

*The Principle of Oneness*

# *The Oneness of Religion*



*Level Three*



# UNDERSTANDING THE ONENESS OF GOD

## THE UNITY OF SCIENCE AND RELIGION

**SPIRITUAL QUALITIES RELEVANT TO THIS TOPIC:  
INDEPENDENT INVESTIGATION, DETACHMENT, REVERENCE**

First and foremost among these favors, which the Almighty hath conferred upon man, is the gift of understanding. His purpose in conferring such a gift is none other except to enable His creature to know and recognize the one true God—exalted be His glory. This gift giveth man the power to discern the truth in all things, leadeth him to that which is right, and helpeth him to discover the secrets of creation.

Bahá'u'lláh, *Gleanings from the Writings of Bahá'u'lláh*, p. 194, XCV

Furthermore, the teachings of Bahá'u'lláh announce that religion must be in conformity with science and reason; otherwise, it is superstition; for science and reason are realities, and religion itself is the Divine Reality unto which true science and reason must conform.

'Abdu'l-Bahá, *The Promulgation of Universal Peace*, p. 373

## Learning Objectives and Suggested Activities



### KNOWLEDGE OBJECTIVES

- To know that all people are created with the capacity to recognize truth
- To become familiar with some of the Bahá'í writings regarding the unity of science and religion
- To identify some of the reasons that people reject religion

### SUGGESTED LEARNING ACTIVITIES

- Study Bahá'í writings about the human capacity to recognize truth.
- Become familiar with Bahá'í writings on the unity of science and religion.
- Research reasons for rejecting religion by interviewing individuals who say they have no religion.



### WISDOM OBJECTIVES

- To appreciate the gift of understanding for recognizing the truth
- To understand that reality is one unified whole and that science and religion represent two means to investigate and understand reality
- To understand that true religion is in agreement with true science

### SUGGESTED LEARNING ACTIVITIES

- Play a game in which students practice guessing the truth.
- Consult in small groups about the relationships between science and religion. Compare examples of scientific truth with religious truth.
- Sing songs about the human power of understanding.
- Interview scientists about the fundamental reality of the universe. Interview religious individuals about the fundamental reality of the universe. Compare their answers and look for similar ideas explained in different words.

## TOPIC: THE UNITY OF SCIENCE AND RELIGION

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### SPIRITUAL PERCEPTION OBJECTIVES

- To perceive one's own use of the senses as the foundation for science and one's use of the inner powers of mind and heart to recognize religious truth
- To discern ways to strengthen one's own powers of perception and understanding
- To discern some of the signs of God in oneself and in the world

#### SUGGESTED LEARNING ACTIVITIES

- Discern when one has or has not been able to recognize truth.
- Reflect on one's own powers of perception.
- Take a nature walk to identify signs of God.
- While in nature, carefully document the plants, animals, and other elements in the environment. Then record the response of one's own heart and mind to the beauties of nature. Discuss: How can we gain scientific knowledge from nature? How can we gain religious understanding from nature?



### ELOQUENT SPEECH OBJECTIVES

- To create an artistic representation of the gift of understanding
- To share one's understanding of the unity of science and religion with others
- To demonstrate religious truth using scientific means

#### SUGGESTED LEARNING ACTIVITIES

- Create a poem, song, or dance to celebrate the power of understanding and share this work with others.
- Participate in a group discussion about the unity of science and religion.
- Work in groups to prepare simple science demonstrations to teach others about the unity of science and religion.
- Create visual art expressing one's response to nature. Incorporate scientific knowledge and spiritual understanding in this work.

