other means to mark a circle

Teachers' Note: In addition to addressing the curriculum objective above, this activity may serve as an introductory activity to build a sense of inclusion with new students joining your class for the first time.

1. After welcoming your students, opening prayers and singing, etc., invite the students to reflect silently and individually on a time when they were proud and happy to be a member of their families or another group. Consider: Where were you? What were you doing? Who are all the people there? What were they doing? And then what happened? What was it about the experience that made you feel happy and proud to be a member of the group?
2. Suggest that the students work in teams of two to take turns listening with careful attention and then sharing their stories with each other. After listening to each other and while still in their teams of two, encourage them to identify one or more spiritual qualities that each story illustrates.  
  
If the term “spiritual qualities” is new to the students, invite the class to list examples of spiritual qualities or virtues such as love, justice, fairness, generosity, kindness, humor, perseverance, spirit of service to others, etc. You may choose to record a list of these qualities on chart paper for easy reference.
3. Reconvene the group and ask the students to introduce the person whose story they heard, share one or two sentences about that story, and mention the spiritual quality the story illustrates. Record these spiritual qualities on chart paper. Briefly explain that in this class we have the opportunity to encourage each other and to develop these qualities in our own selves.
4. **OPTIONAL STEP:** If working with a newly organized class, invite them to return to their teams of two to share with each other their responses to some of the following questions: Where do you go to school? What do you like to do after school? Do you have any pets? Favorite subjects or other activities at school? Who lives in your household? Do you also have family elsewhere?  
  
Then invite the teams to share one interesting fact about each other in the whole group.
5. Explain that in addition to developing spiritual qualities or spiritual powers in our own selves, this class also has the purpose of promoting the principle of oneness in the human family. Briefly discuss the question: When you think about the principle of oneness in the entire human family, what ideas come to mind?

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Affirm or acknowledge all responses.

6. Post quotations on chart paper or distribute copies of the quotations on Resource Page 19. Read aloud the quotations several times. If appropriate, briefly explain that Bahá'u'lláh brought a Message from God to all the human race and that 'Abdu'l-Bahá, His Son, explained the Message to help us understand it better. Discuss the questions: What are some metaphors that Bahá'u'lláh uses to describe the human family? How are human beings like the leaves of one branch, the fruits of one tree, or the fingers of one hand? Why is unity so important for all people in the world?
7. Then, invite the group to explore further the principle of “unity in diversity” and the things that we can do to promote unity and honor diversity.
8. In your whole group, move to an outdoor area and use string, rocks or other means to mark a “circle of unity” on the ground. Ask the students to observe carefully the different elements of nature within this circle. Discuss: How many different elements can we identify in this circle? How do all these elements (such as plants, rocks, soil, animals, air, and water) give of themselves to strengthen the system? How does this system illustrate the principle of unity in diversity?
9. Alternately if you are in an urban setting, you could hold up a hula-hoop outdoors or even mark a circle on the window with tape to identify the how the different parts of a building create its structure, the different parts that make a complex machine, or the different lines, stations, etc. in a transportation system. The possibilities are endless! The point is to identify and describe a “circle of unity” immediately available to the class.
10. Back in your classroom, read the quotations on Resource Page 19 again. Discuss: What can we do during our time in this class to promote unity in diversity? How can we also use our time together to develop our spiritual qualities? How would we like to keep track of our agreements while we're together?



ACTIVITY: EXPRESSING METAPHORS IN THE WRITINGS

**KNOWLEDGE OBJECTIVE:** To know the metaphors used in the Bahá'í writings to describe the principle of unity in diversity.

**SPIRITUAL PERCEPTION OBJECTIVE:** To recognize the joys and benefits of cooperating with those different from oneself.

**ELOQUENT SPEECH OBJECTIVE:** To articulate the beauty and purpose of diversity in all the realms of creation.

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of Bahá'í sacred writings; Use of peer teaching; Use of memorization and recitation; Use of music; Use of the arts; Use of manipulatives

SUGGESTED TIME FOR ACTIVITY: 60 MIN.

**Materials Needed:**

- Chalkboard and chalk, chart paper and markers, or other means to record students' ideas
- Photocopies or handwritten copies of each group's instructions (see Resource Page 20)
- Voice, simple musical instruments, and/or CD/cassette player and diverse, uplifting recorded music
- Assorted art supplies
- Scarves or cloths
- Building materials (such as Legos®, Tinkertoys®, blocks)

1. Introduce the session: In this class we will be working together to understand how the Bahá'í writings describe the principle of unity in diversity. We'll also look for ways to celebrate the diversity that each individual brings to the group.
2. Encourage a quick brainstorming about ways in which people can be diverse from one another. List responses on chart paper, chalkboard, or other means.
3. Then read aloud the following words of 'Abdu'l-Bahá. Discuss the meaning of these words. Then invite the class to add additional diversities to their list of ways that people can be diverse.
5. After the groups are formed, discuss briefly: Is each group equally diverse? If not, please adjust yourselves. Then please identify a few of the diversities found within each group.
6. Ask each group to work in a separate area of the room.
7. In these small groups, encourage each individual to describe one or two ways in which he or she contributes to the diversity of the group: How has the Creator made you unique? What gifts (such as spiritual qualities, talents, interests culture, ethnicity, language, heritage, and so on) can you use to enhance this group?

... When you meet those whose opinions differ from your own, do not turn your face from them. All are seeking truth, and there are many roads leading thereto.

*Paris Talks*, pp. 45–46, 1995 ed.

4. Invite the students to use consultation to divide themselves into two or three smaller groups, each of which is as diverse as possible. As they consult, encourage them to recall their list of the many ways that people can be diverse.





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8. After this short period of sharing, provide each group with a quotation that describes a metaphor for unity in diversity as well as instructions for exploring that quotation. See Resource Page 20 for quotations and group instructions.  
  
Each group will use a different form of expression—song or music; mime, movement or dance; visual art or construction—to share their understanding of their passage with the others. Make available various resources (such as musical instruments, scarves for dance, art supplies and construction materials, etc.) for each group, according to their form of expression.
9. Give the groups approximately 30 minutes to read, consult, plan, and create their expression. Assist as needed with defining unfamiliar words, or understanding difficult phrases in the quotations provided. Suggest that students also memorize the passage they will be presenting.
10. After allowing time to work, invite the groups to present their artistic interpretations of their quotations. Encourage groups to include recitation of the quotation from memory and to share their understanding of the meaning of the quotation. Applaud all contributions!
11. In the whole group, briefly discuss the question: In what ways did the diverse talents, abilities, and ideas of group members enhance the group’s work?
12. Then, invite students to copy the quotations they studied into their journals or on paper to take home. Invite them also to record their reflections on the joys and benefits of cooperating with individuals different from themselves.
13. Encourage students to continue memorizing the quotations they studied during the coming week and to look for examples of the benefits of diversity at school, at home, or in other settings. Remember to invite them to share their examples at the beginning of the next class as well as their additional reflections on the benefits of unity in diversity.

### ACTIVITY: THE WORD OF GOD

**WISDOM OBJECTIVE:** To understand the power of the Word of God to harmonize the divergent thoughts, ideas, and sentiments of human beings.

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of the Bahá’í sacred writings; Use of consultation; Use of meditation and reflection

SUGGESTED TIME FOR ACTIVITY: 30 MIN.

**Materials Needed:**

- Resource Page 21

1. Welcome the students to class. Invite them to share examples of the benefits of diversity that they have observed over the past week. Briefly discuss: What are some examples that we’ve seen this week of the power of diversity to make groups stronger and more unified?
2. Then distribute copies of Resource Page 21. Invite the students to follow along as you or capable readers in the group carefully read aloud the quotation at least twice. Encourage them to mark new words and powerful phrases as they read.
3. Take the time to identify and discuss the meaning of new words. Use dictionaries as desired to assure understanding of the words and sentences in this long quotation. Then

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- invite the students to share the powerful phrases they marked.
4. Pose the question: What is this “Word of God” that has such power?
  5. Accept all answers and build upon them so that all students understand that the term “the Word of God” is used to mean both the Manifestations of God and the Sacred Writings or Holy Books of the Manifestations of God.
  6. Read again the last part of the quotation on Resource Page 21:

Naught but the celestial potency of the Word of God, which ruleth and transcendeth the realities of all things, is capable of harmonizing the divergent thoughts, sentiments, ideas, and convictions of the children of men. Verily, it is the penetrating power in all things, the mover of souls and the binder and regulator in the world of humanity.

*‘Abdu’l-Bahá, Selections from the Writings of ‘Abdu’l-Bahá, p. 292*
  7. Invite the students to silently reflect on the meaning of that statement and then to think of examples of times they observed the Word of God bringing harmony and unity to people they know personally. Share examples first in pairs and then in the whole group.
  8. Invite them to reflect upon the ways that they incorporate the Word of God in their own lives. Discuss briefly: What are some ways that we already incorporate the Word of God in our daily lives? What are some ways that we could more clearly draw on the power of the Word of God in our everyday actions?
  9. After this short discussion, invite the students to record their individual reflections and at least one clear action step in their journals or on blank paper. Remember to invite students to share the results of their efforts at the beginning of the next class.

## ACTIVITY: FROM THE RIVER TO THE SEA

**SPIRITUAL PERCEPTION OBJECTIVE:** To discern the ways and means unity in diversity will be achieved in the world.

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of Bahá’í sacred writings; Use of consultation; Use of science and nature; Use of independent investigation; Use of travel

SUGGESTED TIME FOR ACTIVITY: 60 MIN. PLUS CLASS FIELD TRIP

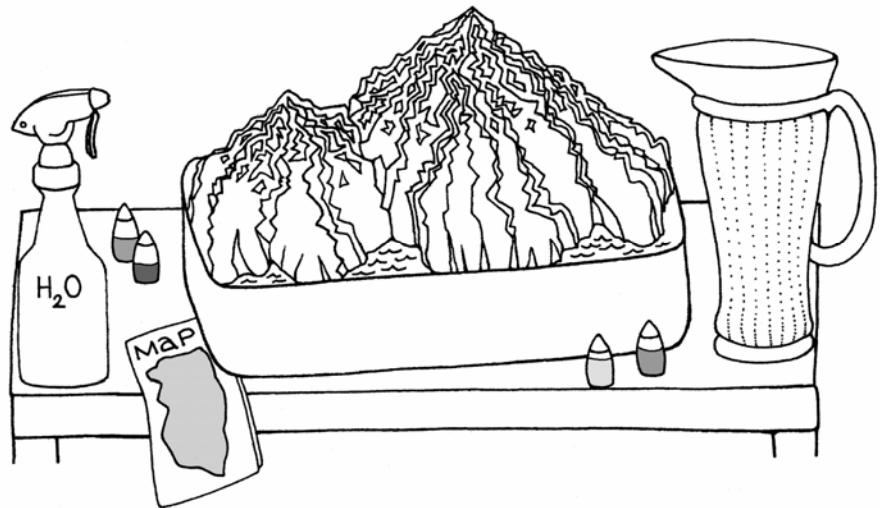
**Materials Needed:**

- Copies of Resource Page 22 for students or the quotation written on the chalkboard or posted on chart paper.
- A large pan, at least 2–3 inches deep (such as a baking pan)
- Water—to be used to pour in a layer that to represent the ocean in the pan
- Food coloring—to be used to represent the different peoples of the world flowing into the ocean
- Aluminum foil or plastic sheeting that will keep its shape—to be used to create a ‘continent’ with mountains and valleys
- Water bottle sprayer—to be used for rain
- A map of the local area which has as much detail as possible showing rivers and streams

**Teachers’ Note:** Consider using as much as possible of the activity even if you’re not able to incorporate a field trip in your lesson plans at this time. Also consider setting the date for the field trip as much in advance as necessary to be able to involve students in this opportunity to see the water system with their own eyes.

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1. Invite students to share the observations they have made over the past week of the power of the Word of God to promote unity. Invite them also to share their reflections on the power of unity in diversity and actions they have taken to promote unity and appreciate diversity.
2. Distribute copies of Resource Page 22 or post the quotation on chart paper where all can see.
3. Read the quotation aloud and discuss the following questions: What do you think ‘Abdu’l-Bahá means when He calls on us to arise with the qualities of the spirit and march rank on rank? When ‘Abdu’l-Bahá says that ‘this is the day of union, the day of the ingathering of all mankind’ what does He mean? What are some of the spiritual qualities and actions that ‘Abdu’l-Bahá says we can do to promote unity?
4. Note that ‘serried lines’ means to be arranged very closely together, arm-to-arm, so that there are no gaps between people. Have the students actually stand in a serried line. Briefly discuss: Why do you think ‘Abdu’l-Bahá uses the image of ‘serried lines’ to illustrate the ‘day of union’?
5. Note that ‘Abdu’l-Bahá also says, “What a blessing that will be—when all shall come together, even as once separate torrents, rivers and streams, running brooks and single drops, when collected together in one place will form a mighty sea.”  
  
