

TO APPRECIATE PRIVILEGES AND RESPONSIBILITIES OF CITIZENSHIP IN THE WORLD ORDER OF BAHÁ'U'LLÁH

THE INDIVIDUAL'S RELATIONSHIP TO BAHÁ'Í INSTITUTIONS

SPIRITUAL QUALITIES RELEVANT TO THIS TOPIC:
UNITY, JUSTICE, SERVICE

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

'Abdu'l-Bahá, Paris Talks, p. 46

The principles and methods laid down by the Guardian in his Advent of Divine Justice on this vital subject of Bahá'í ethics, should indeed prove an invaluable inspiration and guidance to all the students and friends attending the Summer School classes, and thus prepare them to better appreciate the privileges, and more adequately discharge the responsibilities, of their citizenship in the World Order of Bahá'u'lláh.

Letter written on behalf of Shoghi Effendi, Lights of Guidance, p. 562

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LEARNING OBJECTIVES AND SUGGESTED ACTIVITIES



KNOWLEDGE OBJECTIVES

- To know the major sources in Bahá'í literature that describe the responsibilities of citizenship in the World Order of Bahá'u'lláh
- To identify from the Bahá'í writings in general and the writings of the Guardian and Universal House of Justice in particular the privilege and responsibilities of being part of the administrative order of Bahá'u'lláh
- To know that obedience to the institutions of the Faith is an important aspect of fulfillment of our part of the Lesser Covenant

SUGGESTED LEARNING ACTIVITIES

- Research the Bahá'í writings about the privileges of being part of the administrative order.
- Study Bahá'í writings (such as *The Advent of Divine Justice*, the Hidden Words) that describe the responsibilities of citizenship in the World Order of Bahá'u'lláh.



WISDOM OBJECTIVES

- To understand how citizenship in the World Order of Bahá'u'lláh implies trying to be distinguished in all the virtues of the human world.
- To comprehend that the strength and growth of the administrative order depends on individual obedience to the institutions of the Faith.

SUGGESTED LEARNING ACTIVITIES

- Explore the Hidden Words that show how lack of a given virtue such as trustworthiness disconnects us from the source of all glory.
- Use arts to demonstrate the Hidden Words selected.
- Make an electrical board with a source of electricity and many colored lamps. Show how, in order for the light board to look beautiful, each light has to be lit; this is possible only if the source is connected to each individual lamp. If one lamp is disconnected it is not lit and beautiful and the beauty of the whole board is affected.

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SPIRITUAL PERCEPTION OBJECTIVES

- To discern how the development of one's individual spiritual capabilities contributes to the establishment of a divine civilization

SUGGESTED LEARNING ACTIVITIES

- Discuss how personal spiritual development affects civilization.
- Research the differences between order and chaos and how each atom plays a role.
- Make or grow a tree and show how each branch's growth affects the general growth and complexity of the tree.
- Demonstrate the concept of domino effect; that is, if one domino fails to stand straight, all will fall.



ELOQUENT SPEECH OBJECTIVES

- To recognize and articulate ways in which one is actively fulfilling one's part of the administrative order

SUGGESTED LEARNING ACTIVITIES

- Exhibit and perform artwork on this topic.
- Demonstrate the domino effect using human bodies as game pieces at a Nineteen Day Feast or other gathering.
- Recite relevant Hidden Words at the Nineteen Day Feast or other community gathering.

GOAL: TO APPRECIATE PRIVILEGES AND RESPONSIBILITIES OF CITIZENSHIP

IN THE WORLD ORDER OF BAHÁ'U'LLÁH

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Sample Activities

ACTIVITY 1: RESPONSIBILITIES OF CITIZENSHIP

KNOWLEDGE OBJECTIVE: To know the major sources in Bahá'í literature that describe the responsibilities of citizenship in the World Order of Bahá'u'lláh

WISDOM OBJECTIVE: To understand how citizenship in the World Order of Bahá'u'lláh implies trying to be distinguished in all the virtues of the human world

SPIRITUAL PERCEPTION OBJECTIVE: To discern how the development of one's individual spiritual capabilities contributes to the establishment of a divine civilization

ELOQUENT SPEECH OBJECTIVE: To recognize and articulate ways in which one is actively fulfilling one's part of the administrative order

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

SUGGESTED TIME FOR ACTIVITY: 45 MIN. PLUS PREPARATION FOR POTLUCK DINNER PLUS 20 MIN. FOLLOW-UP REFLECTION PERIOD

Materials Needed:

- Copies of Resource Page 145
- Enough pencils for all students
- A copy of *The Advent of Divine Justice*, if available

Advance Preparation: Identify one or more community service organizations that could receive donations such as a community food bank, homeless shelter, etc. You may also choose to inform yourself about local conditions of poverty, homelessness, and hunger to be able to share this information with the class. Prepare to share some of the information on Resource Page 146 with the class.

