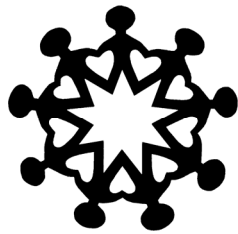


# *Huqúqu'lláh and the Bahá'í Funds*



*Level Two*



**TO UNDERSTAND THE PURPOSE AND IMPORTANCE  
OF THE BAHÁ'Í FUND**

**THE IMPORTANCE OF CONTRIBUTING  
TO THE BAHÁ'Í FUND**

**SPIRITUAL QUALITIES RELEVANT TO THIS TOPIC:  
DETACHMENT, TRUST, GENEROSITY**

Set firm their feet on Thy straight path, and out of Thyne ancient bounty open before them the portals of Thy blessings; for they are expending on Thy pathway what Thou hast bestowed upon them, safeguarding Thy Faith, putting their trust in their remembrance of Thee, offering up their hearts for love of Thee, and withholding not what they possess in adoration for Thy Beauty and in their search for ways to please Thee.

‘Abdu’l-Bahá, in *Bahá'í Prayers*, 1991 U.S. ed., pp. 84–85

Any Bahá'í can give to the Cause's Funds, adult or child. No statement is required on this subject; Bahá'í children have always given to the Cause everywhere.

On behalf of Shoghi Effendi, in *Bahá'í Education*, p. 60, no. 155

## Learning Objectives and Suggested Activities

### KNOWLEDGE OBJECTIVES

- To know the Bahá'í writings on the importance of the Bahá'í fund
- To know that contribution to the fund is a privilege for every Bahá'í and that children and youth can support the Bahá'í fund

#### SUGGESTED LEARNING ACTIVITIES

- Study the quotations on Bahá'í funds and compile a list of their important features.
- Explore the reasons for which only Bahá'ís can give to the fund and learn what a privilege it is.
- Invite the Local Spiritual Assembly treasurer to discuss duties and the current status of the local fund.
- Encourage students to think about their own patterns of giving to the Bahá'í fund and help them to see what a privilege it is.

### WISDOM OBJECTIVES

- To understand from the study of the Bahá'í writings and the history of the Faith that meeting one's spiritual obligation to support the Faith with material means is the cause of the development of spiritual qualities
- To appreciate the value of our fund contributions to the progress of humanity

#### SUGGESTED LEARNING ACTIVITIES

- Relate contributions to the fund with the growth of the Bahá'í Faith and the institutions.
- Research the Bahá'í writings pertaining to the fund. Discover and present passages describing the spiritual bounties which result from contributing to the fund with purity and detachment.
- Tell stories from Bahá'í history of those who, according to their capacity, made sacrifices in order to support the fund. Some examples include Nettie Tobin and her sacrifices for the Mother Temple of the West, and Amelia Collins' generosity during the lifetime of the Guardian.
- Create a role-play illustrating how the fund contributions of a single individual can benefit the Bahá'í Faith.

## SPIRITUAL PERCEPTION OBJECTIVES

- To identify the various needs of the Faith and the way funds are dispersed to meet these needs
- To perceive how one's spiritual life is developed by making generous and sacrificial contributions to the Bahá'í funds

### SUGGESTED LEARNING ACTIVITIES

- Tell stories about Bahá'í children who discovered creative ways to support the funds of the Faith.
- Construct innovative fund boxes to use during students' classes and other activities.
- Obtain a copy of the National Spiritual Assembly's annual report from the local secretary and identify the current needs of the national fund. Create a pie chart of current income and expenses.
- Do the same as above on a local level, perhaps with assistance from the local treasurer.

## ELOQUENT SPEECH OBJECTIVES

- To engage in activities that raise funds for the Faith
- To participate in consultation that determines use of the funds
- To develop the regular habit of contribution to the Bahá'í fund

### SUGGESTED LEARNING ACTIVITIES

- As a class, consult with the Local Spiritual Assembly about a plan for a fundraising activity and implement this plan.
- Teach students how to budget and include regular contributions as part of this budget.
- Memorize and recite a prayer for the fund.

## TOPIC: IMPORTANCE OF CONTRIBUTING TO BAHÁ'Í FUNDS

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### Sample Activities

#### ACTIVITY 1: A READER'S THEATER

**WISDOM OBJECTIVE:** To appreciate the value of our contributions to the progress of humanity  
**SPIRITUAL PERCEPTION OBJECTIVE:** To perceive that one's spiritual life is developed by giving generously and sacrificially to the Bahá'í funds

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

SUGGESTED TIME FOR ACTIVITY: 60 MIN.

**Materials Needed:**

- Copies of Resource Pages 147–48
- Basket of apples, basket of pears, if desired
- Recycled greeting cards, beautifully colored pages from old magazines, or interesting small sheets of colored paper, 2 for each student

**Advance Preparation:**

Reflect on the following guidance as it pertains to your class:

. . . Bahá'í children have always given to the Cause, everywhere. Whatever situation may arise in a class which non-Bahá'í children attend is for the teacher of the class to solve. No ruling should be made to cover such things.

On behalf of Shoghi Effendi, *The Compilation of Compilations*, vol. 1, p. 307

Display the following quotation in the classroom:

All the friends of God . . . should contribute to the extent possible, however modest their offering may be. God doth not burden a soul beyond its capacity. . . .

O Friends of God! Be ye assured that in place of these contributions, your agriculture, your industry, and your commerce will be blessed by manifold increases, with goodly gifts and bestowals. He who cometh with one goodly deed will receive a tenfold reward. There is no doubt that the living Lord will abundantly confirm those who expend their wealth in His path.

‘Abdu’l-Bahá, *Bahá'í Prayers*, 1991 U.S. ed., p. 84

Prepare a sample personal fund box, using the instructions on Resource Page 149. Note that stiffer paper makes sturdier boxes and that small boxes may be more appealing than large boxes.

1. Warmly welcome all new and returning students. Invite them to think of one thing that they like that begins with the same letter as their first name. After all students have an idea in mind, invite them to share in the whole group. Teachers may choose to share first to give an example, such as: My name is Shahin Smith and I like to swim—especially in the ocean! Then invite students to share highlights of their week, if desired.
2. Briefly discuss: Have you or anyone you know ever done something and then received a tenfold reward? What happened? Listen to students and then explain that ‘Abdu’l-Bahá tells us that one goodly deed will receive a tenfold reward. Briefly discuss: How might this happen?

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3. Invite students to explore this idea further by reading aloud the reader's theater script on Resource Pages 147–48. Assign a role to all students who would like to read, by dividing or combining roles as appropriate. Encourage students to imagine that they're really in that situation and to read with expression.
4. After reading through the script, discuss: What happened in the play? Why do we think the young people decided to visit their neighbor? Why do we think the elder didn't want visitors in the first place? What changed his mind? How long do we think it took for them to become really good friends? How do we think their neighborhood became famous for friendliness?
5. After this discussion, invite students to read the script again, this time while standing, moving, and gesturing to increase the effectiveness of the play. Then read aloud the posted quotation twice. Discuss: What did the young people in the play give to their neighbor both spiritually and materially? What confirmations did they receive?
6. Encourage students to think silently about the people they know: What are some examples of people giving their time, their spiritual qualities, their talents or skills, and their wealth (however small) to others in a way that really makes a difference? Invite students to share in pairs and then in the whole group. List these different types of contributions on chart paper. Briefly discuss: Why is it important to acknowledge all the ways that people contribute? What are some other types of contributions that we'd like to add to our list?
7. In the whole group, invite volunteers to read aloud the posted quotation. Briefly discuss: In the play, do we think the elder's heart would have been touched in the same way if he suddenly learned that he was rich? Why or why not? Why do we think that all the religions of God teach us that people must contribute from their hearts, whether the gift is large or small?
8. Invite students to make their own personal fund boxes: Provide students with recycled greeting cards, beautifully colored pages from old magazines, or other interesting colored paper. Demonstrate how to fold the top and bottom of the box, as described on Resource Page 149, and how to fit the 2 boxes together. Briefly discuss: What are some ways that we can be sure to make our own contributions of funds, however small, to the Cause of God?
9. Encourage students to take their boxes home to use as a personal fund box. Briefly discuss: What are some ways that we can remember to place our contributions in these boxes?
10. Explain that the class will learn more in the next class about the ways we can use our time, our inner gifts, and our wealth in service to humanity. Encourage students to also think about ways to give their time and their talents to the people around them, referring to the list created in Step 6, as desired. If you used baskets of fruit during the role-play, consider enjoying them now as a luscious snack.
11. Conclude the activity by reading the prayer for the Fund or other favorite prayers.

## **TOPIC: IMPORTANCE OF CONTRIBUTING TO BAHÁ'Í FUNDS**

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### **ACTIVITY 2: THE IMPORTANCE OF CONTRIBUTING TO THE BAHÁ'Í FUND**

**KNOWLEDGE OBJECTIVE:** To know the Bahá'í writings on the importance of the Bahá'í fund

**WISDOM OBJECTIVE:** To gain insight into the transforming effect of contributing to the Bahá'í fund

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

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

**Materials Needed:**

- Copies of Resource Page 150
- Chart paper and markers
- Small pieces of interesting paper, perhaps scraps from the paper used in creating the personal fund boxes in Activity 1

**Advance Preparation:**

Consider the reading level of your students and assign quotations carefully so that all teams will achieve success.

1. Welcome students. Encourage students to think silently about their week and choose an example of a time that they gave their time, spiritual qualities or skills, or their wealth or other treasure, however small. Encourage them to think: What divine confirmations did we notice? Did we feel happier when we gave? Did we see others happier also? How does it make us feel to know that we've brought happiness to others? When all students have a memory in mind, invite them to silently hold that memory in their minds and hearts as you read aloud the prayer for the Bahá'í fund on their behalf. Allow a brief period of silence after this prayer; then invite students to read, recite, or sing other favorite prayers, sacred writings, and songs.
2. Briefly discuss: How are we using our individual fund boxes? Are they helping us remember to collect our own contributions of wealth, however small?
3. Explain that the class will have the opportunity to teach each other some of the spiritual principles that provide the foundation for the Bahá'í fund. Provide each student with a copy of Resource Page 150. Encourage students to work in pairs or small teams, and assign one or more of these short quotations to each team. Teachers may also accept responsibility for one or more quotations.
4. Encourage teams to read their quotations aloud to each other twice while teachers circulate to provide encouragement and assistance as needed. Encourage them to highlight or underline important words and phrases that explain the spiritual benefits of contributing to the Fund.
5. After teams understand the meaning of their assigned quotations, provide each team with a piece of chart paper and markers. Encourage them to draw a picture that shows why we should contribute to the Fund. Encourage them to include important words and phrases on their poster as a reminder of the benefits of giving.
6. When teams are ready, encourage them to present their work in the whole class. Applaud all! Explain that these posters also will be used in the next activity.
7. Then briefly discuss: Why should we contribute to the fund? In addition to contributing our money, what are some other ways that we can contribute to the Cause of God?



## TOPIC: IMPORTANCE OF CONTRIBUTING TO BAHÁ'Í FUNDS

8. Provide students with 3 small pieces of interesting paper. Encourage them to write on each piece of paper one specific contribution of their time, their talents, or their treasure that they would like to make during the coming week.  
Encourage them to place these notes in a pocket and then place them in their personal fund boxes after they complete their planned actions.
9. Conclude the activity with favorite songs and prayers.

### ACTIVITY 3: THE TRANSFORMING EFFECT OF OUR CONTRIBUTIONS

**WISDOM OBJECTIVE:** To gain insight into the transforming effect of contributing to the Bahá'í fund

**ELOQUENT SPEECH OBJECTIVE:** To develop the regular habit of contributing to the Bahá'í fund

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

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

**Materials Needed:**

- Chart paper and markers
- Posters created in Activity 2
- Several reference copies of Resource Page 150
- Copy of Resource Page 151, cut apart
- 2 hula hoops or 6' lengths of rope or yarn, if available

**Advance Preparation:**

Create cards for a matching activity by copying the phrases about the Fund, found on Resource Page 151, on large cards. Use different colors of paper for column A and column B. Mix the cards. These cards may be used again for another topic: The Distinction Between the Bahá'í Funds and Huqúqu'lláh, pp. 157–70 of this Lesson Planning Guide.