## TOPIC: THE UNITY OF SCIENCE AND RELIGION

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### Sample Activities

#### ACTIVITY 1: WHAT IS TRUTH?

**KNOWLEDGE OBJECTIVE:** To know that all people are created with the capacity to recognize truth

**ELOQUENT SPEECH OBJECTIVE:** To appreciate the gift of understanding for recognizing the truth

**SPIRITUAL PERCEPTION:** To discern ways to strengthen one's own powers of perception and understanding

**ELOQUENT SPEECH:** To create an artistic representation of the gift of understanding

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

**NOTE:** During study of this entire theme—The Oneness of Religion—students will have the opportunity to work toward the completion of **two major projects**: 1) the completion of an individual **student book on the Oneness of Religion** that incorporates students' creative projects and individual work; and 2) the preparation and hosting of a **celebration of the world's religions** in the form of a devotional meeting or World Religion Day commemoration to which they invite their friends and acquaintances.

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

**Materials Needed:**

- Copies of Resource Page 12
- Index cards, sticky notes, or other small pieces of paper—5 cards for each person
- Pens or pencils
- A wall or other place to display cards
- Removable tape or other means to display cards
- Chart paper and markers
- Plain paper and art supplies as desired
- Simple but durable folders to hold student work

**Advance Preparation:** Write one of the following words or phrases on each of 5 different index cards or other paper: 1. First Grade; 2. Relatives From; 3. Happy Times; 4. Surprising Moments; 5. Free Time. Post these cards on the wall as headings so that students' cards may be placed under them.

1. Welcome students. Provide time for students to introduce themselves and share their hopes for this class. Then invite the class to play a game: Provide each student with 5 index cards or small pieces of paper. Ask them to number the cards 1–5. Then on the other side of the same cards, ask them to complete the following sentence starters, writing each response on the card with the corresponding number. No names are to be written on the cards. The teacher may also complete cards.
  1. When I was in first grade I \_\_\_\_\_.
  2. My relatives come from \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
  3. I feel really happy when \_\_\_\_\_.
  4. A really surprising moment for me was when \_\_\_\_\_.
  5. When I have free time I like to \_\_\_\_\_.

## TOPIC: THE UNITY OF SCIENCE AND RELIGION

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2. When all have completed writing, collect the cards without looking at them. Shuffle the cards, and then without reading them, silently place them on the wall under the card with the appropriate heading.
3. Invite students, one at a time, to come to the wall and write the name of the person that they believe wrote each particular response. If you have 6 people in the class, each card will eventually have 6 names written on it—each person’s guess of who wrote that card.
4. Then invite students, again one at a time, to come to the wall and indicate their own statements.
5. Discuss the following questions in the whole group and record student responses on chart paper:
  - How many did we guess correctly?
  - What made it possible for us to guess the true answers for each person? And what made it difficult for us to know the truth?
  - In general, how do we recognize truth when we see it or hear it? How do we know when something is true or not?
  - What is it that allows us to recognize the truth? How can we become better and better at recognizing the truth when we hear it?
6. Distribute copies of Resource Page 12. Encourage students to read aloud the quotation in teams of two. Ask them to underline important words and phrases as they read.
7. After all students have completed reading, go around the group and invite the students to take turns sharing the important words and phrases they marked. Record these words and phrases on chart paper. Then discuss: What is the first gift from God to us? What is God’s purpose in giving us this gift? What does this gift allow us to do? What is the role of the senses in recognizing truth? Why is the gift of understanding such a precious gift?
8. Individually or in small teams, invite students to use the important words that they underlined in this quotation to create a short 5-line poem about this gift of understanding, using the following format:
  - Line 1 – one word, the title of the poem
  - Line 2 – two words, adjectives describing line one
  - Line 3 – three words, showing the action of line one
  - Line 4 – four words, expressing feelings about line one
  - Line 5 – one word, a synonym for line one

Here’s an example of this sort of simple poem:

Poem

Creative, flowing

Words compressing meaning

My search for truth

Verse
9. Invite students to share their poems about the gift of understanding in the whole group, and then to copy them onto clean paper and decorate them as desired. This poem may later be incorporated in students’ individual Oneness of Religion books. Decorated copies of student poems may be saved for this purpose in students’ folders.
10. Encourage students to share a copy of their poem as well as their own reflections on the gift of understanding with at least one other person before the next class.
11. Remember to invite students to share the results of these conversations at the beginning of the next class.