Ask the students to think about this additional image of unity and oneness. Briefly discuss: How is the principle of unity in diversity illustrated by this image?
6. Explain to the students that you are going to explore a practical and very real example of this image of unity, by studying how rivers and streams actually do flow together to reach the ocean.
7. Explain that everyone lives within a watershed. A watershed is a land area that is drained by a river system. Water at higher elevations channels its way to lower elevations. In a watershed, water flows along land surfaces collecting into streams, ponds, wetlands, rivers, reservoirs, and lakes. Meanwhile, the water that seeps through soil and flows beneath the earth’s surface is called groundwater.
8. Involve the students in creating a ‘continent’ with mountains and valleys that will fit inside the baking pan. When the land mass is in the baking pan, there should be a few inches of space left between the edge of the continent and the edge of the pan—this is the area for the ‘ocean’, so leave room for it!
9. Have the students make the continent and put it in the pan, leaving space for the ocean as mentioned. The continent should be formed so that it will drain using rivers and streams, just like land does. Create it so that some smaller streams flow into bigger rivers, and so on.
10. Then pour a layer of water in the pan to represent the ocean. Next, spray ‘rain’ onto the continent. Observe what happens. Briefly discuss: As the rain falls, what happens?



11. Observe that all the water flows to the same ‘ocean’ just as ‘Abdu’l-Bahá said. Put a few drops of food coloring at the top or ‘headwaters’ of the ‘rivers’—use several different colors of food coloring for several different streams. Spray more ‘rain’ and observe that the food coloring gradually gets washed into the ocean. Briefly discuss: How does this activity demonstrate the blessing of all the peoples, cultures, and nations of the world coming together in unity?
12. Spread out the map of local rivers and streams. Work together to study the map and discover the sources of the water used every day. Discuss the questions: How does the water flow—what patterns do we see? What stream, lake, or other water source does our drinking water come from? What is the source of the water in which we swim?
13. Discuss the relationship between these local rivers and streams and the flow of water around the planet. For example, note that the snow on top of the mountains in Kenya will eventually be in a river in Canada and will also be in the ocean someday. Discuss: How does the flow of water illustrate the principle of oneness? How are we connected within this system of oneness? Which streams, rivers, lakes, and oceans are most important in our own lives?
14. As a class, plan a field trip to visit these ‘most important’ bodies of water. Try to visit the same body of water at different places—upstream, downstream, in the countryside, in the city, by factories or farms, etc. Explore: How is the river or lake different in different places?  
  
Actually seeing the water in these different settings with their own eyes greatly increases student learning from this activity. If a field trip cannot be arranged, complete the following steps to this activity in your classroom environment.
15. As you travel, discuss the questions: Where does the water in these rivers, lakes and streams come from? Is there snow on mountaintops that melts and flows into the rivers and lakes? Is it mostly from rain? Does some of it come from water underground? If we ultimately drink water that was once in a different part of the world, how does it get here?
16. Also help the students think about and explore where the water they use goes after they use it. When water goes ‘down the drain’ in their house, or when they flush a toilet, or when the town swimming pool is drained, where does that water go? Who will be using it next? What will they use the water to do? Help the students to see that the same water they flush down the toilet, or that a factory releases, will eventually be used by someone for drinking, cooking, swimming, etc. In fact, it will be them!
17. Remind the students once again of the words of ‘Abdu’l-Bahá:  
  
What a blessing that will be—when all shall come together, even as once separate torrents, rivers and streams, running brooks and single drops, when collected together in one place will form a mighty sea. And to such a degree will the inherent unity of all prevail, that the traditions, rules, customs and distinctions in the fanciful life of these populations will be effaced and vanish away like isolated drops, once the great sea of oneness doth leap and surge and roll.
18. Briefly discuss: What are some ways that our exploration of the water system in our local community helps us to understand more about the ‘inherent unity’ in the world of nature and in the world of humanity? Why is it important to realize that all the water, all the streams, really do flow into the same ocean?

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### ACTIVITY: MUSIC—WHAT A BLESSING!

**SPIRITUAL PERCEPTION OBJECTIVE:** To recognize the joy and benefits of cooperating with those different from oneself.

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

SUGGESTED TIME FOR ACTIVITY: 15 MIN. OR MORE, AS DESIRED

**Materials Needed:**

- Resource Page 23

1. Teach the song “What a Blessing” on Resource Page 23.
2. Sing the song over and over until all students have learned the melody and memorized the words.
3. Briefly discuss: How does the use of music help us to memorize these powerful words of ‘Abdu’l-Bahá?
4. Learn as many other songs included in these Resource Pages as you like. Plan ways to share your singing with others.

### ACTIVITY: CLEAN WATER FOR ALL

**ELOQUENT SPEECH OBJECTIVE:** To demonstrate understanding of the meaning of unity in diversity in the planning of activities and events in one’s own life and of one’s community.

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Involve service to humanity; Use of consultation; Use of nature; Use of recreation

SUGGESTED TIME FOR ACTIVITY: 45 MIN. PLUS COMMUNITY EVENTS AS PLANNED

1. Invite the students to work together to plan a river clean-up project and community picnic that involves children, youth, and adults. In the whole group discuss the following questions:
  - Based on our previous study of the water system upon which our community depends, which portions of the river, stream, or lake need to be shown more respect for their important role in the natural order upon which all life depends?
  - Which portion of the water system might we be able to select for a community clean-up event to remove trash, pick up litter, etc.?
  - Would we need to get a permit to clean this section of the riverbank? If so, what is the process for getting the necessary permit? Or is there a more easily accessible place that also needs to be cleaned?
  - Obviously, if a river is badly polluted, a single one-time event will not be sufficient to repair the damage. At the same time, a community clean-up effort makes a very real positive change. And good ideas spread!

Activity continues on next page ⇨

2. Working in the whole group, invite students to develop a brief explanation of what the class is learning and why they have chosen this project. Record their explanation on chart paper. This explanation will be used to invite others to participate in the clean-up activity and also to share with the participants before beginning the clean-up work on the day of your event.  
Discuss:
  - Who can we invite to work with us? Who else can help? What about our families and other groups of like-minded people?
  - How can we invite these individuals, families, and groups to participate—personal invitations, phone calls, letters, flyers, or some combination of these ideas?
  - What sort of brief introductory program should we plan for the day of the event? In addition to our explanation of the project, would we like to share some of the quotations we've studied together in this class? Do we want to share the presentations we prepared of the 'unity in diversity' metaphors we studied? Do we want to invite others to share prayers? How can we include music?
  - What supplies will we need for the clean-up project—trash bags, work gloves, rakes, or other tools? How could we get the supplies we need?
  - What sort of community potluck picnic, recreation, or fellowship should follow the clean-up time?
  - How can we make sure that the event is truly open to all and involves all? How can disabled people, older people, and young children all be involved in meaningful ways?
  - When do we think we could do this? What would be the steps for scheduling our event?
3. Then, organize the class into working groups to create specific plans for:
  - invitations and opening program
  - supplies and work plan
  - picnic and fellowship
4. Invite the working groups to share their plans in the whole group. Applaud each contribution. Then, work together to refine and unify the plans to be able to actually carry out this important service project.
5. Plan your action steps: Who needs to do what? When does it need to happen? What powerful actions can students take on their own or in small teams? What support will the teacher need to provide?
6. Follow up as needed to bring the event to completion.
7. After completing your service project, discuss as a class: What did we do that really worked? What would we do differently next time? How can we learn from this experience? How will we show our appreciation to the people who worked with us?

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Resource Pages

The utterance of God is a lamp, whose light is these words: Ye are the fruits of one tree, and the leaves of one branch. Deal ye one with another with the utmost love and harmony, with friendliness and fellowship.

Bahá'u'lláh, *Gleanings from the Writings of Bahá'u'lláh*, p. 288

Be ye as the fingers of one hand, the members of one body.

Bahá'u'lláh, *The Proclamation of Bahá'u'lláh*, p. 118

Bahá'u'lláh has drawn the circle of unity, He has made a design for the uniting of all the peoples, and for the gathering of them all under the shelter of the tent of universal unity. This is the work of the Divine Bounty, and we must all strive with heart and soul until we have the reality of unity in our midst, and as we work, so will strength be given unto us. Leave all thought of self, and strive only to be obedient and submissive to the Will of God. In this way only shall we become citizens of the Kingdom of God, and attain unto life everlasting.

'Abdu'l-Bahá, *Paris Talks*, p. 54

EXPRESSING METAPHORS IN THE WRITINGS

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You have 30 minutes to prepare a **MUSICAL PRESENTATION**  
inspired by ‘Abdu’l-Bahá’s words:

“...difference reinforceth harmony...”

*Selections from the Writings of ‘Abdu’l-Bahá, p. 291*

“...many different notes blend together  
in the making of a perfect chord.”

*Paris Talks, p. 45, 1995 ed.*

Please involve everyone in your group in this project.

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You have 30 minutes to prepare a **MOVEMENT, MIME, OR DANCE**  
inspired by ‘Abdu’l-Bahá’s words:

“Your souls are as waves on the sea of the spirit;  
although each individual is a distinct wave,  
the ocean is one, all are united in God.”

*Paris Talks, p. 81, 1995 ed.*

Please involve everyone in your group in this project.

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You have 30 minutes to prepare a **3-DIMENSIONAL ARTWORK OR MODEL**  
inspired by ‘Abdu’l-Bahá’s words:

“...multiplicity is the greatest factor for coordination.”

*Selections from the Writings of ‘Abdu’l-Bahá, p. 291*

Please involve everyone in your group in this project.

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Consider the flowers of a garden: though differing in kind, colour, form and shape, yet, inasmuch as they are refreshed by the waters of one spring, revived by the breath of one wind, invigorated by the rays of one sun, this diversity increaseth their charm, and addeth unto their beauty. Thus when that unifying force, the penetrating influence of the Word of God, taketh effect, the difference of customs, manners, habits, ideas, opinions and dispositions embellisheth the world of humanity. This diversity, this difference is like the naturally created dissimilarity and variety of the limbs and organs of the human body, for each one contributeth to the beauty, efficiency and perfection of the whole. When these different limbs and organs come under the influence of man's sovereign soul, and the soul's power pervadeth the limbs and members, veins and arteries of the body, then difference reinforceth harmony, diversity strengtheneth love, and multiplicity is the greatest factor for co-ordination.

How unpleasing to the eye if all the flowers and plants, the leaves and blossoms, the fruits, the branches and the trees of that garden were all of the same shape and colour! Diversity of hues, form and shape, enricheth and adorneth the garden, and heighteneth the effect thereof. In like manner, when divers shades of thought, temperament and character, are brought together under the power and influence of one central agency, the beauty and glory of human perfection will be revealed and made manifest. Naught but the celestial potency of the Word of God, which ruleth and transcendeth the realities of all things, is capable of harmonizing the divergent thoughts, sentiments, ideas, and convictions of the children of men. Verily, it is the penetrating power in all things, the mover of souls and the binder and regulator in the world of humanity.

*'Abdu'l-Bahá, Selections from the Writings of 'Abdu'l-Bahá, pp. 291-92*

### From the River to the Sea

O ye beloved of the Lord! This day is the day of union, the day of the ingathering of all mankind. ‘Verily God loveth those who, as though they were a solid wall, do battle for His Cause in serried lines!’ Note that He saith ‘in serried lines’—meaning crowded and pressed together, one locked to the next, each supporting his fellows. To do battle, as stated in the sacred verse, doth not, in this greatest of all dispensations, mean to go forth with sword and spear, with lance and piercing arrow—but rather weaponed with pure intent, with righteous motives, with counsels helpful and effective, with godly attributes, with deeds pleasing to the Almighty, with the qualities of heaven. It signifieth education for all mankind, guidance for all men, the spreading far and wide of the sweet savours of the spirit, the promulgation of God’s proofs, the setting forth of arguments conclusive and divine, the doing of charitable deeds.

Whensoever holy souls, drawing on the powers of heaven, shall arise with such qualities of the spirit, and march in unison, rank on rank, every one of those souls will be even as one thousand, and the surging waves of that mighty ocean will be even as the battalions of the Concourse on high. What a blessing that will be—when all shall come together, even as once separate torrents, rivers and streams, running brooks and single drops, when collected together in one place will form a mighty sea. And to such a degree will the inherent unity of all prevail, that the traditions, rules, customs and distinctions in the fanciful life of these populations will be effaced and vanish away like isolated drops, once the great sea of oneness doth leap and surge and roll.

*‘Abdu’l-Bahá, Selections from the Writings of ‘Abdu’l-Bahá, p. 260*

# What A Blessing It Will Be

*Selections from the Writings of 'Abdu'l-Bahá, p. 260*

Ernestine Atkins

Chorus

Voice

What a bless-ing it will be, What a bless-ing it will

be, What a bless-ing, What a bless-ing when all shall come to -

1 2 solo  
geth-er. geth-er. - When-so-ev-er ho-ly souls draw-ing on the pow-ers of

12  
heav-en shall a-rise with such qual-i-ties of the spir-it and

15 solo chorus solo  
march in un-i-son rank on rank rank on rank eve-ry

18  
one of those souls shall be ev-en as-one thous-sand

# Be As One Soul

Ernestine Atkins

Voice

Be as one soul in one bod - y

5 Be as one soul in one bod - y - - Be as - one -

10 soul in one body - y, and we - should love

14 each oth-er, en cou-age each oth-er, work to-geth-er and be as one

18 soul in one bod - y. The love that ex-sists be-tween

23 you and I is born of the love of God. I can see the

27 beau - ty of God re - flect - ted in your soul and

TOPIC: THE PRINCIPLE OF UNITY IN DIVERSITY

30  
 find-ing this point of sim - i - lar - i - ty we are at - trac - ted to one an - oth - er in

34  
 love And from this point of at - trac - tion we can build a

38  
 strong - hold of u - ni - ty and we won't be sat - is - fied un -

42  
 til each soul is a mem - ber of our fam - i ly then we can live as one

46  
 soul in one bod - y

49  
 be as one soul in one bod - y be as one soul

54  
 in one bod - y and we should love each

57  
 oth - er en - cour - age each oth - er, work to - geth - er and be

60  
 as one soul in one bod - y

# Enoch Olinga Be Happy!

Words and Music by Alonzo Coleman

© 1984 Alonzo Coleman

The musical score is written in treble clef with a key signature of one sharp (F#) and a time signature of 3/4. It consists of ten staves of music. The lyrics are: "Be hap-py! That's what E-noch Olinga said. Get up in the mor-ning and get out of bed. Ba-há-u-lláh the Prom-ised One has come to bring a fresh dawn-ing for every- one, so reach out, for that bright new day to all man-kind, we can show them the way, every- one, a-rise and say Ba-há-u-lláh has brought a new day. Be Ba-há-u- lláh has brought a new day." The score includes various musical notations such as notes, rests, and accidentals, along with chord symbols (G, C, D) and performance markings like a repeat sign and a first ending bracket.