Consider ways for all students to feel included as you discuss the questions in Step 7, taking into account the family background of your students.

Display the posters created in Activity 2 in the classroom.

1. Welcome students. Invite them to share favorite songs or prayers and then to share spiritual highlights of their week. Acknowledge all.
2. Refer to the posters created in the previous activity. Provide teams with a few minutes to refresh their memories of the quotations they studied in the previous activity and then invite teams to remind the class of the spiritual benefits of giving to the Fund as described on their posters. Provide reference copies of Resource Page 150, if desired. Save these posters for Activity 5.
3. Explain that the class will have the opportunity to explore these ideas further by making true sentences about the benefits of giving to the Fund. Mix the cards created from the phrases on Resource Page 151, and distribute one card to each student. Invite them to walk around and find a match to their card.

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**TOPIC: IMPORTANCE OF CONTRIBUTING TO BAHÁ'Í FUNDS**

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4. Once a match is made, encourage the two students to bring their match, read it aloud to you, and verify the truth of their statement. Note that the purpose of this matching activity is achieved when students understand the meaning of the quotations and make reasonable matches to form true sentences. Although the phrases in Column A and Column B on Resource Page 151 are based on specific selections from the quotations on Resource Page 150, alternate matches are acceptable. After students make a match, they may be given new cards to match. When all cards have been matched, invite teams to share their matches in the whole group. Applaud all!
5. Then arrange the hula hoops, rope, or yarn as 2 overlapping circles on the floor, or draw 2 large overlapping circles on chart paper and place the paper on the floor. Designate the circles: Benefits the world; Benefits the individual. Designate the overlapping area: Benefits both. Distribute the pairs of matched cards to students. Invite them to take turns reading aloud their cards and deciding where to place them in these overlapping circles. If the answer is not clear, invite discussion and let the class decide where to place the cards. Congratulate the class when all cards have been placed.
6. In the whole group, briefly discuss: What are some important things that we do regularly? How do we remember to do these things? What are some ways that we can remember also to contribute to the Bahá'í funds (or other funds) regularly? How can we use our fund boxes to help us remember?
7. Read aloud the story on Resource Page 152. Then continue the discussion: In these stories, the children take their fund boxes to a community gathering. Would we like to make a class plan to contribute collectively or do we prefer to handle our contributions individually or in our families? Whether the class decides to make a class plan, individual plans, or both, record these steps on chart paper. Encourage students to select one or more strategy to help themselves remember to contribute their wealth, however small, to the Cause of God. Encourage them also to select a way to show their love for God by contributing their service, their genuine love, and their skills to the people around them.
8. Conclude the activity with favorite prayers and perhaps by teaching the song in Activity 4.

## TOPIC: IMPORTANCE OF CONTRIBUTING TO BAHÁ'Í FUNDS

### ACTIVITY 4: BRIGHT STAR

**WISDOM OBJECTIVE:** To appreciate the value of our contributions to the progress of humanity

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Use of music

SUGGESTED TIME FOR ACTIVITY: 15 MIN.

**Materials Needed:**

- Copies of Resource Page 153, if desired

**Advance Preparation:**

Learn the song “Bright Star,” available on the CD *Special Times*, or hear a sample on the Core Curriculum website, [www.core-curriculum.org](http://www.core-curriculum.org).

1. Briefly discuss the question: What effect does contributing to the Bahá'í funds have upon our souls? How can our actions promote the Cause of God?
2. Teach the song “Bright Star,” one phrase at a time, using the methods taught in Teacher Development Workshop Eight, or another method of your choosing.
3. Encourage students to sing this song every day as a reminder of their role in developing the world order of Bahá'u'lláh.
4. Consider singing the song at upcoming community gatherings.

### ACTIVITY 5: TEACHING OTHERS ABOUT THE FUND

**ELOQUENT SPEECH OBJECTIVE:** To engage in activities that raise funds for the Faith

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

SUGGESTED TIME FOR ACTIVITY: 45–60 MIN.

**Materials Needed:**

- Copies of Resource Page 154 on card stock or heavy paper
- Reference copies of Resource Page 150
- Posters from Activity 2, if available
- Art supplies, as desired
- Dried fruit or berries
- Nuts
- Small plastic bags
- Ribbon, hole punch
- Community fund box or other container

**Advance Preparation:**

Consider possibilities for your students to teach others about the Bahá'í fund, such as the Nineteen Day Feast; a regularly scheduled devotional gathering; a special devotional meeting organized for this purpose; as part of the opening devotions for your local Bahá'í school; with another class at your local school; or other occasions.

Display posters created in Activity 2, if available.

Copy Resource Page 154 onto card stock or heavy paper; carefully cut it into individual prayer cards for students to decorate as gifts for others.

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**TOPIC: IMPORTANCE OF CONTRIBUTING TO BAHÁ'Í FUNDS**

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1. Welcome students. Include the prayer for the Fund on Resource Page 154 as part of your opening devotions. Also include the song Bright Star, if desired.
2. Invite students to share the results of their progress in remembering to make their contributions of their time, their spiritual qualities and talents, and their wealth, however small, on a regular basis. Acknowledge all. Briefly discuss: What tips can we share with each other for developing regular habits? What helps us remember our plans and follow through with them? Listen carefully until several strategies are suggested, add to them as desired, and then briefly discuss: Do we think that different strategies might work for different people? Why or why not?
3. Explain that we can help ourselves achieve success by teaching others about the fund. Briefly discuss: What are the most important principles that we feel we should teach others? Record student ideas on chart paper. Invite students to refer to their posters and to the reference copies of Resource Page 150, and then add to their list as desired.
4. Briefly discuss: How could we teach these important spiritual principles? Record student ideas on chart paper. If desired you may add such ideas as: present the reader's theater script from Activity 1; share the story on Resource Page 152; share the quotations on Resource Page 150; present the posters created in Activity 2; use the matching game from Activity 3; sing or teach the song in Activity 4.
5. Continue the discussion: Who would we like to teach and when and where do we think we could teach them? Record student ideas on chart paper and share available options as desired.
6. Consult as a class to create a plan to teach others about the fund including: time, place, audience, program outline, how to greet the guests, how to socialize in a friendly way, how to thank them, etc. Record this plan on chart paper. Invite individuals and teams of students to volunteer to carry out different aspects of this plan.
7. Invite students to show their generosity by creating gifts to give to the people they teach. Explain that in the Hidden Words, Bahá'u'lláh tells us:  

To give and to be generous are attributes of Mine; well is it with him that adorneth himself with My virtues.

*Bahá'u'lláh, The Hidden Words, Persian no. 49*

Briefly discuss: Why must we show generosity to others if we want to teach them about generosity?
8. Encourage students to carefully wash their hands. Provide nuts, dried fruit, etc., and invite them to prepare gift bags of these treats to give to their guests for this program and tie them with ribbon.
9. Provide students with art supplies and copies of the prayer cards from Resource Page 154. Encourage them to decorate the borders as beautifully as they can to present to their guests along with the treat bags. They may punch a hole in the corner of the card and tie it to the bag, if desired.
10. Review all aspects of the class plan to teach others about the fund. Plan follow-up strategies as appropriate. Conclude the activity with favorite songs and prayers.
11. Be sure to arrive early for the class presentation and to debrief it with students at a subsequent class. Acknowledge all contributions and consider inviting students to individually identify two elements of success and one idea for improvement during this reflection process.

**GOAL: TO UNDERSTAND THE PURPOSE AND IMPORTANCE OF THE BAHÁ'Í FUND**  
**TOPIC: IMPORTANCE OF CONTRIBUTING TO BAHÁ'Í FUNDS**

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**Resource Pages**

**Activity 1: A Reader's Theater**

**Generosity and Giving**

Characters:      Lonely Elder  
                     Loving young person  
                     Generous young person  
                     Narrator 1  
                     Narrator 2

**Narrator 1:** There once was a lonely elder who lived alone at the edge of a village.

**Narrator 2:** He had many fruit trees around his house. He planted a garden for vegetables. He also planted a field to raise food for his animals.

**Narrator 1:** His children had moved far away. His wife had passed to the next world. So he lived by himself.

**Narrator 2:** He took care of himself. And he almost never had visitors.

**Narrator 1:** But one day two young people came to visit.

**Elder:** What are you doing in my yard? Don't you know you're trespassing? I should call the police!

**Loving young person:** We've come to visit you.

**Generous young person:** We thought you might like some company.

**Elder:** Who are you and what do you want?

**Loving young person:** We live in the house next to yours. We're your neighbors.

**Generous young person:** And we've brought you some apples from our tree.

**Elder:** I have my own fruit trees. What do you want from me?

**Loving young person:** We want to be your friends. At Bahá'í class, we're learning to be friends with all people. Bahá'u'lláh says, "So powerful is the light of unity that it can illuminate the whole earth."

**Generous young person:** Bahá'u'lláh teaches us that humanity is like a tree and people are like the leaves and fruit of the tree. We wanted to meet you and thought that you might enjoy some apples from the tree in our yard.

**Activity 1: A Reader's Theater**

**Elder:** I'm perfectly fine by myself. I have my animals, fruit trees, and garden. I don't need anything from anyone.

**Narrator 1:** But the elder's heart began to soften.

**Narrator 2:** He really wanted to hear more from the children.

**Loving young person:** May we leave the apples? If you don't want them, maybe your horses would like them.

**Elder:** Wait a minute. Are you the children next door? Isn't your house the one that was hit by that huge storm last spring?

**Generous young person:** Yes, our house was hit pretty hard. The wind took the roof off our kitchen and that old pear tree fell onto the porch. Lots of trees were knocked down.

**Elder:** How can you give me apples? You should keep them for your family!

**Loving young person:** Our family will be okay. We'd really like to be friends with our neighbors. Will accept our gift? (They place the apples on the elder's porch, turn, and leave.)

**Narrator 1:** The elder began to think to himself . . .

**Elder:** What kind of people are these? They give me the food that they need for their family! They don't even know me. Why should they care? Hmmm . . . I wonder what I could give them . . .

**Narrator 2:** Then the elder began to speak.

**Elder:** Wait! We can talk a minute. Maybe this unity talk is a good thing. I do appreciate the apples! And would you take some of my pears? That way we can all enjoy both kinds of fruit!

**Narrator 1:** That was the beginning of their friendship. The young people, their parents, and the elder began to visit each other like real neighbors.

**Narrator 2:** They began to talk about all kinds of things and together started visiting other neighbors. Before long their neighborhood was known as the friendliest neighborhood in town!

# TOPIC: IMPORTANCE OF CONTRIBUTING TO BAHÁ'Í FUNDS

## Activity 1: A Reader's Theater

1. Fold the paper in half lengthwise, then fold each half inwards again to end up in the middle line. Then open the paper up again.



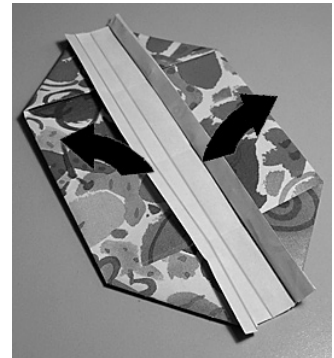
2. Turn paper sideways and do exactly as in Step 1. But this time after the second fold, don't it fold back out again.



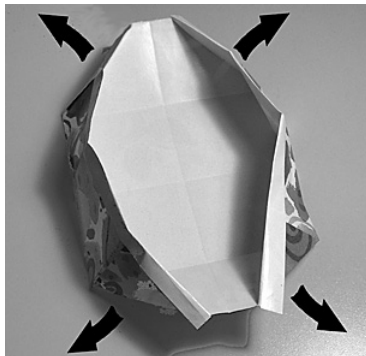
3. Fold the 4 corners inwards just to the nearest fold lines. Make sure not to fold too far, so there is a portion of the length that folds back over the corner folds.



4. Fold the edges on the middle line out over the triangles made in Step 3 in a straight line.

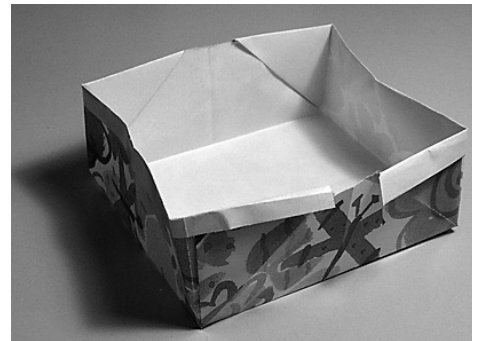


5. Pull out slowly both sides over the middle line, strengthening the edges and corners as you proceed.



Make sure that the corners are strong and are forming 90 degree angles.