ACTIVITY 2: WHAT IS SCIENCE? WHAT IS RELIGION?

**KNOWLEDGE OBJECTIVE:** To become familiar with some of the Bahá'í writings regarding the unity of science and religion

**WISDOM OBJECTIVES:** To understand that reality is one unified whole and that science and religion represent two means to investigate and understand reality; To understand that true religion is in agreement with true science

**SPIRITUAL PERCEPTION OBJECTIVE:** To perceive one's own use of the senses as the foundation for science and one's use of the inner powers of mind and heart to recognize religious truth

**ELOQUENT SPEECH OBJECTIVE:** To share one's understanding of the unity of science and religion with others

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Education directed toward God; Direct use of Bahá'í sacred writings; Use of science; Use of peer teaching; Use of the power of reason

SUGGESTED TIME FOR ACTIVITY: 50 MIN.

**Materials Needed:**

- Board, large book, binder, or other material to be used as a screen
- Mirror
- Beautiful object, such as a flower, a plant, fruit, etc.
- Chart paper and markers
- A variety of additional materials to be used for science demonstrations, such as: flashlight and mirror; flashlight and prism; candle and matches; magnifying glass; magnet and iron objects; compass; basin of water and floatable or sinkable objects; light and heavy objects to drop; wheels or balls and inclined surface; etc.
- Student journals or plain paper
- Student folders

**Advance Preparation:** Place the beautiful object where it will be screened from students' vision by the board, binder, or other material. Determine where to position the mirror so that all students will be able to see the object behind the screen.

1. Welcome students and invite them to share their reflections on the gift of understanding: What happened when they shared their poems and ideas from the previous lesson with others? What additional ideas have they had about this "foremost" favor given by the Almighty to each one of us? Have they used their power of understanding in a new way?
2. Direct students' attention to the screen and invite them to guess what is behind the screen. List guesses on chart paper. Then discuss: What could we do to learn what is really behind the screen? What if it is not possible to move ourselves or the screen? Record student ideas on chart paper.
3. Then, position the mirror so that students can see the reflection of the hidden object in the mirror. Encourage students to describe the object as completely as possible. Discuss: What physical senses did we use to describe the object? What inner powers are also necessary to describe this object?
4. Invite students to work in pairs or small teams. Provide each team with one set of science materials suggested above. Encourage each team to use the materials to create a demonstration of a scientific principle regarding magnetism, reflection or refraction of light, combustion, flotation, displacement of water, etc.



## TOPIC: THE UNITY OF SCIENCE AND RELIGION

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5. After allowing time for students to set up their demonstrations, invite the students to share them in the whole class. Discuss: Do we believe that mirrors will always reflect light? Do we believe that gravity always works? Why?
  6. Listen as students share their ideas and then affirm that through science, human beings explore the material world and articulate our understanding of it. We can then use our understanding of the material world to advance civilization.
  7. Then discuss: How do we know what will advance human civilization? How do we know what is good?
  8. Listen carefully and encourage several minutes of student discussion. Then distribute copies of Resource Page 13. Read it aloud in the whole group and discuss the focus questions.
  9. Encourage students to work in the same teams as in Step 4 above to brainstorm ideas for using the same materials to teach “high thoughts” or an aspect of religious or spiritual truth. Circulate among the students to provide assistance as needed. Invite them to share their ideas in the whole group. Then encourage students to present their demonstrations again, this time using the scientific principle to teach spiritual or religious truth.
  10. Then discuss: What are some ways that we can help other people understand the unity of science and religion? What are some times and places that we can share our understanding with others? How exactly could we begin these conversations?
  11. Encourage students to identify a specific plan to share their reflections with a friend or family member before the next class. Encourage students to record their plans in their journals or on plain paper. These plans may be saved in student folders. As they return to their journals from week to week, they will have the opportunity to track their progress, record success and challenges, and adjust their plans if necessary.
- Remember to invite students to share the results of these discussions at the beginning of the next class.

