

*Oneness*

# *Equality of Women and Men*



*Level Three*



# THE OF PRINCIPLE EQUALITY AS REFLECTED IN THE BAHÁ'Í TEACHINGS THE ROLE OF THE INSTITUTIONS

**SPIRITUAL QUALITIES RELEVANT TO THIS TOPIC:  
JUSTICE, FAIRMINDEDNESS, LOVE**

All should know, and in this regard attain the splendours of the sun of certitude, and be illumined thereby: Women and men have been and will always be equal in the sight of God.

Bahá'u'lláh, *The Compilation of Compilations* vol. 2, p. 379

Although obviously the entire Bahá'í world is committed to encouraging and stimulating the vital role of women in the Bahá'í community as well as in society at large, the Five Year Plan calls specifically on eighty National Spiritual Assemblies to organize Bahá'í activities for women. . . . [These] communities should initiate and implement programs which stimulate and promote the full and equal participation of women in all aspects of Bahá'í community life, so that through their accomplishments the friends will demonstrate the distinction of the Cause of God in this field of human endeavour.

The Universal House of Justice, *The Compilation of Compilations* vol. 2, p. 403

## Learning Objectives and Suggested Activities



### KNOWLEDGE OBJECTIVES

- To become familiar with some of the Bahá'í writings that discuss the role of the institutions of the Faith in promoting the equality of women and men
- To know that the family is a divine institution at the base of human civilization

### SUGGESTED LEARNING ACTIVITIES

- Sit in a circle and take turns reading passages from the Bahá'í writings on this topic. Playing very systematic music (such as Bach) in the background will reinforce the balance described in the writings. Repeat the reading at least twice.
- In pairs, discuss and list the various elements of these institutional responsibilities imbedded in the writings (either give each pair all quotations or assign one per pair). Then post all the lists and together discuss these elements.
- Encourage each student to choose all or part of a quotation to memorize.



### WISDOM OBJECTIVES

- To understand the significance of the institutional role in the process of establishing the equality of women and men
- To understand the relationship between institutional and individual efforts to establish equality
- To understand the importance of the principles of equality to the unity of the family

### SUGGESTED LEARNING ACTIVITIES

- Brainstorm with the whole class about the ways a given institution of the Faith (i.e. family, Local Spiritual Assembly, Auxiliary Boards) could promote the principle of equality of women and men.
- In small groups, ask students to create a structure (using their own bodies, wooden blocks, or clay) to show the relationship between the institutional role and individual role in the process of promoting equality of women and men.
- In pairs, discuss how the list that the class has developed can be assisted by individual efforts in the community.
- Assist students to find analogies from the scientific fields (i.e. the relationship of roots and leaves, or the brain and arms and legs) to describe this intricate inter-relationship of institutions and individuals in this process.



## SPIRITUAL PERCEPTION OBJECTIVES

- To reflect on one's own role assisting the institutions in the process of establishing equality
- To perceive the interaction between one's own attitudes and actions and the actions of institutions to promote equality

### SUGGESTED LEARNING ACTIVITIES

- Invite all students to create a piece of artwork that decorates or illustrates (or both) the quotations they have memorized.
- Encourage students to write a short essay on how they personally can assist this intricate process of institutional and individual role in establishing equality of women and men.
- In pairs or small groups, develop short skits on scenarios that illustrate this process.
- Write a group poem on this topic.



## ELOQUENT SPEECH OBJECTIVES

- To demonstrate one's knowledge and understanding of the institutional role in this process
- To plan to assist the institutions in establishing the equality of women and men

### SUGGESTED LEARNING ACTIVITIES

- As a class, prepare and host a special event for local Bahá'í institutions (i.e. Local Spiritual Assembly and Assistants) during which students can present their learning.
- Pair the students with the members of the institutions present to discuss the topic, its significance, and their mutual roles in success of this process.
- Present skits or artwork to others.
- Ask students to create a personal plan to promote equality.