6. Make a second half-box and fit them together. In order to do this, leave a little more space in the middle when you make the second fold in Step 2.



Congratulations!  
Your paper box is ready.



Activity 2: The Importance of Contributing to the Bahá'í Fund

1. All the friends of God . . . should contribute to the extent possible, however modest their offering may be. . . . In place of these contributions, your agriculture, your industry, and your commerce will be blessed by manifold increases, with goodly gifts and bestowals. He who cometh with one goodly deed will receive a tenfold reward.

‘Abdu’l-Bahá, *Bahá'í Prayers*, 1991 U.S. ed., p. 84

2. It is the sacred obligation of every conscientious and faithful servant of Bahá'u'lláh who desires to see His Cause advance, to contribute freely and generously for the increase of the fund.

Shoghi Effendi, *Bahá'í Administration*, pp. 41–42

3. . . . All contributions to the Fund are to be purely and strictly voluntary in character. . . .

Shoghi Effendi, *Bahá'í Administration*, p. 101

4. The amount you give is entirely your own affair, and is confidential. Some believers give every week, some every nineteen days, some every calendar month.

Shoghi Effendi, *Principles of Bahá'í Administration*, pp. 93–94

5. Every Bahá'í, no matter how poor . . . should have confidence that his spiritual progress as a believer in the World Order of Bahá'u'lláh will largely depend upon the measure in which he proves, in deeds, his readiness to support materially the divine institutions of His Faith.

On behalf of Shoghi Effendi, *Lifeflood of the Cause*, no. 22

6. Our contributions to the Faith are the surest way of lifting once and for all time the burden of hunger and misery from mankind, for it is only through the system of Bahá'u'lláh—Divine in origin—that the world can be gotten on its feet and want, fear, hunger, war, etc., be eliminated. Non-Bahá'ís cannot contribute to our work or do it for us; so really our first obligation is to support our own teaching work, as this will lead to the healing of the nations.

On behalf of Shoghi Effendi, *The Compilation of Compilations*, vol. 1, p. 542

7. . . . Bahá'í children have always given to the Cause, everywhere. Whatever situation may arise in a class which non-Bahá'í children attend is for the teacher of the class to solve. No ruling should be made to cover such things.

On behalf of Shoghi Effendi, *The Compilation of Compilations*, vol. 1, p. 307

8. . . . Contributing to the Fund is a service that every believer can render, be he poor or wealthy. . . . It is the degree of sacrifice of the giver, the love with which he makes his gift, and the unity of all the friends in this service which bring spiritual confirmations. . . .

The Universal House of Justice, *Wellspring of Guidance*, p. 19



TOPIC: IMPORTANCE OF CONTRIBUTING TO BAHÁ'Í FUNDS

Activity 3: The Transforming Effect of Our Contributions

Column A	Column B
One goodly deed	will receive a tenfold reward.
In place of these contributions	your agriculture, industry, and commerce will be blessed.
It is a sacred obligation	of every Bahá'í to contribute to the fund.
Every servant of Bahá'u'lláh	should contribute freely and generously.
Every Bahá'í, no matter how poor,	must contribute to the fund.
All contributions to the fund	are to be purely and strictly voluntary in character.
The amount you give	is entirely your own affair, and is confidential.
Our spiritual progress depends	upon how we prove, in deeds, our readiness to support materially the Cause.
Our contributions to the Faith	are the surest way of eliminating hunger, misery, war, fear, and want from the world.
Children	have always given to the Cause.
Non-Bahá'ís cannot contribute to the Bahá'í funds,	so our first obligation is to support the teaching work that will lead to the healing of nations.
The sacrifice and love of the giver	bring the spiritual confirmations.

**Activity 3: The Transforming Effect of Our Contributions**

It was the Birthday of Bahá'u'lláh and the Bahá'ís of Nagpur, in India, who had gathered to celebrate the occasion, were in high spirits. There was special excitement among the children who were waiting for the time when the chairman would announce that their turn had come.

The children had been waiting for this day for a long time, to see how much money they had collected for the House of Worship. They had each been given a small earthen pot with a slit on top and asked to put money in it for the Temple Fund. They were also told that they could break their pots on the Birthday of Bahá'u'lláh to see how much money they had collected.

When the time came for the pots to be broken, each child came forward in turn and banged his or her pot on the ground. Almost every pot had been completely filled, and the scattered coins were eagerly collected and piled up. Excitement rose as pot after pot was broken, the adults enjoying the fun as much as the children.

At the end, the older children helped to count the money and all of them were proud to know they had collected so much for the Temple.

Gloria Faizi, *Stories about Bahá'í Funds*, p. 28

**GOAL: TO UNDERSTAND THE PURPOSE AND IMPORTANCE OF THE BAHÁ'Í FUND**  
**TOPIC: IMPORTANCE OF CONTRIBUTING TO BAHÁ'Í FUNDS**

**Activity 4: Bright Star**

## Bright Star

Music and lyrics by Susan Engle

The musical score for "Bright Star" is written in 2/4 time with a key signature of two flats (Bb and Eb). The melody is presented on a single treble clef staff. Chord progressions are indicated above the staff. The lyrics are written below the staff, with some words hyphenated across lines. The score includes six numbered first endings, each marked with a repeat sign and a first ending bracket.

**Chord Progressions:**  
 Line 1: Eb, Cm, Ab6, Bb, Bb7, Eb, Eb7  
 Line 2: Ab, Eb, Cm, Fm, Bb, Bb7, Eb  
 Line 3: Eb, Bb, Eb, 1. Bb, Eb  
 Line 4: 2. Bb, Eb  
 Line 5: 3. Bb, Eb  
 Line 6: 4. Bb  
 Line 7: Eb, 5. Bb  
 Line 8: Eb  
 Line 9: 6. Bb  
 Line 10: Eb

**Lyrics:**  
 I am a bright star, a bright star am I. My points are a-glow like the stars in the sky. My  
 head point-ing up-ward, my hands stretch-ing wide, and my feet, one, two feet, point-ing out to the side.  
 Five points, five points, one, two, three, four, five; My right hand is the point for the Fund. the Fund!  
 right hand, the Fund! My right foot is the point for the Feast. The Feast!  
 right hand, the Fund! My right foot, the Feast! My left foot is the point for the Fast. The Fast!  
 right hand, the Fund! My right foot, the Feast! My left foot, the Fast! My left hand is the  
 point for the fire-side. The fire-side! right hand, the Fund! My right foot, the Feast! My left foot, the  
 Fast! My left hand, the fire-side! My head is the point for prayer. Prayer!  
 right hand, the Fund! My right foot, the Feast! My left foot, the Fast! My left hand, the  
 fire-side! My head, prayer! The Fund, Feast, Fast, the fire-side and prayer.

Reprinted from *Brilliant Star* magazine, Jul/Aug 2000. Used with permission.

## TOPIC: IMPORTANCE OF CONTRIBUTING TO BAHÁ'Í FUNDS

### Activity 5: Teaching Others about the Fund

O God, my God! Illumine the brows  
of Thy true lovers, and support them  
with angelic hosts of certain triumph.  
Set firm their feet on Thy straight  
path, and out of Thine ancient  
bounty open before them the portals  
of Thy blessings; for they are  
expending on Thy pathway what  
Thou hast bestowed upon them,  
safeguarding Thy Faith, putting their  
trust in their remembrance of Thee,  
offering up their hearts for love of  
Thee, and withholding not what  
they possess in adoration for Thy  
Beauty and in their search for ways  
to please Thee.

O my Lord! Ordain for them a  
plenteous share, a destined  
recompense and sure reward.

Verily, Thou art the Sustainer, the  
Helper, the Generous, the Bountiful,  
the Ever-Bestowing.

—ʿAbdu'l-Bahá

O God, my God! Illumine the brows  
of Thy true lovers, and support them  
with angelic hosts of certain triumph.  
Set firm their feet on Thy straight  
path, and out of Thine ancient  
bounty open before them the portals  
of Thy blessings; for they are  
expending on Thy pathway what  
Thou hast bestowed upon them,  
safeguarding Thy Faith, putting their  
trust in their remembrance of Thee,  
offering up their hearts for love of  
Thee, and withholding not what  
they possess in adoration for Thy  
Beauty and in their search for ways  
to please Thee.

O my Lord! Ordain for them a  
plenteous share, a destined  
recompense and sure reward.

Verily, Thou art the Sustainer, the  
Helper, the Generous, the Bountiful,  
the Ever-Bestowing.

—ʿAbdu'l-Bahá

**GOAL: TO UNDERSTAND THE PURPOSE AND IMPORTANCE OF THE BAHÁ'Í FUND**  
**TOPIC: IMPORTANCE OF CONTRIBUTING TO BAHÁ'Í FUNDS**

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**LIST OF ADDITIONAL RESOURCES**

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**Books, Stories, and Articles:**

*Brilliant Star* magazine:

“Hummingbird Arc Project,” May/June 1992  
“Bahá'u'lláh and the Money Belt,” Sp Ed 1992  
“Fundryth,” Jan/Feb 1993  
“Building the Arc,” Jan/Feb 1995  
“Funds for the Arc,” Jan/Feb 1995  
“Kids in Action,” Jan/Feb 1997  
“Letters From Our Friends,” Mar/Apr 1997  
“What Would You Give Bahá'u'lláh,” Sp Ed 1998  
“Letters from Our Friends,” Mar/Apr 1998  
“Dear Brilliant Star,” Sep/Oct 1998

“Dear Brilliant Star,” Mar/Apr 1999  
“The Prize Money,” Jan/Feb 2000  
“A Carpet to the Rescue,” Jul/Aug 2000  
“Keeping Bahá'í Temple Healthy,” Sep/Oct 2000  
“The Plan of Max,” Jul/Aug 2001  
“Shooting Star: Ryley Johnson,” Mar/Apr 2003  
“Eager to Sacrifice,” May/June 2003  
“A Perfect Place,” May/June 2003

The Universal House of Justice (compiled by), *Bahá'í Funds: Contributions and Administration*

Carol O'Sullivan, *Lucy Lizard Goes to Feast*

Jacqueline Mehrabi, *Mount Carmel: Whatever is Happening?*

National Spiritual Assembly of the Bahá'ís of the United States, Office of the Treasurer, *Sacred Trust:*

*A Destined Recompense and Sure Reward*

National Spiritual Assembly of the Bahá'ís of the United States, Office of the Treasurer, *Stewardship and Development*

Gloria Faizi, *Stories about Bahá'í Funds*

**Worksheets and Coloring Pages:**

*Brilliant Star* magazine:

“My Bahá'í Community,” Jan/Feb 1993  
“Working Together,” Mar/Apr 1999  
“An A-Maze-ing Prayer,” Sep/Oct 1998  
“Less is More,” May/June 1999

“Treasurer's Office,” Sep/Oct 1999  
“Liang Loves Shopping!” May/June 2000  
“Liang's Lemonade Stand,” Jul/Aug 2001  
“Magical Fund Box Machine,” Jan/Feb 2003  
“Flowing to the Sea,” Mar/Apr 2004

**Activities:**

*Brilliant Star* magazine:

“Make a World Congress Bank,” Jul/Aug 1992  
“Look at Your LEAPS,” Jan/Feb 2003  
“Come to Feast,” Jan/Feb 1993  
“Essence of Wealth,” Sep/Oct 1996  
“Fund Fun!” Sep/Oct 1996  
“More than Material Riches,” Sep/Oct 1996  
“Wealth Plan,” Sep/Oct 1996

“Ready, Set, Plan,” Sp Ed 1996  
“Hands of Loving-Kindness,” Jan/Feb 1998  
“Give the Fund a Hand,” Jan/Feb 1998  
“My Diary of Giving and Growing,” Jul/Aug 1998  
“Pop-O-Card,” Jan/Feb 1999  
“Haiku for Humanity,” Jul/Aug 1999  
“Yoga with Liang,” Sep/Oct 2000  
“Liang's Drops of Love,” Jul/Aug 2003

**Music:**

*Brilliant Star* magazine:

“It's Up to Me!” Sp Ed 1998  
“Bright Star,” Jul/Aug 2000

**Poetry:**

*Brilliant Star* magazine:

“Which Wealth?” Sep/Oct 1996  
“Money Tree,” Nov/Dec 1996

**Other Favorite Resources:**

If you find any additional resources, please notify the Office of Education and Schools at the Bahá'í National Center, email [SCHOOLS@usbnc.org](mailto:SCHOOLS@usbnc.org), or submit your findings to the Core Curriculum website, [www.core-curriculum.org](http://www.core-curriculum.org).