ACTIVITY 3: SPIRIT WALK

**KNOWLEDGE OBJECTIVE:** To identify some of the reasons that people reject religion

**SPIRITUAL PERCEPTION OBJECTIVE:** To discern some of the signs of God in oneself and in the world

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Education directed toward God; Direct use of Bahá'í sacred writings; Use of meditation and reflection; Use of nature (if possible)

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

**Materials Needed:**

- Copies of Resource Page 14
- Copies of Resource Page 15
- Blank paper, pencil, and envelope for each student
- Access to outdoor or indoor space suitable for individual silent reflection

**Advance preparation:** Identify safe and appropriate spaces—ideally out of doors—in which students could individually walk or sit for silent reflection. Request permission as necessary for students to have access to this space. If you take students to another location, please be sure to request parents' permission for this field trip. If it is not possible for students to have access to the outdoors, please identify (and beautify if necessary) suitable indoor space for individual silent reflection.

Consider placing Resource Page 15, blank paper, and a pencil in an envelope for each student.

1. Welcome students and invite them to share some highlights of the past week: What happened when they shared their ideas about the unity of science and religion? What other conversations have helped them call people's attention to "high thoughts"? Who would like to share about acts of service that they have been able to do or have admired in others?
2. Briefly discuss: Do you know people or have you heard of people who don't believe in religion? Why do you think that is?
3. Listen to student responses and then distribute copies of Resource Page 14. Read the quotations aloud in the whole group and briefly discuss the focus questions.
4. Then invite students to individually and silently reflect: When and where have they felt themselves connected with the Reality of true religion? After a brief period of silent reflection, invite students to share their thoughts either in teams of two or in the whole group.
5. Explain that a significant purpose of this class is to provide students with an opportunity to explore the verse that Bahá'u'lláh quotes from the Qur'án: "We will surely show them Our signs in the world and within themselves." Encourage students to silently and individually walk to a quiet serene location for individual reflection. Encourage them to find their places and sit quietly for a short time, then to slowly read and reflect on the quotations on Resource Page 15, and finally to individually write or draw their responses to the questions provided on that page. Consider placing Resource Page 15, blank paper, and a pencil in an envelope for the students to open after finding their places for silent reflection. Before departing, provide students with a time to return or explain a signal that you will use to indicate the time to return.
6. After students have returned to class, invite them to share their reflections if desired.
7. Then discuss: How can we assist others to discern the signs of God in the world and in themselves?

## TOPIC: THE UNITY OF SCIENCE AND RELIGION

8. Encourage students to consider inviting a friend to join this class. Briefly discuss: When new people join this class what are some things that we can do to make them feel welcome?
9. Encourage students also to consider sharing a prayer, a favorite quotation, an uplifting song, or a quiet walk with another person before the next class. Encourage students to record their ideas in their journals or on plain paper and to save them in their folders. Remember to invite students to share the results of these actions at the beginning of the next class.

### ACTIVITY 4: THE HANDS OF POWER

**WISDOM OBJECTIVE:** To appreciate the gift of understanding for recognizing the truth

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

SUGGESTED TIME FOR ACTIVITY: 15 MIN.

**Advance preparation:** Learn the songs “Hands of Power” and “Glorified Be My Lord” by reading the sheet music on Resource Pages 16–17, listening to the songs on the CDs *Teaching Songs to Children and Youth: Volume 4* or *Singing With Ernestine* (available through the Louhelen Bahá'í School bookstore, 810-653-5033, or Louhelen@usbnc.org), or download a sample from the Core Curriculum website, [www.core-curriculum.org](http://www.core-curriculum.org).

1. In the whole group read aloud the following quotation:  
 O Son of Being!  
 With the hands of power I made thee and with the fingers of strength I created thee; and within thee have I placed the essence of My light. Be thou content with it and seek naught else, for My work is perfect and My command is binding. Question it not, nor have a doubt thereof.  
 Bahá'u'lláh, *The Hidden Words*, Arabic no. 12
2. Explain that this Hidden Word provides another way for us to understand the power God has placed within each one of us.
3. Teach the song “Hands of Power” 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 Hidden Word.
5. Encourage students to sing this song to help them remember the power that God has placed within them.
6. Then celebrate the Creator Himself by teaching the song “Glorified Be My Lord.”
7. Consider incorporating these songs in an upcoming devotional meeting to be planned in a subsequent class or by including them in the songs you sing regularly at Bahá'í class.

