

EQUALITY IN FAMILY AND COMMUNITY

DEVELOPMENT OF HUMAN ECONOMY

SPIRITUAL QUALITIES RELEVANT TO THIS TOPIC: LOVE, COURAGE, FAIRMINDEDNESS

The world of humanity is possessed of two wings: the male and the female. So long as these two wings are not equivalent in strength, the bird will not fly. Until womankind reaches the same degree as man, until she enjoys the same arena of activity, extraordinary attainment for humanity will not be realized; humanity cannot wing its way to heights of real attainment.

‘Abdu’l-Bahá, *The Promulgation of Universal Peace*, p. 374

The cause of universal education, which has already enlisted in its service an army of dedicated people from every faith and nation, deserves the utmost support that the governments of the world can lend it. For ignorance is indisputably the principal reason for the decline and fall of peoples and the perpetuation of prejudice. No nation can achieve success unless education is accorded all its citizens. . . . Decision-making agencies involved would do well to consider giving first priority to the education of women and girls, since it is through educated mothers that the benefits of knowledge can be most effectively and rapidly diffused throughout society. In keeping with the requirements of the times, consideration should also be given to teaching the concept of world citizenship as part of the standard education of every child.

The Universal House of Justice, *The Promise of World Peace*, pp. 11–12

Learning Objectives and Suggested Activities

KNOWLEDGE OBJECTIVES

- To know the Bahá'í writings on the contributions of women to the economy, sciences, and arts
- To know that ‘Abdu’l-Bahá provides a perfect Example of how to promote equality
- To know that women must enter all fields of human endeavor

SUGGESTED LEARNING ACTIVITIES

- Read quotations on this topic.
- Use stories to show the contributions of women to the economy, sciences, and arts.
- Memorize together as a class a passage on this topic.

WISDOM OBJECTIVES

- To understand the importance of the contributions of both women and men to the healthy progress of the human economy, sciences, and arts
- To appreciate the example of ‘Abdu’l-Bahá in promoting the equality of women and men
- To gain an appreciation of how human society will flourish when these principles are fully implemented

SUGGESTED LEARNING ACTIVITIES

- Make a mural depicting both men and women in various roles (this can be done in form of a giant bird).
- Invite students to individually make a bird and write on each wing various roles for both genders.
- Demonstrate that birds and airplanes cannot fly with one wing.



SPIRITUAL PERCEPTION OBJECTIVES

- To reflect on one's own role in establishing equality in all fields of human endeavor
- To reflect on one's own potential contributions to an ever-advancing civilization in which the contributions of all people are valued
- To reflect on how one can promote the contributions of both genders for human progress

SUGGESTED LEARNING ACTIVITIES

- Create a dance where students collectively make a bird, with those dressed as men on one side and those as women on the other side. Show how all must dance together to move the bird on the stage.
- Encourage students to personally reflect on their own plans for promoting the contributions of both genders in their society. Ask them to make a 5 year plan for carrying out their plans.



ELOQUENT SPEECH OBJECTIVES

- To demonstrate one's understanding of the necessity of gender equality for the advancement of society
- To demonstrate one's understanding of the necessity of equality in one's own life

SUGGESTED LEARNING ACTIVITIES

- Provide opportunities for students to perform and exhibit their work on this topic.
- Provide opportunities for students to hold a fireside or public meeting on this topic.
- Invite students to make regular reports on their personal plans.
- Provide opportunities for students to encourage younger girls to develop their talents and capabilities.

Sample Activities

ACTIVITY 1: WHO AM I?

KNOWLEDGE OBJECTIVE: To know that ‘Abdu’l-Bahá provides a perfect example of how to promote equality

WISDOM OBJECTIVE: To appreciate the example of ‘Abdu’l-Bahá in promoting the equality of women and men

SPIRITUAL PERCEPTION OBJECTIVE: To reflect on one’s own potential contributions to an ever-advancing civilization in which the contributions of all people are valued

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Direct use of Bahá’í sacred writings; Establish bonds of unity and friendship; Use of reflection; Use of creativity and the arts

SUGGESTED TIME FOR ACTIVITY: 55 MIN.

Materials Needed:

- Copies of Resource Page 145
- Small paper bags or lunch bags
- Pictures cut from magazines
- Glue
- Scissors
- Small interesting objects that may be incorporated in a collage such as scraps of paper, fabric, ribbon, yarn, balloons, string, dried beans, etc.
- Means for background music, if available

Advance Preparation: Invite students to bring from home small interesting objects as described above. The teacher should also collect a supply of these items.

Plan to demonstrate the process in Step 4 with your own sharing about yourself. For example, “If you really knew me, you would know that I really, really, really like peanut butter. . . . If you really knew me, you would know that all four of my grandparents are still living. . . . If you really knew me, you would know that my teacher tied me to my chair when I was in kindergarten to stop me from walking around the classroom. . . . If you really knew me, you would know that my first language was Spanish and my grandparents still speak only Spanish. . . . If you really knew me, you would know that I’m the first person in my family to go to college. . . . If you really knew me, you would know that I pray for you every day, . . . etc.”

1. Welcome students, introduce any newcomers, and invite them to mention the name of a personal hero or heroine, someone from any time or place, famous or not, who has inspired them personally. Briefly discuss: How do we feel when we call these important people to mind?
2. Share the following brief anecdote about ‘Abdu’l-Bahá, the Son of Bahá’u’lláh and perfect Exemplar of the Bahá’í Faith. When Corinne True was on pilgrimage to the Holy Land in 1907 she met ‘Abdu’l-Bahá who gave her the key to loving all people. He told her:

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Mrs. True, when you go back I want you to look at every human being and say to yourself, “You are a letter from my Beloved, and I must love you because of the Beloved Who wrote you. The letter may be torn, it may be blurred—but because the Beloved wrote the letter, you must love it.”¹

Briefly discuss: What do you think ‘Abdu’l-Bahá meant when He said that human beings are like a letter from the Beloved? Why do you think He asked Mrs. True to say this to herself? What do you think the world would be like if we all said this to ourselves?