1. Welcome students and invite them to share their acts of service and teaching since the last class. Applaud all!
2. Briefly discuss: What does it mean to be a citizen of a town or a state or a country? What are some of the responsibilities of citizens? What does it mean to be a citizen in the World Order of Bahá'u'lláh?
3. Distribute copies of Resource Page 145 and invite students to listen carefully while you read the passage. Provide pencils and ask students to underline important words that make sense to them. Read it aloud a second time and ask students to underline additional important and phrases words that they understand.
4. Invite students to share the words and phrases they underlined in the whole group. Together identify the important points in this passage. Briefly discuss: How does this quotation help us understand the meaning of citizenship in the World Order of Bahá'u'lláh?
5. Invite students to use the important points in the quotation as citizens in the World Order of Bahá'u'lláh to carefully consider the questions:
 - As we think about the shelter of the tent of universal unity, which people in our community (or area or region) do not get all the food they need to be healthy?
 - Who are the people that do not have a regular place to live, or are homeless?
 - Who are the people that do not have enough money to care well for their family's needs?

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6. After careful consideration of these questions, note that almost anywhere one lives, there are people who are hungry, homeless, or living in deep poverty. One simple example is to consider the numbers of children and youth living in poverty in the United States, the richest country on earth.
7. Select some of the information on the Fact Sheet on Poverty and Hunger to share with the class. Be mindful that some students may experience these conditions and other students may have been sheltered from the knowledge that these conditions exist. Approach all students with sensitivity.

Briefly discuss: How can hunger, homelessness, and poverty exist side-by-side with wealth and plenty? How can the teachings of Bahá'u'lláh help solve these important problems?

8. Invite students to work together as citizens in the World Order of Bahá'u'lláh to gain a new perspective on problems such as hunger, homelessness, and poverty. Read aloud the following quotation from 'Abdu'l-Bahá twice:

The arrangements of the circumstances of the people must be such that poverty shall disappear, that everyone, as far as possible, according to his rank and position, shall share in comfort and well-being.

We see amongst us men who are overburdened with riches on the one hand, and on the other those unfortunate ones who starve with nothing; those who possess several stately palaces, and those who have not where to lay their head. Some we find with numerous courses of costly and dainty food; whilst others can scarce find sufficient crusts to keep them alive. Whilst some are clothed in velvets, furs and fine linen, others have insufficient, poor and thin garments with which to protect them from the cold.

This condition of affairs is wrong, and must be remedied.

'Abdu'l-Bahá, *Paris Talks*, p. 151

Briefly discuss: Why is it so important for us to strive with heart and soul to work for unity through our words and our actions?

9. Encourage students to work together to plan and host a World Citizenship potluck dinner using the following general ideas:
- Invite everyone to bring some food. Bahá'u'lláh encourages us to reduce economic extremes through voluntary sharing. So, everyone shares.
 - How can you invite new people to come to this potluck? Will you invite people in person, by phone, by making a flyer or something else? Could you share invitations at school or with other groups and organizations? Will you invite representatives of a community service organization that could receive donated funds?
 - Plan how to invite those who wish to contribute money to a local food bank to do so. This could be the money that the person (or family) would have normally spent on a meal in a restaurant. No one is required to contribute money. Discuss respectful ways to invite people to contribute without pressuring anyone to do so.
 - Encourage guests to bring dishes that will be inexpensive to prepare. See how creative you can be in preparing yummy low-cost foods.
 - Those attending could also choose to prepare dishes that represent one or several of the ethnic traditions in their family or community.
 - What sort of simple devotional program would you like to prepare for this event? Who else would you like to invite to contribute to the program?

10. In this or subsequent classes continue your planning so that:

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- All students have a plan to invite their families, friends, and other contacts.
 - Written invitations are prepared and distributed as desired.
 - A short devotional program on the theme of World Citizenship or the Tent of Unity is created and rehearsed, as desired.
 - Invitations are made to like-minded organizations.
 - Financial contributions are carefully forwarded to the appropriate community service organization.
 - Participants are thanked for their contributions.
11. Check in with students as plans are completed. Remember to debrief the activity after completion so that students learn from their successes and challenges.
12. Encourage students to record their personal reflections in their journals by responding to the questions:
- What are my personal responsibilities as a citizen in the World Order of Bahá'u'lláh?
 - What spiritual qualities did our World Citizenship potluck dinner help me develop?
 - How can I continue to develop these qualities?
 - What can I do to show those qualities in action?
13. As a class prepare a short report of this activity and submit your report to the local Spiritual Assembly or other institution.