## TOPIC: THE ROLE OF THE INSTITUTIONS

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### Sample Activities

#### ACTIVITY 1: THE HONOR OF ALL

**KNOWLEDGE OBJECTIVE:** To become familiar with some of the Bahá'í writings that discuss the role of the institutions of the faith in promoting the equality of women and men; To know that the family is a divine institution at the base of human civilization

**WISDOM OBJECTIVE:** To understand the importance of the principle of equality to the unity of the family

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of Bahá'í sacred writings; Establish bonds of unity and friendship; Use of recreation; Use of peer teaching; Use of creativity; Use of memorization

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

**Materials Needed:**

- Blindfolds, if available
- Index cards or small pieces of paper
- Student journals or blank paper
- Markers, pens, or pencils
- Folders for student work

1. Warmly welcome all students. Invite them to reflect a few moments and then to share a brief story from their own lives in which their shoes played an important role. Allow some time for reflection, and then model listening with complete attention as students share their stories one by one. Acknowledge all.
2. Challenge activity: Explain that our shoes will help us explore a topic of critical importance to the future well-being of humanity and that for this exploration, they will remove one shoe and place it in the Center of the room, and then line up shoulder to shoulder.
3. Explain that for this activity, they are sightless and speechless. Distribute blindfolds or ask students to keep their eyes closed until you tell them to open them. They may not talk.
4. After all students have closed their eyes, hand each student another person's shoe—they will have one of their own shoes on one foot and another person's shoe in their hand.
5. Explain that their task is to find the person whose shoe they're holding and return the shoe to its owner. When they receive their own shoe, they will put it on so that they're wearing both of their own shoes. Then all students return to their original shoulder-to-shoulder position, still without speech and with their eyes closed (or blindfolded).
6. Since students cannot see or speak, the teacher should carefully observe students' movements and prevent students from bumping heads.
7. After students have completed their task, applaud their success, and invite them to open their eyes. Then debrief: What did we do that helped us to achieve our goal? What might improve our performance if we do this again? How did it feel when we were successful? How did it feel to walk around with only one shoe? Why do we usually wear both shoes?
8. If desired, allow students to repeat the activity. Then briefly discuss: How did we improve our performance this time? How does experience help us learn to be more and more successful over time?

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9. Explain that just as the class worked together to accomplish a task in the world of matter, they will also work together to accomplish a task that concerns both matter and spirit—the principle of the equality of women and men. This principle is of vital importance to the functioning of the family, an institution at the “very base of . . . society.”<sup>9</sup> Briefly discuss: What does it mean to say that the family is an institution at the very base of society? Why is the family important to the establishment of this important principle?
10. Distribute copies of Resource Page 128. Encourage students to work in teams of two to read the quotations aloud twice and discuss the focus questions among themselves.
11. Invite teams to share their answers with one other team. Ask each person to listen carefully to the other team’s answers, to say one thing that they especially appreciate about that team’s answers, and to ask that team one respectful question.
12. Then ask students to return to their original two-person teams. In these pairs, they should select one important statement about the principle of equality of women and men within the institution of the family to share with the class, and find a way to refer to the challenge activity or to use their shoes as props in their answer. Invite each pair teams to share these conclusions, applauding all.
13. Encourage students individually, in small teams, or as a class to select part or all of one of these quotations to memorize. Suggest that they write individual words or very short phrases of their selected passage on index cards, read the quotation over and over from these cards, and then remove the cards one by one as the passage is memorized.
14. Invite individuals or small teams to recite their quotations in the whole group. Applaud all!
15. Briefly discuss: Why is it important for us to memorize quotations from the sacred writings?
16. Provide students with journals and invite them to write or draw their reflections to the question: What is one step that I can take this week to promote the principle of equality in the institution of the family (or in my home)? Consider playing quiet background music while students write. They may also wish to write themselves a reminder of these action steps.
17. Invite students to share their plans in the whole group if desired. Encourage students to save their journals in their folders. Explain that they will have the opportunity to share the results of their actions at the beginning of the next class.