Be hap-py! That's what E-noch Olinga said. Get up in the  
mor-ning and get out of bed. Ba-há-u-lláh the  
Prom-ised One has come to bring a fresh dawn-ing  
for every- one, so reach out, for that bright new  
day to all man-kind, we can show them the way, every-  
one, a-rise and say Ba-há-u-lláh has  
brought a new day. Be  
Ba-há-u- lláh has brought a new day.

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## TOPIC: THE PRINCIPLE OF UNITY IN DIVERSITY

**Mankind Is One**

Words of Bahá'u'lláh • Music ©1983 Susan Engle

Man - kind - is - one. — The earth is one coun - try. Ye are the leaves - of

7  
one - branch, the fruits - of one - tree. Man - kind - is - one. - The earth is - one

13  
coun - try. Ye are the leaves - of one - branch, the fruits - of one - tree. -

19  
Set - your fa - ces - towards u - ni - ty, let the ra - di - ance of its light shine u -

25  
pon - you. - Gath - er ye - to - ge - ther and for the sake of - God,

31  
root out con - ten - tion - a - mongst you. - Man - kind - is - one. - The

37  
earth is - one coun - try. Ye are the leaves - of one - branch, the

41  
fruits - of one - tree. Man - one - tree. -

Reprinted from *Brilliant Star* magazine, May/June 2004. Used with permission.

# Friendship

Text: 'Abdu'l-Bahá

Music: Tim Urbonya, 2001

The musical score is written in 4/4 time with a key signature of one flat (Bb). It consists of four staves of music. The lyrics are: "If you de - sire with all your heart friend - ship with ev' - ry race on earth, your thought, spi - ri - tual and po - si - tive will spread, will be - come the de - sire, the de - sire of o - thers. Grow - ing stron - ger and stron - ger un -".

Guitar chords are indicated by letters above the staff: F, C, Bb, C, F, Bb, F, C7, F, Bb, C, F, Bb.

Triplet markings (3) are placed over the notes for "friend - ship", "will spread", and "the de - sire".

Used with permission.



TOPIC: THE PRINCIPLE OF UNITY IN DIVERSITY


The musical score consists of four staves of music in a single system, written in treble clef with a key signature of one flat (Bb). The lyrics are: "til it reaches the minds, the minds of all men. De - sire with all your heart friend - ship with ev' - ry race on earth. De - sire with all your heart friend - ship with ev' - ry race on earth." The score includes guitar chord diagrams for F, C7, Bb, and F. Triplet markings (3) are placed over groups of three notes in several measures. The first staff has chords F, C7, and F. The second staff has chord F. The third staff has chords Bb, C7, and F. The fourth staff has chords C7 and F.

# We Are All One

## A Liberian Bahá'í Song


Words and arrangement by Sam Alucho

Chorus




Num-ber one, num-ber two, num-ber three, four, five, we are all one.

Call



Response



All	Ba - há'ís	in	Af - ri - ca,	We are all	one
All	Ba - há'ís	in	A - meri - ca,		
All	Ba - há'ís	in	Eu - rope,		
All	Ba - há'ís	in	A - sia,		
All	Ba - há'ís	in	Aus - tral - ia,		



Illustrated by Leona Hosack

TOPIC: THE PRINCIPLE OF UNITY IN DIVERSITY

**Chorus:**

Number one, number two, number three,  
four, five, We are all one.

Number one, number two, number three,  
four, five, We are all one.

**Call:**

All Bahá'ís in Africa,  
All Bahá'ís in America,  
All Bahá'ís in Europe,  
All Bahá'ís in Asia,  
All Bahá'ís in Australia,

**Response:**

We are all one.  
We are all one.  
We are all one.  
We are all one.  
We are all one.

***"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."***

— 'Abdu'l-Bahá, *Paris Talks*, p. 53

All Bahá'ís at NABI, We are all one.  
All Bahá'ís at Louhelen, We are all one.  
All Bahá'ís at Louis Gregory, We are all one.  
All Bahá'ís at Bosch, We are all one.  
All Bahá'ís at Green Acre, We are all one.

**Chorus**

All Bahá'í teachers, We are all one.  
All Bahá'í plumbers, We are all one.  
All Bahá'í musicians, We are all one.  
All Bahá'í scientists, We are all one.  
All Bahá'í students, We are all one.

**Chorus**

All Bahá'ís from \_\_\_\_\_, We are all one.  
All Bahá'ís from \_\_\_\_\_, We are all one.  
All Bahá'ís from \_\_\_\_\_, We are all one.  
All Bahá'ís from \_\_\_\_\_, We are all one.  
All Bahá'ís everywhere, We are all one.

**Chorus**



**Chorus**



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July/August 1996  
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Fill in the blanks with names of hometowns.  
Make up more verses of your own.

# Sois Los Frutos

Palabras de Bahá'u'lláh

Música por Nuriyeh McLaren, Age 8, Maracaibo, Venezuela ©1991

Sois los fru-tos de un so-lo ar-bol, y las ho-jas de  
u-na so-la ra-ma. Pro-ce-ded u-nos con o-tros  
con ex-tre-mo a-mor y ar-mo-ni-a.

*English translation:*

“Ye are the fruits of one tree,  
and the leaves of one branch.  
Deal ye one with another  
with the utmost love and  
harmony, . . .”

Epistle to the Son of the Wolf, p. 14



Illustrated by Linda Orlando ©1991

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TOPIC: THE PRINCIPLE OF UNITY IN DIVERSITY

# Toko Zani

By Benjamin Diamini • Swaziland



To - ko Za - ni ni - na la - ba wan - ki, Le  
 Re - joice, re - joice for a new day has dawned, The



li lan - ga, La - ku - ka - na. To - ko - Za - ni ni - na la -  
 whole, wide world is all one fold. Re - joice, re - joice for a new



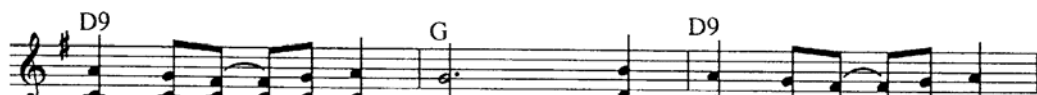
ba wan - ki, Le li lan - ga la - ku - ka - na. Oh,  
 day has dawned, The plan of God has now been told. The



To - ko la ko la lu - ku Ba - há Um la - ma wah lam -  
 Prom - ised One by the name of Ba - há Came to bring a new



pa. Ka - day Ku - day Si Li - en - do - le,  
 day. Let us be hap - py, Let us say,



Yá Ba - há - 'u'l - Ab - há. Ti Yá Ba - há - 'u'l - Ab -  
 Yá Ba - há - 'u'l - Ab - há. Say: Yá Ba - há - 'u'l - Ab -



há. Ti Yá Ba - há - 'u'l - Ab - há.  
 há. Say: Yá Ba - há - 'u'l - Ab - há.

## About Swaziland

When people walk to work in Swaziland, they sing. When there is a birth, a death, a marriage, a Feast, or a Holy Day, people sing. When friends meet, they sing. Music is as important as language. These music lovers are also known throughout Africa for courtesy and patience. Sounds like a great place to me. Let's go! ✨

Special thanks to Julie Walker



LIST OF ADDITIONAL RESOURCES

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**Stories & Articles:**

*Brilliant Star*: “The Story of Man” Jan/Feb 00  
“You’re a Piece of the Puzzle Too!” Sp Ed 99  
“Threads of Unity” Jul/Aug 97  
“Race Unity Picnic” Nov/Dec 91  
“A New Culture” Jan/Feb 05

Lemon, Jennifer, *The Story of Rosie Redbird*

*Uniting the Human Family*

*Behold Me: Baha’i Writings on Unity*

Irwin, Alhan *Case of a Different Face*

Brugiroux, André, *One People One Planet:*

*The Adventures of a World Citizen*

Barnes, Kiser, *Animals for Peace*

**Worksheets and Coloring Pages:**

*Brilliant Star*: “My Unity Face” Jul/Aug 96

“Bahá’ís Together” Nov/Dec 91

*Flowers of One Garden Coloring Book*

**Activities:**

*Brilliant Star*: “Common Vision” Sp Ed 97

“Let’s All get Along Together Pudding” Jul/Aug 99

“Make a Unity Spinner” Mar/Apr 93

“Diversity Detective” Jan/Feb 01

“Have a Ball” Jan/Feb 05

“Josie Detects Diversity” Jan/Feb 05

Jodell Sprague, Cindy Firooz, *Bahá’i Crafts for Children*

Fitzgerald, Michael, *Hooray for the Planet: A Celebration of Life for All Ages*

*Games for Change*: Group Activities with Creative Spiritual Concepts on the Side

**Music:**

Wright, Susan Lewis, *Bird*, “Unity,” “Turn this World Around”

Bahá’i Gospel Choir, *We Have Come to Sing Praises*, “In This Day Bahá’u’lláh”

Lenz, Jack with various artists, *Lift Up Your Voices and Sing, Vol. 2*, “We Will Have One World,” “World Citizens;”  
*Vol. 3*, “We Are One,” “Toko Zani,” “One Planet, One People, Please”

Grammer, Red, *Happy Ayyám-í-Há*, “Brothers and Sisters,” “Digging for Diamonds”

Grammer, Red *Teaching Peace*, “Listen”

Lenz, Jack with various artists, *Encore*, “Unity House”

*Brilliant Star*: “We Are All One” Jul/Aug 96

“Toko Zani” Jan/Feb 00

“The World’s Children,” Jul/Aug 99

“Variety” Sep/Oct 92

“Mankind is One” May/Jun 04

Gordi Munro, *The Gift and Unity in Diversity*, “Unity in Diversity”

Tim Urbona, *Love All The World*

X Cultures: *One World One People*

Crone, Joe, *It Takes a Village*

Crone, Joe, *Immerse Yourselves. . . Prayers and Writings for the Young at Heart*

*Journey Home, The: The Voyage of the Baha’i Youth Choir of the Congo to the Holy Land*

Snook & Porter, *Sacred and Classical: Children’s Collection*

Russell, Jennifer, *This is Where I Live, Songbook & CD*

Russell, Jennifer, *Virtues Songs CD Vol. 1, 2 & 3 Set*

**Drama:**

*Brilliant Star*: “Power or Unity” Jul/Aug 95

**Video:**

*Live Unity*

*We Are One*

*The Power of Race Unity: Broadcast Version*

**Poetry:**

*Brilliant Star*: “Dream Dance” Nov/Dec 97

Fitzgerald, Michael *Anthems for Earth*

**Other favorite resources:**

If you find any additional resources, please notify the National Children’s Education and Research Center, or submit your findings to the Educational Materials web site.

# THE IMPORTANCE OF THE PRINCIPLE OF THE ELIMINATION OF ALL PREJUDICES

## ALL MUST STRIVE TO OVERCOME PREJUDICE

**SPIRITUAL QUALITIES RELEVANT TO THIS TOPIC:  
FAIRMINDEDNESS, COURAGE, FRIENDLINESS**

But there is a need for 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. 63

If we allow prejudice of any kind to manifest itself in us, we shall be guilty before God of causing a set back to the progress and real growth of the Faith of Bahá’u’lláh. It is incumbent upon every believer to endeavor with a fierce determination to eliminate this defect from his thoughts and acts. It is the duty of the institutions of the Faith to inculcate this principle in the hearts of the friends through every means at their disposal including summer schools, conferences, institutes and study classes.

The Universal House of Justice, letter dated 7/13/72 to all National Spiritual Assemblies, in *Messages from the Universal House of Justice*. pp. 99–100

## LEARNING OBJECTIVES AND SUGGESTED ACTIVITIES



### KNOWLEDGE OBJECTIVES

- To become aware from study of the Bahá'í writings that all people must take responsibility for the elimination of prejudices.

#### SUGGESTED LEARNING ACTIVITIES

- Research and read the Bahá'í writings concerning individual responsibility for the elimination of prejudices.
- List attributes an individual must develop to help eliminate prejudice.
- Create an art project illustrating how having these attributes will assist in eliminating prejudice.



### WISDOM OBJECTIVES

- To study the person of 'Abdu'l-Bahá, as the perfect example of a prejudice-free human being.
- To understand the importance and value of education in the elimination of prejudices.
- To understand that all people are evolving in their struggle against their own prejudices and understand the need to develop the qualities of courage and determination to overcome all prejudices.