Resource Pages

Activity 1: What Is Truth?

Know thou that, according to what thy Lord, the Lord of all men, hath decreed in His Book, the favors vouchsafed by Him unto mankind have been, and will ever remain, limitless in their range. First and foremost among these favors, which the Almighty hath conferred upon man, is the gift of understanding. His purpose in conferring such a gift is none other except to enable His creature to know and recognize the one true God—exalted be His glory. This gift giveth man the power to discern the truth in all things, leadeth him to that which is right, and helpeth him to discover the secrets of creation. Next in rank, is the power of vision, the chief instrument whereby his understanding can function. The senses of hearing, of the heart, and the like, are similarly to be reckoned among the gifts with which the human body is endowed. Immeasurably exalted is the Almighty Who hath created these powers, and revealed them in the body of man.

Bahá'u'lláh, *Gleanings from the Writings of Bahá'u'lláh*, XCV, p. 194

## TOPIC: THE UNITY OF SCIENCE AND RELIGION

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### Activity 2: What Is Science? What Is Religion?

Focus questions:

1. Is all reality visible to the human eye? If not, how can we know it is real?
2. What is science? Why is it important?
3. What is religion? Why is it important?
4. What are some examples of the “high thoughts” that are taught by true religion?

First, it is incumbent upon all mankind to investigate truth. If such investigation be made, all should agree and be united, for truth or reality is not multiple; it is not divisible.

‘Abdu’l-Bahá, *The Promulgation of Universal Peace*, pp. 105–06

. . . Religion and science are in complete agreement. Every religion which is not in accordance with established science is superstition. Religion must be reasonable. If it does not square with reason, it is superstition and without foundation. It is like a mirage, which deceives man by leading him to think it is a body of water. God has endowed man with reason that he may perceive what is true. If we insist that such and such a subject is not to be reasoned out and tested according to the established logical modes of the intellect, what is the use of the reason which God has given man? The eye is the organ of sense by which we view the world of outer phenomena; hearing is the faculty for distinguishing sounds; taste senses the properties of objects, such as bitter, sweet; smell detects and differentiates odors; touch reveals attributes of matter and perfects our communication with the outer world; yet after all, the circle and range of perception by the five senses is exceedingly limited. But the intellectual faculty of man is unlimited in its sphere of action. The eye views details perhaps a mile, but the intellect can perceive the far East and West. The ear may hear tone modulations at one thousand feet, but the mind of man can detect the harmonies of the heavenly spheres as they swing in their courses. Mind makes geological discoveries in subterranean depths and determines the processes of creation in the earth’s lowest strata. The sciences and arts, all inventions, crafts, trades and their products have come forth from the intellect of man. It is evident that within the human organism the intellect occupies the supreme station. Therefore, if religious belief, principle or creed is not in accordance with the intellect and the power of reason, it is surely superstition.

‘Abdu’l-Bahá, *The Promulgation of Universal Peace*, pp. 63–64

Religion, moreover, is not a series of beliefs, a set of customs; religion is the teachings of the Lord God, teachings which constitute the very life of humankind, which urge high thoughts upon the mind, refine the character, and lay the groundwork for man’s everlasting honor.

‘Abdu’l-Bahá, *Selections from the Writings of ‘Abdu’l-Bahá*, no. 23, pp. 52–53

Activity 3: Spirit Walk

Focus questions:

1. What does ‘Abdu’l-Bahá describe as blind imitation, dogmatic interpretation, and a phantom? What do these words mean?
2. What are some reasons that people might reject religion?
3. How can we learn about the Divine Reality?