**TO UNDERSTAND THE PURPOSE AND IMPORTANCE  
OF THE BAHÁ'Í FUND**

**THE DISTINCTION BETWEEN  
THE BAHÁ'Í FUND AND HUQÚQU'LLÁH**

**SPIRITUAL QUALITIES RELEVANT TO THIS TOPIC:  
SACRIFICE, GENEROSITY**

We must be like the fountain or spring that is continually emptying itself of all that it has and is continually being refilled from an invisible source. To be continually giving out for the good of our fellows undeterred by the fear of poverty and reliant on the unfailing bounty of the Source of all wealth and all good—this is the secret of right living.

Shoghi Effendi, *Principles of Bahá'í Administration*, p. 20

To offer contributions towards this end (in support of the activities of the Spiritual Assembly) is one of the pressing requirements of the Cause of God, is deemed highly essential, and is of fundamental importance. Next to the payment of Huqúqu'lláh it is the obligation of every Bahá'í.

Shoghi Effendi, *Compilation on the Huqúqu'lláh*, no. 79

## Learning Objectives and Suggested Activities



### KNOWLEDGE OBJECTIVES

- To know from the Bahá'í writings the nature of Huqúqu'lláh as the Right of God, and some of its other unique and special features
- To know from the Bahá'í writings that Huqúqu'lláh and its payment is distinct from and has priority over all other funds

#### SUGGESTED LEARNING ACTIVITIES

- Read the Bahá'í writings about Huqúqu'lláh and memorize short passages.
- Present the definition of Huqúqu'lláh and discuss the meaning of its Arabic title. Illustrate the word Huqúqu'lláh and learn its spelling.
- Discuss the unique and special features of Huqúqu'lláh and invite students to express their understanding through artwork.
- Discuss the bounties provided to us by God and the meaning of the term “Right of God.”
- Research writings about Huqúqu'lláh being distinct and having priority over other funds.
- Compare the Bahá'í writings about Huqúqu'lláh and the fund.



### WISDOM OBJECTIVES

- To understand the spiritual nature of Huqúqu'lláh and how it has raised the act of contributions to that of a sacred law
- To gain insight from the Bahá'í writings and other sources why we should not take pride in our material possessions
- To understand the need to distinguish payment of Huqúqu'lláh from other contributions.
- To understand the meaning of sacrifice and its application to both Bahá'í funds and Huqúqu'lláh

#### SUGGESTED LEARNING ACTIVITIES

- Consult about why Huqúqu'lláh payments shall be kept separate from the other funds.
- Make a chart indicating the differences between Huqúqu'lláh and the Bahá'í funds.
- Use stories and literature from the Faith and other sources to illustrate the concept of sacrifice.
- Tell stories of the sacrifice and rewards of believers.
- Create a poem about the importance of Huqúqu'lláh.





## SPIRITUAL PERCEPTION OBJECTIVES

- To distinguish differences and similarities between the Bahá'í fund and Huqúqu'lláh
- To discern the differences in making one's contribution to Huqúqu'lláh and making other charitable contributions
- To discern the similarities and differences between present-day taxation and Huqúqu'lláh
- To perceive that developing a regular habit of contributing service and contributing to the Bahá'í funds can prepare one both to donate to the funds of the Bahá'í Faith, and to make one's payment to Huqúqu'lláh upon maturity

### SUGGESTED LEARNING ACTIVITIES

- Create a list with characteristics of the funds and Huqúqu'lláh. In small groups, decide if a phrase refers to Huqúqu'lláh or to a fund; then regroup and compare notes.
- Using drawings, drama, or other art, illustrate opportunities for giving to Huqúqu'lláh and to the Bahá'í fund in childhood and adulthood. Identify ways in which these opportunities are the same and different at different stages of life.
- Share stories from Bahá'í history of individuals whose lives changed drastically by their obedience to the Will of God.
- Identify other charities and discuss the distinction and importance of Huqúqu'lláh.
- Make a chart indicating the similarities and differences between tax systems of our times and Huqúqu'lláh.



## ELOQUENT SPEECH OBJECTIVES

- To be able to articulate to others how the funds and Huqúqu'lláh are two separate elements, each with its own distinguishing features
- To recount to others the importance of Huqúqu'lláh as a spiritual law
- To demonstrate awareness of one's own responsibility towards both the fund and Huqúqu'lláh

### SUGGESTED LEARNING ACTIVITIES

- Create a dialogue or puppet show between two Bahá'ís, Mr. Fund and Ms. Huqúqu'lláh, each describing to the other the distinctive characteristics implied by these names. Have the children perform this.
- Encourage students to keep a record of their spending, their decisions of priority, and patterns of giving.
- At a community gathering, share stories and presentations which illustrate the unique nature of Huqúqu'lláh.
- Create opportunities for students to exhibit artwork demonstrating their understanding of this law.
- Perform a dance depicting Huqúqu'lláh as a spiritual law.

## Sample Activities

### ACTIVITY 1: THE FOUNTAIN

**WISDOM OBJECTIVE:** To understand the meaning of sacrifice and its application to both Bahá'í funds and Huqúqu'lláh

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of Bahá'í sacred writings; Use of nature; Use of stories; Use of arts and crafts; Use of consultation

SUGGESTED TIME FOR ACTIVITY: 60 MIN.

#### Materials Needed:

- Several whole pieces of fruit with seeds inside
- Napkins
- Knife for cutting the fruit
- Pot of soil
- Water
- Chart paper and markers
- Colored paper or card stock
- Wooden mosaic craft tiles, colored wood chips, or colored bits of paper
- Glue

#### Advance Preparation:

Display the following quotation in the classroom:

We must be like the fountain or spring that is continually emptying itself of all that it has and is continually being refilled from an invisible source. To be continually giving out for the good of our fellows undeterred by the fear of poverty and reliant on the unfailing bounty of the Source of all wealth and all good—this is the secret of right living.

Shoghi Effendi, *Principles of Bahá'í Administration*, p. 20

1. Welcome students. Invite them to think about the spiritual quality of generosity without mentioning names: Who do we know that has given generously to someone or something over the past week? Why is generosity an important spiritual quality? Acknowledge all.
2. Then invite students to think about the spiritual quality of generosity in the world of nature. Briefly discuss: What are some examples of generosity in nature?

Listen carefully to students and then bring out the fruit. Briefly discuss: How many pieces of fruit do we imagine that the fruit tree produces each year? Acknowledge all; then cut the fruit to show the seeds inside. Briefly discuss: How many seeds do we think might be in this piece of fruit? How many seeds do we think the tree might produce each year?

Explain that this overabundance of seeds provides an example of generosity; only a few seeds would be needed for the tree to replace itself when it gets old, yet the tree produces much, much more than it needs year after year. Cut the fruit into pieces and give some to your students as you invite students to think of additional examples of generosity in nature. Acknowledge all. Add examples if desired, such as having 2 eyes and ears, rather than 1; the many, many minerals and gems in the earth; the number of stars in the sky or leaves on a tree.

3. Continue the discussion: What are some examples of the spiritual quality of sacrifice? What are some sacrifices that people choose to make? Why do we think they make these choices? Can we also think of examples of sacrifice in nature? Acknowledge all.

## TOPIC: DISTINCTION BETWEEN THE BAHÁ'Í FUND AND HUQÚQU'LLÁH

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4. Place some of the seeds from the fruit into the pot of soil. Water these newly planted seeds, and briefly discuss: What will happen to the seeds? Listen carefully to your students. Affirm that the seed will sacrifice itself to make a new plant.
5. Continue the discussion: What might be the meaning of the word “sacrifice”? Listen carefully and affirm that “sacrifice” means to give up something for the sake of something that is more important; “sacrifice” literally means “to make sacred.” Briefly discuss: What do we think the seed gives up? What might be more important than the seed? Could we also say that the water sacrifices itself to the plant? Why or why not?
6. Show the picture of the Bahá'í House of Worship on Resource Page 166. Explain that the Bahá'í House of Worship was built through the generosity and sacrifices of Bahá'ís who wanted to give this beautiful gift to all the peoples of the world. Briefly discuss: What are some other gifts to the world that are made possible through the Bahá'í funds? List student ideas on chart paper. If desired, add core activities such as study circles, devotional meetings, and Bahá'í classes for children and junior youth. Briefly discuss: How do these gifts help the peoples of the world?
7. Invite volunteers to read aloud the posted quotation twice:

We must be like the fountain or spring that is continually emptying itself of all that it has and is continually being refilled from an invisible source. To be continually giving out for the good of our fellows undeterred by the fear of poverty and reliant on the unfailing bounty of the Source of all wealth and all good—this is the secret of right living.
8. Assure that students understand the meaning of the words in the quotation; then briefly discuss: Why should we be like a fountain? What are some examples of times that we've given our time, our talents, or some treasure to someone else and found it unexpectedly restored? Would we say that our gift was a sacrifice? Why or why not? What is that invisible Source of all wealth and all good?
8. Provide students with colored paper, wooden craft tiles or bits of colored paper, and glue. Invite them to create their own fountain from these materials. Encourage them also to copy part of the quotation onto this same paper.
9. Read aloud the story on Resource Page 167 as students work. In the whole group, briefly discuss: What did the servant sacrifice? What did he gain? What do we sacrifice when we give to the Bahá'í fund? What do we gain? Who knows about an additional fund called Huqúqu'lláh? Explain that the class will learn more about that special fund in the next class.
10. Encourage students to share their fountains and to either retell the Ayas story or share the example of the seed with at least one other person before the next class. Encourage them also to decide whether to keep their fountains as a reminder of the power of giving or to give them as an unexpected gift to another person.
11. Conclude the activity with favorite songs and prayers.

Shoghi Effendi, *Principles of Bahá'í Administration*, p. 20

ACTIVITY 2: WHAT IS THE RIGHT OF GOD?

**KNOWLEDGE OBJECTIVES:** To know from the Bahá'í writings the nature of Huqúqu'lláh as the Right of God and some of its other unique and special features; To know from the Bahá'í writings that Huqúqu'lláh and its payment is distinct from and has priority over all other funds

**SPIRITUAL PERCEPTION OBJECTIVE:** To perceive that developing a regular habit of contributing service and contributing to the Bahá'í fund can prepare oneself both to donate generously to the funds of the Bahá'í Faith and to make one's payment of Huqúqu'lláh upon maturity

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of Bahá'í sacred writings; Use of consultation; Use of peer teaching; Use of manipulatives; Involve service

SUGGESTED TIME FOR ACTIVITY: 60 MIN.

**Materials Needed:**

- Copies of Resource Page 168
- Chart paper and markers
- Small food items (peanuts, almonds, popcorn, raisins, etc.) to serve your class, plus a dish with 100 extra food items
- Spoons
- Napkins
- 4" strips of chart paper
- Masking tape

1. Welcome students. Invite them to share spiritual highlights of their week: Did they notice people around them giving generously or sacrificially to others? Did they also notice examples of generosity or sacrifice in the world of nature? Acknowledge all.
2. Write the words "Huqúqu'lláh" and the "Right of God" on chart paper. Briefly discuss: What is the meaning of these words?
3. Serve students their snack: then ask: Do we have the necessary amount? Can we agree that our basic needs are met? Refer to the dish of extra items: Can we agree that these are extra?
4. Invite students to imagine that they are all (peanut, almond, popcorn, raisin, or whatever you have given them) farmers. Explain that we need several things to be able to grow peanuts (or other item), including a strong, healthy body so we can plant and tend the peanuts; seeds; water; air; sunshine; and the beautiful earth for planting. Divine Bounty provides all these things.