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Resource Pages

The Responsibilities of Citizenship in the World Order of Bahá'u'lláh

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

‘Abdu’l-Bahá, *Paris Talks*, p. 53

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Facts on Poverty and Hunger Children Living in Poverty, 2001

Category	Number (in thousands)	Percent
All children under 18	11,733	16.3
White, non-Hispanic	4,194	9.5
Black	3,492	30.2
Hispanic	3,570	28.0
Asian and Pacific Islander	369	11.5

SOURCE: U.S. Bureau of the Census, Poverty in the United States: 2001, Report P-60, no. 219, Tables 1, A-2.
<http://www.npc.umich.edu/poverty/>

Hunger in Spite of Abundance

The world produces enough grain (wheat, corn, rice, millet, etc.) to provide every human being on the planet with a diet of 3,500 calories per day. That is far above the average number of calories needed to keep a person healthy—and, indeed, enough to make many people overweight! This does not even count the other foods people consume: meat, fish, eggs, legumes, vegetables, nuts, etc.

The world produces food abundantly. Hunger is not merely a question of enough food being available, but rather one of distribution. Enough food is produced to feed everyone. However, many people do not have enough money to buy food, even if it is available. Even in cases of famine, distribution is often the main difficulty. During the Ethiopian famine of 1984 there was plenty of food available in the country for those with money to pay for it.

Even in the United States—a major exporter of food—there is significant hunger:

- Thirty-five million people—including 13.1 million children—experience hunger or the risk of hunger. This represents approximately 12.5 percent of the U.S. population.
- 3.4 percent of U.S. households frequently skip meals or eat too little, sometimes going without food for a whole day. 9.4 million people, including 3.1 million children, live in these homes.
- 12.5 percent of U.S. households must resort to seeking emergency food because they cannot always afford the food they need. 25.5 million people, including 13.1 million children, live in these food insecure homes.

Sources: http://www.worldhungeryear.org/info_center/just_facts.asp
<http://www.pbs.org/now/politics/income.html>
<http://www.unicefusa.org/site/pp.asp?c=duLRI8O0H&b=262152>
<http://www.povertyusa.org>
<http://www.npc.umich.edu/poverty/>

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LIST OF ADDITIONAL RESOURCES

Stories & Articles:

Brilliant Star:

- “Kids and the Administration” MJ 91
- “Virtueman: How Amethyst Served” JA 00
- “The Peacock Tale” ND 00
- “More Than a Birthday” JA 01
- “The Armor of His Laws”

Helping Joe Strong, Morris Taylor

Worksheets and Coloring Pages:

Brilliant Star: “Make Thy Protection My Armor” SO 03

Activities:

Brilliant Star:

- “Spirit of Obedience” SE 94
- “The Institutions Pop-Up Page” SE 97
- “Powerful Protection” JF 01

Music:

Grammer, Red, *Down the Do-Re-Mi*, “Two Hands Four Hands”

Games:

Brilliant Star:

- “God-Given Talents” SE 97
- “Knights of Adventure” ND 04

Poetry:

Brilliant Star: “I Know I’m Young” MJ 97

Books and Booklets:

“Individual Rights and Freedoms in the World Order of Bahá'u'lláh,” *The Universal House of Justice*

Other favorite resources:

If you find any additional resources, please notify the National Children’s Education and Resource Center, or submit your findings to the Core Curriculum website, www.core-curriculum.org.

TO APPRECIATE PRIVILEGES AND RESPONSIBILITIES OF CITIZENSHIP IN THE WORLD ORDER OF BAHÁ'U'LLÁH

PLANNING FOR A LIFE OF SERVICE

**SPIRITUAL QUALITIES RELEVANT TO THIS TOPIC:
GENEROSITY, PERSEVERANCE, INITIATIVE, SERVICE**

. . . Service in love for mankind is unity with God. He who serves has already entered the Kingdom and is seated at the right hand of his Lord.

‘Abdu’l-Bahá, *The Promulgation of Universal Peace*, p. 186

It is incumbent upon every one not to take any step without consulting the Spiritual Assembly, and they must assuredly obey with heart and soul its bidding and be submissive unto it, that things may be properly ordered and well arranged. Otherwise every person will act independently and after his own judgment, will follow his own desire, and do harm to the Cause.

‘Abdu’l-Bahá, quoted by Shoghi Effendi, *Bahá’í Administration*, p. 21

TOPIC: PLANNING FOR A LIFE OF SERVICE

LEARNING OBJECTIVES AND SUGGESTED ACTIVITIES



KNOWLEDGE OBJECTIVES

- To know from study of Bahá'í writings that service to the world of humanity is the highest human aspiration

SUGGESTED LEARNING ACTIVITIES

- In small groups or in pairs, find quotations about service and create posters showing people engaged in different type of service.
- Identify individuals' or groups' acts of service in one's community.