3. Invite the class to gather in one or more tight circles, so that students are seated in groups of 4–6 people, knee to knee, eye to eye. Explain that when people met ‘Abdu’l-Bahá, they felt that He saw their true and noble reality. ‘Abdu’l-Bahá listened to people very carefully and their spiritual natures responded. Invite the class to follow the example of ‘Abdu’l-Bahá and practice truly listening to each other for the next several minutes.
4. Encourage each person in the circle to take 2–3 uninterrupted minutes to complete this sentence over and over: “If you really knew me, you would know that. . . .” Each sentence will begin with that statement and may be completed as many times in as many different ways as the person wants. The person may choose to pause between sentences or not. The teacher first models the process and then carefully times individual sharing and provides a signal when it is time to move to the next person in the circle. All others listen in silence with great care, striving to listen as ‘Abdu’l-Bahá would listen. This experience can provide a powerful process for self-reflection and bonding among students.
5. After all people have completed the sharing circle, briefly discuss: How does it feel to strive to listen like ‘Abdu’l-Bahá? How does listening with care help create an encouraging climate in which each person contributes to the well-being of all people?
6. Provide students with copies of Resource Page 145 and invite several students to read this quotation eloquently in the whole group. In the whole group discuss: Who are we really?
7. Provide students with small paper bags and invite them to work individually create a collage that represents their inner and outer reality, so that the parts of them that can be easily seen are on the outside of the bag and some aspects of their inner reality are represented on the inside of their bags. Encourage students to weave words or phrases from the quotation on Resource Page 145 into their collages.
8. Consider playing quiet background music as students work. Circulate among students to encourage them, etc.
9. After students have completed their collages, invite them to share them as desired in the whole group. Acknowledge all.
10. Encourage students to find some new way to express an aspect of their inner reality at home, at school, or in another activity during the coming week. Encourage them also to practice listening with great care to at least one person before the next class. Remember to invite them to share the results of their actions at the beginning of the next class.

¹ Reported words of ‘Abdu’l-Bahá, quoted in Nathan Rutstein, *Corinne True*, p. 69

ACTIVITY 2: YE ARE THE STARS

SPIRITUAL PERCEPTION OBJECTIVE: To reflect on one's own potential contributions to an ever-advancing civilization in which the contributions of all people are valued

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Direct use of Bahá'í sacred writings; Use of music; Use of memorization

SUGGESTED TIME FOR ACTIVITY: 20 MIN.

Materials Needed:

- Copies of Resource Page 146
- CD, *Teaching Songs to Children and Youth, Volume 4*, if desired

Advance preparation: Learn a version of the song “Ye Are the Stars” by reading the sheet music on Resource Page 146, or listening to the song on the CD *Teaching Songs to Children and Youth, vol. 4*, (available from the Louhelen Bahá'í School bookstore, 810-653-5033, or Louhelen@usbnc.org), or downloading it from the Core Curriculum website www.core-curriculum.org.

1. In the whole group read aloud once again the quotation on Resource Page 145.
2. Explain that music provides another way for us to understand the power God has placed within each one of us.
3. Teach the song “Ye Are the Stars” using the methods taught in the Core Curriculum Teacher Development Workshop Eight or by simply repeating the song over and over.
4. Notice the power of music for helping us memorize this quotation.
5. Encourage students to sing this song to help them remember the power that God has placed within them.
6. Consider incorporating this song in an upcoming devotional meeting or other community event.

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ACTIVITY 3: EQUALITY AND TRUE PROGRESS

KNOWLEDGE OBJECTIVE: To know the Bahá'í writings on the contributions of women to the economy, sciences, and arts

WISDOM OBJECTIVE: To understand the importance of the contributions of both women and men to the human economy, sciences, and arts

SPIRITUAL PERCEPTION OBJECTIVE: To reflect on one's own role in establishing equality in all fields of human endeavor

ELOQUENT SPEECH OBJECTIVE: To demonstrate one's understanding of the necessity of gender equality for the advancement of society

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Direct use of Bahá'í sacred writings; Engage the mind and heart; Use of consultation; Involve service to humanity

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

Materials Needed:

- Chart paper and markers
- Stationery or other paper and envelopes
- Pens, pencils, or markers as desired
- Address list for local Bahá'ís or other friends, optional
- Postage stamps, optional
- Means for background music, if desired

Advance Preparation: Copy and cut apart the quotations on Resource Page 147 so that each student will have one or two of the quotations. If your class is large, more than one student may have the same quotation.

1. Welcome students. Invite them to share their observations of the power of listening—can they think of a time that something changed because someone listened with care? What changed? How? Invite them also to share their observations of someone sharing an inner gift with the people around them. Briefly discuss: What difference does it make when we notice the spiritual gifts of others?
2. Invite students to close their eyes and imagine for a moment what would happen if:
 - a. a factory only found half the workers it needed . . .
 - b. half the teachers in school didn't read or write . . .
 - c. half the members of a soccer team didn't know the rules . . .
 - d. every other driver on the road had no training as a driver and couldn't read the road signs . . .
 - e. there were only half the number of doctors needed to staff clinics and hospitals . . .

3. After allowing time for student reflection, invite them to share their ideas in the whole group. Record student comments on chart paper, using words or quick sketches.
4. Explain that humanity has faced problems of this sort for most of human history due to the lack of education and opportunity for women. Explain that these conditions are still true to a certain degree in all parts of the world.
 - In the world’s developing countries, 69% of women are literate, compared to 83% of men.
 - Women constitute only 39% of paid workers, but 62% of unpaid family workers worldwide.
 - In government, only 16% of parliamentary seats worldwide are held by women.
 - One in three women worldwide are victims of gender-based violence.
 - Less than half the earth’s countries report births by sex, so precise statistics about gender equality are sometimes difficult to collect.

Sources: UNESCO, UNICEF, United Nations. 2005. *The Millennium Development Goals Report, 2005.*
5. Then invite students to imagine a world in which every person can read and write and fully develop their talents in arts, sciences, professions, industry, agriculture, and government. What would the world be like then? Record student comments on chart paper, using words or quick sketches. Briefly discuss: How can we get from here to there?
6. Invite students to take one of the previously rolled or folded quotations from Resource Page 147. Encourage students to read and reflect on their quotation silently. Then invite all students to eloquently read their quotations in the whole group.
7. Discuss again: How can we get from here (gesture toward chart paper created in step 3) to there (gesture toward chart paper created in step 5)?
8. Encourage students each to think of a girl younger than themselves that they know personally and to think specifically of that young person’s potential contributions to the world. Encourage them to write a brief note of encouragement to that girl, perhaps including part of one of the quotations from Resource Page xx or another favorite quotation or prayer. Encourage them to place these notes in envelopes and address them. The teacher may offer to mail these notes after class or students may plan to deliver the notes as soon as possible. Consider playing quiet background music while students work.
9. As students complete their work, read aloud the following words of ‘Abdu’l-Bahá:

It is incumbent upon every one of us to encourage each other. . . .