So when the peanuts grow and we harvest them, it is God who made it all possible. After we meet our own needs, imagine that we have 100 extra peanuts. With all that God has given us, could we agree to give 19 of these extra peanuts back to God to help others?

5. When they answer yes, go on to say, "Now let's pretend that you have a job and you've earned enough to take care of yourself and your family. You have 100 dollars left. The same Divine Bounty gave you a strong and healthy body so that you could work hard at your job; air to breathe; clothes to wear; friends and family to care for you; and a beautiful planet to call home. Do you think that with all that God gave to you that you could give 19 dollars to help build a world of peace, justice, and love for everyone?"
6. Invite students to use spoons to carefully count 19 items from the dish of 100. Set these aside and then distribute the remaining 81 items to the class. Explain that the Right of God is 19%, or 19 out of every 100 dollars that we have left after we meet our necessary expenses. Briefly discuss: 19% is similar to which simple fraction?

**TOPIC: DISTINCTION BETWEEN THE BAHÁ'Í FUND AND HUQÚQU'LLÁH**

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7. Explain that Huqúqu'lláh is an Arabic word that means “the Right of God.” Individuals pay Huqúqu'lláh directly to the Head of the Bahá'í Faith. Encourage students to turn to the person beside them and think of 2 questions to ask about the Right of God. Allow time to think and work, and then invite students to share their questions in the whole group. Record these questions on chart paper to answer over the next several classes.
8. Provide students with copies of Resource Page 168. Organize students in teams of two. Assign each team with responsibility for 1–2 of these quotations. Encourage them to read these quotations aloud twice and underline important words. Circulate as students work to provide encouragement and assistance as needed.
9. Then provide teams with chart paper and markers and encourage them to write in their own words the meaning of their quotation or quotations, and add illustrations as desired. Continue circulating to assist as needed.
10. Invite students to present their quotations in the whole group. Applaud all! Save these posters for the next activity.
11. Briefly discuss: Which of our questions have we answered? Make a check mark by the questions that have been answered and save this list for the next class.
12. Remind students that in addition to money and other treasures, we have our talents and our time. Encourage students to turn again to the person beside them. Encourage them to think of all the good deeds that they've noticed from each other in Bahá'í class. Encourage them also to think of simple jobs that they could do in their homes, at school, or in their neighborhood. Provide each team with 3 strips of chart paper. Encourage them to write one of these actions on each strip of paper.
13. When students are ready, invite the teams to read their suggestions aloud and then to use masking tape to post their strips on the wall or another surface.
14. Encourage students to voluntarily select one of these actions to complete in their extra time during the coming week, in the same spirit that they would contribute Huqúqu'lláh. Invite students to take home their selected service strip as a reminder of their choice. If several students would like the same service strip, invite them to make another strip with their selected service on it. Explain that you would like them to be able to choose because Huqúqu'lláh is freely given. Briefly discuss: In what way does this voluntary selection help prepare us to pay the Right of God when we attain maturity? In what way is our service to others the same as service to God?
15. Conclude the activity with favorite songs and prayers.

ACTIVITY 3: HUQÚQU'LLÁH AND THE BAHÁ'Í FUNDS

**KNOWLEDGE OBJECTIVE:** To know from the Bahá'í writings that Huqúqu'lláh and its payment are distinct from and have priority over all other funds

**SPIRITUAL PERCEPTION OBJECTIVE:** To distinguish differences and similarities between the Bahá'í fund and Huqúqu'lláh

**ELOQUENT SPEECH OBJECTIVE:** To be able to articulate to others how the funds and Huqúqu'lláh are two separate elements, each with its own distinguishing features

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

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

**Materials Needed:**

- Chart paper and markers
- 2 sets of small items, such as 2 colors of paper clips, plastic beads, or pebbles, or nuts and bolts, with 10 items in each set
- Posters made in Activity 2, pp. 162–63 of this Lesson Planning Guide, if available
- Posters made in Activity 2, for the topic “The Importance of Contributing to Bahá'í Funds,” pp. 142–43 of this Lesson Planning Guide, if available
- Reference Copies of Resource Pages 150 and 151 from previous topic
- Pitcher of water and drinking glasses for students

**Advance Preparation:**

Research answers to any remaining questions that students identified in Step 7 of the previous activity using the website <http://www.usbnc.org/huququallah/index.asp> (Bahá'í ID required) or by asking your Huqúqu'lláh representative.

1. Welcome students. Invite them to think and then to share: What are some bounties that we feel we've received when we offer service to others? Acknowledge all.  
After all teams are ready, invite them to share the main idea in the whole group. Record important facts about the Bahá'í fund and Huqúqu'lláh in 2 columns on chart paper. Acknowledge all.
2. Distribute reference copies of Resource Pages 150 and 151 from the previous topic, “The Importance of Contributing to Bahá'í Funds.” If posters from the previous activities are available, provide students with a few minutes to refresh their memories. Then invite students to share again the main ideas of their posters in the whole group. Record important facts about the Bahá'í fund and Huqúqu'lláh in 2 columns on chart paper. Acknowledge all.
3. If posters made in previous activities are not available, encourage small teams of students to carefully read 1 quotation on each of the Resource Pages, and then to tell you the meaning of that quotation.
4. Refer to the list of questions from Activity 2. Briefly address questions still requiring answers. If desired, add main points to the chart created above.
5. In the whole group, briefly discuss: What are some ways that Huqúqu'lláh and the Bahá'í funds are the same? What are some ways that they are different? Draw lines to connect the similar facts about each of these sacred funds.
6. Organize the class into 2 teams. Encourage students in each team to stand in a line, facing forward. Provide the first student in each line with 5 items of one set (e.g., black paper clips) for one hand, and 5 items of the other set (e.g., red paper clips) for the other hand.

## TOPIC: DISTINCTION BETWEEN THE BAHÁ'Í FUND AND HUQÚQU'LLÁH

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Decide which item represents the fund and which item represents Huqúqu'lláh. The goal will be to pass all these items to the back of the line and then to the front again by deciding whether certain facts are true about the fund, Huqúqu'lláh, both, or neither.

7. Explain that you will read aloud phrases that may pertain to the Bahá'í fund and to Huqúqu'lláh, based on the chart created in Step 2 or 3 above, according to the following parameters:
  - All people in line must decide whether the phrase pertains to the fund, to Huqúqu'lláh, to both, or to neither and call suggestions to the person at the front of the line. The person at the front of the line takes these suggestions into account as well as her or his own understanding, and passes a red or black clip over the right or left shoulder.
  - Items may be passed only over the designated shoulder and only using the designated hand. For example the left-hand item may be passed only over the left shoulder and received by the left hand of the next person in line.
  - If the fact is true about the fund, pass one of the appropriate items (e.g., black paper clip) over the left shoulder to the next person in line, and to the next, and so on until it reaches the last person in that line.
  - If the fact is true about Huqúqu'lláh, pass one of the appropriate items (e.g., red paper clip) over the right shoulder to the next person in line, and to the next, and so on until it reaches the last person in line.
  - If the fact is true about both, pass one of both items (e.g., red and black paper clips) to the next person in line.
  - If the statement is not true about either Huqúqu'lláh or the Bahá'í fund, pass nothing.
  - All items of either type must be passed all the way to the back of the line before any of those items may be passed forward. After the last person in the line receives all 5 black items, that person starts sending them back to the front of the line in response to subsequent statements from the teacher. It is possible to have red items going backwards over the right shoulder while black items are moving forward over the left shoulder or vice versa.
- Teachers allow polite confusion to reign rather than provide the answers. The game is over when all items are back in the original position. At that point the class may refer to Resource Pages 150 and 151 to clarify remaining questions. Applaud all!
8. Invite students to find a comfortable position to read aloud the story on Resource Page 169. After reading the story, read aloud the following quotation:

We must be like the fountain or spring that is continually emptying itself of all that it has and is continually being refilled from an invisible source. To be continually giving out for the good of our fellows undeterred by the fear of poverty and reliant on the unfailing bounty of the Source of all wealth and all good—this is the secret of right living.

*Shoghi Effendi, Principles of Bahá'í Administration, p. 20*

Briefly discuss: How were these two young people like a fountain or spring?
9. Pour a glass of water for all students and teachers. Briefly discuss: What would happen if we didn't drink this fresh water but left it in the glass for a week or two? Why must we be like a fountain or a spring? What are some ways to generate enthusiasm for the funds and for Huqúqu'lláh while also respecting the dignity of the Cause of God?
10. Invite students to find a way to share information about Huqúqu'lláh and the Bahá'í fund with family members or friends before the next class.
11. Conclude the activity with favorite songs and prayers.

**GOAL: TO UNDERSTAND THE PURPOSE AND IMPORTANCE OF THE BAHÁ'Í FUND**

**TOPIC: DISTINCTION BETWEEN THE BAHÁ'Í FUND AND HUQÚQU'LLÁH**

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Resource Pages

Activity 1: The Fountain



Photo courtesy of Ray and LaNelma Johnson



Activity 1: The Fountain

### The Box of Jewels

Once upon a time, there was a king who went out to hunt with all the members of his cabinet, the diplomats, the officials of the court and a large number of important personages, especially invited for this occasion. As the king intended to stay in the country all summer he ordered the master of ceremonies to take the imperial tent which was a wonderful work of art, for the king on important occasions had ordered the inside walls and the ceiling of this royal tent to be decorated with hundreds of precious jewels. Finally after many days of preparation the imperial caravan, which was more than a mile long, started out. The king headed the procession. After him came the cabinet ministers, the diplomatic corps, the courtiers and the guests. They had to travel six days before they could reach the hunting ground. On the fourth day of traveling it so happened that the horse carrying the box of jewels was toward the end of the caravan. After three hours' march the king looked around and to his apparent surprise, found no one with him but Ayas and he observed the caravan more than half a mile away from him surrounded with dust and in great confusion.

“What is this?” asked the king.

“Half an hour ago,” Ayas humbly answered, “the box with the jewels fell from the back of the horse and all the precious stones were scattered on the ground. Then I saw that a wild scramble followed, everyone forgot his duty and each one tried to collect those jewels.”

The king did not move nor show that an extraordinary even had happened. “Ayas!” the king said after a few moments of reflection, “Why did you not join them and get a portion of the spoil? Are they not precious jewels?”

“Yes, my lord! Those jewels are good for them, I preferred to be with thee. Thou art the greatest jewel of my life.”

From the Diary of Mirza Ahmad Sohrab, 8 July 1913, as published in  
“Stories told by ‘Abdu’l-Bahá,” *Star of the West*, vol. 9, no. 18, p. 203

Activity 2: What Is the Right of God?

1. Beseech ye God that He may enable everyone to discharge the obligation of Huqúq, inasmuch as the progress and promotion of the Cause of God depend on material means.

Bahá'u'lláh, *Compilation on the Huqúqu'lláh*, no. 1

2. This ordinance is binding upon everyone, and by observing it one will be raised to honor inasmuch as it will serve to purify one's possessions and will impart blessing, and added prosperity.

Bahá'u'lláh, *Compilation on the Huqúqu'lláh*, no. 42

3. As to the Huqúqu'lláh: This is the source of blessings, and the mainspring of God's loving-kindness and tender love vouchsafed unto men.

Bahá'u'lláh, *Compilation on the Huqúqu'lláh*, no. 29

4. The Right of God is an obligation upon everyone. . . . However, it is not permissible to solicit or demand it. If one is privileged to pay the Huqúq, and doeth so in a spirit of joy and radiance, such an act is acceptable, and not otherwise.

Bahá'u'lláh, *Compilation on the Huqúqu'lláh*, no. 38

5. The payment of the Right of God is conditional upon one's financial ability. If a person is unable to meet his obligation, God will verily excuse him. He is the All-Forgiving, the All-Generous.

Bahá'u'lláh, *Compilation on the Huqúqu'lláh*, no. 24

6. After one has paid all his necessary expenses 19% of what is left is . . . given as Huqúq.

'Abdu'l-Bahá, *Compilation on the Huqúqu'lláh*, no. 78

7. Thus every true and sincere believer will offer Huqúq to be expended for the relief of the poor, the disabled, the needy, and the orphans, and for other vital needs of the Cause of God, even as Christ did establish a Fund for benevolent purposes.