#### SUGGESTED LEARNING ACTIVITIES

- Have the students work in groups to study and recount specific stories that tell of 'Abdu'l-Bahá's prejudice-free example.
- Have the students illustrate a quote from the writings on the value of education in the elimination of prejudices.
- Have the students relate personal experiences to explore their evolving struggle against their own prejudices.
- Study the table of contents of a prayer book, pointing out specific sections on spiritual qualities, aid, and assistance.





## SPIRITUAL PERCEPTION OBJECTIVES

- To learn from the example of ‘Abdu’l-Bahá how to face prejudices.
- To discern from the example of others in history who have striven to overcome their prejudices.
- To recognize that detachment and selflessness are spiritual qualities to strive toward to assist in overcoming one’s own prejudices.
- To perceive the importance of courage and conviction to overcome fears of rejection.
- To perceive the connection between one’s commitment to eliminating one’s prejudices and the progress of the Faith.

### SUGGESTED LEARNING ACTIVITIES

- Compare specific stories about ‘Abdu’l-Bahá and others in history that have faced and overcome prejudice.
- Provide the opportunity to pray and meditate on selflessness and detachment.
- Discuss ways of eliminating prejudice and the attributes needed to overcome fears of rejection.
- Create a puzzle, maze, etc. using a quote from the Message of the Universal House of Justice regarding the connection between one’s commitment to eliminating one’s prejudices and the progress of the Faith.
- Have students discuss how their own education will help them to not develop prejudices and to overcome existing prejudices.



## ELOQUENT SPEECH OBJECTIVES

- To be able to articulate how ‘Abdu’l-Bahá faced prejudices.
- To demonstrate determined commitment to eliminate the expression of prejudice in thoughts and acts.
- To practice reliance on prayer and regular reading of the Bahá’í sacred writings in one’s efforts to overcome prejudices.
- To plan and participate in community activities aimed at the elimination of all prejudices.

### SUGGESTED LEARNING ACTIVITIES

- At a feast, fireside, or other event, have the students relate stories of how ‘Abdu’l-Bahá faced prejudices.
- Set a personal group goal to eliminate the expression of prejudice in thoughts and acts.
- Encourage the students to include prayers for assistance and spiritual qualities in their daily prayers.
- Plan and participate in community activities aimed at the elimination of all prejudices.

Sample Activities

ACTIVITY: FRIENDSHIP WITH ALL

**KNOWLEDGE OBJECTIVE:** To become aware from the study of the Bahá'í writings that all people must take responsibility for the elimination of prejudices.

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

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

**Materials Needed:**

- Copies of Resource Page 43
- 4 copies of Resource Page 44 for each student—1 to use in class and 3 to take home for action assignment

1. Invite volunteers to carefully build a human pyramid with a smaller student forming the top row on his or her hands and knees, two students on hands and knees forming a middle row under that student, and three of the larger students making up the base row. The simplest human pyramid can be made with three students. Carefully monitor student safety, modesty, and dignity during this brief learning experience. Very briefly discuss: If this pyramid is like a building with three parts—the foundation, the walls, and the roof—how do all these parts work together? What are some important qualities of the foundation? The walls? The roof?



2. Carefully de-construct the human pyramid, then distribute copies of Resource Page 43. Invite volunteers to read the quotation aloud, pause to discuss the meaning of new words, then read it again. Briefly discuss: What is ‘Abdu’l-Bahá asking us to do? Why? What are some ways that prejudices destroy the foundation of humanity? Remembering our human pyramid, why is it so important for the foundation of humanity to be strong?
3. Explain to the class: We have the opportunity to explore the ways that people in our own community protect and repair the foundation of society by overcoming prejudice. First we’ll explore these questions in our own class. Then we’ll explore them with others.
4. In the whole group read through the questions on Resources Page 44. Clarify the meaning of any new words. Then ask the students to work in pairs to explore these questions. Encourage them to take turns asking the questions, listening carefully, and recording the other person’s answers. The goal is to record the main ideas so they can share them accurately with others. After all interviews are completed, return to the whole group. Invite teams to share highlights of their conversations.
5. Explain to the class that they will be able to learn more about overcoming prejudice by asking other people in the community these same questions and carefully recording their answers.

6. As an out-of-class action assignment, ask students to interview two or more people that they know. Encourage them to interview family members, friends, teachers, elders, or others, and to make every effort to include as much diversity as possible as they consider different ages, backgrounds, and roles in the community.
7. Ask students individually to list 3 or more names of people they could interview, plan how to contact them, and when and where they might be able to complete the interviews. As teacher, you may consider contacting each student several days before the next class to provide encouragement or assistance as needed. Alternately you may set up interview teams so that each student has encouragement and support from another person while completing this out-of-class activity.
8. In the whole group, consider again the questions on Resource Page 44: Do you want to add additional questions? Encourage the students to copy any additional questions they develop onto their take-home Resource Pages. Then discuss: How did it work to take notes of the other person's words? Did we feel we were able to capture the main ideas? Please share what worked best with each other!
9. Encourage students to schedule appointments, conduct interviews, record simple but clear notes, and bring their interview notes to the next class. Encourage them also to make extra efforts to befriend people who are different from themselves and to be able to share their experiences during the next class.

### **ACTIVITY: A LEARNING COMMUNITY**

**WISDOM OBJECTIVE:** To understand the importance and value of education in the elimination of prejudices

**SPIRITUAL PERCEPTION OBJECTIVE:** To discern from the example of others in history who have striven to overcome their prejudices.

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

**SUGGESTED TIME FOR ACTIVITY:** 45 MIN.

**Materials Needed:**

- Interview notes from student interviews with other people (see previous activity)
- Resource Page 45

1. In the whole group, briefly discuss the questions: What did we notice about our efforts to befriend people who are different from ourselves? Did we see other people also making this effort? How did the interviews go? What are some high points from our experiences, observations, and interviews?
2. Invite students to listen carefully as they take turns sharing their interview notes with the class.
3. After each report, encourage the class to identify spiritual qualities that the people interviewed used to build friendships, appreciate differences, or overcome prejudices. List these spiritual qualities or attributes on chalkboard or chart paper. Briefly discuss: How did the people we interviewed develop these qualities?

**TOPIC: ALL MUST STRIVE TO OVERCOME PREJUDICE**

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4. Distribute copies of Resource Page 45. Read the quotations aloud, clarify the meaning of unfamiliar words, and then invite a student volunteer to read them aloud a second time. This time encourage students to mark important words and phrases as they read along.
5. Invite students to share the words and phrases they marked. Then discuss the questions: What does Bahá'u'lláh love to see? Why is this important? What does 'Abdu'l-Bahá tell us will establish the foundation of the heavenly Kingdom? How will the foundation of prejudice be uprooted? How are these quotations similar to and different from the quotation on the top of our interview notes from last week? Thinking about all these quotations and the interviews we did, what can we learn about the importance of building friendships with all people?
6. Then brainstorm specific examples of ways to develop the spiritual qualities highlighted in the interview. Discuss: What are some practical ways we can build friendships with people different from ourselves? Are there people in our schools, community, or neighborhood that are left out, ignored, or excluded? Based on everything we've learned so far, what are some specific actions we could take that would lead to showing greater respect, friendship, and caring for all people?
7. Working in pairs or small teams, encourage the students to look again at the quotations on Resource Pages 43 and 45. Based on the class's study, interviews, and discussion, invite them to select words or phrases from the quotations to incorporate in a short 'mission statement' or slogan that expresses the team's commitment to overcoming prejudice and building friendships with all people. The mission statement should be simple, brief, and easy to remember.

8. Still in these teams, encourage the students to create a calligram of their mission statement. A calligram uses words or poems written in a visual pattern or shape to reflect its meaning. Two simple examples are:



9. Then, invite the teams to share their mission statements and calligrams with the class. Encourage them to choose one specific step to take during the coming week to express their mission statement in action. The teachers should also choose an action step to promote friendship with all.
10. Invite the students to share their plans with the class. Consider concluding the activity with a "class huddle" of all students gathered in a tight group to pray for unity, humanity, and divine assistance to carry out their action plans. Explain that all will have an opportunity to share their successes and challenges in working toward their goals during the next class.

ACTIVITY: THE EXAMPLE OF ‘ABDU’L-BAHÁ

**WISDOM OBJECTIVE:** To study the person of ‘Abdu’l-Bahá, as the perfect example of a prejudice-free human being.

**SPIRITUAL PERCEPTION OBJECTIVES:** To learn from the example of ‘Abdu’l-Bahá how to face prejudices. To recognize that detachment and selflessness are spiritual qualities to strive towards to assist in overcoming one’s own prejudices.

**ELOQUENT SPEECH OBJECTIVES:** To be able to articulate how ‘Abdu’l-Bahá faced prejudices. To demonstrate determined commitment to eliminate the expression of prejudice in one’s thoughts and acts. To practice reliance on prayer and regular reading of the Bahá’í sacred writings in one’s efforts to overcome prejudices.

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of Bahá’í sacred writings; Private study of the writings; Use of stories; Use of peer teaching; Use of meditation and reflection

SUGGESTED TIME FOR ACTIVITY: 60 MIN.

**Materials Needed:**

- One or more photographs of ‘Abdu’l-Bahá, nicely displayed
- A copy of one of the stories on Resource Pages 46–48 for each student team
- Small mirrors
- Tea-lights or other small candles, matches
- Bahá’í prayer books
- Student journals or plain paper, pens
- Recording of soft instrumental music, audiotape or CD player

1. Introduce this session by calling attention to the photograph of ‘Abdu’l-Bahá and the importance of learning from His example:

Let them call to mind, fearlessly and determinedly, the example and conduct of ‘Abdu’l-Bahá while in their midst. Let them remember His courage, His genuine love, His informal and indiscriminating fellowship. . . . Let them revive and perpetuate the memory of those unforgettable and historic episodes and occasions on which He so strikingly demonstrated his keen sense of justice, His spontaneous sympathy for the down-trodden, His ever-abiding sense of the oneness of the human race, His overflowing love for its members. . . .

Shoghi Effendi, *The Advent of Divine Justice*, p. 29

2. Organize students into small groups, and provide each group with one of the stories of ‘Abdu’l-Bahá on Resource Pages 46–48, in which He gives a perfect example of how to eliminate prejudice.
3. Ask each group to prepare a 1-minute retelling of their story. Also ask them to create a brief list of spiritual qualities they each feel they would personally need to better develop, as they strive to live up to ‘Abdu’l-Bahá’s example in this story.
4. Invite all groups to share their stories and their lists of spiritual qualities with the class. Record a whole-class list of spiritual characteristics on chart paper or chalkboard.

TOPIC: ALL MUST STRIVE TO OVERCOME PREJUDICE

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5. Encourage the students to consider the list of spiritual qualities on the board in light of ‘Abdu’l-Bahá’s answer to a question He was asked in Paris in 1913:

He was asked, “How shall I overcome seeing the faults of others—recognizing the wrong in others?” and He replied: “I will tell you. Whenever you recognize the fault of another, think of yourself! What are my imperfections?—and then try to remove them. Do this whenever you are tried through the words or deeds of others. Thus you will grow, become more perfect. You will overcome self, you will not even have time to think of the faults of others.”

*Star of the West*, Vol. 8, No. 10, p. 138

6. Encourage the students each to take a small hand mirror, a tea-light or small candle, their journals (or blank paper) and pen, and to sit in a place by themselves. Darken the room and light each student’s candle. Play soft instrumental music in the background.



7. Encourage students to privately look at themselves in their mirrors by candlelight, as you, softly, read again the words of ‘Abdu’l-Bahá and then make the following suggestions:

- Consider: What are my own imperfections? What prejudice must I overcome?
- Think about the list of spiritual qualities: Which one should I try to strengthen first?
- Consider an individual or group that you dislike, are irritated with, or simply don’t know. How does your face react when you think of them?
- Continue thinking about this person or group and now consider how ‘Abdu’l-Bahá would act towards them. How does your face respond as you imagine ‘Abdu’l-Bahá’s loving-kindness?
- Listen to these words of Bahá’u’lláh:

If any differences arise amongst you, behold Me standing before your face, and overlook the faults of one another for My name’s sake. . . .

8. As students are ready, invite them to find a prayer in a prayer book that will assist them to develop the spiritual quality they’ve selected. Maintain a quiet, reflective environment while students copy this prayer into their journals, along with their own personal pledges of specific actions to eliminate prejudice from their lives and to cultivate friendship with all people.
9. Re-group. Invite those who choose to share their reflections or pledges.
10. Close by inviting several students to read their selected prayers.

Resource Pages



## Friendship with All

Prejudices of Religion, Race or Sect destroy the foundation of Humanity. All the divisions in the world, hatred, war and bloodshed, are caused by one or other of these prejudices.

The whole world must be looked upon as one single country, all the nations as one nation, all men as belonging to one race. Religions, races, and nations are all divisions of man's making only, and are necessary only in his thought; before God there are neither Persians, Arabs, French nor English; God is God for all, and to Him all creation is one. We must obey God, and strive to follow Him by leaving all our prejudices and bringing about peace on earth.

*‘Abdu’l-Bahá, Paris Talks, p. 131*



The whole world must be looked upon as one single country, all the nations as one nation, all men as belonging to one race.

‘Abdu’l-Bahá, *Paris Talks*, p. 131

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**FRIENDSHIP QUESTIONS**

How long have you lived in this community?

What are some “diversities” among the people you know personally?