‘Abdu’l-Bahá, quoted in *Baháyyih Khánun*, pp. 163–64

Briefly discuss: Why is it so important for us to encourage each other?
10. Suggest that students make a specific goal to encourage one or more additional individuals—family members, friends, schoolmates, others—during the coming week. They may also be interested in exploring further the importance of education, especially for girls, in promoting peace and justice by reading passages from the Secret of Divine Civilization and other sources listed on the page of additional resources.

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ACTIVITY 4: THE POWER OF ENCOURAGEMENT

KNOWLEDGE OBJECTIVE: To know that women must enter all fields of human endeavor

ELOQUENT SPEECH OBJECTIVE: To demonstrate one's understanding of the necessity of gender equality for the advancement of society

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Direct use of Bahá'í sacred writings; Use of stories; Use of peer teaching

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

Materials Needed:

- Copies of Resource Pages 148–54
- Index cards and pencils

1. Welcome students and invite them to share their observations of the power of encouragement over the past week: What examples have they seen of the power of encouragement? When have they felt encouraged themselves? Do we see additional ways to encourage ourselves and each other?
2. Remind students of the words of 'Abdu'l-Bahá:

It is incumbent upon everyone of us to encourage each other. . . .

‘Abdu'l-Bahá, quoted in *Bahyyih Khánum*, pp. 163–64
3. Explain that 'Abdu'l-Bahá not only taught us how to encourage each other but His words and actions provided powerful encouragement to the women He met and to the women who read His words.
4. Invite students to work in pairs or small teams. Provide each team with one of the stories provided on Resource Pages 148–54.
5. Encourage each team to read the story aloud twice and then prepare to retell it to the class, perhaps by completing the following sentence-starters:
 - a. Once upon a time . . .
 - b. Then one day . . .
 - c. And then . . .
 - d. And finally . . .
 - e. And ever since that time . . .
6. Encourage them to consider writing note cards to help them remember the story. Encourage them also to memorize one short statement to be made in the words of that powerful heroine of humanity.
7. Circulate among the teams to provide encouragement as necessary.
8. Invite all teams to tell their stories in the whole group. Applaud all!
9. Encourage students to share their story with at least one other person before the next class. Encourage them also to look for examples of men, women, boys, and girls promoting equality at home, school, sports, or other activities.

ACTIVITY 5: EQUALITY AND PROGRESS PUPPET SHOW

SPIRITUAL PERCEPTION OBJECTIVE: To reflect on one’s own role in establishing equality in all fields of human endeavor

ELOQUENT SPEECH OBJECTIVE: To demonstrate one’s understanding of the necessity of gender equality for the advancement of society

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Direct use of Bahá’í sacred writings; Use of reflection; Use of consultation; Use of creativity and the arts; Use of drama; Involve service to humanity

SUGGESTED TIME FOR ACTIVITY: 60 MIN. OR MORE DEPENDING ON THE COMPLEXITY OF THE PUPPETS, PLUS PRESENTATION TIME

Materials Needed:

- Copies of Resource Pages 148–55
- Cardstock or heavy paper for paper puppets
- Markers and other art supplies, such as fabric, ribbon, yarn scraps—as simple or elaborate as desired
- Sticks or wooden skewers
- Glue
- Cardboard box
- Construction paper, wallpaper, fabric, or tablecloth

Advance Preparation: This activity builds upon but doesn’t require the previous activity. Identify possibilities for students to present their puppet show—a younger Bahá’í class, an upcoming devotional meeting or other gathering, a presentation at a public school or for an interfaith group, etc. Consider copying all or part of the following quotation on chart paper to display in the classroom:

The world of humanity is possessed of two wings: the male and the female. So long as these two wings are not equivalent in strength, the bird will not fly. Until womankind reaches the same degree as man, until she enjoys the same arena of activity, extraordinary attainment for humanity will not be realized; humanity cannot wing its way to heights of real attainment. When the two wings or parts become equivalent in strength, enjoying the same prerogatives, the flight of man will be exceedingly lofty and extraordinary. Therefore, woman must receive the same education as man and all inequality be adjusted. Thus, imbued with the same virtues as man, rising through all the degrees of human attainment, women will become the peers of men, and until this equality is established, true progress and attainment for the human race will not be facilitated.

‘Abdu’l-Bahá, *The Promulgation of Universal Peace*, p. 374

1. Welcome students. Invite them to share their observations of individuals working to encourage each other and promote equality. Were they also able to tell their stories about the contributions of women to another person?
2. In the whole group, read aloud twice the quotation of ‘Abdu’l-Bahá above.
3. Briefly discuss: Why do we think ‘Abdu’l-Bahá compares humanity to a bird? What does it take for the bird to fly? How do the Bahá’í writings encourage the flight of humanity?
4. Suggest that the class use the stories on Resource Pages 148–55 to create a puppet show for younger children, or another gathering as described above.

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5. Encourage students to work in pairs or small teams to create simple puppets to represent the heroines described on Resource Pages 148–55 using heavy paper to outline the human figure and other art supplies as desired. They may choose to symbolize that person’s art, science, or profession in some way. If you are using a cardboard box as a stage backdrop, encourage students to glue sticks to the back of the puppets, so that the puppets can be moved from the top. If you prefer to have the puppets move on the top of a table without a backdrop, have students glue the sticks so that the puppeteers can sit under or behind the table and move the puppets from the bottom.
6. Create a simple stage by removing the front and top of the cardboard box and lining it with paper or fabric to make a simple backdrop. Alternately, you may simply drape a table or desk with a tablecloth.
7. When the puppets and stage are ready, create a simple drama using the following format:
 - a. The drama portrays a conversation or tea party that transcends time and space to include all these heroines.
 - b. Each team introduces the puppet they created by name and with one interesting fact about that person’s life. Alternately the teams may tell the person’s story, as prepared in Activity 4 of this topic.
 - c. Each puppet then mentions a gift (a spiritual quality, a contribution to arts or sciences, a piece of advice) that she gives to the people of today.
 - d. In conclusion, the puppets sing or recite an encouraging quotation, such as “Ye are the stars . . .”, a quotation about equality, a prayer, or a Hidden Word.