'Abdu'l-Bahá, *Compilation on the Huqúqu'lláh*, no. 75

8. To offer contributions towards this end [in support of the activities of the Spiritual Assembly] is one of the pressing requirements of the Cause of God, is deemed highly essential, and is of fundamental importance. Next to the payment of the Huqúq it is the obligation of every Bahá'í.

Shoghi Effendi, *Compilation on the Huqúqu'lláh*, no. 79

9. . . . The Right of God . . . is offered through the Universal House of Justice as the Head of the Faith. This fund is used for the promotion of the Faith of God and its interests as well as for various philanthropic purposes.

On behalf of the Universal House of Justice, notes to *The Kitáb-i-Aqdas*, p. 218

## TOPIC: DISTINCTION BETWEEN THE BAHÁ'Í FUND AND HUQÚQU'LLÁH

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### Activity 3: Huqúqu'lláh and the Bahá'í Funds

Mansúr and his friend, Rashíd, were twelve-year-old Bahá'ís. They had heard about the superstructure to be built for the Shrine of the Báb and knew that the adults were trying to collect as much money as they could to send to the Holy Land.

The two youngsters became quite excited about the project and decided that they too should contribute for the Shrine. But money was hard to come by and they had to use ingenious methods to put aside a few coins at a time.

Each of the boys managed to donate a regular, though small, amount to the Fund, but neither knew how the other got his money. Years later, when the two met as adults and were not shy of speaking about it, they told each other where those precious coins had come from. Mansúr recounted that, as they did not have the facility for having a hot bath in their home, his father would give him money to go to the public bath once a week. Mansúr somehow managed to have a bath at home one week and go to the public bath the next. The money he saved in this way went for the Shrine of the Báb.

Rashíd saved on raisins. In those days certain items of food were difficult to obtain in Iran. Among them was sugar, so many people took raisins with their tea. Every time Rashíd was given a handful of raisins to have with his glass of tea, he would eat only a very few and put the rest in a box. When the box was full, he would take it to his father who would buy the raisins from him. And, knowing the reason why Rashíd was selling his raisins, his father was always generous in the price he paid for them.

Gloria Faizi, *Stories about Bahá'í Funds*, pp. 35–36

**GOAL: TO UNDERSTAND THE PURPOSE AND IMPORTANCE OF THE BAHÁ'Í FUND**

**TOPIC: DISTINCTION BETWEEN THE BAHÁ'Í FUND AND HUQÚQU'LLÁH**

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**LIST OF ADDITIONAL RESOURCES**

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**Books, Stories, and Articles:**

*Brilliant Star* magazine:

“Dearly Loved Friends,” Jul/Aug 1991

The Universal House of Justice (compiled by), *Bahá'í Funds: Contributions and Administration*

National Spiritual Assembly of the Bahá'ís of the United States, Office of the Treasurer, *Sacred Trust:*

*A Destined Recompense and Sure Reward*

National Spiritual Assembly of the Bahá'ís of the United States, Office of the Treasurer, *Stewardship and Development*

Gloria Faizi, *Stories about Bahá'í Funds*

**Poetry:**

*Brilliant Star* magazine:

“Sweetest Word,” Sep/Oct 1996

**Other Favorite Resources:**

If you find any additional resources, please notify the Office of Education and Schools at the Bahá'í National Center, email [SCHOOLS@usbnc.org](mailto:SCHOOLS@usbnc.org), or submit your findings to the Core Curriculum website, [www.core-curriculum.org](http://www.core-curriculum.org).

**TO KNOW THE HISTORY AND PURPOSE  
OF THE LAW OF HUQÚQU'LLÁH  
RECIPROCITY AND MUTUAL ASSISTANCE  
IN BUILDING THE  
WORLD ORDER OF BAHÁ'U'LLÁH**

**SPIRITUAL QUALITIES RELEVANT TO THIS TOPIC:  
COOPERATION, GENEROSITY**

Say: O people, the first duty is to recognize the one true God—magnified be His glory—the second is to show forth constancy in His Cause and, after these, one's duty is to purify one's riches and earthly possessions according to that which is prescribed by God.

*Bahá'u'lláh, Compilation on the Huqúqu'lláh, no. 31*

. . . Cooperation and reciprocity are essential properties which are inherent in the unified system of the world of existence, and without which the entire creation would be reduced to nothingness. . . .

And thus when contemplating the human world thou beholdest this wondrous phenomenon shining resplendent from all sides with the utmost perfection, inasmuch as in this station acts of cooperation, mutual assistance and reciprocity are not confined to the body and to things that pertain to the material world, but for all conditions, whether physical or spiritual. . . . The more this interrelationship is strengthened and expanded, the more will human society advance in progress and prosperity. . . .

This is the basic principle on which the institution of Huqúqu'lláh is established, inasmuch as its proceeds are dedicated to the furtherance of these ends.

*'Abdu'l-Bahá, Compilation on the Huqúqu'lláh, no. 61*

## Learning Objectives and Suggested Activities



### KNOWLEDGE OBJECTIVES

- To know from the Bahá'í writings the importance of reciprocity, mutual assistance, and cooperation
- To know the various projects and institutions that will bring about the world order of Bahá'u'lláh, such as schools, houses of worship and the buildings of the arc on Mt. Carmel
- To become familiar with some of the current Bahá'í-sponsored projects around the world

### SUGGESTED LEARNING ACTIVITIES

- Discuss the importance of reciprocity, mutual assistance, and cooperation in the world of being and share some of the Bahá'í writings on this topic.
- Read selection no. 61 in the *Compilation on the Huqúqu'lláh* with students. As each physical image is described, invite students to draw their perception of it.
- Memorize passages from the Bahá'í writings on these themes.
- Learn the definitions of reciprocity, mutual assistance, and cooperation.
- Read passages from the writings of 'Abdu'l-Bahá about the importance of Bahá'í-sponsored projects and their relationship to world order of Bahá'u'lláh.
- Research Bahá'í news sources, journals, and videos to identify various projects throughout the Bahá'í world, and discover the needs that these projects address.



### WISDOM OBJECTIVES

- To identify difficulties faced by human society because of the imbalance in the distribution of resources
- To understand the necessity for providing the members of society with assistance, attention, and care
- To understand the necessity of resources to build and support spiritual and social projects

### SUGGESTED LEARNING ACTIVITIES

- Give examples from the lives of Bahá'u'lláh and 'Abdu'l-Bahá of providing assistance to those in need.
- Make a collage or draw scenes on poster board, with one side showing people in distress and the other showing people helping one another.
- Identify examples of cooperation and mutual assistance in local community or at school.
- Tell stories or show videos which illustrate the difficulties caused by the extremes of wealth and poverty.
- Discuss passages from the Bahá'í writings on the elimination of the extremes of wealth and poverty, and relate this to the importance of Huqúqu'lláh.
- Investigate costs of Bahá'í projects and how funds are made available to support them.
- Prepare a visual display showing the progression of some of the projects supported by Bahá'í funds.



## SPIRITUAL PERCEPTION OBJECTIVES

- To gain insight into how Huqúqu'lláh is an effective agent for fair and equitable distribution of wealth and provides for the remediation of societal problems
- To reflect on one's own role in reciprocity, mutual assistance, and cooperation
- To discern the interconnection between the development of the Cause of God and the peace and unity of the world

### SUGGESTED LEARNING ACTIVITIES

- Share ideas on the changes that will take place in the world when mutual assistance and cooperation are fully developed in the governance of the world. Make dioramas which illustrate this vision of what the community will look like in the future.
- Explore ways to cooperate and mutually assist others. Demonstrate this through drama.
- Play a game that requires cooperation to achieve a purpose.
- Create a two-sided poster; showing the world with and without Bahá'í timely contributions.
- Make a diorama of the arc on Mt. Carmel or another Bahá'í project and relate it to the fact that material means are necessary for its maintenance and continued development.



## ELOQUENT SPEECH OBJECTIVES

- To articulate the importance of cooperation and collaboration in all human affairs
- To explain the purpose and function of Huqúqu'lláh in establishing unity and justice in the world
- To develop patterns in personal life reflecting the qualities of sharing and giving, and a consciousness of the importance of social justice
- To articulate the importance of using material means for building the world order of Bahá'u'lláh

### SUGGESTED LEARNING ACTIVITIES

- Prepare a speech regarding the necessity of cooperation and collaboration in all affairs.
- Share with family members the manner in which Huqúqu'lláh will bring unity and justice to the world.
- Write an article for a school newspaper on the connection between cooperation and collaboration, and justice and unity.
- Write a letter of appreciation to groups or organizations in the local community or at school to acknowledge their contributions to the community.
- Keep a journal of personal progress toward achieving our goals.
- Adopt a special Bahá'í project currently underway, and identify its purpose and material needs. Follow its development, make a special fund to support it, and chart the connection between continued contributions and the progress and spiritual impact of this project on the world.
- Display or perform work at the Bahá'í Center or community activities.

## TOPIC: RECIPROCITY AND MUTUAL ASSISTANCE

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### Sample Activities

#### ACTIVITY 1: RECIPROCITY AND COOPERATION

**KNOWLEDGE OBJECTIVE:** To know from the Bahá'í writings the importance of reciprocity, mutual assistance, and cooperation

**SPIRITUAL PERCEPTION OBJECTIVE:** To reflect on one's own role in reciprocity, mutual assistance, and cooperation

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

SUGGESTED TIME FOR ACTIVITY: 60 MIN.

**Materials Needed:**

- Sturdy paper with alphabet letters, as described below
- Hula hoops, rope, yarn, old towels, or other means for designating space
- Large open space, indoors or outdoors

**Advance Preparation:**

For each team of 2–4 students: Write the words RECIPROCITY and COOPERATION in large letters on sturdy paper, with one letter on each piece of paper. Write the entire alphabet on additional sheets of sturdy paper, one letter on each piece of paper. Thus each team will need 49 separate sheets of paper. Used paper works well for this activity.

If your class is small, the whole class may function as a single team.

Identify a starting line and end space; place the pile of alphabet letters for each team within a limited space marked by a hula hoop, rope, yarn, old towels, etc., at the end space.

1. Welcome students. Begin the activity with favorite songs and prayers, including a musical round, such as God Sufficeth, Soon Will All that Dwell on Earth, Row, Row, Row Your Boat, Make New Friends but Keep the Old, etc. Briefly discuss: How did we cooperate with each other in singing this round? What are some other examples of cooperation that we've seen in the world around us—in people and in nature—over the past week? Why is cooperation so important?
2. Explain that 'Abdu'l-Bahá tells us that:  
... Co-operation, mutual aid and reciprocity are essential characteristics in the unified body of the world of being, inasmuch as all created things are closely related together and each is influenced by the other or deriveth benefit therefrom, either directly or indirectly.
3. Invite students to work together to demonstrate cooperation, mutual aid, and reciprocity. Encourage students to stand in pairs, facing each other, with their hands up and open. With their feet firmly planted, encourage them to rock toward each other so that their hands meet, and then bounce back into their original position. Repeat several times. Briefly discuss: How did we cooperate and assist each other? Did we notice our reciprocal—or mutual—actions? What makes this movement fun?