WISDOM OBJECTIVES

- To understand the role of the Bahá'í institutions in assisting the individual's plan for a life of service

SUGGESTED LEARNING ACTIVITIES

- Tell stories of service from around the world demonstrating the diversity of areas of service and ways people have achieved them.
- Ask the Local Spiritual Assembly for local goals and discuss how individuals can achieve the goals.
- Meet with representatives from the Spiritual Assembly, teaching committee, Auxiliary Board members and discuss with them avenues of service.
- Use the arts to show the two-way relationship between individuals and institutional responsibility in the arena of service.

TOPIC: PLANNING FOR A LIFE OF SERVICE



SPIRITUAL PERCEPTION OBJECTIVES

- To perceive the needs of the Bahá'í and larger community and identify ways in which one can serve to meet these needs

SUGGESTED LEARNING ACTIVITIES

- In small groups or pairs research and interview the community to identify deeds that will serve the Bahá'í and larger community and the need for each individual's participation.
- Develop personal plans to serve the needs identified. Identify what resources are needed to achieve this personal goal.



ELOQUENT SPEECH OBJECTIVES

- To participate in acts of service to one's spiritual assembly and local community

SUGGESTED LEARNING ACTIVITIES

- Perform and exhibit one's understanding of service.
- Report on one's own service plan at Feast. Ask the community at Feast for additional service opportunities.
- Help the Assembly in recognizing at community gatherings people who have served in exceptional ways.
- Present awards to members of the community at large who have led a life of service.

**GOAL: TO APPRECIATE PRIVILEGES AND RESPONSIBILITIES OF CITIZENSHIP
IN THE WORLD ORDER OF BAHÁ'U'LLÁH**

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Sample Activities

ACTIVITY 1: MANY WAYS TO SERVE

KNOWLEDGE OBJECTIVE: To know from study of Bahá'í writings that service to the world of humanity is the highest human aspiration

WISDOM OBJECTIVE: To understand the role of the Bahá'í institutions in assisting the individual plan for a life of service.

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Education directed towards God; Use of independent investigation; Use of consultation; Direct use of Bahá'í sacred writings; Use of arts

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

Materials Needed:

- Chart paper, markers, and index cards, sticky notes, or small pieces of paper to cover individual words during memorization
- Cardstock or other heavy paper
- Markers or calligraphy pens
- Pre-cut strips of colored paper
- Glue or glue sticks
- Access to a computer and internet, if available

Advance Preparation: Display a copy of the quotation below in the classroom so all can see it.

1. Welcome students and invite them to share the results of their service to others since the last class. Applaud all!

2. Read aloud the following quotation:

... Service in love for mankind is unity with God. He who serves has already entered the Kingdom and is seated at the right hand of his Lord.

‘Abdu’l-Bahá, *The Promulgation of Universal Peace*, p. 186

Work together to memorize this quotation. Consider writing it on chart paper and encouraging students to create simple visual images to represent important words. In the whole group recite the quotation over and over, gradually covering selected words with sticky notes or other paper. Continue reading and reciting until the quotation is memorized. Then briefly discuss: How can service in love for mankind be unity with God? How is it that someone who serves others can have already entered the Kingdom and be seated at the right hand of our Lord?

3. Invite students to copy the quotation in their most beautiful handwriting onto the cardstock or other paper.

4. Then encourage students to create frames for their quotations by gluing pre-cut strips of colored paper in an overlapping pattern around the quotation, taking care to enhance—not overwhelm—the beauty of the words of ‘Abdu’l-Bahá.

5. As the glue dries, share with the students several examples of community service initiated by young people from Resource Page 156. The purpose of this sharing is to demonstrate the power of young people to address serious socio-economic problems in their local communities or in other countries. If a computer with internet access is available to the class, consider exploring these projects more deeply. Discuss the important elements of these projects. Briefly discuss: What is the role of individual or group initiative in these projects? What is the role of institutions?

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6. Read aloud the following quotations:

It is incumbent upon every one not to take any step without consulting the Spiritual Assembly, and they must assuredly obey with heart and soul its bidding and be submissive unto it, that things may be properly ordered and well arranged. Otherwise every person will act independently and after his own judgment, will follow his own desire, and do harm to the Cause.

'Abdu'l-Bahá, quoted by Shoghi Effendi, *Bahá'í Administration*, p. 21

The first quality for leadership, both among individuals and Assemblies, is the capacity to use the energy and competence that exists in the rank and file of its followers.