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<sup>9</sup> The Universal House of Justice, *Messages 1963 to 1986*, p. 533

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### ACTIVITY 2: THE IMAGE OF GOD

**SPIRITUAL PERCEPTION OBJECTIVE:** To reflect on one's own role assisting the institutions to promote the principle of equality

**ELOQUENT SPEECH OBJECTIVE:** To plan to assist the institutions in establishing the equality of women and men

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

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

**Materials Needed:**

- Plain paper and pencils
- Student journals
- Modeling clay, beeswax, play dough, or similar substance

**Advance Preparation:** If desired, play dough may be made by mixing 1/3 cup cornstarch and 1/4 cup white glue. Mix completely. Add extra cornstarch or glue to get a workable consistency. Store in plastic baggie. The dough should last for months with no mold. Another recipe: mix 1/4 cup salt in a bowl with 1 cup flour; then add 1/4 cup water. Knead and squeeze the dough to make a clay consistency. (Other recipes available at various sites online including [http://www.creativekidsathome.com/activities/activity\\_8.html](http://www.creativekidsathome.com/activities/activity_8.html))

1. Welcome students and invite them to share the results of their actions to promote equality and unity in institution of the family over the past week. Acknowledge all. Briefly discuss: How many of us also noticed other people working for equality and unity? What did we see? How does it help us and help the world when we notice the positive actions of other people?
2. Provide each student with a sheet of paper. Invite students to fold their piece of paper in half and then in half again. Encourage them to write the word “girl” at the top of one of the quadrants and quickly write down all the words that come to mind to describe girls. The goal is simply to record whatever comes immediately to mind without thinking too long.
3. Encourage them to turn the folded paper over and write the word “boy” at the top of that quadrant and then quickly write the words that come to mind to describe boys.
4. Encourage them to then open the first fold and write the words “noble being” and then record the attributes that might describe a noble person.
5. Then in the whole group discuss the questions: How similar were our descriptions of girls, boys, and noble beings? Which areas that the most attributes in common? The fewest? What might be some reasons for the similarities and differences in these descriptions?
6. Distribute copies of Resource page 129. Briefly explain: In the Hidden Words of Bahá'u'lláh, He directly addresses the human spirit with the Word of God. In these Hidden Words and other Bahá'í writings, the term “son of spirit” is used in a generic sense, and not to indicate only boys or men.<sup>1</sup>
7. Invite volunteers to read these quotations aloud twice. Encourage students to work in teams of two to quickly brainstorm a list of the attributes of God that are potentially revealed in every person, man, woman, girl, and boy.

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<sup>1</sup> 'Abdu'l-Bahá explains: “In Persian and Arabic there are two distinct words translated into English as man: one meaning man and woman collectively, the other distinguishing man as male from woman the female. The first word and its pronoun are generic, collective; the other is restricted to the male.” The Hidden Words use “son” and “man” in the generic sense. 'Abdu'l-Bahá, *The Promulgation of Universal Peace*, p. 76



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8. After allowing a few minutes for teamwork, encourage the groups to take turns sharing their lists, one word at a time. Record these attributes on chart paper to create a general class list.
9. Distribute student journals or plain paper. Encourage students to copy the Hidden Word in their journals. If desired, they may choose to address themselves by name by substituting their own names for the generic term “son of spirit.”
10. Encourage students to select one of the attributes of God listed on chart paper. Consider playing quiet background music while students reflect deeply on their selected attribute and write one or more action steps that they can take to develop that attribute in themselves. Encourage them to consider how their own actions can help the institution of the family and other institutions to express the principle of equality more and more effectively.
11. As students finish writing, provide them with modeling clay or similar substance. Invite them to use the clay to create a symbolic representation of the attribute of God that they selected.
12. After allowing time for students to create their sculptures, invite them to share their work and their action plans with the class. Briefly discuss: How can we encourage each other in these efforts?
13. Suggest that students take their models home and place them as a visual reminder of the nobility that God has created in every soul.
14. Suggest that students look for examples of that noble quality in the people around them as they strive to develop that quality in themselves. Explain that you will invite them to share these examples at the beginning of the next class.