*'Abdu'l-Bahá, Compilation on the Huqúqu'lláh, no. 61*



**GOAL: TO KNOW THE HISTORY AND PURPOSE OF THE LAW OF HUQÚQU'LLÁH**  
**TOPIC: RECIPROCITY AND MUTUAL ASSISTANCE**

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4. Invite the same pairs to sit on the floor facing each other. Encourage them to touch the soles of their feet together and clasp hands; then pull each other into a standing position. Briefly discuss: How did we demonstrate cooperation and mutual aid?
5. Encourage students to form groups of 3–4 to complete the same process described in Step 4. Discuss again: How did we demonstrate cooperation, mutual aid, and reciprocity? Could we be successful if we didn't help each other?
6. Invite students into the large open indoor or outdoor area. Organize students into teams of 2–4 students. Present the challenge of using their full powers of cooperation and mutual aid in a relay race to assemble the words “cooperation” and “reciprocity” from the pile of random letters and then to use those words in a sentence, following these parameters:
  - Team members stand in a line at the starting point. They will take turns following teachers' directions to run, skip, hop, etc., to the pile of letters and select one of the letters necessary to form the target words.
  - Teachers designate the particular pace for each round: running, skipping, jumping, hopping on one leg, giant steps, backward steps, baby steps, etc., and say “go” to start the race.
  - Teachers may suggest that students get all the vowels first, then all the consonants.
  - Teams race to collect all the letters and then assemble them into the target words. Encourage teams to assist each other as appropriate. The goal is victory for all.
  - Teams must use the target words in a sentence to complete the challenge. Applaud all!
7. Provide students with copies of Resource Page 181. Invite them to follow along as you read aloud the words of ‘Abdu’l-Bahá. Pause after each paragraph to discuss briefly: What is ‘Abdu’l-Bahá telling us? Can we think of examples that illustrate the truth of these statements?
8. Invite students to turn to the person beside them. Encourage these teams to write one true statement on the bottom of Resource Page 181 that uses the words cooperation and reciprocity. After allowing time for teams to write their statements, invite them to share these statements in the whole group. Applaud all!
9. Encourage students to look for examples of cooperation and reciprocity in the people around them during the coming week. Encourage them to acknowledge these actions by using the words “cooperation” and “reciprocity” in a sentence of appreciation once a day between now and the next class.
10. Invite the students to practice using these words in sentences by stating one example of cooperation and reciprocity they've observed in the person to their right. Go around the class, with students and teachers acknowledging the person to their right.
11. Conclude the activity with favorite songs and prayers.

## TOPIC: RECIPROCITY AND MUTUAL ASSISTANCE

### ACTIVITY 2: DEMONSTRATING COOPERATION AND RECIPROCITY

**KNOWLEDGE OBJECTIVE:** To know from the Bahá'í writings the importance of reciprocity, mutual assistance, and cooperation.

**WISDOM OBJECTIVE:** To understand the necessity for providing the members of society with assistance, attention, and care

**SPIRITUAL PERCEPTION OBJECTIVE:** To reflect on one's own role in reciprocity, mutual assistance, and cooperation

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of Bahá'í sacred writings; Use of the arts; Use of consultation; Engage the heart and mind; Use of stories

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

**Materials Needed:**

- Copies of Resource Page 182, for each student
- Chart paper and markers
- Blank paper
- Pens, pencils, markers, crayons, pastels, and other art materials as desired
- Strips of colored paper
- Tape or stapler
- Core Curriculum storybook: *Bahá'u'lláh*, vol. 1 or 2

**Advanced Preparation:**

Begin to consider opportunities—such as opening devotions for the local Bahá'í school, a Nineteen Day Feast, or devotional meeting—for students to share their Cooperation and Caring Chain, to be completed over the next several weeks.

1. Welcome students. Invite them to share examples of times that they used the words “cooperation” and “reciprocity” to acknowledge the contributions of others. Did they also find other ways to acknowledge the contributions of the people around them? How do people respond when we see the good in them?
2. Invite students to begin to make a Cooperation and Caring Chain to acknowledge the power of cooperation and reciprocity to build a better world. Provide students with strips of colored paper. Invite them to:
  - Write the name of the individuals they acknowledged over the past week along with a few words describing each person's action.
  - Make links for additional acts of cooperation they've seen in others over the past week, including contributions to the fund or Huqúqu'lláh.
  - Create a link for themselves to document a specific act of cooperation in the past week.
  - Tape or staple these strips to make the links of their chain.
3. As students create their chain, encourage them to recall and share examples of Bahá'u'lláh, 'Abdu'l-Bahá, and the Greatest Holy Leaf contributing to the well-being of the people around them. Acknowledge all.
4. Then provide students with copies of Resource Page 182. Invite several volunteers to read this quotation aloud. Briefly discuss: What is 'Abdu'l-Bahá telling us? Why is cooperation and reciprocity the supreme need of humanity? Record student ideas on chart paper.
5. Encourage students to think of examples in their own school, neighborhood, or community where there is a real need for cooperation. Record these examples on chart paper.
6. In the whole group, discuss: What are some everyday actions that we could take as individuals to show the spirit of cooperation in these situations? Record student ideas on chart paper.

**GOAL: TO KNOW THE HISTORY AND PURPOSE OF THE LAW OF HUQÚQU'LLÁH**  
**TOPIC: RECIPROCITY AND MUTUAL ASSISTANCE**

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7. Encourage students to fold their copy of Resource Page 182 in half. Invite students to draw a picture of a problem in their town or school on one side of their paper and a picture of the solution on the other side. While students work, consider reading favorite stories about Bahá'u'lláh, 'Abdu'l-Bahá, or the Greatest Holy Leaf from the Core Curriculum storybooks.
8. Invite students to share their pictures in the whole group. Applaud all!
9. Encourage students to continue their efforts to show cooperation and fellowship with all people during the coming week. Encourage them to express their appreciation to the people around them. Remind them that they will have the opportunity to add to the Cooperation and Caring Chain at the beginning of the next class.
10. Conclude the activity with favorite songs and prayers.

### ACTIVITY 3: ENCOURAGING COOPERATION AND MUTUAL ASSISTANCE

**ELOQUENT SPEECH OBJECTIVE:** To articulate the importance of cooperation and collaboration in all human affairs

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

SUGGESTED TIME FOR ACTIVITY: 60 MIN.

**Materials Needed:**

- Chart paper and markers
- Strips of colored paper
- Tape or stapler
- Index cards or small pieces of paper
- Nice paper, envelopes, and stamps
- Card stock and other art supplies, as desired
- Phone book or other reference book for looking up addresses
- Cooperation and Caring Chain from Activity 2, if available

**Advance Preparation:**

Bring several articles from the local newspaper or a public school newsletter that describe cooperation in your community or in your school.

Post the following quotations in the classroom:

... Co-operation, mutual aid and reciprocity are essential characteristics in the unified body of the world. . . . This is the basic principle on which the institution of Huqúqu'lláh is established. . . .

*'Abdu'l-Bahá, Compilation on the Huqúqu'lláh, no. 61*

1. Welcome students. Invite them to share the acts of cooperation and reciprocity that they observed in others since the last class. Briefly discuss: Why is it important for us to notice the good deeds of others? What other highlights would we like to share about our week?
2. Invite students to add links to their Cooperation and Caring Chain, described in Step 2 of the previous activity.
3. As students work, carefully read aloud the posted quotation twice. Discuss: How can the institution of Huqúqu'lláh strengthen cooperation in the human family? How can our service, contributions to Huqúqu'lláh and the Bahá'í fund, and teaching others about the Cause of God, help to build a unified world?

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**TOPIC: RECIPROCITY AND MUTUAL ASSISTANCE**

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4. When students have finished adding links to their chain, organize them into small teams. Provide each team with index cards or small pieces of paper. Encourage each team to think of 2–3 examples of cooperation, mutual aid, and reciprocity in their neighborhood or school and to write one example on each index card. Encourage teams to share their examples in the whole group. Acknowledge all.
5. Share information from your local paper or school newsletter about positive actions of individuals and groups. Briefly discuss: How are these people also expressing the principle of cooperation, mutual aid, and reciprocity?
6. Through whole group consultation, encourage students to select one or more of these examples to acknowledge by writing a letter of appreciation as a class.
7. Using chart paper, work together as a class to draft your letter. Design your own letter, perhaps including some of the following ideas:  
Date  
Dear \_\_\_\_\_,  
We believe that cooperation, mutual aid, and reciprocity are essential for building a unified world. We appreciate your actions to \_\_\_\_\_. Thank you for showing that you care!  
Sincerely yours,  
Your Town Bahá'í Class  
Signatures of students and teachers
8. After the class agrees on the wording of your letter, invite students to make one or more copies of this letter to send to your chosen individuals or groups. While some students are copying the letter, invite others to create a gift to enclose with each letter:
  - Select a brief quotation, such as: “Let deeds, not words, be your adorning.” —Bahá'u'lláh
  - Copy the quotation onto nice paper or cards.
  - Decorate the border of the quotation.
9. When the letters are ready, invite all members of the class to sign their names. Write the address, return address, and mail the letters. Briefly discuss: How do we imagine these people will feel when they receive our letter? Do we think it might also influence their actions? Why or why not?
10. Encourage students to continue their efforts to show cooperation and to notice cooperation in others during coming week. Remind them that they will have the opportunity to add to the Cooperation and Caring Chain at the beginning of the next class.
11. Conclude the activity with favorite songs and prayers.

ACTIVITY 4: MATERIAL MEANS FOR BUILDING THE WORLD ORDER OF BAHÁ'U'LLÁH

**KNOWLEDGE OBJECTIVE:** To become familiar with some of the current Bahá'í-sponsored projects around the world

**SPIRITUAL PERCEPTION OBJECTIVE:** To discern the interconnection between the development of the Cause of God and the peace and unity of the world

**ELOQUENT SPEECH OBJECTIVE:** To articulate the importance of using material means for building the world order of Bahá'u'lláh

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

SUGGESTED TIME FOR ACTIVITY: 30 MIN.

**Materials Needed:**

- Chart paper and markers
- Strips of colored paper
- Stapler
- Glue
- Tape
- Scissors
- Articles from local, national, or international Bahá'í newspapers, newsletters, magazines, or websites about the Bahá'í World Center, houses of worship, Bahá'í schools, Bahá'í centers, and Bahá'í activities such as study circles, children's classes, etc.
- Wrapping paper
- Construction paper or other colored paper
- Other art supplies, as desired
- Shoe box or other small sturdy box for each team
- Cooperation and Caring Chain from Activity 2, if available

**Advance Preparation:**

Display the following quotation in the classroom:

... Every true and sincere believer will offer Huqúq to be expended for the relief of the poor, the disabled, the needy, and the orphans, and for other vital needs of the Cause of God, even as Christ did establish a Fund for benevolent purposes.

*'Abdu'l-Bahá, Compilation on the Huqúqu'lláh, no. 75*

Consider the interests of your students and select articles from the sources mentioned above to engage the minds and hearts of your students. Have more articles than students so students will be able to have some choice in the article they read.

Write the questions in Step 4 on chart paper for student reference.

Identify a display area for student dioramas. Decide when and where to share the Cooperation and Caring Chain.

1. Welcome students and begin the class with favorite prayers and songs. Briefly discuss: What difference does it make to consciously look for acts of cooperation, mutual aid, and reciprocity in others? What else would we like to share about our week?
2. Invite students to add links to their Cooperation and Caring Chain, described in Step 2 of Activity 2 for this topic.
3. As students work, read aloud the posted quotation twice. Discuss: How can the institution of Huqúqu'lláh strengthen cooperation in the human family?
4. When students have finished adding links to their chain, organize them into small teams. Invite teams to select an article about a local, national, or international Bahá'í project and find answers to the following questions:
  - What is the project?
  - Where is it?
  - Who does it serve?
  - How is the project supported?

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**TOPIC: RECIPROCITY AND MUTUAL ASSISTANCE**

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5. After allowing students time to work, encourage teams to share information about their project. Acknowledge all.
6. Invite each team to create a diorama about their project:
  - Decide on a few simple shapes—trees, buildings, people, etc.—to cut from colored paper to represent the project.
  - Line the box with colored paper.
  - Wrap the outside of the box with colored paper or wrapping paper.
  - Cut the objects from colored paper, remembering to cut tabs. Fold the tabs and glue, tape, or staple them to the box to create a 3-dimensional display.
  - Label each display with the name of the project.
7. As students complete their work, invite them to collaborate with other teams, as desired.
8. Provide information about when, where, and how students will have the opportunity to display their work. Discuss how students might also present their Cooperation and Caring Chains to the local Bahá'í school or at an upcoming community event.
9. Invite students to conclude the activity with favorite songs and prayers.

GOAL: TO KNOW THE HISTORY AND PURPOSE OF THE LAW OF HUQÚQU'LLÁH  
TOPIC: RECIPROCITY AND MUTUAL ASSISTANCE

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Resource Pages

Activity 1: Reciprocity and Cooperation

. . . Co-operation, mutual aid and reciprocity are essential characteristics in the unified body of the world of being, inasmuch as all created things are closely related together and each is influenced by the other or deriveth benefit therefrom, either directly or indirectly.

Consider for instance how one group of created things constituteth the vegetable kingdom, and another the animal kingdom. Each of these two maketh use of certain elements in the air on which its own life dependeth, while each increaseth the quantity of such elements as are essential for the life of the other. . . .