On behalf of Shoghi Effendi,
The Compilation of Compilations, Vol. 2, p. 54

Briefly discuss: Why must we share our plans with the Spiritual Assembly? How can consultation with an assembly help individuals and groups become even more powerful in their service?

7. Explain that over the next few classes students will have the opportunity to initiate a simple service project, Food for All. Encourage students each to bring one or more labels or packages from the food they eat that shows where the food is produced. Consider encouraging students to bring packaged food that can then be donated to a local food pantry. Alternatively, students may bring in a list of 9 or more food items that they eat with the name of the location the food was produced. Briefly discuss: Is this assignment the sort of activity that we should report to the Spiritual Assembly or is it an activity that already falls within the institution's sponsorship of this class?
8. Encourage students to display their quotations where they will see them regularly, to tell at least one other person about the power of young people to serve their communities, and also to share their memorized quotation with that person before the next class. Remember to invite students to share the results of their actions at the beginning of the next class.

ACTIVITY 2: FOOD FOR ALL, PART ONE

SPIRITUAL PERCEPTION OBJECTIVE: To perceive the needs of the Bahá'í and larger community and identify ways in which one can serve to meet these needs

INSTRUCTIONAL METHODS AND LEARNING TOOLS: Direct use of Bahá'í sacred writings; Involve service to humanity; Independent investigation

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

Materials Needed:

- 2 copies of Resource Page 159 for each student
- Pencils
- World map or globe
- Computer with internet access, if available or several copies of Resource Page 157–58 if desired

Advance Preparation: Encourage students to bring several items of food with labels that show where the food was produced. Consider donating these food items to a local food pantry after using them for this activity. Alternatively, the activity may be completed with labels from food or from a list of foods that students bring along with the location that the food was produced (listed on food label). The teacher may also bring a variety of foods, labels, or a list of foods and locations. Also create display copies of the quotations in step 2 below.

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1. Welcome students and invite them to share the results of their service since the last class. Were they able to tell another person about the power of young people to serve humanity?

Were they able to share a quotation about service with another person? Applaud all!

2. Display the following quotations and read them aloud with the class.

Special regard must be paid to agriculture.

Bahá'u'lláh, *Tablets of Bahá'u'lláh*, p. 90

The fundamental basis of the community is agriculture, tillage of the soil.

'Abdu'l-Bahá, *The Promulgation of Universal Peace*, p. 217

3. To assure understanding, have the class explain these statements by Bahá'u'lláh and 'Abdu'l-Bahá in their own words. Then discuss: Why do you think Bahá'u'lláh and 'Abdu'l-Bahá place such importance on agriculture?
4. As the class discusses this question, explore with the students how much they themselves know about where the food they eat comes from. Who produces the food they eat? Where is it produced? How does the food get to their table?
5. Invite students to share the foods, food labels, or lists that they brought to class:
 - What countries produce the food we eat? Find those countries on a map. Are they nearby or far away?
 - Make a list of the different companies that produce the food we eat. Choose some of these companies to research on the internet if available. If internet access is not available, refer to the information for Kraft Foods, Inc. on Resource Pages 157–58. In what countries are these companies involved? Find these countries on the map or globe. What else do we know about the people in these countries?

- What new understanding does this information stimulate for the students? Are students surprised by the variety of products and services provided by companies that supply their food? Are students surprised to learn that so many different brand names are owned by the same company?

6. Distribute copies of Resource Page 159. Explain that we will use this form to ask people we know about changes in the food we eat. Read through the questions together to clarify their meaning and purpose. Then brainstorm a list of people they could interview, taking care to include students' parent and grandparent generations. Encourage each student to complete at least one interview before the next class and bring the interview notes to the class. Briefly discuss: Why is it important to carefully write down what people tell us?
7. Then discuss: What words could we use to invite people to participate? How will we thank them for their participation? How should we organize our time so that we have at least one set of interview notes to bring to the next class?
8. As time permits, encourage students to work in pairs to practice reading the interview questions and recording the other students' responses.
9. Encourage students to continue noting the foods they eat over the coming week. Make a plan to take any food items that were brought to class to a food pantry.
10. Encourage students to carry out one act of service in the coming week without telling any other person about their service. Briefly discuss:

What are some acts of service that we could do without telling even one other person about our service? Why might we sometimes choose to serve without talking about our service?