*(Consider heritage, religion, physical abilities, talents, interests, language, and other diversities.)*

Who is an especially inspiring or interesting person among these diverse people you know? What makes this person especially inspiring or interesting to you?

When you think over your life, have there been times when you have had to work hard to make friends with someone who was different from you? What did you do that helped you to learn to be friends?

What have been your ‘high points’ in learning from someone who is different from yourself?

When you imagine this community completely free from prejudice, what is it like? What are people doing that they are not doing now?

When you imagine that prejudice-free community of the future, what are you proudest of doing to help make it happen?

Additional questions, if desired:



## A Learning Community

We love to see you at all times consorting in 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

This meeting of yours tonight . . . is a universal gathering. . . . It promotes love and fraternity among all humankind, seeks to abolish and destroy barriers which separate the human family, proclaims the equality of man and woman, instills divine precepts and morals, illumines and quickens minds with heavenly perception, attracts the infinite bestowals of God, removes racial, national and religious prejudices and establishes the foundation of the heavenly Kingdom in the hearts of all nations and peoples. The effect of such an assembly as this is conducive to divine fellowship and strengthening of the bond which cements and unifies hearts. This is the indestructible bond of spirit which conjoins the East and West. By it the very foundations of race prejudice are uprooted and destroyed . . . and by the instrumentality of such a gathering the causes of animosity, hatred and bigotry are removed, and enmity and discord pass away entirely.

‘Abdu’l-Abhá, *The Promulgation of Universal Peace*, p. 447

## THE EXAMPLE OF ‘ABDU’L-BAHÁ

### ‘Abdu’l-Bahá in the Holy Land, 1898, with Robert Turner

On the morning of our arrival [in ‘Akká], after we had refreshed ourselves, the Master summoned us all to Him in a long room overlooking the Mediterranean. He sat in silence gazing out of the window, then looking up He asked if all were present. Seeing that one of the believers was absent, he said, “Where is Robert?” This was a colored servant whom one of the pilgrims in our party, in her generosity, had sent to ‘Akká. In a moment Robert’s radiant face appeared in the doorway and the Master rose to greet him, bidding him be seated, and said, “Robert, your Lord loves you. God gave you a black skin, but a heart white as snow.”

Then our Master spoke and said: “We can all serve in the Cause of God no matter what our occupation is. No occupation can prevent the soul coming to God. Peter was a fisherman, yet he accomplished most wonderful things. . . .”

May Maxwell, *An Early Pilgrimage*, p. 20

### ‘Abdu’l-Bahá in the Holy Land, 1898, with May Maxwell

He invited us all to meet Him on Sunday morning under the cedar trees on Mount Carmel where He had been in the habit of sitting with Bahá’u’lláh. We were all most happy in this hope, and great was my disappointment next morning when I found myself quite ill. As soon as the Master arrived for breakfast He came directly to my room and walking over to my bedside took both my hands in His, passed His hand over my brow, and gazed upon me with such gentleness and mercy that I forgot everything but the love and goodness of God. . . .

On Sunday morning we awakened with the joy and hope of the meeting on Mount Carmel. The Master arrived quite early and after looking at me, touching my head and counting my pulse, still holding my hand He said to the believers present: “There will be no meeting on Mount Carmel today. . . . We could not go and leave one of the beloved of God alone and sick. We could none of us be happy unless all the beloved were happy.” We were astonished. That anything so important as this meeting in that blessed spot should be cancelled because one person was ill and could not go seemed incredible. It was so contrary to all ordinary habits of thought and action.

May Maxwell, *An Early Pilgrimage*, pp. 14, 15

### ‘Abdu’l-Bahá in Dublin, New Hampshire, 1912, with a tramp

Another eyewitness has related the following story of ‘Abdu’l-Bahá in Dublin. Early one morning, when He was in the grounds of the Inn dictating to a secretary, an old man, obviously a tramp, came shuffling along the street. ‘Abdu’l-Bahá noticed him and told His secretary to go and call him in. He took the old man’s dirt-crusting hands in His, and spoke to him with love and affection. It was as if He had known this weary, dejected tramp all His life. And then He saw how filthy and torn the old man’s trousers were. At that hour of the day no one was about. ‘Abdu’l-Bahá walked towards the porch of the Inn, wrapped His long-flowing ‘abá [robe] round Himself, took off His own trousers, gave them to the old tramp, and told him: “May God go with you.”

H.M. Balyuzi, *‘Abdu’l-Bahá: The Centre of the Covenant*, pp. 238-39

**GOAL: THE IMPORTANCE OF THE PRINCIPLE OF THE ELIMINATION OF ALL PREJUDICES**  
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**‘Abdu’l-Bahá in London, 1912, with an unexpected visitor**

There was, as before, a stream of visitors . . . people from every walk of life came at all hours of the day and into the night. One day a lady arrived, who had not previously asked for an interview. There were others to meet ‘Abdu’l-Bahá and she was told that it was not possible to see Him. She walked away, sad and forlorn; but before she had reached the street door someone, hurrying down the stairs, called her back: “‘Abdu’l-Bahá will see you.” Leaving His visitors, He had walked to the door of the drawing-room and had told those who were in the hall: “A heart has been hurt. Hasten, hasten, bring her to me.”

H.M. Balyuzi, *‘Abdu’l-Bahá: The Centre of the Covenant*, p. 343

**‘Abdu’l-Bahá at Green Acre Bahá’í School in Maine, 1912, with Fred Mortensen**

He welcomed me with a smile and a warm hand-clasp, telling me to be seated, he sitting before me. His first words were, “Welcome! Welcome! You are very welcome,”—then, “Are you happy?”—which was repeated three times. I thought, why do you ask me that so many times? Of course I am happy; didn’t I tell you so the first time?

Then, “Where did you come from?”

Answer: “From Minneapolis.”

Question: “Do you know Mr. Hall?”

Answer: “Yes, he told me about the Cause.”

Question: “Did you have a pleasant journey?”

Of all the questions I wished to avoid this was the one! I dropped my gaze to the floor—and again he put the question. I lifted my eyes to his and his were as two black, sparkling jewels, which seemed to look into my very depths. I knew he knew and I must tell. . . .

I answered: “I did not come as people generally do, who come to see you.”

Question: “How did you come?”

Answer: “Riding under and on top of the railway trains.”

Question: “Explain how.”

Now as I looked into the eyes of ‘Abdu’l-Bahá I saw they had changed and a wondrous light seemed to pour out. It was the light of love and I felt relieved and very much happier. I explained to him how I rode on the trains, after which he kissed both my cheeks, gave me much fruit, and kissed the dirty hat I wore, which had become soiled on my trip to see him.

When he was ready to leave Green Acre I stood nearby to say goodbye, and to my astonishment he ordered me to get into the automobile with him. After a week with him at Malden, Massachusetts, I left for home with never-to-be forgotten memories of a wonderful event. . . .

H.M. Balyuzi, *‘Abdu’l-Bahá: The Centre of the Covenant*, pp. 250-51

**‘Abdu’l-Bahá in England, 1911, with children**

For us, every day was filled with joyous interest and marvelling, where simple happenings became spiritual events. One day we were invited to accompany the Master to East Sheen, where a number of friends were gathered, invited by Mr. and Mrs. Jenner. Their three small children clambered on to His knee, clung round His neck, and remained as quiet as wee mice whilst the Master spoke, He meanwhile stroking the hair of the tiny ones and saying: “Blessed are the children, of whom His Holiness Christ said: ‘Of such are the Kingdom of Heaven.’ Children have no worldly ambitions. Their hearts are pure. We must become like children. . . .”

Lady Blomfield, *The Chosen Highway*, p. 165

**‘Abdu’l-Bahá in California, 1912, with a lost friend**

Perhaps the tender heart of ‘Abdu’l-Bahá was never more fully manifested than in the incident which occurred in California. His hostess in San Francisco had arranged an interview with the Mayor of Berkeley. There was to be a grand reception, and many dignitaries and University people were to be present. As the appointed hour for departure approached the hostess went up stairs to warn ‘Abdu’l-Bahá that the time was near. He smiled and waved her away, saying “Very soon! Very soon!”

She left him with some impatience, for there was no evidence of preparation for the trip. After some time she went up again, for the automobile was honking at the door, and it looked as if the Mayor of Berkeley would be kept waiting. But she met only a smile, and “Very soon! Very soon!” from the important guest. At last her patience was quite exhausted for she knew that they could not possibly arrive at the reception in time. Suddenly there was a ring at the door bell. Immediately ‘Abdu’l-Bahá’s step was on the stair, and when the door opened he was beside the maid, pulling over the threshold a dusty and disheveled man whom no one had ever heard of, but whom ‘Abdu’l-Bahá embraced like a long lost friend.

The man lived fifteen miles from San Francisco. He had read of ‘Abdu’l-Bahá in the newspapers. He felt that he must see him at any cost, but he had not five cents for streetcar fare. So he started to walk to San Francisco, and if ‘Abdu’l-Bahá had set forth promptly to his engagement with the Mayor of Berkeley he would have missed this seeker after truth. But ‘Abdu’l-Bahá had felt his approach, and would not leave for his appointment until he saw this friend of the spirit seated at his hostess’ table, so well panoplied with sandwiches and tea that it was fully evident his outer man would be refreshed. Then he said: “Now I must go, but when you have finished, wait for me in my room upstairs, until I return, and then we will have a great talk.”

*Star of the West*, vol. 8, p. 6

**GOAL: THE IMPORTANCE OF THE PRINCIPLE OF THE ELIMINATION OF ALL PREJUDICES**  
**TOPIC: ALL MUST STRIVE TO OVERCOME PREJUDICE**

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**LIST OF ADDITIONAL RESOURCES**

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**Stories & Articles:**

*Brilliant Star*: “The Birthday Party,” Jan/Feb 00

“Kids’ Thoughts on Unity & Prejudice,” “The Black Rose,” “The Fruits of One Tree,”

“Beyond Zebras,” “Illusions,” Jul/Aug 99

“Virtuewoman,” Nov/Dec 98

“Kids Have the Vision,” Nov/Dec 96

“First Prejudice-Free Generation,” “My Prejudice-Free Calendar,” “My Life As It Relates to Oneness,” Mar/Apr 95

“Pebbles on the Beach,” MA 93

“Prejudice to Peace” Mar/Apr 95

Lee, Anthony, *The Black Rose*

Afshin, Mahnaz, *The Beloved Master*, pp. 54-56 (“The Black Rose”); p.71 (“Unity of Mankind” – Louis Gregory)

Ives, Howard Colby, *Portals to Freedom*, pp. 63-67 (“The Black Rose”)

LaCroix-Hopson, Eliane, *‘Abdu’l-Bahá in New York, the City of the Covenant*, p.59 (“Encounters with Children”); p. 71 (“The Day of the Covenant”)

Balyuzi, H.M., *‘Abdu’l-Bahá* (see pages listed in Activity)

*Varqa International Children’s Magazine*, “Flatheads and Sharpheads,” Aug-Sept 2004

Allan, Susan J., *A For Effort: And Other Stories for Today’s Young Heroes*

Henderson, Robert, *Equality, Oneness, Unity: The Way to Racial Peace*

Mazloomian, Kemba Saran, *To Dine With the Blameless Ethiopians*

**Activities:**

*Brilliant Star*: “Let’s All Get Along Together Pudding,” Jul/Aug 99

“Make a Race Unity Goal,” Nov/Dec 93

“Make A Prejudice-Free Mural” May/June 94

“Be a Friend” May/Jun 03

**Music:**

Baha’i Gospel Singers, *We Have Come to Sing Praises*, “In This Day Bahá’u’lláh”

Grammer, Red, *Teaching Peace*, “Say Hi,” “Listen”

Lenz, Jack, with various artists, *Encore*, “When Will It Be,” “Let It Be this Generation,” “Unity House”

Lenz, Jack, with various artists, *Lift Up Your Voices and Sing, Vol. 1*, “Look at Me, Follow Me,” “God Is One”; *Vol.2*, “We Will Have One World”; *Vol.3*, “We Are One,” “One Planet, One People, Please”

“Mount Your Steeds”

Sears, William with various artists, *Happy Ayyám-í-Há*, “God Loves the Best of Us”

Shropshire, Lucy, *This Is Faith*, “Come Together World,” “Vision”

Wright, Susan Lewis, *Bird*, “Turn this World Around”

Uno Mondo, *Hand in Hand*, “I Have a Dream”

Tim Urbona, “Love All The World”

*Brilliant Star* “I Think You’re Wonderful” Jan/Feb 96

“Friendship” May/Jun 02

**Videos:**

*Calling All Colors*

*Lasting Remembrances: Second World Congress (Day Two, 1992)*

*Bahá’i Faith: Through the Eyes of Young Baha’is*

*Bahá’i Faith: Unity in Diversity*

**Other favorite resources:**

If you find any additional resources, please notify the National Children’s Education and Research Center, or submit your findings to the Educational Materials web site.



**THE IMPORTANCE OF THE PRINCIPLE OF THE  
ELIMINATION OF ALL PREJUDICES**

**TRUE UNITY AS THE OUTCOME OF THE  
ELIMINATION OF ALL PREJUDICE**

**SPIRITUAL QUALITIES RELEVANT TO THIS TOPIC:  
LOVE, RESPECT, COOPERATION**

We fain would hope that the people of Bahá may be guided by the blessed words: “Say: all things are of God.” This exalted utterance is like unto water for quenching the fire of hate and enmity which smouldereth within the hearts and breasts of men. By this single utterance contending peoples and kindreds will attain the light of true unity. Verily He speaketh the truth and leadeth the way. He is the All-Powerful, the Exalted, the Gracious.