The puppet show does not need to be fully scripted, although it is important for each team to know its character well. Consider asking one team member to manipulate the puppet and another team member to serve as the puppet’s voice.
8. Consult as a class so that each person makes a clearly defined contribution to the puppet show. You may choose to assign greeters, stage managers, individuals to distribute copies of quotations, etc.
9. Explain when and where the puppet show will take place. Decide as a class how people will be invited to the puppet show, whether refreshments will be served, etc.
10. Discuss: What can we do so that our spirit of service touches the hearts of our audience? Encourage the class to pray for divine assistance for their efforts.
11. Present your puppet show and then debrief: What did we learn from this experience? What do we think others learned? How can we build on this experience in the future?

ACTIVITY 6: CHAMPIONS OF EQUALITY AND JUSTICE

SPIRITUAL PERCEPTION OBJECTIVE: To reflect on one’s own role in establishing equality in all fields of human endeavor

ELOQUENT SPEECH OBJECTIVE: To demonstrate one’s understanding of the necessity of gender equality for the advancement of society

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Direct use of Bahá’í sacred writings; Use of reflection; Use of consultation; Engage the mind and heart; Use of drama

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

Materials Needed:

- Blindfolds or soft cloths (optional)
- Chart paper and markers
- Small pieces of paper
- Pencils

1. Welcome students. Invite them to share any new insights about the equality of women and men. Invite them to share spiritual highlights of the previous week. Acknowledge all.
2. Remind students of the words of Bahá’u’lláh:
Ye are the stars of the heaven of understanding,
the breeze that stirreth at the break of day, the
soft-flowing waters upon which must depend
the very life of all men.
Bahá’u’lláh, Gleanings from the Writings of Bahá’u’lláh, p. 196
3. Invite students to explore their own heroic role using a cooperative game. Encourage students to team with one other person for this game.
4. Explain that in this game each team has abilities and disabilities. Ask each team to disable 2 of the team’s senses so that each person in the team has a different set of abilities. For example, one person is blindfolded while the other person has an arm and a leg tied together. Or one person cannot use arms and another person cannot hear.
5. After all teams have identified their abilities and disabilities, provide the teams with a simple task such as carrying an object from one end of the room to the other. Ask them to accomplish this task safely. Intervene if you notice danger.
6. Time the pairs as they accomplish this task. Encourage them to try again, this time “enabling” one of the senses. Time the results.
7. Then enable all senses. Time the results. Compare these 3 times. Discuss: What helped the teams to be successful?
8. Distribute copies of Resource Page 156. Read the quotations aloud in the whole group. Then discuss: How are the lessons learned in the game like the lessons we learn from ‘Abdu’l-Bahá? What does ‘Abdu’l-Bahá say are the responsibilities of women? What does He say are the responsibilities of men? What are the responsibilities of both?
9. In the whole group brainstorm: What are some situations at school where boys and girls don’t practice equality?
10. Working again in the same 2-person teams, ask each team to write a description of an unequal situation they have actually had or observed, with as much detail as possible.
11. Collect all descriptions in a basket. Draw them out one at a time. Give each team one situation to reenact, so that a champion of justice brings the situation to a happy ending in accord with the principle of equality of women and men.
12. Invite students to present their situations. Applaud all!
13. Briefly discuss: Why is it so important that we all serve as champions of equality and justice?
14. Encourage students to find an opportunity to champion justice and equality at school, sports, activities, or home during the coming week.

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Resource Pages

Activity 1: Who Am I?

Ye are the stars of the heaven of understanding,
the breeze that stirreth at the break of day,
the soft-flowing waters
upon which must depend the very life of all men,
the letters inscribed upon His sacred scroll.
With the utmost unity, and in a spirit of perfect fellowship,
exert yourselves, that ye may be enabled
to achieve that which beseemeth this Day of God.

Bahá'u'lláh, *Gleanings from the Writings of Bahá'u'lláh*, p. 196


Activity 2

Ye Are the Stars

Words of Bahá'u'lláh, *Gleanings*, pp. 196, 316

Music: Gordi Munro

Voice



Ye are the stars of the heav-en of un-der - stand-ing, the breeze that stir-reth at the

4 To Coda 17



break of day, the soft - flow - ing wat - ers up-on which must de-pend the ve-ry

7




life _____ of all men... _____ ye are the first a-mong men to be re-cre-a-ted by His

11



Spir-it, the first to a-dore and bow the knee be-fore — Him, the first to cir-cle round His

15



throne of glo - ry. _____ Ye are the life _____ of all men... _____ the ve-ry

19



life _____ of all men... _____

Activity 3: Equality and True Progress

. . . Equality means equal qualification.

‘Abdu’l-Bahá, *The Promulgation of Universal Peace*, p. 76

. . . Woman must be given the privilege of equal education with man and full right to his prerogatives. That is to say, there must be no difference in the education of male and female in order that womankind may develop equal capacity and importance with man in the social and economic equation. Then the world will attain unity and harmony.

‘Abdu’l-Bahá, *The Promulgation of Universal Peace*, p. 108

In this Revelation of Bahá’u’lláh, the women go neck and neck with the men. In no movement will they be left behind. Their rights with men are equal in degree. They will enter all the administrative branches of politics. They will attain in all such a degree as will be considered the very highest station of the world of humanity and will take part in all affairs.

‘Abdu’l-Bahá, *Paris Talks*, p. 182

Woman must especially devote her energies and abilities toward the industrial and agricultural sciences, seeking to assist mankind in that which is most needful. By this means she will demonstrate capability and ensure recognition of equality in the social and economic equation.

‘Abdu’l-Bahá, *The Promulgation of Universal Peace*, p. 283

So it will come to pass that when women participate fully and equally in the affairs of the world, when they enter confidently and capably the great arena of laws and politics, war will cease; for woman will be the obstacle and hindrance to it. This is true and without doubt.

‘Abdu’l-Bahá, *The Promulgation of Universal Peace*, p. 134

. . . Until this equality is established, true progress and attainment for the human race will not be facilitated.

‘Abdu’l-Bahá, *The Promulgation of Universal Peace*, p. 375

Activities 4: The Power of Encouragement



Zylpha O. Mapp-Robinson

Zylpha O. Mapp-Robinson was born August 25, 1914, in Cambridge, MA, where her mother became a Bahá'í in 1916. She combined her love of education with service to the Bahá'í Faith. Initially trained as a social worker, Robinson pioneered to Uganda in the 1970s, and in 1976 she was elected to that country's National Spiritual Assembly. She remained in Uganda for nine years, and described it as "the most glorious experience of my life." But she did a lot more after that!