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ACTIVITY: FOOD FOR ALL, PART TWO

ELOQUENT SPEECH OBJECTIVE: To participate in acts of service to one's spiritual assembly and local community

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

SUGGESTED TIME FOR ACTIVITY: 45 MIN. OR LONGER AS DESIRED

Materials Needed:

- Interview reports from previous activity
- Chart paper and markers
- Food seeds, soil, garden plot or pots, gardening tools as needed

Advance Preparation: Encourage students to complete the interviews assigned in the previous activity. Identify possibilities for a simple garden for the class: Is there a small plot that students could cultivate, regularly tend, and water as necessary? Could the students plant seeds in one or more containers in or near the classroom? What food seeds grow in the space available? How could the students successfully tend these young plants over time? Note that lettuce seeds may be among the simplest to grow. Consider inviting an experienced gardener to work with the class on this project. Consider also involving the students in creating class plans for a small garden.

1. Welcome students and invite them to share how they felt doing service without telling another person about that service. Consider saying a short prayer of thanksgiving for the bounty of service or recite again the quotation memorized in the first activity for this topic, *Many Ways to Serve*.
2. Encourage students to share the results of their interviews with the whole class. Discuss the thoughts, comments, and feelings they have about what they learned from the interviews. Then work together to summarize the results of the interviews on chart paper so all can see.
3. Explain that one of the simplest ways for us to learn about agriculture, and take special regard for the food we consume, is to tend a garden. Read aloud these words of 'Abdu'l-Bahá:

If the earth is not cultivated, it becomes a jungle where useless weeds grow; but if a cultivator comes and tills the ground, it produces crops which nourish living creatures. It is evident, therefore, that the soil needs the cultivation of the farmer.
4. Read again the quotations studied in the previous activity. Then briefly discuss: How does agriculture improve the earth? How does agriculture serve people?
4. Encourage the students to plant a food garden. Plan this project at a scale that the class can care for successfully. Even a small plot can produce a surprising amount of fresh produce. Almost any location, even in the most urban areas of the city, has suitable places for a small garden plot. Apartments can have a container garden on a window ledge or balcony. Work together to decide when, where, and how to create a simple food garden, however small. If planting seeds in pots, the work may be completed within class. If cultivating a plot, the work may require additional time outside of class. Be sure to plan how to water and tend the seeds you plant.
5. Share some of the bounty of your garden with members of your community.

'Abdu'l-Bahá, *Some Answered Questions*, p. 7

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Resource Pages

Many Ways to Serve

<http://www.youngsaintlouis.com/archive/April2001/earth.html>

- Young people assist a community gardening project in urban areas through growing earthworms and learning about other gardening skills. They grow earthworms in a “worm bin,” using shredded newspaper to make a comfortable bed for the worms. After wetting the newsprint, they add several containers of worms. They feed the worms table scraps. The worms eat the garbage and newsprint and after 3–4 months, the food scraps and newsprint are turned into compost. This natural fertilizer can be put on a garden to help grow better vegetables and flowers, or given away to others.

http://imaginechicago.org/innovation_bank_cl.html

- A variety of projects involving beautification, gardening, and recreation for youth and children in urban areas. Young people sponsor arts, drama, and crafts programs in local parks of neighborhoods to bring diverse people together. Or a games/sports tournament. Or a chess/checkers club for kids that do not play contact sports. They use a library or school for such projects. They might plant a community garden in a vacant lot and include benches or other such things to create a neighborhood gathering place.

<http://www.edibleschoolyard.org/homepage.html>

- The Edible Schoolyard, in collaboration with Martin Luther King Junior Middle School, provides urban public school students with a one-acre organic garden and a kitchen classroom. Using food systems as a unifying concept, students learn how to grow, harvest, and prepare nutritious seasonal produce. They share the food with other people in the neighborhood.

<http://www.populationconnection.org/Communications/KFC2004/lindsaypdfs/shaw.pdf>

- Young people have constructed and installed a greenroof (sod roof), planted community gardens, developed a historic bike tour based on specific historical figures in Shaw, and designed a street tree maintenance brochure that was distributed to over 300 local residents. They also developed and helped implement the Chain Reaction Youth Bike Shop, which teaches young people age 11-19 how to repair and recycle used bikes.

<http://www.heifer.org/kids/>

- Kids to Kids project enables children to help provide goats and other livestock to impoverished people to help them become more self-sufficient.

<http://www.habitat.org/ccyp/youth.html>

- Habitat for Humanity offers a wide range of ways for children and youth to assist with their work of helping expand housing opportunities for low-income people.

http://www.volunteertaskforce.org/ppwatershed/319_Grant_Reports/Seed%20Ball%20Project.pdf

- This describes a simple project for reseeding burned over forest lands.

**GOAL: TO APPRECIATE PRIVILEGES AND RESPONSIBILITIES OF CITIZENSHIP
IN THE WORLD ORDER OF BAHÁ'U'LLÁH**

TOPIC: PLANNING FOR A LIFE OF SERVICE

**KRAFT FOODS, INC: OVERVIEW OF THE LARGEST U.S.-BASED FOOD CORPORATION
(and second-largest in the world)**

Altria Group owns Kraft Foods, together with the other companies listed below. Together these companies employ 157,000 people in 150 countries. They sell products in 160 countries.