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### ACTIVITY 3: INSTITUTIONS AND EQUALITY

**WISDOM OBJECTIVE:** To understand the significance the institutional role in the process of establishing the equality of women and men

**SPIRITUAL PERCEPTION OBJECTIVE:** To perceive the interaction between one's own attitudes and actions and the actions of institutions to promote equality

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

SUGGESTED TIME FOR ACTIVITY: 30 MIN.

**Materials Needed:**

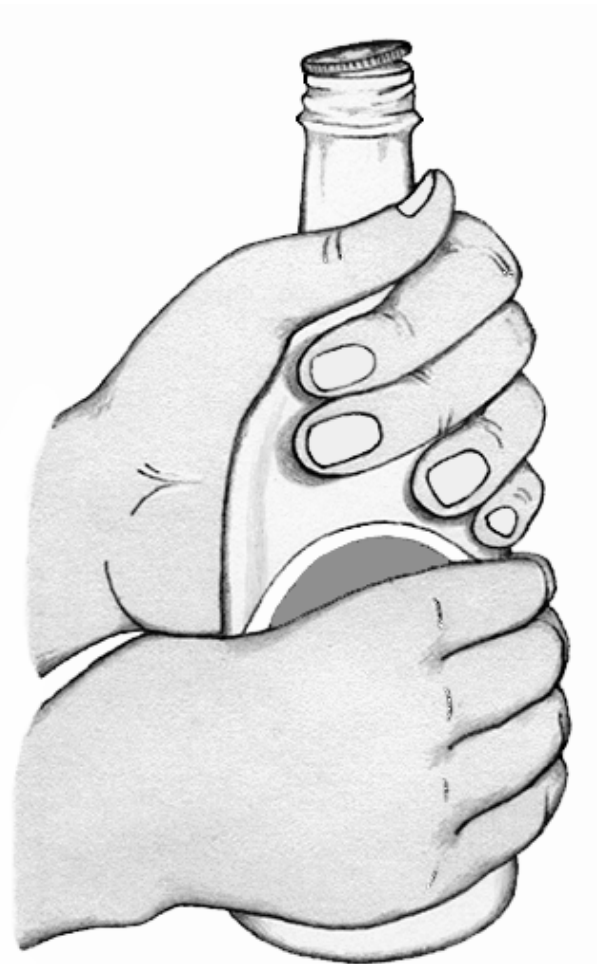
- Chart paper and markers
- Student journals and pencils
- An empty soft drink or similar bottle (glass is best but plastic will also work)
- A penny, nickel, or dime
- A few drops of water or cooking oil

**Advance Preparation:** Practice the demonstration described in Step 7. If the coin does not tap, warmed air might be escaping between the coin and the lip of the bottle. Add a few more drops of water or oil. The science behind the demonstration: Any gas—including the air in the bottle—expands when its temperature increases. The warmth of the hands warms the air inside the bottle. As the air expands, it lifts the coin. As some of the air escapes, the coin drops.

1. Welcome students and invite them to share their observations of the people around them who show the attributes of God in their actions: What have they seen? How did that person demonstrate a noble quality? What results have we also noticed from our own efforts? Acknowledge all.
2. Share the following words of ‘Abdu’l-Bahá, spoken during His trip through North America in 1912.  
  
The realities of things have been revealed in this radiant century, and that which is true must come to the surface. Among these realities is the principle of the equality of man and woman—equal rights and prerogatives in all things appertaining to humanity.  
  