Her passion for teaching the Bahá'í Faith took her to many different parts of the world. After Uganda she pioneered to Burkina Faso, India, and Botswana. She attended the first Sino-American Conference on Women's Issues in Beijing, China in 1990. In 1991 she attended the Bahá'í International Women's Conference in Nigeria and assisted work in West Africa. In 1992 she helped create a children's day camp at the Washington, D.C., Bahá'í Center. The next year she trained teachers in Belize on Bahá'í educational approaches. In 1995 she made a presentation in China on the empowerment of women at the UN's NGO Forum on Women. After that she worked to inspire Navajo and Hopi Bahá'ís. In 1997, she went to East Africa to assist research on a moral education course, and was part of the Bahá'í delegation at the UN environment meeting in Kenya.

She also conducted travel teaching in Barbados, the Turks and Caicos Islands, Jamaica, England, Germany, Italy, Kenya, Liberia, Ethiopia, Ghana, Ivory Coast, The Gambia, and Senegal.

Her work with women's issues inspired her to further her education, and she went back to school in order to better serve the Faith. In 1992, at the age of 78, she earned her Ph.D. in education and curriculum planning. When describing the history of her life long pursuit of education, she remarked "I finished my qualification in guidance and counseling. And that's how I got a lovely job in Uganda. . . . So you know, you really ought to study with Bahá'í needs in your mind."

Uganda remained close to her heart throughout the years, and she returned to the country at the age of eighty-six to organize an Institute for the Advancement of Women in Kampala. During that time she had to return to New York for some medical treatment, where she passed away in 2001.

Sources: *Lights of the Spirit*, eds. Gwendolyn Etter-Lewis and Richard Thomas, pp. 134–35, and a biographical sketch prepared by the National Spiritual Assembly of the Bahá'ís of the United States

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Activities 4: The Power of Encouragement



Mildred Mottahedeh

The delight of Mildred Mottahedeh was evident in the way she described herself, with an irrepressibly sly grin, as “a character,” who said her proudest accomplishment was “a life of service.” She was also a woman of substance: co-founder of one of the world’s leading companies in the dinnerware and museum-reproduction business; an absolute authority on Chinese porcelains; winner of a United Nations award for her work to improve the lives of people in developing countries by teaching marketable skills; and a deep believer in the Bahá’í Faith.

Born in Seabright, New Jersey, in 1908, she grew up in a world of privilege, where her home was staffed by servants. But her charitable work started in 1929 when she and her husband Rafi began their 49-year marriage. Living in an apartment in Greenwich Village, they were better off than many, she said.

“We felt so sorry for all the poor kids, all the starving people. We felt a sense of obligation.”

Once a month, they rented a double-decker bus, filled it with children, drove to clothing and candy wholesalers, dressed and treated the kids, then took them to the Bahá’í Center for a meal.

In 1945, they founded Mottahedeh & Co., eventually producing porcelain dinnerware and museum reproductions in porcelain, enamel, glass, and other materials. They worked with 31 museums and 15 castles and mansions, and her services were also requested by governments in Europe, Asia, and Africa. Their philosophy was: “We’re not in business just to make money, we’re in business to make people’s lives better.”

The couple was asked by the wife of the late Prime Minister Nehru to help India’s starving people. That was the start of what became known as the 100 Village Project. They traveled to India and went to work in four impoverished villages.

“First, we washed everybody and gave them basic clothes,” she said. “Then we made everyone over the age of 4 go to school and learn to read—everybody, from 4 to 104.” They also established medical clinics and taught trades in the decorative-arts business, such as working with brass and silver. She provided the designs. Over time, 96 other villages joined the program. Ms. Mottahedeh was also instrumental in providing early support for the New Era High School and the New Era Development Institute in India.

An early advocate of the United Nations, Ms. Mottahedeh was present in San Francisco at the signing of the Charter, and in 1948 she became the Bahá’í International Community’s first representative to the UN, a position she held until October 1967.

In 1958, she and her husband established a foundation which has founded and sponsored projects to improve the lives of people in Uganda, Zaire, India, and Micronesia. In addition, they operated a pair of schools in Uganda which together graduated over one thousand students through nine years of schooling.

For three decades she served the Bahá’í International Community and the Bahá’í World Center in teaching and administrative activities at the local, national, continental, and international levels. In 1997 she retired in order to focus full-time on the Mottahedeh Foundation. Upon her passing on February 17, 2000, the Universal House of Justice hailed her more than half a century of tireless endeavor in its service and her qualities of “a selfless spirit, a compassionate heart, a creative mind, a practical sense, and a leonine will tempered by humility, candor and wit.”

Sources: Milwaukee Journal Sentinel, Bahá’í World News Service

Activities 4: The Power of Encouragement

Queen Marie of Romania



Queen Marie was the granddaughter of Queen Victoria of England and married Ferdinand of Romania in 1893. Marie, who became Queen of the Romanians in 1914, was popular among the Romanian public. During World War I, Queen Marie volunteered as a Red Cross nurse serving sick and wounded Romanian soldiers, many of whom were victims of cholera and typhus epidemics. After the war, she attended the Versailles Conference to help fight for Romanian territorial rights.

She was the first Queen of the world to study and to promote Bahá'u'lláh's great Teachings. Her Majesty received the book *Bahá'u'lláh and the New Era* from Martha Root in January, 1926. Her first words to Martha after reading it were, "I believe these Teachings are the solution for the world's problems today!"

It is reported that she taught her young daughter Ileana about these beautiful truths. For many years Her Majesty and Princess Ileana read with interest each new book about the Bahá'í Faith as it came off the press.

Martha Root describes another meeting with the queen on February 16, 1934, after the Romanian translation of *Bahá'u'lláh and the New Era* had been published in Bucharest. "She said she was so happy that her people were to have the blessing of reading this precious Teaching. How beautiful she looked that afternoon. . . . She received me in her private library where a cheerful fire glowed in the quaint, built-in fireplace; tea was served on a low table, the gold service set being wrought in flowers. There were flowers everywhere. . . . Then the conversation turned again to the Bahá'í Teachings and she gave a greeting to be sent to Shoghi Effendi in Haifa. Later she mentioned an incident in Hamburg when she was en route to Iceland in the summer of 1933. As she passed through the street, a charming girl tossed a little note to her into the motor car. It was: 'I am so happy to see you in Hamburg, because you are a Bahá'í.' Her majesty remarked that they recognized a Bahá'í and this shows a spirit of unity in the Bahá'í Movement.