Bahá'u'lláh, *Tablets of Bahá'u'lláh*, p. 222

We belong to an organic unit and when one part of the organism suffers all the rest of the body will feel its consequence. This is in fact the reason why Bahá'u'lláh calls our attention to the unity of mankind.

On behalf of Shoghi Effendi, *Bahá'í News*, No. 64, 7/32, p. 4

TOPIC: TRUE UNITY AS THE OUTCOME OF THE  
ELIMINATION OF ALL PREJUDICE

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LEARNING OBJECTIVES AND SUGGESTED ACTIVITIES



**K**NOWLEDGE OBJECTIVES

- To know from the Bahá'í writings the glorious destiny awaiting a world that is free from prejudice.

SUGGESTED LEARNING ACTIVITIES

- Research and read the writings of Shoghi Effendi regarding the glorious destiny awaiting a world free of prejudice.
- Create an artistic representation of a world free from prejudice.
- Teach songs expressing the joy of a world free from prejudice.



**W**ISDOM OBJECTIVES

- To understand the spiritual and material meaning of “organic unity.”

SUGGESTED LEARNING ACTIVITIES

- Read and discuss the quotation from Shoghi Effendi regarding an organic unit.
- Use hands-on science activities which demonstrate the organic unity of the human body.
- Do an activity leaving out one ingredient, piece, portion, or other element, to demonstrate the consequences when one part is left out.
- In the discussion of the above activities have the students generalize from the material to the spiritual meaning of organic unity.



**TOPIC: TRUE UNITY AS THE OUTCOME OF THE  
ELIMINATION OF ALL PREJUDICE**

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**SPIRITUAL PERCEPTION OBJECTIVES**

- To perceive the relationship of individual character and behavior and the organic unity of the planet.
- To imagine the possibilities in one's own life and in the life of the community when there is a world culture based on unity, loving kindness, and fellowship.

**SUGGESTED LEARNING ACTIVITIES**

- Use visual imagery to perceive the personal implications of the fact that our deeds, words, and thoughts have an impact on the organic unity of the planet.
- Compose a poetic or written creative expression of a world culture based on unity, loving kindness, and fellowship.
- Create a visual representation of some aspect of one's own life in a culture based on unity, loving kindness, and fellowship.
- Provide an opportunity for the students to share experiences when they have had a glimpse of what the world will be like in a culture based on unity, loving kindness, and fellowship.



**ELOQUENT SPEECH OBJECTIVES**

- To demonstrate reliance on Bahá'u'lláh and His exhortations.
- To demonstrate understanding of the vision for a truly united world from the Bahá'í writings and be able to share this vision with others.

**SUGGESTED LEARNING ACTIVITIES**

- Assist the students in developing the practice of bringing oneself to account each day, reflecting on one's reliance on Bahá'u'lláh and His exhortations.
- Provide a forum for the students to express their efforts and successes in relying on Bahá'u'lláh and His exhortations.
- Provide a forum for the students to share their vision of a truly united world through arts and presentations.

## TOPIC: TRUE UNITY AS THE OUTCOME OF THE ELIMINATION OF ALL PREJUDICE

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### Sample Activities

#### ACTIVITY: A PREJUDICE-FREE RAP

**KNOWLEDGE OBJECTIVE:** To know from the Bahá'í writings the glorious destiny awaiting a world that is free from prejudice

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

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

**Materials Needed:**

- CD or audiotape player
- Recorded raps with a positive message
- Copies of Resource Page 63

**Advance Preparation:**

Encourage students to bring their recordings to class of rap music that clearly promotes peace, understanding, and respect among all people. If students have previously created their own raps on these subjects, encourage them to come prepared to perform them. The teacher should also bring a positive rap recording to class. One example of a rap is included on Resource Page 62.

Display the following instructions on chart paper or chalkboard:

- Begin your rap with a line that has a strong beat or rhythm.
- Rhyme the next line with the first.
- If possible, repeat the same rhythm in the second line.
- Then begin a new rhyme with the third line.
- Rhyme the fourth line with the third line.
- Keep repeating this rhyming pattern. The beat can be different in different lines. Some lines can be short; others, long.
- Consider using a refrain as part of your lyrics. A refrain is a group of lines that remain the same and are repeated throughout the song.

1. Invite students to perform their previously created positive raps and respond to the questions: What inspired you to create this rap? Where else have you performed it? How did listeners respond to the performance?
2. Then play the positive rap recordings that students and teacher have brought to class. Identify the positive message in each recording. Notice the form of the raps: rhythmic talk-songs usually with a heavy beat and many rhymes. Briefly discuss: What is the positive value of positive raps? Why is it important to create a positive spiritual environment for ourselves and for the people we're with? What are some practical ways we can do this?
3. Explain: Today we will create our own raps to promote peace, understanding, and respect among all people. To write our own raps, we will need to begin with an important topic.
4. Distribute copies of Resource Page 63, which can provide inspiration for the raps. Read it aloud in the whole class. Discuss: What is the main point of this quotation? Why is this point important to share with others?
5. Then invite students to take turns reading the quotation again, one sentence at a time. Identify the main point of each sentence and encourage students to mark important ideas, words, and phrases that they want to include in their raps.

## TOPIC: TRUE UNITY AS THE OUTCOME OF THE ELIMINATION OF ALL PREJUDICE

6. Organize students into small work groups. Refer them to the posted instructions for writing a rap. Circulate among the students and provide encouragement as they work.
7. Perform the raps for each other. Applaud all contributions. Invite positive suggestions from other students, then allow the teams another brief work time to incorporate these suggestions as desired.
8. Perform the raps again for the class. Applaud all. Then briefly discuss: Who else would enjoy hearing these raps? When and where could we share them? Could we incorporate them in an upcoming devotional program on unity in diversity?
9. Encourage students to continue practicing their raps so that they will be ready to perform them for others.
10. Invite them also to think carefully about the environment around them at school, home, and other places and to choose one specific action they can take this week to create a more positive spiritual environment for themselves and for others.

### ACTIVITY: ORGANIC UNITY

**WISDOM OBJECTIVE:** To understand the spiritual and material meaning of “organic unity.”

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of Bahá’í sacred writings; Use of questioning and peer teaching; Use of science; Use of the arts

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

**Materials Needed:**

- Large balloon
- Water
- Permanent marker
- Copies of Resource Pages a, b, c, pages 64–66, as described below
- A large piece of paper and markers for each group

Advance preparation: Display the following quotations on chart paper or chalkboard.

The obstacle to human happiness is racial or religious prejudice, the competitive struggle for existence and inhumanity toward each other.

‘Abdu’l-Bahá, *The Promulgation of Universal Peace*, p. 468

All prejudices between man and man are falsehoods and violations of the will of God.

‘Abdu’l-Bahá, *The Promulgation of Universal Peace*, p. 299

1. Invite students to share their experiences of promoting a positive spiritual environment over the past week. Encourage all efforts.
2. Show students the large balloon and explain that the balloon represents the world. Fill it with water, and tie it closed. Using a permanent marker, draw representations of the continents on its surface.

**TOPIC: TRUE UNITY AS THE OUTCOME OF THE  
ELIMINATION OF ALL PREJUDICE**

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3. Pass your “Earth” balloon around carefully. Invite students to describe how it feels and moves. Then discuss: In what ways does this water balloon represent the organic unity of all humanity? What happens when we push on one side of the balloon? What does that tell us about how the experiences of people on one side of the earth can affect people on the other? When is the balloon most stable or easy to control? How can the balloon’s stability or instability illustrate the importance of all people understanding the principle of oneness?



4. Briefly discuss: In what ways is the world of humanity like our own individual bodies?
5. Challenge students (if they wish) to stamp on their own toes once. Then discuss such questions as: How did that feel? Why did you say “ouch!” when your toes are so far from your mouth? If you had stamped even harder, how might your toes feel for the rest of day? Why? How does this experience demonstrate the organic oneness of the world of humanity?
6. If your class size permits, organize students into 3 small working groups and provide each group with copies of one of the Resource Pages a, b, or c (64–66). Ask each group to follow the instructions on their resource pages. Alternately, if your class is very small, you may choose to study each page in the whole group.
7. After allowing time for the teams to work, invite each group to briefly present their answers in the whole group. Applaud all contributions. Then discuss: What do these presentations tell us about the oneness of humanity? How can we put all these ideas together?
8. Refer to the posted quotations, read them aloud, and briefly discuss: What does ‘Abdu’l-Bahá say are the sources of human unhappiness? What examples can we see in our own lives of the truth of those statements?
9. Next, invite students to individually write their own responses to the question: When you think about the organic unity of the human race and the happiness of a world free from prejudice, what do you feel passionate about? Please write a 1–2 sentence response that begins “I feel passionate about . . .”
10. Invite students to share their sentences in the whole group. Encourage all, then discuss: Why is it important to share these ideas with others? What are some specific occasions in which we could explain the principle of oneness to the people we know?
11. Encourage students to each identify a specific class, activity, or group in which they feel they could explain the principle of oneness to others during the coming week. Encourage students to pray for the success of their efforts.

## TOPIC: TRUE UNITY AS THE OUTCOME OF THE ELIMINATION OF ALL PREJUDICE

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### ACTIVITY: A COOPERATION GAME

**SPIRITUAL PERCEPTION OBJECTIVE:** To perceive the relationship of individual character and behavior and the organic unity of the planet.

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

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

**Materials Needed:**

- Outdoor or other space for active play
- Chalk, tape, or other means to mark goals
- Handkerchiefs or cloth strips for ankle ties and blindfolds
- A ball for each small group

**Advance Preparation:** Post the following quotations on chart paper or chalkboard.

The supreme need of humanity is cooperation and reciprocity. The stronger the ties of fellowship and solidarity amongst men, the greater will be the power of constructiveness and accomplishment in all the planes of human activity.

‘Abdu’l-Bahá, *The Promulgation of Universal Peace*, p. 338

Human brotherhood and dependence exist because mutual helpfulness and cooperation are the two necessary principles underlying human welfare.

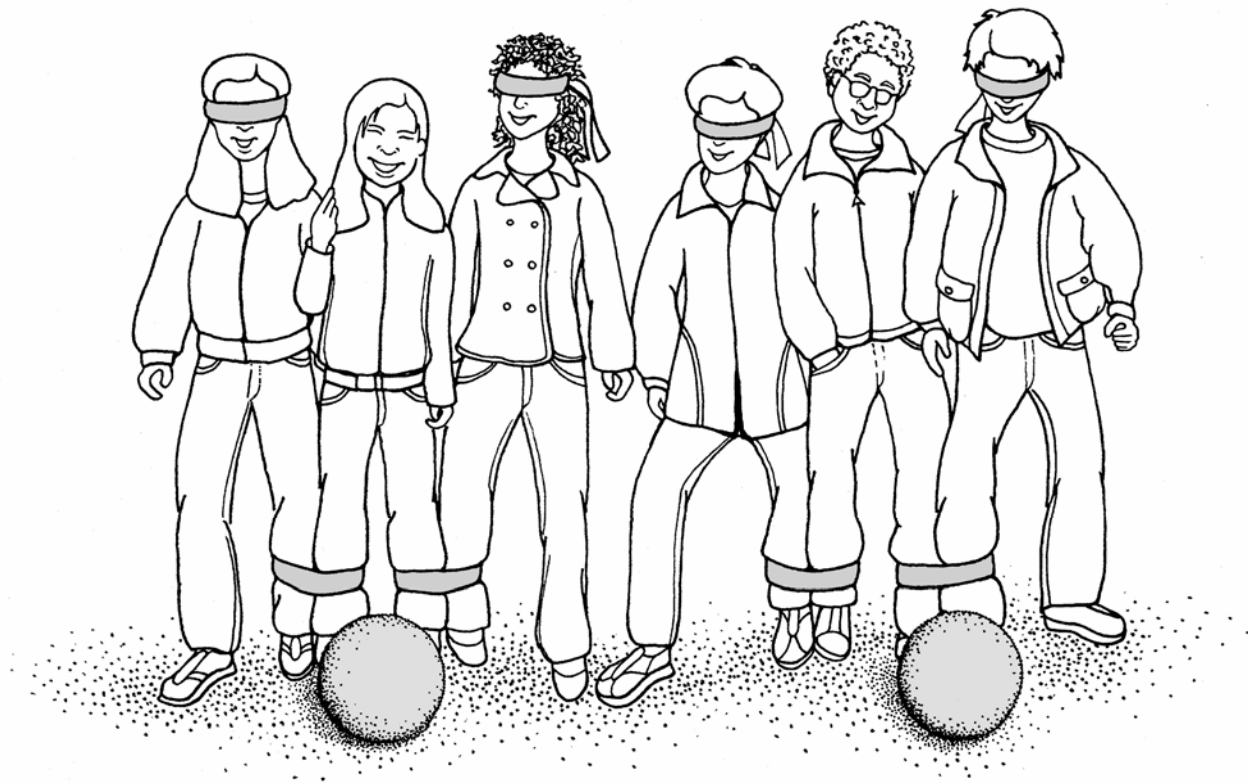
‘Abdu’l-Bahá, *The Promulgation of Universal Peace*, p. 150

Use tape, chalk, or some other suitable means to mark some goals on the ground or floor. Mark enough goals that each group of 3–4 students can have their own goal. Separate the goals for safety.