*‘Abdu’l-Bahá, The Promulgation of Universal Peace, p. 283*
3. Briefly discuss: Before the time of Bahá'u'lláh, most people did not perceive the true equality of women and men. How has human experience changed since those days? What are some remaining examples of inequality? Record student ideas on chart paper.
4. Explain that Bahá'u'lláh not only clearly established the principle of equality, but also created institutions to uphold equality. Briefly discuss: What are some institutions in the world? What are some institutions in the Bahá'í Faith? What are some things that institutions can do to promote equality? Record student ideas on chart paper.
5. Distribute copies of Resource Page 130. Read the quotations aloud in the whole group. Encourage students to underline and then share important words in the quotations. Discuss or look up the meaning of these words. Read the quotations a second time.

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6. Then discuss: What would we like to add to our list of actions that institutions can take to promote equality? Why is it so important for institutions to uphold this sacred principle? What are some ways that individuals work with institutions to champion the cause of justice? Record student ideas on chart paper.
7. Call attention to the bottle. Explain that the bottle is like an institution that has the authority to provide direction to individuals—one example, the institution of school.
8. Lay the coin flat over the opening of the bottle. Suggest that the coin is like a situation that needs to be changed to establish justice and equality—for example, girls' sports teams might practice on fields that aren't as desirable as the fields used by boys' teams.  
  
Place a few drops of water or cooking oil at the edge of coin to form a seal between the coin and the lip of the bottle. The water or oil represents the connection between the institution and the situation that needs to be changed. Ask the class: what action might an individual take to help the institution promote justice and equality?
9. Ask the class to agree on some action, and then invite a volunteer to wrap both hands around the body of the bottle. Suggest that the individual's hands wrapping around the bottle can represent the actions of an individual.
10. Encourage the class to watch the coin closely to detect signs of change. After a short time, the coin will begin to "dance" on the lip of the bottle. Applaud wildly! Then briefly discuss: What is the role of the bottle in making the coin "dance"? What is the role of the person's hands? How does this example demonstrate the power of individuals and institutions working together for change?
11. Explain that while institutions have the authority to make decisions about equality and justice, it is the daily actions of individuals that actually change the way that society works. Encourage students to think of more examples of the interaction of individuals and institutions to promote justice.
12. Ask students to think of one institution (family, school, spiritual assembly, other) that their actions can support in the coming week. Encourage them to think of a specific action to take before the next class and to share the results of their actions at the beginning of the next class.



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### ACTIVITY 4: PROMOTING EQUALITY

**SPIRITUAL PERCEPTION OBJECTIVE:** To perceive the interaction between one's own attitudes and actions and the actions of institutions to promote equality

**ELOQUENT SPEECH OBJECTIVE:** To demonstrate one's knowledge and understanding of the institutional role in this process

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of Bahá'í sacred writings; Use of consultation; Use of drama; Involve service to humanity

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

**Materials Needed:**

- Student journals and pencils
- Chart paper and markers

**Advance Preparation:** Copy and cut apart the examples on Resource Page 131 or identify current local situations that require individual initiative and institutional support to establish equality. Each student team will address one situation.

1. Welcome students. Encourage them to share new insights or observations about the fundamental principle of equality. Briefly discuss: How does the establishment of equality promote happiness for all people?
1. Remind students that God has “lifted distinctions” between women and men and “conferred upon all a station and rank of the same plane,”<sup>1</sup> and that individuals and institutions must work together to establish equal rights and prerogatives in the world of everyday action.
2. Encourage students to work in small teams to demonstrate this powerful interaction of individuals and institutions to promote equality and justice. Provide each team with one of the examples on Resource Page xx. Encourage them to read the situation, consult about the application of the principle of equality, and prepare a realistic 2-minute role-play to demonstrate the power of individual and institutional action working together for equality.
3. After allowing time for the teams to work, invite them to present their brief dramatic sketches. Applaud all!
4. Debrief each role-play: What was the role of the individual in promoting equality? What was the role of the institution? How did individual power and institutional authority work together to promote equality?
5. Provide student journals and encourage them to write or draw their perception of themselves as “one of the countless links in the mighty chain”<sup>2</sup> that circles the globe with equality and justice for all people.
6. After allowing time for students to write, explain that the Universal House of Justice has called upon “the entire Bahá'í world” to encourage and stimulate “the vital role of women in the Bahá'í community as well as in society at large.”<sup>3</sup>