- Kraft Foods (Main business—Food)
- Philip Morris International (Main business—Cigarette manufacturer to international markets)
- Philip Morris USA (Main business—Cigarette manufacturer for U.S. markets)
- Philip Morris Capital Corporation (Main business—Financial services)
- Also the largest shareholder in the world's second-largest brewer, SABMiller (Main business—Brewer of alcoholic beverages)
- Collectively, these companies form the Altria family of companies.

Kraft Foods North America Brands

Beverages

Coffee

- General Foods International Coffees
- Gevalia
- Maxim
- Maxwell House
- Sanka
- Starbucks*
- Yuban

Frozen Treats

- Kool-Aid Slushies

Powdered Soft Drinks

- Country Time
- Crystal Light
- Kool-Aid
- Tang

Ready-to-Drink

- Capri Sun*
- Country Time
- Crystal Light
- Kool-Aid Bursts

Cheese

Cold Pack Cheese

- Woody's

Cottage Cheese

- Breakstone's
- Knudsen
- Light n' Lively

Cream Cheese

- Philadelphia
- Temp-tee

Grated Cheese

- Kraft

Natural Cheese

- Athenos
- Churny
- Cracker Barrel
- DiGiorno
- Handi-Snacks
- Harvest Moon
- Hoffman's

- Kraft

- Polly-O

Processed Cheese Loaves

- Kraft Deluxe
- Old English
- Velveeta

Processed Cheese Sauce

- Cheez Whiz

Processed Cheese Slices

- Kraft Deli Deluxe
- Kraft Free Singles
- Kraft Singles
- Kraft 2% Milk Singles
- Velveeta

Processed Cheese Spread

- Easy Cheese

Convenient Meals

Bacon

- Oscar Mayer
- Louis Rich

Cold Cuts

- Oscar Mayer
- Louis Rich

Dinner Kits

- Taco Bell*

Frozen Pizza

- California Pizza Kitchen*
- DiGiorno
- Jack's
- Tombstone

Hot Dogs

- Oscar Mayer

Lunch Combinations

- Lunchables

Macaroni & Cheese Dinner

- It's Pasta Anytime
- Kraft
- Kraft Easy Mac
- Velveeta

Meat Alternatives

- Boca

Meat Snacks

- Tombstone

Pastas and Sauces

- DiGiorno

Grocery

Baking Chocolate/Coconut

- Baker's

Baking Powder

- Calumet

Barbecue Sauce

- Bull's-Eye
- Kraft

Breakfast Beverage

- Postum

Coating Mix

- Shake'n Bake
- Oven Fry

Condiments

- Grey Poupon
- Kraft
- Sauceworks

Cooked Cereal

- Cream of Wheat

Cereal Bars

- Nabisco

Dips

- Kraft

Dog Biscuits

- Milk-Bone

Dry Packaged Desserts

- Dream Whip
- D-Zerta
- Jell-O
- Knox Gelatine
- Minute

Energy Bars

- Balance

Fruit Preservatives

- Ever Fresh

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IN THE WORLD ORDER OF BAHÁ'U'LLÁH

TOPIC: PLANNING FOR A LIFE OF SERVICE

Frozen Whipped Topping

- Cool Whip

Ice Cream Topping

- Kraft

Margarine

- Parkay (Puerto Rico only)

Pasta Salads

- Kraft

Pectins

- Certo
- Sure-Jell

Pickles/Sauerkraut

- Claussen

Pie Crusts

- Honey Maid
- Nilla
- Oreo

Ready-to-Eat Cereals

- Post
- Alpha-Bits
- Banana Nut Crunch
- Blueberry Morning
- Cinna-Cluster Raisin Bran
- Cranberry Almond Crunch
- Frosted Shredded Wheat
- Fruit & Fibre
- Golden Crisp
- Grape-Nuts
- Great Grains
- Honey Bunches of Oats
- Honeycomb
- Nabisco (Puerto Rico only)
- Natural Bran Flakes
- Oreo O's
- Pebbles*
- Raisin Bran
- Shredded Wheat
- Shredded Wheat'n Bran
- Spoon Size Shredded Wheat
- Toasties
- Waffle Crisp
- 100% Bran

Rice

- Minute

Salad Dressings

- Good Seasons
- Kraft
- Seven Seas

Sour Cream

- Breakstone's
- Knudsen

Spoonable Dressing

- Kraft Mayo
- Miracle Whip

Steak Sauce, Marinade, Worcestershire

- A. 1.