"Her Majesty said to me, 'In my heart I am entirely Bahá'í,' and she sent me this wonderful appreciation: 'The Bahá'í Teaching brings peace to the soul and hope to the heart. To those in search of assurance the Words of the Father are as a fountain in the desert after long wandering.'"

The Queen had a lovely piece of jewelry, a brooch with two little wings of wrought gold and silver, set with tiny diamond chips and joined together with one large pearl. It was sent the same week to Chicago as a gift to the Bahá'í Temple, the Mashriqu'l-Adhkár. It was sold immediately and the money given to the Temple. The man who bought the exquisite brooch took it to Haifa in 1931 and placed it in the archives on Mt. Carmel where down the ages it will rest with the Bahá'í treasures.

When she first heard Baha'u'llah's message she said, "I have found in . . . Bahá'u'lláh's message of faith all my yearnings for real religion satisfied. . . . These books have strengthened me beyond belief and I am now ready to die any day full of hope; but I pray God not to take me away yet, for I still have a lot of work to do."

Her Majesty Queen Marie of Romania died in 1938, but we will always remember what the first Queen did for the Faith of Bahá'u'lláh.

Sources: speccoll.library.kent.edu/women/queen.html, *Bahá'í News*

TOPIC: DEVELOPMENT OF HUMAN ECONOMY

Activities 4: The Power of Encouragement

Patricia Locke



Patricia Locke, whose Indian name Tawacin Waste Win means “Compassionate Woman,” was born in Idaho. She was a ground-breaking worker for the education of American Indians and one of 10 women inducted into the National Women’s Hall of Fame in 2005. She made her home at the Standing Rock Lakota Reservation in South Dakota.

During her more than 40 years as an educator, Native American languages and culture were suppressed by official schools that served indigenous peoples. She worked tirelessly to change that situation, becoming a preserver of the languages, cultures, and spiritual traditions of Native Americans and other indigenous peoples. She influenced changes in Federal law, helped organize 17 tribal colleges, and was recognized for her creativity and hard work by being awarded a MacArthur Foundation Fellowship (also known as the “genius award”) in 1991. She served as President of the National Indian Education Association, as Chair of the American Indian Advisory Committee of the Martin Luther King, Jr.,

Holiday Commission, wrote a regular column for the Lakota Times, “Unlocking Education,” wrote or contributed to more than two dozen published articles, and served as a member of many advisory boards of organizations dedicated to social justice, human rights, and environmental issues. She was also active internationally at the World Assembly of First Nations in Canada (1982), Chair of the Indigenous Women’s Caucus at Beijing (1995), and among the speakers at the Parliament of World Religions, Cape Town, South Africa (1999).

Patricia Locke once wrote an article in which she explained the Lakota traditional view of life: “All life is sacred. Human beings are essentially sacred beings. As a sacred being in a sacred creation in which every other created thing is sacred, it becomes our primary responsibility to honor and respect everything around us as sacred. We are both spirit and flesh, sacred and material, but when we put the sacred aspect of our being first, that could change the way we see everything else.”

For years before she became a Bahá’í, Patricia Locke was acquainted with the teachings of Bahá’u’lláh and with a number of Bahá’ís. Recognized as one of the most influential American Indians of the 20th century, she accepted the Bahá’í Faith late in life and achieved several distinctions within the national Bahá’í community, including becoming the first American Indian woman to be elected to the National Spiritual Assembly in 1993. She was one of two members of the National Assembly attending the funeral service for Amatu’l-Bahá Rúhíyyih Khánum in Haifa in January 2000.

Along the way she passed her love of education and sense of mission to her two children. Kevin Locke was a schoolteacher and administrator before embarking on his global career as a traditional musician, dancer, and lecturer. Winona Flying Earth has served as director of the school system of the Standing Rock Reservation — a system Patricia Locke helped create.

Patricia Locke passed from this world on October 20, 2001, in Phoenix, Arizona. She was 73.

“Mrs. Locke embodied the virtues she said were most prized by the Lakota — generosity, bravery, respect, and wisdom,” said a statement of the National Spiritual Assembly printed on her funeral program. “Her own words frame her life: ‘All peoples have the same need to love that we do, the same family ideals, the same need for joy, the same need for understanding.’”

Sources: www.kevinlocke.com, www.greatwomen.org

Activities 4: The Power of Encouragement



Corinne True

Corinne True became a Bahá'í in 1899, the same year that she lost her youngest son due to complications following the use of a new drug for diphtheria. 'Abdu'l-Bahá wrote to Mrs. True, comforting her in her grief. He sent her more than fifty letters before His death in 1921, consoling her in loss, encouraging her devotion to her remaining children, educating her about the importance of the Temple, and encouraging her to work diligently for its completion.

While on pilgrimage in 1907, Corinne True was given her assignment by 'Abdu'l-Bahá:

"I asked Him what He wished me to do," she recalled many years later. "I wish you to live in Chicago. I wish you to work for the Mashriqu'l-Adhkár. . . ." As she sat beside Him, He took her hand. It was as though, she said, a great power was pulsing through her—a "most unusual thing." 'Abdu'l-Bahá chose her to do what He felt others more experienced in the ways of the world weren't capable of doing. He chose a woman to spearhead the development of the most important single project in the first fifty years of the Faith in North American. While Corinne True and her daughter were on their way home, four other Bahá'ís were on pilgrimage, experiencing, at one point, something they hadn't expected. It was the 'Abdu'l-Bahá's response to Mr. Thornton Chase's questions regarding the Temple. "When you return consult with Mrs. True," said the Master. "I have given her complete instructions."

Mr. Chase was startled. He simply wasn't prepared for what 'Abdu'l-Bahá had said. The Master had upset his notions about the role of women in the Faith. Had the Master doubted Thornton Chase's firmness in the Faith, He wouldn't have been so direct with him. What was said was obviously meant to broaden and deepen the American pilgrims' understanding of a certain aspect of the Bahá'í teachings. They were unfamiliar with such a display of drive in a woman, not realizing the Corinne's all-consuming love for the Master was what drove her.