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<sup>1</sup> Bahá'u'lláh, *The Compilation of Compilations* vol. 2, p. 357

<sup>2</sup> On behalf of Shoghi Effendi, *The Compilation of Compilations* vol. 2, p. 24

<sup>3</sup> The Universal House of Justice, *The Compilation of Compilations* vol. 2, p. 403

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7. Discuss in the whole group: What do we observe about the real conditions of girls and boys, women and men in our community? Where do we see equality and inequality? Which institution (Local Spiritual Assembly, Nineteen Day Feast, other) could our class genuinely serve as we strive to express this principle more powerfully in our community?
8. Record student ideas on chart paper. Then consult as a class and select a positive action that the class could undertake as a group. Invite volunteer to select specific actions to be carried out. Decide on a timeline and how class members will support each other to carry out these actions. Make a plan to check progress and adjust plans as necessary to achieve the goal.
9. Conclude the activity with prayers for divine assistance.

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### Resource Page

#### Activity 1: The Honor of All

##### Focus questions:

1. What should be taught the family?
2. What are some obligations that various family members have toward each other?
3. How do mutual rights and responsibilities within a family help promote the unity of the family?
4. How do mutual rights and responsibilities within a family promote the fundamental spiritual truth of the equality of women and men, girls and boys?

All should know, and in this regard attain the splendours of the sun of certitude, and be illumined thereby: Women and men have been and will always be equal in the sight of God. The Dawning-Place of the Light of God sheddeth its radiance upon all with the same effulgence. Verily God created women for men, and men for women. The most beloved of people before God are the most steadfast and those who have surpassed others in their love for God, exalted be His glory. . . .

Bahá'u'lláh, *The Compilation of Compilations*, vol. 2, p. 379

According to the teachings of Bahá'u'lláh the family, being a human unit, must be educated according to the rules of sanctity. All the virtues must be taught the family. The integrity of the family bond must be constantly considered, and the rights of the individual members must not be transgressed. The rights of the son, the father, the mother—none of them must be transgressed, none of them must be arbitrary. Just as the son has certain obligations to his father, the father, likewise, has certain obligations to his son. The mother, the sister and other members of the household have their certain prerogatives. All these rights and prerogatives must be conserved, yet the unity of the family must be sustained. The injury of one shall be considered the injury of all; the comfort of each, the comfort of all; the honor of one, the honor of all.

'Abdu'l-Bahá, *The Promulgation of Universal Peace*, p. 168

Activity 2: The Image of God

O SON OF SPIRIT!

Noble have I created thee, yet thou hast abased thyself.

Rise then unto that for which thou wast created.

Bahá'u'lláh, *The Hidden Words*, Arabic no. 22

. . . God hath created all humankind in His own image,  
and after His own likeness. That is, men and women alike  
are the revealers of His names and attributes,  
and from the spiritual viewpoint there is no difference  
between them. Whosoever draweth nearer to God,  
that one is the most favoured, whether man or woman.

'Abdu'l-Bahá, *The Compilation of Compilations* vol. 2, p. 361

Activity 3: The Institutions and Equality

Praised be God, the Pen of the Most High hath lifted distinctions from between His servants and handmaidens, and, through His consummate favours and all-encompassing mercy, hath conferred upon all a station and rank of the same plane. He hath broken the back of vain imaginings with the sword of utterance and hath obliterated the perils of idle fancies through the pervasive power of His might.

Bahá'u'lláh, *The Compilation of Compilations* vol. 2, p. 357

We exhort the men of the House of Justice and command them to ensure the protection and safeguarding of men, women and children.