Furthermore, the teachings of Bahá’u’lláh announce that religion must be in conformity with science and reason; otherwise, it is superstition; for science and reason are realities, and religion itself is the Divine Reality unto which true science and reason must conform. God has bestowed the gift of mind upon man in order that he may weigh every fact or truth presented to him and adjudge whether it be reasonable. That which conforms to his reason he may accept as true, while that which reason and science cannot sanction may be discarded as imagination and superstition, as a phantom and not reality. Inasmuch as the blind imitations or dogmatic interpretations current among men do not coincide with the postulates of reason, and the mind and scientific investigation cannot acquiesce thereto, many souls in the human world today shun and deny religion. That is to say, imitations, when weighed in the scales of reason, will not conform to its standard and requirement. Therefore, these souls deny religion and become irreligious, whereas if the reality of the divine religions becomes manifest to them and the foundation of the heavenly teachings is revealed coinciding with facts and evident truths, reconciling with scientific knowledge and reasonable proof, all may acknowledge them, and irreligion will cease to exist. In this way all mankind may be brought to the foundation of religion, for reality is true reason and science, while all that is not conformable thereto is mere superstition.

‘Abdu’l-Bahá, *The Promulgation of Universal Peace*, p. 373–74

. . . Religion must be conducive to love of all, the cause of fellowship, unity and light. If it be the cause of enmity, bloodshed and hatred, its nonbeing is better than its being, its nonexistence better than its existence. Religion and science conform and agree. If a question of religion violates reason and does not agree with science, it is imagination and not worthy of credence.

‘Abdu’l-Bahá, *The Promulgation of Universal Peace*, p. 170

The religion of God is one religion, but it must ever be renewed.

‘Abdu’l-Bahá, *Selections from the Writings of ‘Abdu’l-Bahá*, no. 23, p. 52

## TOPIC: THE UNITY OF SCIENCE AND RELIGION

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### Activity 3: Spirit Walk

I shall sing a song of praise to God—  
Strike the chords upon the drum.  
God who gives us all good things—  
Strike the chord upon the drum.  
African traditional (Zaire)

I am the Lord, and there is none else, there is no God beside me.  
Isaiah 45.5 (Judaism)

The Lord our God is one Lord.  
Mark 12:29 (Christianity)

“God is the Light of the heavens and the earth. . . .  
Light upon Light! God doth guide whom He will to His Light.”  
Qur’an 24.35 (Islam)

The One and Only God exists eternally . . .  
wise persons have called God by many names.  
Rig Veda, Book 10, Hymn CXIV, verse 5 (Hinduism)

There is, O monks, an Unborn, Unoriginated, Uncreated, Unformed.  
Udana 80-81 (Buddhism)

We will surely show them Our signs in the world and within themselves.  
Bahá’u’lláh, quoting from the Qur’án in *The Kitáb-i-Íqán*, p. 100

O Son of Man!  
I loved thy creation, hence I created thee.  
Wherefore, do thou love Me, that I may name thy name  
and fill thy soul with the spirit of life.  
Bahá’u’lláh, *The Hidden Words*, Arabic no. 20

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Questions for Reflection: What is the Divine Reality? How can I know God?

# Hands of Power

Words: Bahá'u'lláh, *The Hidden Words*, Arabic no. 12

Music: Ernestine Atkins

$\text{♩} = 100$

Voice

F C F C

"With the hands of pow-er I made thee and with the fin-gers of

6 F B♭

strength" you know that "I cre-a - ted thee; and with - in thee have I placed the

11 F Gm F B♭ F C

es-sence — of My light. Be thou — con-tent with it and seek naught

16 F Gm F

else, for My work is per-fect and My — com - mand is bind-ing. for My

21 C7 F

work is per - fect and My — com - mand is bind-ing. for My work is

26 B♭ C F Gm F B♭

per - fect and My — com - mand is bind-ing. Ques-tion it not, nor

31 F Gm F

have a doubt — there - - - of."



# Glorified Be My Lord

Bahá'u'lláh, *Bahá'í Prayers (U.S.)*, p. 220

Music: Ernestine Atkins

Voice: Glo-ri-fied be my Lord, the All-Glo-ri-ous!