Mrs. True unceasingly urged her fellow-Bahá'ís to support the Temple project. She wrote numerous letters to Bahá'ís around the country. For weeks she searched for an appropriate site for the Temple, traveling by horsecar to the undeveloped areas north of Chicago until she found the land that would eventually be purchased for that purpose. She served on the early organizations formed by the Bahá'í community. She often spoke at Bahá'í conventions and other events. She worked tirelessly to see the project to its conclusion.

In 1953, Corinne attended the dedication of the Bahá'í Temple in Wilmette after more than fifty years of work. One of Corinne's daughters recalled later, "I have never seen her so affected by anything as she was by the fact that she was going to the dedication. As she approached the Temple everyone stopped her wanting to speak to her, but she couldn't. She did not weep, but she could not speak. She could hardly raise her head. It was a tremendously moving moment. It was like carrying a load for a very long time, and then, suddenly, the load was lifted. At that moment, it was a reality."

Sources: http://www.kingdom-project.org/contents/documents/Liang_V2N6.pdf#search='Corinne%20True';
http://www.bahaitemple.org/timeline/1902_more.html

TOPIC: DEVELOPMENT OF HUMAN ECONOMY

Activities 4: The Power of Encouragement



Susan Moody

Susan I. Moody was born in Amsterdam, New York, on November 20, 1851. Accounts of her education suggest a somewhat eclectic mix of studies in art, music, and some medicine. She also acted as “spinster-mother” to her brother’s children for many years. When she was fifty, she decided to focus on medicine and she finished her studies and established a practice in Chicago, Illinois. It was not unusual in the late nineteenth or early twentieth centuries for an American woman in her middle years to train as a doctor, especially as training at that time usually took two years or less and most doctors worked out of their homes making it both a practical and respectable option for middle-class earning by women.

Then, in 1908, word came from the Master: would Dr. Moody go to Iran to help her oppressed sisters there? “I knew then,” she later remarked, “why I felt the urge so strongly to study medicine.” On her way to Iran, she spent three days in the Holy Land with ‘Abdu’l-Bahá. Those three days, she said, were her whole life. She made a vow: “All that I have, and all that I hope to have, I dedicate to Thee, O God.” The Master named her ‘Amatu’l-A’lá, the Handmaid of the Most High. He counseled her to

have patience, and assured her that He would always be with her. She was the first American Bahá’í woman to settle in Iran.

Within a few weeks she had a flourishing practice. Dr. Moody was particularly concerned with the health needs of women, and she began to instruct some Iranian women in practical nursing and midwifery. Her medical services were greatly appreciated by the population at large. She served high and low alike, providing primary health care and holding classes for mothers.

Her interest in improving the situation of Iranian women through education was not limited to matters of health. In 1910, she helped establish a formal school for girls under the auspices of the Tehran Bahá’í community. This school was not restricted to Bahá’ís, however, and it became a highly regarded institution, educating numerous girls to the point where they could qualify as teachers themselves and help develop schools for girls throughout the country.

Due to political unrest and anti-American feeling in Tehran in 1924, Dr. Moody was repeatedly threatened by angry mobs. The U.S. Embassy in Tehran wrote in a letter describing the situation at the time, “Dr. Moody, despite her advanced years, appears to be a lady of unwonted courage, and seems even to thrive under the constant threats of violence made against her. . . . Dr. Moody is a militant champion of her adopted faith, which she preaches with the energy of a Carrie Nation.” Nonetheless, she left Iran in the latter part of that year and returned to the United States in early 1925.

She was in the United States from 1925 to 1928, and she poured her energy into traveling teaching. She also raised funds for the girls’ school and lauded the services of other Bahá’í women who had served with her in Iran, Elisabeth Stewart, Sarah A. Clock, and Lillian Kappes, who died there.

In 1928 at the Guardian’s request, she returned to Iran at the age of 77. After her return to Tehran, Moody moved in with a Persian family the father of whom she had known since his childhood. Her age and health did not permit her to be as active as before, but she did see a small number of private patients and hold a free clinic. She also regularly visited the girls’ school.

She died October 23, 1934, after a fairly brief illness. Her funeral was a large affair and she was buried near the graves of Kappes and Clock.

Sources: <http://bahai-library.org/encyclopedia/moody.html>
Janet A. Kahn and Peter J. Kahn, *Advancement of Women*, page 161
<http://www.uga.edu/bahai/News/010825.html>

Activities 4: The Power of Encouragement

Shírín Dalvand



Shírín Dalvand was born into a Bahá'í family in Shíráz in 1956. Her real name was Shahin, but because she was such a lovely child she was always called Shírín, which means “sweetness.” Shírín was very calm, caring, and affectionate. Not only was she extremely loving towards people, she had a very soft heart for animals and even plants. Shírín was allergic to a particular plant growing in the family’s backyard which her father wanted to uproot, but she wouldn’t let him do that. She preferred to cover her face every time she passed the plant rather than have it destroyed. Shírín loved flowers and would always keep a single flower or a green leaf in her room. She also loved the ocean and would visit the beach as often as possible.

Throughout her school years Shírín always earned the highest grades. She was such an exceptional student in school that some of the professors would quote from her thesis even though they knew she was a Bahá'í. As well as working hard at her studies, Shírín was an enthusiastic member of the Youth Committee and later the Bahá'í Education Committee. At the beginning of the revolution in Iran, Shírín and her family had left Iran for England, but Shírín returned because of her studies and was living with her grandmother. She was arrested in December of 1982, along with many other Bahá'í men and women. Shírín told the story of her arrest.

“My family and friends had suggested that I leave Shíráz for awhile and go to Tehran because there was a danger I might be arrested, but I couldn’t bring myself to leave them all at this critical time. This was an opportunity to sacrifice and be firm. The Bahá'ís desperately needed each other’s support. How could I leave Shíráz?” I was at Mrs. Jahanpur’s house for dinner. At eleven o’clock, the guards burst in and asked everyone to identify themselves. When I told them my name they looked on their list and said, ‘Your name is on here. You must come with us.’”

In prison, Shírín and her fellow prisoners would talk of happy times to keep their spirits up. One of her fellow prisoners reported that “Shírín always used to say, ‘If I was free I would go to a restaurant in Tehrán and eat chelo kabob’—a minced meat kabob with rice that is one of the tastiest and most popular dishes in Iran. She always made our mouths water talking about it. She was a special being.”

Though she was basically a shy person, under interrogation in prison she demonstrated the firmness of her faith. After the second stage of Shírín’s trial in Adelabad, she received the good news that she was to be released from prison. But things did not work out as hoped.