1. Invite students to share examples of their efforts to reach out to others in friendship, promote positive spiritual environments for themselves and others, and explain the principle of oneness. Encourage all efforts.
2. Refer to the posted quotations and read them aloud twice. With the quotations in mind, invite students to think of a time when they felt that they accomplished something important by cooperating with others. After all students have a specific memory in mind, invite them to share their experiences and point out the ‘reciprocity’ in the experiences. If desired, you may point out that ‘Abdu’l-Bahá uses the term ‘reciprocity’ in the same way that He uses ‘mutual helpfulness.’
3. Then explain that the class will try an experiment to see how increasing cooperation can increase the group’s ability to reach a goal.
4. Take the students outdoors or another suitable place for active play. Form groups of 3–4 students. Keeping in mind the cultural differences regarding modesty, it may be best to group girls with girls, and boys with boys. In these groups, tie one ankle of each person to another person’s ankle to make human chains.
5. Tell the students that their task is to move a ball to their goal using only their feet. Explain that small movements may be most effective for moving the ball, both for safety and because it will be hard for them to retrieve a ball that gets away from them!

## TOPIC: TRUE UNITY AS THE OUTCOME OF THE ELIMINATION OF ALL PREJUDICE

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6. Blindfold all but one person on each team. It will be that person's responsibility to guide the team's movements toward the goal.
7. They will find it impossible to reach their goal. This will be rapidly obvious. So, as soon as appropriate, allow another person on each team to remove the blindfold.
8. They will find that this does not necessarily make things easier! This brings in the element of differing perceptions, differing ideas of the best way to proceed, and conflicting instructions.
9. So, at an appropriate point, allow all team members to remove their blindfolds.
10. The teams will gradually learn how to cooperate and reach their goal.
11. When all teams have had success, invite the teams to remove their ankle ties, link their arms together, and then take the ball to their goal. They should find it easier to reach their goal with arms linked rather than ankles tied.
12. Debrief the activity:
  - When did the teams have the greatest success? What mode of action was the most successful? Why?
  - What did the teams learn about cooperating?
  - Was it easier as more and more people removed their blindfolds? Why or why not?
  - Was it easier when each person had more freedom of action (ankles untied)? Why or why not?
  - What qualities did the team, and its individual members, have to develop to reach their goal?

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13. Conclude the activity by reading aloud the following quotation. Explain that the team activity required ‘serried lines’. Discuss: How does ‘being locked’ to the next person require us to ‘support our fellows’? What are some practical ways that we can support each other as we work together to promote the principle of oneness in our daily lives? If the class has previously studied this quotation, ask: How does today’s activity help us gain a deeper appreciation of this quotation?

This day is the day of union, the day of the ingathering of all mankind. ‘Verily God loveth those who, as though they were a solid wall, do battle for His Cause in serried lines!’ Note that He saith ‘in serried lines’—meaning crowded

and pressed together, one locked to the next, each supporting his fellows. To do battle, as stated in the sacred verse, doth not, in this greatest of all dispensations, mean to go forth with sword and spear, with lance and piercing arrow—but rather weaponed with pure intent, with righteous motives, with counsels helpful and effective, with godly attributes, with deeds pleasing to the Almighty, with the qualities of heaven.

‘Abdu’l-Bahá, *Selections from the Writings of ‘Abdu’l-Bahá*, p. 260

14. Encourage students to select a specific way to support one another as they continue promoting the principle of oneness at home, at school, and in other activities during the coming week.

### ACTIVITY: SPHERES OF UNITY

**WISDOM OBJECTIVE:** To understand the spiritual and material meaning of “organic unity.”

**SPIRITUAL PERCEPTION OBJECTIVE:** To imagine the possibilities in one’s own life and in the life of the community when there is a world culture based on unity, loving kindness and fellowship

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

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

**Materials Needed:**

- Prepared sample craft
- Circle templates, different sizes
- Scissors
- Glue sticks or paste
- Magazines to cut (optional)
- Yarn for hanging
- Poster board or construction paper
- Pencils and markers
- Hole-punch
- Chart or board to write on

**Advance Preparation:** Prepare a demonstration sample of the craft described below.

1. Invite students to share examples of their efforts to uphold the principle of oneness at home, school, and in other settings. Encourage them also to describe their efforts to support each other in this process. Acknowledge all for their efforts.
2. Encourage students to think of groups that need to be united. Listen as they mention a few, then read the following quotation from ‘Abdu’l-Bahá, while pointing to the corresponding circles of your sample model of ‘spheres of unity’:

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Note ye how easily, where unity existeth in a given **family**, the affairs of that family are conducted; what progress the members of that family make, how they prosper in the world.

And if we widen out the sphere of unity a little to include the inhabitants of a **village** who seek to be loving and united...what great advances they will be seen to make, how secure and protected they will be.

Let us take the inhabitants of a **city**, all of them together: if they establish the strongest bonds of unity among themselves, how far they will progress, even in a brief period and what power they will exert.

And if the sphere of unity be still further widened out, that is, if the inhabitants of a whole **country** develop peaceable hearts, and if with all their hearts and souls they yearn to cooperate with one another and to live in unity...that country will achieve undying joy and lasting glory.

Enlarge the circle of nations, and you have **all humanity**.

*‘Abdu’l-Bahá, Promulgation of Universal Peace, p. 157*



- Point again to parts of your model, as you ask: If the people in this sphere are all united and love one another, but don't trust or love the people in this next larger circle, what could happen? What will it take to have peace for all the peoples of the earth?
- Provide copies of Resource Page 67 for reference and invite students to make their own 'spheres of unity' using the following instructions:



- Use a variety of different-sized circular objects (lids, cans, plates, bowls, pizza cardboard, etc.) as patterns to trace and cut 5 different widening circle shapes from construction paper or poster board.
- Stack the 5 circles on top of each other, with the largest on the bottom and the smallest on top. Center them and glue in place.
- Write the name of each 'sphere of unity' and a few of 'Abdu'l-Bahá's words about that 'sphere' around the edge the circle. Decorate as desired.
- Decorate the other side of the largest circle to represent all humanity using available art supplies or magazine pictures.
- Punch a hole near the top and string yarn through for hanging the model. Notice that the circles become spheres as they rotate.

- Brainstorm opportunities to share these ideas with others by displaying the 'spheres of unity'. Some possibilities include: school classroom, office, library or hallway; public library; businesses or stores. You may also consider presenting them as gifts during an upcoming devotional gathering on this topic.



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### ACTIVITY: A DEVOTIONAL MEETING OPEN TO ALL

**ELOQUENT SPEECH OBJECTIVE:** To demonstrate understanding of the vision for a truly united world from the Bahá'í writings and be able to share this vision with others.

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Establish a loving environment; Direct use of Bahá'í sacred writings; Involve service to humanity; Engage the mind and heart; Use of consultation; Use of the arts; Use of music

SUGGESTED TIME FOR ACTIVITY: 45 MIN. PLUS DEVOTIONAL MEETING

1. Encourage students to share their experiences supporting each other and promoting unity over the past week. Acknowledge all efforts.
2. Explain that one powerful way to promote the principle of oneness is to host a devotional gathering open to all. As a group, discuss the following questions:
  - When and where could you host a devotional meeting? Would it be part of a regularly scheduled series or a special event?
  - Who could you invite? Will you use personal invitations, phone calls, written notes, or other means to invite your guests? Can you think of ways to reach out to new people?
  - How could you beautify the environment to create a welcoming, uplifting, reverent atmosphere? What simple touches could touch the hearts of the people you invite?
  - Could you have greeters at the entry to welcome guests? How will you help new people get acquainted and enjoy fellowship after the program? Would you like to serve simple refreshments?
- How will you incorporate music? Will you share your positive raps, sing songs, invite others to contribute music, and/or use recordings or musical instruments?
- Read through the prayers and inspirational readings provided on Resource Pages 68–69. Do you want to use this program as it is, adapt it to suit your guests, or create an entirely new program of your own? Could you include some of your own “I feel passionate about . . .” statements? Would you like to present your ‘spheres of unity’ as gifts to special guests?
- Outline your program then double-check: Is the program long enough but not too long? Will it appeal to all ages and our diverse guests?
3. After exploring these questions, organize the class into small teams to practice reading, organize music, prepare invitations, etc. Allow work time, then reconvene the class to review action assignments to be completed before the program.
4. As you conclude the class, include prayers for the success of your efforts.

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Resource  
Pages

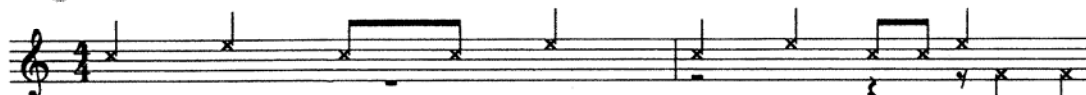


## Virtues Rap

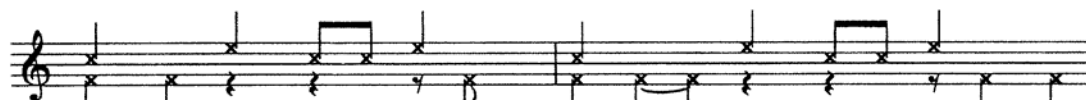


Chorus: Sing between each verse

by John Chesley with help from Sharon Chesley-Smith



(STOMP, CLAP, STOMP, STOMP CLAP) (Continue as before) With - out



vir - tues, You're noth - in' \_\_\_ With - out



vir - tues, You're noth - in' \_\_\_

### Verse 1

Now follow me closely, it won't take very long.  
Virtues are what bring humanity along.  
We want you to know that we just don't get it,  
Virtues are admired, but rarely get the credit.

### Verse 2

Now you got your plants and your animals too,  
But they got limits when compared to you.  
It's boys and girls who are gonna win.  
They're the ones who got Virtues within.

### Verse 3

Now you got your kindness and patience galore.  
Assertiveness and caring are great, that's for sure.  
Courage, love and service and add some forgiveness  
Is what the world wants to see, more of not less.

### Verse 4

There are lots of virtues, that are really where it's at  
Like cleanliness, respect and that little one, tact.  
And even with our parents, courtesy's a hit.  
The one called enthusiasm's our favorite.

### Verse 5

We all know about honesty and justice.  
Folks are keen on unity, you'll just have to trust us.  
Determination, detachment, obedience, too—  
With a little dash of reverence, we'll rap them to you.

### Verse 6

Now all these virtues, you know they're just right  
'And that a man with no virtues is a lamp without a light.  
With our virtues revealed, you'll give us the nod.  
Hey, a world full of virtues is a world full of God.

### Final Chorus

Without virtues,  
You're nothin'.  
WITH virtues,  
You're SOMETHIN'.

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**Fruits of One Tree**

The Blessed Beauty saith: “Ye are all the fruits of one tree, the leaves of one branch.” Thus hath He likened this world of being to a single tree, and all its peoples to the leaves thereof, and the blossoms and fruits. It is needful for the bough to blossom, and leaf and fruit to flourish, and upon the interconnection of all parts of the world-tree, dependeth the flourishing of leaf and blossom, and the sweetness of the fruit.

For this reason must all human beings powerfully sustain one another and seek for everlasting life; and for this reason must the lovers of God in this contingent world become the mercies and the blessings sent forth by that clement King of the seen and unseen realms. Let them purify their sight and behold all humankind as leaves and blossoms and fruits of the tree of being. Let them at all times concern themselves with doing a kindly thing for one of their fellows, offering to someone love, consideration, thoughtful help. Let them see no one as their enemy, or as wishing them ill, but think of all humankind as their friends; regarding the alien as an intimate, the stranger as a companion, staying free of prejudice, drawing no lines.

*‘Abdu’l-Bahá, Selections from the Writings of ‘Abdu’l-Bahá, p. 1*

## TOPIC: TRUE UNITY AS THE OUTCOME OF THE ELIMINATION OF ALL PREJUDICE

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**Everyone is in some ways like everyone else.**

Resource Page a

1. In your group, read the quotations aloud.
2. Discuss: What do these quotations tell us about the origin of humanity? What else do they tell us?
3. On a large piece of paper, list as many things as you can that seem to be the same in all people everywhere. Please add some images to illustrate some of your main points.

Ye were all created out of water, and unto dust shall ye return.

Bahá'u'lláh, *The Kitáb-i-Aqdas*, p. 76.

Consider the world . . . how varied and diverse they are in species, yet with one sole origin.

‘Abdu’l-Bahá, *Paris Talks*, p. 40.

It is obvious that all created things are connected one to another by a linkage complete and perfect, even, for example, as are the members of the human body. Note how all the members and component parts of the human body are connected one to another. In the same way, all the members of this endless universe are linked one to another.

‘Abdu’l-Bahá, *Selections from the Writings of ‘Abdu’l-Bahá*, p. 48

. . . The origin and outcome of phenomena are identical and there is an essential oneness in all existing things.

‘Abdu’l-Bahá, *Promulgation of Universal Peace*, p. 292

Especially white and black are the descendants of the same Adam; they belong to one household. In origin they were one; they were the same color. . . . These colors developed later due to climates and regions; they have no significance whatsoever.

‘Abdu’l-Bahá, *Promulgation of Universal Peace*, p. 45

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**Everyone is in some ways like someone.**

Resource Page b

1. In your group, read the quotations aloud.
2. Discuss: What do these quotations tell us about the source of diversity in different groups of people? What else do they tell us?
3. On a large piece of paper, list as many things as you can that seem to make groups of people distinctive. Please add some images to illustrate some of your main points.