5: Glo-ri-fied be my Lord, the All-Glo-ri-ous!

9: Glo-ri-fied be my Lord, the All-Glo-ri-ous! Glo-ri-fied

14: Glo-ri-fied Glo-ri-fied be my

20: Lord, the All-Glo-ri-ous!

**Sing 4 times through:**

The first time is the melody only (middle voice)

Full harmonies on 2nd, 3rd and 4th times through.

LIST OF ADDITIONAL RESOURCES

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**Stories & Articles:**

*Remember the Rainbow*, Jacqueline Mehrabi

*Brilliant Star* magazine:

“Unityoids” Mar/Apr 95

“Man of the Trees” Jul/Aug 95

“Bahá’ís/Around the World” Sep/Oct 95

“What’s an ‘Ellesay?’” Jan/Feb 99

“Save Our Earth” May/June 99

“Dear Friends” May/June 99

“Reduce, Reuse, Recycle” May/June 99

“Land & Sea” May/June 99

“Wonders of the World” May/June 99

“The Man of the Trees” May/June 99

“The Rain Forest” May/June 99

“Masha/Nimni Plant a Flower” May/June 99

“Don Quintenz” May/June 99

“Rotten Truth About Garbage” May/June 99

“The Star Kids” May/June 99

“Day at the Museum” Sep/Oct 99

“Space Facts” Sep/Oct 99

“The Greatest Treasures” Sep/Oct 99

“The Amazing Body” Sep/Oct 99

“What in the World?” Sep/Oct 99

“The Forest of Knowledge” Sep/Oct 99

“Science and Religion” Sep/Oct 99

“Awesome Case of the Human Race” May/June 02

**Worksheets and Coloring Pages:**

*Brilliant Star* magazine:

“How Can I Hug the World” Sep/Oct 95

“Who Made It?” Jul/Aug 97

**Activities:**

*Brilliant Star* magazine:

“Expanding Resources” Nov/Dec 93

“Gravity, and Other Natural Things” SE 93

“Catch a Fragrance” Nov/Dec 94

“Dry in the Sea” Nov/Dec 94

“Garbage or a New Garden” Nov/Dec 94

“Power of Attraction” May/June 95

“Promising Cycles” Jul/Aug 95

“Extinction” Sep/Oct 95

“Kingdoms Paperweight” Sep/Oct 95

“Power Within You” SE 95

“We’re All Connected” SE 95

“Gravity and Other Natural Things” Mar/Apr 96

“Fabulous Cell Facts” Jul/Aug 96

“Be A MAGNET for Bahá’u’lláh” Jan/Feb 97

“Stand Ready” Jan/Feb 98

“Drawn by a Magnet” Mar/Apr 98

“The Cord of the Covenant” May/June 98

“Garden In a Jug” May/June 99

“Gardens of Goodness” May/June 99

“Be a Doctor!” May/June 99

“Science of the Spirit World” Sep/Oct 99

“How Full Is Full?” Sep/Oct 99

“Hidden Picture” Sep/Oct 99

“The Story Machine” Sep/Oct 99

“Seeds of Faith” Sep/Oct 00

**Music:**

*Brilliant Star* magazine:

“Living Earth” May/June 99

“The World Pledge” SE 95

*Hooray for the World*, Red Grammer

*We Recycle*, The Van Manens

**Games:**

*Brilliant Star* magazine:

“Journey Through the Kingdoms” Sep/Oct 95

“Who Started It?” May/June 96

**List of other favorite resources:**

*On the Shoulders of Giants*, Craig Loehle

*Tracking the Glorious Lord*, Vinson Brown

*The Lab, The Temple and the Market, The: Reflections at the Intersection of Science, Religion, and Development*, Sharon Harper, ed., Kumarian Press, 2000

*Science vs. Religion, The 500-Year War: Finding God in the Heat of the Battle*, David J. Turrell, MD, PublishAmerica, 2004

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