On the 18th of June, 1983, Shírín and nine other women were ordered to board a bus. They were transferred to an execution site. Each woman was asked, “Just say once that you are not a Bahá'í and we will let you go.” But none of them did. When she was once asked how long she would resist recanting the Faith, she said, “Even to death! I hope that God’s mercy will enable me to remain steadfast up to the last breath of my life.”

Source: <http://www.adressformona.org/storyofmona/storyofmona5.htm>

Activity 4: The Power of Encouragement



Hilda Yen

Hilda Yen will be remembered by future generations because she strode into the twentieth century with a rare boldness of vision and an independent mind. Born November 29, 1905 to a wealthy and prominent family in China, Hilda grew up surrounded by the leading figures of her country. Like many of them, her family adopted the Christian Faith. When Hilda was eight years old her father brought the entire family to New Haven, Connecticut, where he attended Yale Medical School. Hilda attended American schools until she was twelve and returned to China. But as she became a teenager her independent mind and spirit grew restless, and when she was sixteen she took the examination as a university cultural exchange student and won entry into Smith College in the United States, the youngest Chinese to win this award. After receiving a degree in history, she returned to settle in Shanghai, China.

In 1923 Hilda's uncle, who was president of Tsing Hua University in Beijing, heard of the Bahá'í Faith through Martha Root, and he and his wife became devoted Bahá'ís. Hilda learned much about the Faith at that time, and she had a burning desire to see the world unite as one. Although she realized that the Bahá'í Faith might be the answer to the new world she sought, she was not yet ready to accept it.

Hilda worked with another of her uncles who was the Chinese Ambassador in the U.S.S.R., and later the Ambassador in Germany. When Ambassador Yen was asked to represent China at the League of Nations, Hilda accompanied him to Switzerland. These three years with her uncle fostered her development as an international person, a world citizen.

When the Manchurian war broke out, Hilda realized it was the beginning of a world conflict. She came to the United States, learned to fly, and bought her own plane which she named *The Spirit of China*. She flew from city to city in the United States giving lectures in which she warned people about the coming World War. After surviving a plane crash she determined that she had a higher purpose, and she went to war-torn China in 1942 to help in any way she could, then returned to the United States in 1944.

That year she observed the Bahá'í Annual Convention in Wilmette. When she arrived at the Bahá'í House of Worship she saw a white Bahá'í woman embrace with great love one of the African-American Bahá'ís. This was not an unusual experience for Bahá'ís, but for Hilda it demonstrated the truth of the Bahá'í teachings about the oneness of humanity. She immediately enrolled as a Bahá'í.

In 1945 Hilda joined the Department of Public Information at the United Nations, and traveled all over the United States to lecture and win support for this new world organization. Her keen understanding caused her to realize that the unity of humanity went further than the limited political union offered by the United Nations. She often spoke of these limitations and of the need for a greater plan for the unification of mankind.

Hilda Yen passed away on March 18, 1970. She will always be remembered for her courage, her intelligence, and the breadth of her vision.

Source: *Bahá'í World*, XV, 1968–73, pp. 476–78

Activity 6: Champions of Equality and Justice

The fact which is to be considered, however, is that woman, having formerly been deprived, must now be allowed equal opportunities with man for education and training. There must be no difference in their education. Until the reality of equality between man and woman is fully established and attained, the highest social development of mankind is not possible. . . . She must not be told and taught that she is weaker and inferior in capacity and qualification. If a pupil is told that his intelligence is less than his fellow pupils, it is a very great drawback and handicap to his progress. He must be encouraged to advance by the statement, “You are most capable, and if you endeavor, you will attain the highest degree.”

‘Abdu’l-Bahá, *The Promulgation of Universal Peace*, pp. 76–77

Woman must endeavour then to attain greater perfection, to be man’s equal in every respect. . . . When men own the equality of women there will be no need for them to struggle for their rights!

‘Abdu’l-Bahá, *Paris Talks*, pp. 162–63

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

TOPIC: DEVELOPMENT OF HUMAN ECONOMY

LIST OF ADDITIONAL RESOURCES

Stories, Books, & Articles:

Brilliant Star magazine:

“Táhirih and Elizabeth . . .” Jul/Aug 93

“Herstory of Equality” Jul/Aug 93

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

“Solutions to Every Problem” Sep/Oct 95

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

“Fur, Fins, Feathers and More” Mar/Apr

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

“The Peace Connection—Women, the Peacemakers,” Apr 1992

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

Basic Truths Series: Guidelines for Parents, Bambi Betts

Gender Equality, Sean Connolly

Guebe and the Toy Truck, Joseph Sheppherd

Two Wings of A Bird, National Spiritual Assembly of the Bahá’ís of the United States

Wings of a Bird, Bambi Betts

Worksheets and Coloring Pages:

Brilliant Star magazine: “Together” Mar/Apr 99

Garden of Bahá’u’lláh, pp. 77, 83, 85, 89, 95, 97, 179

Activities:

Brilliant Star magazine:

“Women’s Equality Goals” Nov/Dec 93

“Decode It . . .” Mar/Apr 99

“True or False” Mar/Apr 99

“Working Together” Mar/Apr 99

“Expanding Resources” Nov/Dec 93

Music:

Brilliant Star magazine: “Equal But Not the Same” Mar/Apr 99; “With Two Wings” Sep/Oct 02

A Woman and Her Words: The Story of Táhirih, Ellis Hall

The Gift, Gordi Munro, “10,000 Women”

Wings, Caroline Mackay, “Wings”

Nancy Ward Live, Nancy Ward, “Two Wings”

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

Poetry:

Brilliant Star magazine: “Fire Chief O’ My” Jul/Aug 93

Other favorite resources:

‘Abdu’l-Bahá, *Promulgation of Universal Peace*, pp. 74-77, 108, 133-34, 175, 280-84, 374-75, 394-95, 455

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

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

Save the Children, *Report on the State of the World’s Mothers, 2005: The Power and Promise of Girls’ Education*,

http://www.savethechildren.org/methers/report_2005/images/SOWM_2005.pdf

UNICEF, *The State of the World’s Children 2004*, especially chapter 6, <http://www.unicef.org/sowc04/files/Chapter6.pdf>

Amartya Sen, excerpts from a speech for International Literacy Day,

http://www.un.org/Pubs/chronicle/2003/webArticles/022103_literacy.html

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