Bahá'u'lláh, *Tablets of Bahá'u'lláh*, pp. 69–70



**Activity 4: Promoting Equality**

**Example A:**

Anthony loves to sing. At school, his guidance counselor tells him that only girls have signed up for choir this year and encourages him to take tech. ed. instead. Anthony thinks that more boys might take choir if they weren't all told the same thing. What can he do? How could working with an institution make a difference?

**Example B:**

In Jamal and Tiffany's family, all family members serve the family everyday, but one day they notice that the Jamal's chores are all those traditionally assigned to men and the Tiffany's chores are those traditionally assigned to women. What could they do if they want change the way family service is organized?

**Example C:**

A Local Spiritual Assembly notices that only the female members of the community serve food and clean up after meetings. The Assembly consults and decides to accept Darius's offer to use the power of example to help promote equality and justice. What should Darius do and how should he do it?

**Example D:**

At Bahá'í school, all students enjoy a recreation period at the end of class. Basketball is a favorite game. One day a group of boys is playing and Sara comes to join the game. Samuel tells her that she can't play. What should she do? What should other people do? Is there a role for an institution?

**Example E:**

Jasmine notices that there are only 3 girls in her advanced math class. Some of her friends who excelled in math in elementary school have dropped back to easier classes. She wonders why they're making this choice and what she can do about it?

**Example F:**

At the end of gym class, the teacher always releases the girls first, giving them an extra 10 minutes to "freshen up" before the next class. This means that the boys get 10 more minutes on the courts or field. Maria thinks this isn't fair. What should she do?

LIST OF ADDITIONAL RESOURCES

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**Stories & Articles:**

*Brilliant Star* magazine:

“Working For Equality . . . World” Mar/Apr 99

“Women’s Equality Around the World” Jul/Aug 93

“Solutions to Every Problem” Sep/Oct 95

“A Note For You” Mar/Apr 99

“Did You Know . . .” Mar/Apr 99

“Spiritual Family Tree” Jul/Aug 97

“Equality” Mar/Apr 99

*Herald of the South*,

Special Woman’s Issue: “Women in the Bahá’í Faith,” “Protection of Women’s Rights,” “Advancing the Rights of Women,”

“Running on a Dream,” Jan 1994,

“Equality—What Men Stand to Gain,” Oct 1993

“The Changing Role of Women,” Jul 1997

*Women & Men: Partnership for a Healthy Planet* (pamphlet)

**Worksheets and Coloring Pages:**

*Garden of Bahá’u’lláh*, pp. 85, 95, 125, 127, 129, 131, 145, 151, 179

*Tablet of the Heart, God and Me*, p. 17

**Activities:**

*Brilliant Star* magazine:

“Make a Women’s Equality Goal” Nov/Dec 93

“Two Wings” MA 96; “Working Together” Mar/Apr 99

**Music:**

*Brilliant Star* magazine: “Equal But Not the Same” MA 99; “With Two Wings” SO 03

*Come and Sing*, Susan Engle, “Equality Song”

*To the Glory of God*, Eric Dozier and Friends, “Daughters of the Kingdom”

*Teaching Peace*, Red Grammer, “With Two Wings”

**Games:**

*Brilliant Star* magazine:

“The Same Game” SE 95

“Customs of the Kingdom” Sep/Oct 95

“Peace Process” Jul/Aug 93

**Videos:**

*Speaking of Gender*, National Spiritual Assembly of the Bahá’ís of the United States

**Other favorite resources:**

Khan, Janet A. and Peter J., *Advancement of Women: A Bahá’í Perspective*, Wilmette, IL: Bahá’í Publishing Trust, 1998

National Spiritual Assembly of the Bahá’ís of the United States, *Two Wings of a Bird, The Equality of Women and Men*, Wilmette, IL:

Bahá’í Publishing Trust, 1997

The Universal House of Justice, *Women: A Compilation*

Various, *Circle of Unity: Bahá’í Approaches to Current Social Issues*

As you find additional resources, please notify the Office of Education and Schools at the Bahá’í National Center.