Stuffing Mix

- Stove Top

Toaster Pastries

- Kool Stuf

Yogurt

- Breyers*
- Jell-O
- Light n' Lively

Snacks

Cookies

- Barnum's Animals
- Biscos
- Café Crème
- Cameo
- Chips Ahoy!
- Crispin (Puerto Rico only)
- Dad's
- Danish (Puerto Rico only)
- Famous Chocolate Wafers
- Family Favorites
- Old Fashioned
- Ginger Snaps
- Honey Bran (Puerto Rico only)
- Konitos (Puerto Rico only)
- Lorna Doone
- Mallomars
- Marshmallow Twirls
- Nabisco (Puerto Rico only)
- National Arrowroot
- Newtons
- Nilla
- Nutter Butter
- Oreo
- Peak Freans
- Pecan Passion
- Pecanz
- Pinwheels
- SnackWell's
- Social Tea
- Stella D'oro
- Sweetie Pie (Puerto Rico only)

- Teddy Grahams
- Wild Thornberry's*

Crackers

- Air Crisps
- Better Cheddars
- Cheese Nips
- Club Social (Puerto Rico only)
- Crown Pilot
- Doo Dad
- Flavor Crisps
- Harvest Crisps
- Honey Maid
- Nabisco Grahams
- Nabs
- Premium
- Ritz
- Royal Lunch
- SnackWell's
- Stoned Wheat Thins
- Sportz (Puerto Rico only)
- Sultana (Puerto Rico only)
- Triscuit
- Uneeda
- Waverly
- Wheatsworth
- Wheat Thins
- Zwieback

Ice Cream Cones

- Comet Cups

Packaged Food Combinations

- Handi-Snacks
- Lunchables

Refrigerated Ready-to-Eat Desserts

- Jell-O
- Handi-Snacks

Snack Nuts

- Corn Nuts
- PB Crisps
- Planters

Sugar Confectionery

- Altoids
- Callard & Bowser
- CremeSavers Hard Candy
- CremeSavers Soft Candy
- Jet-Puffed
- Kraft Caramels
- Life Savers
- Milka L'il Scoops
- Nabisco Fun Fruits
- Terry's
- Toblerone
- Trolli

* *Breyers* is a registered trademark owned and licensed by Unilever, N.V.

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Source: <http://www.altria.com>

TOPIC: PLANNING FOR A LIFE OF SERVICE

Food for All

Interview questions

1. What foods did you or your family eat when you were a child that you don't eat much, or at all, now?
2. Where did you or your family get its food when you were young? (supermarket, small grocery, local farmer, home garden, seasonal market, hunting and fishing, milkman, etc.)
3. Who prepared the meals? Who helped? How much time did the cook spend preparing meals?
4. When you were young were there people in your town or neighborhood who often did not have enough to eat? Were there homeless people living outdoors?
5. How is the way you eat now different from when you were a child?
6. What changes have you seen since you were a child in the way food is marketed or sold?
7. What changes in the food system since you were a child do you like? What changes do you dislike? Why?
8. Do you think the quality, variety, taste, and availability of food are better today than when you were a child? Why or why not?
9. What else would you like to tell us?

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LIST OF ADDITIONAL RESOURCES

Stories & Articles:

Brilliant Star:

- “Kids on Committees” ND 93
- “Work Some+Play Some=Service” MJ 96
- “Virtueman: How Amethyst Served” JA 00
- “Do You Want to Serve the Faith?” ND 00
- “Serving on God’s Mountain,” “Step by Step” SO 01
- “Lightening & Luna: Yearn to Serve” ND 05

My Name is Nabil, Wendy Heller

Worksheets and Coloring Pages:

Brilliant Star:

- “Create ServANTS” JA 97
- “What Does God Want Us To Do?” MJ 98

Tablet of the Heart: God and Me, p. 29

Activities:

Brilliant Star:

- “Super Server’s Badge” SO 91
- “The Institutions Pop-Up Page” SE 97
- “Working Together” MA 99
- “Secret Servants,” “Building Communities” SE 99
- “Nothing is Too Much Trouble” JF 01

Music:

Dozier, Eric, *To The Glory of God*, “We Are Building the Kingdom of God”

Games:

Brilliant Star:

- “Paths of Service” SO 94
- “Go Serve” MJ 96
- “Serve the Servants,” “God-Given Talents” MJ 97
- “Servant Game” MJ 96

Poetry:

Brilliant Star:

- “Dara of Deeds” SO 93
- “I Know I’m Young” MJ 97

Other favorite resources:

If you find any additional resources, please notify the National Children’s Education and Resource Center, or submit your findings to the Core Curriculum website, www.core-curriculum.org.