Say: Nature in its essence is the embodiment of My Name, the Maker, the Creator. Its manifestations are diversified by varying causes, and in this diversity there are signs for men of discernment.

Bahá'u'lláh, *Tablets of Bahá'u'lláh*, p. 142.

Know that the order and the perfection of the whole universe require that existence should appear in numberless forms. For existing beings could not be embodied in only one degree, one station, one kind, one species and one class; undoubtedly, the difference of degrees and distinction of forms, and the variety of genus and species, are necessary. . . .Without doubt it is because of the varieties of degrees, stations, species and classes that existence becomes resplendent with utmost perfection.

‘Abdu’l-Bahá, *Some Answered Questions*, p. 128.

The merciful God, our Creator, has deposited within human realities certain latent and potential virtues. Through education and culture these virtues deposited by the loving God will become apparent in the human reality, even as the unfoldment of the tree from within the germinating seed.

‘Abdu’l-Bahá, *Promulgation of Universal Peace*, p. 90.

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**Everyone is in some ways like no one else.**

Resource Page c

1. In your group, read the quotations aloud.
2. Discuss: What do these quotations tell us about the unique reality of each human being? What else do they tell us?
3. On a large piece of paper, list as many things as you can that seem to make each individual in your group (or your class) unique. Please add some images to illustrate some of your main points.

The Purpose of the one true God, exalted be His glory, in revealing Himself unto men is to lay bare those gems that lie hidden within the mine of their true and inmost selves.

Bahá'u'lláh, *Gleanings from the Writings of Bahá'u'lláh*, p. 287

Each leaf has its own particular identity—so to speak, its own individuality as a leaf.

'Abdu'l-Bahá, *Promulgation of Universal Peace*, p. 294.

Now observe that in the sensible world appearances are not repeated, for no being in any respect is identical with nor the same as, another being. The sign of singleness is visible and apparent in all things. If all the granaries of the world were full of grain, you would not find two grains absolutely alike, the same and identical without any distinction. It is certain that there will be differences and distinctions between them.

'Abdu'l-Bahá, *Some Answered Questions*, pp. 283-84.

Also you may perhaps have hundreds of friends; but when you call them before your memory you do not confuse them one with another: each one is separate and distinct, having their own individualities and characteristics.

'Abdu'l-Bahá, *'Abdu'l-Bahá in London*, p. 75.

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SPHERES OF UNITY

Note ye how easily,  
where unity existeth in a given family,  
the affairs of that family are conducted; what  
progress the members of that family make, how they  
prosper in the world. . . . And if we widen out the sphere of  
unity a little to include the inhabitants of a village who seek to be  
loving and unite . . . what great advances they will be seen to make, how  
secure and protected they will be. . . . Let us take the inhabitants of a city,  
all of them together: if they establish the strongest bonds of unity among  
themselves, how far they will progress, even in a brief period and what  
power they will exert. And if the sphere of unity be still further  
widened out, that is, if the inhabitants of a whole country  
develop peaceable hearts, and if with all their hearts and  
souls they yearn to cooperate with one another and  
to live in unity . . . that country will achieve  
undying joy and lasting glory.

*Selections from the Writings of 'Abdu'l-Bahá, p. 279*

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### *Oneness of Humanity* Devotional Program

**Greeter:** Welcome to our devotional meeting! This meeting includes prayers, readings, and music on the theme: The Oneness of Humanity. We're grateful that you could come today. What a blessing to see our friends and family gathered here! Our first song is about the blessing of all the human race coming together as one.

**Music:** Sing "What a Blessing" from Resource Page 23 or use other music on the theme of oneness.

**Reader:**

The Purpose of the one true God, exalted be His glory, in revealing Himself unto men is to lay bare those gems that lie hidden within the mine of their true and inmost selves.

Bahá'u'lláh, *Gleanings from the Writings of Bahá'u'lláh*, p. 287

**Reader:**

The Blessed Beauty saith: "Ye are all the fruits of one tree, the leaves of one branch." Thus hath He likened this world of being to a single tree, and all its peoples to the leaves thereof, and the blossoms and fruits. It is needful for the bough to blossom, and leaf and fruit to flourish, and upon the interconnection of all parts of the world-tree, dependeth the flourishing of leaf and blossom, and the sweetness of the fruit.

For this reason must all human beings powerfully sustain one another and seek for everlasting life. . . .

'Abdu'l-Bahá, *Selections from the Writings of 'Abdu'l-Bahá*, p. 1

**Music:** Consider sharing one or more of your raps here. You could introduce them by saying, "This quotation inspired us to create these raps."

**Reader:**

Every part of this soil is sacred in the estimation of my people. Every hillside, every valley, every plain and grove, has been hallowed by some sad or happy event in days long vanished. Even the rocks, which seem to be dumb and dead as they swelter in the sun along the silent shore, thrill with memories of stirring events connected with the lives of my people. . . . The White Man will never be alone.

Let him be just and deal kindly with my people, for the dead are not powerless. Dead, did I say? There is no death, only a change of worlds.

Chief Seattle, an American Indian leader, speaking in 1854

**Reader:**

It really boils down to this: that all life is interrelated. We are all caught in an inescapable network of mutuality, tied into a single garment of destiny. Whatever affects one directly, affects all indirectly. We are made to live together because of the interrelated structure of reality. Did you ever stop to think that you can't leave for your job in the morning without being dependent on most of the world?

You get up in the morning and go to the bathroom and reach over for the sponge, and that's handed to you by a Pacific islander. You reach for a bar of soap, and that's given to you at the hands of a Frenchman. And then you go into the kitchen to drink your coffee for the morning,



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and that's poured into your cup by a South American. And maybe you want tea: that's poured into your cup by a Chinese. Or maybe you're desirous of having cocoa for breakfast, and that's poured into your cup by a West African. And then you reach over for your toast, and that's given to you at the hands of an English-speaking farmer, not to mention the baker. And before you finish eating breakfast in the morning, you've depended on more than half the world. This is the way our universe is structured, this is its interrelated quality. We aren't going to have peace on Earth until we recognize this basic fact of the interrelated structure of all reality.

Martin Luther King, Jr., excerpt from "A Christmas Sermon on Peace," 1967

**Music:** *Sing additional songs or play recorded music on the theme of oneness.*

**Reader**

I recall one day, when we were taking early morning tea, 'Abdu'l-Bahá sat looking out at the dawn-lit horizon; he spoke softly, as though to Himself. "We must learn how to read the Universe; it is an open book.

"All the worlds, known and unknown, are ours if we are one with the Spirit."

Laura Dreyfus-Barney, in "Only a Word," 1933

**Readers:**

*Consider sharing some of your favorite stories about 'Abdu'l-Bahá' here from Resource Pages 46–48 or other sources.*

**Reader:**

Nothing is impossible to the Divine Benevolence of God. If you desire with all your heart, friendship with every race on earth, your thought, spiritual and positive, will spread; it will become the desire of others, growing stronger and stronger, until it reaches the minds of all men. Do not despair! Work steadily. Sincerity and love will conquer hate.

'Abdu'l-Bahá, *Paris Talks*, p. 29

**Readers:**

*This would be an excellent time to share your "I feel passionate about . . ." statements. You could introduce these statements by saying, "We've been working together to share these ideas with all people." Or you could insert your favorite Bahá'í writings.*

**Reader:**

The voice I have now I got the first time I sang in a [civil rights] movement meeting. . . . I did the song, "Over My Head I See Freedom in the Air," but I had never heard that voice before. I had never been that me before. And once I became that me, I have never let that me go . . . a transformation took place inside of the people. The singing was just the echo of that.

Bernice Johnson Reagon, a Freedom Singer in 1962

**Concluding prayer:** *Select one or more prayers to sing, chant, or read. You may also choose to present your 'spheres of unity' as gifts to selected guests at this time.*

**Greeter:** Thank you for coming to our devotional meeting. We invite you to join us in teaching all people about the principle of oneness.

**All Students:** *Enjoy fellowship with your guests. Serve simple refreshments if you like.*

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LIST OF ADDITIONAL RESOURCES

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**Stories and Articles:**

*Brilliant Star*: “United Nations: A Step Towards Unity,” Jan/Feb 00  
“Catching Health,” Sept/Oct 99  
“When We Were One,” “Virtuewoman,” Jul/Aug 99  
“NABI meets Asli!,” Jul/Aug 97  
“Kids Have the Vision!” “One Giant Leap,” “Come to the Bahá’í Unity Center,” “Welcome to Limbel,”  
Nov/Dec 96  
“How Long Will It Take?” Mar/Apr 96  
“Dawn Is Approaching,” Jan/Feb 95  
“From Prejudice to Peace,” “The Most Great Gardener,” Mar/Apr 95  
“Beyond the Storm,” Nov/Dec 94  
“A New Culture” Jan/Feb 05  
“Let’s Have a Unity Fair” May/June 96  
“To See the World” Jul/Aug 96  
“New Bonds of Unity” Sp Ed 96  
“Threads of Unity” Jul/Aug 97  
“Unity, Prejudice” Jul/Aug 99  
“A New Culture” Jan/Feb 05

*The Bahá’ís* (magazine)

*Uniting the Human Family*

Bahá’í International Community, *Social and Economic Development: The Baha’i Approach* (booklet)

Ruhe-Schoen, Janet, *A Love Which Does Not Wait*

Vasseghi, Rosa, *Let Us Build a Peaceful World Together*

Vasseghi, Rosa, *The Golden Leaves*

Wolcott, Cynthia, *The Gift*

Allan, Susan J., *A For Effort: And Other Stories for Today’s Young Heroes*

Henderson, Robert, *Equality, Oneness, Unity: The Way to Racial Peace*

Mazlooian, Kemba Saran, *To Dine With the Blameless Ethiopians*

—, *Behold Me: Baha’i Writings on Unity*

Irwin, Alhan *Case of a Different Face*

Brugiroux, André, *One People One Planet: The Adventures of a World Citizen*

Barnes, Kiser, *Animals for Peace*

**Activities:**

*Brilliant Star*: “New World Construction Teams,” “Common Vision,” Sp Ed 97  
“Spheres of Unity,” Jan/Feb 94  
“Building Bridges,” Sp Ed 94  
“Make A Prejudice-Free Mural,” May/June 94  
“Be a Friend,” May/June 03  
“Servant Game,” May/June 96  
“Diversity Detective,” Jan/Feb 01  
“Light of Unity,” Jan/Feb 05  
“Josie Detects Diversity,” Jan/Feb 05

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

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**Coloring Pages and Worksheets:**

*Brilliant Star*: “Vision of a New World,” Sp Ed 97  
“How Long Will It Take?” Mar/Apr 96  
“The World in My Living Room,” Nov/Dec 91  
“World Pledge,” Sept/Oct 90  
“Color and Memorize,” (unity) Sp Ed 99 p. 21  
*Flowers of One Garden Coloring Book*

**Music:**

Bahá'í Gospel Singers, *We have Come to Sing Praises*, “In this Day Bahá'u'lláh,” “If We Ever Needed Love”  
Grammer, Red, *Happy Ayyám-í-Há*, “Brothers and Sisters”  
Grammer, Red, *Teaching Peace*, “Teaching Peace,” “Listen”  
Lenz, Jack, with various artists, *Lift Up Your Voices and Sing, Vol. 1*, “God Is One”; *Vol. 2*, “Bahá'u'lláh's Getting Us Ready for that Great Day,” “We Will Have One World,” “World Citizens”; *Vol. 3*, “We Are One,” “One Planet, One People, Please”  
Lenz, Jack, with various artists, *Encore*, “We Are Bahá'ís,” “To the Planters of Trees,” “When Will It Be,” “Let It Be This Generation,” “Unity House”  
Sears, William, with various artists, *Lote Tree*, “One Planet, One People, Please”  
Shropshire, Lucy, *This Is Faith*, “Come Together World,” “Vision,” “Tend the Garden”  
Wright, Susan Lewis, *Bird*, “Unity,” “Turn this World Around”  
*Brilliant Star*: “World Pledge,” Sept/Oct 90  
“I Think You're Wonderful” Jan/Feb 96  
“Friendship” May/June 02  
“The World's Children,” Jul/Aug 99  
“Variety” Sep/Oct 92  
“Mankind is One” May/June 04  
“We Are All One,” Jul/Aug 96  
Uno Mondo, *Hand in Hand*, “I Have a Dream”  
Tim Urbona, “Love All The World”  
Gordi Munro, *The Gift and Unity in Diversity*, “Unity in Diversity”  
Crone, Joe, *It Takes a Village*  
*Journey Home, The: The Voyage of the Bahá'í Youth Choir of the Congo to the Holy Land*  
Snook & Porter, *Sacred and Classical: Children's Collection*

**Poetry:**

*Brilliant Star*: “A House in Lome/Division in Africa,”  
Mar/Apr 96  
“One Heart,” Jan/Feb 98

**Drama:**

*Brilliant Star*:  
“Close the Door of Complaint” Sp Ed 96

**Games:**

*Brilliant Star*: “Future Challenge Game,” Nov/Dec 96

**Videos and Visual Aids:**

*The Power of Race Unity*  
*Bahá'í Faith: Through the Eyes of Young Bahá'ís*  
*Bahá'í Faith: Unity in Diversity*  
*Live Unity*  
*We Are One*

If you find any additional resources, please notify the National Children's Education and Research Center, or submit your findings to the Educational Materials web site.