And thus when contemplating the human world thou beholdest . . . acts of cooperation, mutual assistance and reciprocity are not confined to the body and to things that pertain to the material world, but for all conditions, whether physical or spiritual, such as those related to minds, thoughts, opinions, manners, customs, attitudes, understandings, feelings or other human susceptibilities. . . . The more this interrelationship is strengthened and expanded, the more will human society advance in progress and prosperity. Indeed without these vital ties it would be wholly impossible for the world of humanity to attain true felicity and success. . . .

This is the basic principle on which the institution of Huqúqu'lláh is established. . . .

*‘Abdu’l-Bahá, Compilation on the Huqúqu'lláh, no. 61*

Write a true sentence using the words “cooperation” and “reciprocity.”

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Activity 2: Demonstrating Cooperation and Reciprocity

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

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



**GOAL: TO KNOW THE HISTORY AND PURPOSE OF THE LAW OF HUQÚQU'LLÁH**  
**TOPIC: RECIPROCITY AND MUTUAL ASSISTANCE**

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**LIST OF ADDITIONAL RESOURCES**

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**Books, Stories, and Articles:**

*Brilliant Star* magazine:

“International Bahá’í Schools” Sep/Oct 1993  
“Building the Arc,” Jan/Feb 1995  
“Building the Arc,” Jan/Feb 1998  
“We May Not Know . . .” Jan/Feb 1998  
“In the Center of the Arc,” Jan/Feb 1998

“Building Mount Carmel,” Mar/Apr 2000  
“The Buildings on the Arc,” Mar/Apr 2000  
“Fariburz Sahba,” Mar/Apr 2000  
“Building Mount Carmel,” Mar/Apr 2000  
“Stuart Sustainable and Gabriella,” Jul/Aug 2005

Jacqueline Mehrabi, *Mount Carmel: Whatever Is Happening?*

**Worksheets and Coloring Pages:**

*Brilliant Star* magazine:

“Cooperative Creatures,” Mar/Apr 2007

**Activities:**

*Brilliant Star* magazine:

“Cooperation Coloring,” Jan/Feb 1992  
“Arc on Mount Carmel,” Sp Ed 1992  
“Hummingbird Arc Project,” May/Jun 1992  
“Haiku for Humanity,” Jul/Aug 1999

**Music:**

*Brilliant Star* magazine:

“It’s Up to Me!” Sp Ed 1998  
*Down the Do-Re-Mi*, “Two Hands, Four Hands”  
*Teaching Peace*, “Shake Your Brains”  
*We Want to Grow Up*, “Together”

**Games:**

*Brilliant Star* magazine:

“Make the Arc Game,” May/Jun 1991  
“Building Communities,” Sp Ed 1999  
“Peace on the Playground,” May/Jun 2002  
“Friendly Fun Games,” Sep/Oct 2002

**Other Favorite Resources:**

If you find any additional resources, please notify the Office of Education and Schools at the Bahá’í National Center, email [SCHOOLS@usbnc.org](mailto:SCHOOLS@usbnc.org), or submit your findings to the Core Curriculum website, [www.core-curriculum.org](http://www.core-curriculum.org).



**TO KNOW THE HISTORY AND PURPOSE  
OF THE LAW OF HUQÚQU'LLÁH**

**PERSONAL OBLIGATION AND OUTCOMES  
OF THE LAW OF HUQÚQU'LLÁH**

**SPIRITUAL QUALITIES RELEVANT TO THIS TOPIC:  
JOY, RADIANCE, HUMILITY, LOWLINESS**

Huqúqu'lláh is indeed a great law. It is incumbent upon all to make this offering, because it is the source of grace, abundance, and of all good. It is a bounty that shall remain with every soul in every world of the worlds of God, the All-Possessing, the All-Bountiful.

*Bahá'u'lláh, *Compilation on the Huqúqu'lláh*, no. 7*

. . . Should anyone offer Huqúqu'lláh with utmost joy and radiance, manifesting a spirit of resignation and content, his offering shall be acceptable before God . . . and a source of prosperity and blessing. Happy are they that have observed My commandments. . . .

. . . Benevolent acts are treasures preserved with God for the benefit of those who act. Blessed is the servant or maidservant who have fulfilled their obligation in the path of God our Lord, the Lord of all worlds. . . . The right of God must be paid whenever possible and should be offered with a spirit of joy and radiance. Those that are unable to pay will be invested with the ornament of His forgiveness.

*Bahá'u'lláh, *Compilation on the Huqúqu'lláh*, no. 40*

## Learning Objectives and Suggested Activities



### KNOWLEDGE OBJECTIVES

- To know Huqúqu'lláh is a spiritual obligation for all Bahá'ís like prayer, fasting, and pilgrimage
- To know from the Bahá'í writings the promised outcomes to those who pay Huqúqu'lláh with joy and radiance

### SUGGESTED LEARNING ACTIVITIES

- Share quotations about Huqúqu'lláh being a spiritual law. Decorate and display them.
- Make a hanging mobile of spiritual laws, including Huqúqu'lláh, and decorate each item with a short quotation and beautiful borders.
- Share passages from the Bahá'í writings which describe the promised outcomes for the individual who pays Huqúqu'lláh with joy and radiance.
- In teams, make lists of these promised outcomes. Regroup and compare these lists, making one large list to compile into a small booklet.
- Use magnetic strips to demonstrate attraction, comparing payment of Huqúqu'lláh as a magnet that attracts divine blessings and confirmation. Then invite students to create magnetized quotations to display on their refrigerators.



### WISDOM OBJECTIVES

- To understand from the Bahá'í writings the spiritual qualities necessary for offering Huqúqu'lláh
- To understand how obedience to this law is a source of transformation for the individual

### SUGGESTED LEARNING ACTIVITIES

- Research the Bahá'í writings and make a list of spiritual qualities upon which the payment of Huqúqu'lláh depends.
- Compare obeying the law of Huqúqu'lláh to obeying other laws. Draw conclusions as to the similarities and differences.
- Make a group chart showing the personal and social benefits of obeying this law.
- Discuss the process of spiritual transformation of the individual.
- Relate the payment of Huqúqu'lláh, as well as obedience to other Bahá'í laws, as a source of spiritual transformation. Use the analogy of a caterpillar to a butterfly.
- Discuss the meaning of purifying one's possessions and create stories or images representing this statement.
- Read selection no. 39 in *Compilation on the Huqúqu'lláh* and develop a play illustrating how the insincere offerings of kings and queens are not acceptable, whereas a poor one's mustard seed is extolled.
- Compare transformation of the individual with the transformation of society, and discern the similarities and the interrelationships.
- Share the promise that those who fulfill the Trust of God and the Right of God are among the inmates of paradise (see selection no. 26 of the *Compilation on the Huqúqu'lláh*).

## SPIRITUAL PERCEPTION OBJECTIVES

- To perceive how all the laws of Bahá'u'lláh have been revealed for our protection and spiritual development
- To perceive Huqúqu'lláh as evidence of the bounty and love of God
- To discern how Huqúqu'lláh is the means by which God blesses and purifies our material possessions
- To reflect on examples present in the world of nature, and how the benefits of the payment of Huqúqu'lláh revert to those who pay it

### SUGGESTED LEARNING ACTIVITIES

- Make a puzzle in the shape of a 5-pointed star that includes all the spiritual laws of Bahá'u'lláh. Discuss the significance of this shape and that the Báb used it when He revealed a certain prayer for protection.
- Discuss the interrelationship between the various laws of God and how together they create a spiritual shield. Weave colored construction paper to create a tapestry in which strip represents different law.
- Consider examples of sacrifice in nature and create charts indicating how these sacrifices ultimately benefit all, including the originator.
- Compile a list of ways in which we can recognize God's love, including the establishment of Huqúqu'lláh.

## ELOQUENT SPEECH OBJECTIVES

- To articulate how payment of Huqúqu'lláh is a spiritual law
- To articulate to others the outcomes for the individual of payment of Huqúqu'lláh
- To develop the spiritual qualities that enable one to receive the promised outcomes

### SUGGESTED LEARNING ACTIVITIES

- Recite quotations describing Huqúqu'lláh as a spiritual law.
- Display students' artwork.
- As a class, prepare a fireside on the similarities and differences between Huqúqu'lláh and taxation in the modern world.
- At the Nineteen Day Feast or other community gathering, invite the students to share understanding of the spiritual bounties we receive by paying Huqúqu'lláh with joy and radiance.
- Encourage students to develop a personal action plan for developing spiritual qualities.

Sample Activities

ACTIVITY 1: JOY AND RADIANCE, HUMILITY AND LOWLINESS

**KNOWLEDGE OBJECTIVE:** To know from the Bahá'í writings the promised outcomes to those who pay Huqúqu'lláh with joy and radiance

**WISDOM OBJECTIVE:** To understand from the Bahá'í writings the spiritual qualities necessary for offering Huqúqu'lláh

**ELOQUENT SPEECH OBJECTIVE:** To develop the spiritual qualities that enable one to receive the promised outcomes

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

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

**Materials Needed:**

- Chart paper and markers
- Dictionaries, if available
- Copies of the quotations on Resource Page 193, cut apart as described below
- Basket or other dish
- Plain paper

**Advance Preparation:**

Make as many copies of Resource Page 193 as necessary so that you can cut the quotations apart, fold or roll them, and place them in a basket, to ensure that each student has one or more.

Display the following quotation in the classroom:

The one true God—exalted be His glory—hath ever been and will continue to be exalted above every expression of praise and is sanctified from the world of existence and all the riches therein. Whatsoever proceedeth from Him produceth a fruit the benefits of which revert to the individuals themselves. . . . And such benefits will indeed accrue if the Huqúq is offered with the utmost joy and radiance and in a spirit of perfect humility and lowliness.

Bahá'u'lláh, *Compilation on the Huqúqu'lláh*, no. 2

Write the suggestions for student reflection in Step 11 on chart paper for student reference.

1. Welcome students! Consider including the following prayer in your opening devotions:  
O Lord, help me to be meek and lowly, and strengthen me in severing myself from all things and in holding to the hem of the garment of Thy glory, so that my heart may be filled with Thy love and leave no space for love of the world and attachment to its qualities.  
*'Abdu'l-Bahá, Bahá'í Prayers, 1991 U.S. ed., p. 151*
2. Invite students to think carefully about their week and find a time when they felt joy and radiance. If they have difficulty identifying a time of joy and radiance, suggest: If you had a time of joy and radiance, what would it be?
3. When all students have a particular memory in mind, invite them to strike a pose that shows joy and radiance. Applaud all!
4. Next invite them to think of a time when they felt perfect humility and lowliness, or some approximation of those feelings. When students have a memory in mind, invite them to show that feeling with another pose. Acknowledge all.
5. Explain that Bahá'u'lláh tells us that great benefits come to the souls that offer Huqúqu'lláh with the utmost joy and radiance and in a spirit of perfect humility and lowliness. Briefly discuss: What does our society—as we see it on television—tell us about joy and radiance? About humility and lowliness? Do we think these ideas are always true?

TOPIC: PERSONAL OBLIGATION AND OUTCOMES OF THE LAW

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6. Read aloud the posted quotation twice. Briefly discuss: Bahá'u'lláh tells us that many benefits come to us when we offer the Right of God—Huqúqu'lláh—in a certain spirit. Which spiritual qualities describe that spirit?
  7. Explain that the Manifestations of God and Their loved ones teach us about the spiritual qualities of joy and radiance, humility and lowliness. Briefly discuss: What do these words mean? Can we think of other words that have similar meanings? Invite students to think of positive examples of all these qualities and also to refer to dictionaries, as desired.
  8. Invite students to select one of the quotations from Resource Page 193 from a basket. Encourage them to read it silently to themselves 2–3 times and think about its meaning. Circulate as students work to confirm that they are all able to read and understand the words of their quotation.
  9. In the whole group, invite students to read aloud their quotation with feeling, and then to select one word or very short phrase from the quotation to read aloud a second time. Listen carefully as students read. List their selected words and phrases in a long column on chart paper.
  10. Consider repeating Steps 8–9 if your class is very small.
  11. Read aloud this list of selected words and phrases. Briefly discuss: In what way is our list of words and phrases like a poem? Would we like to give it a title? How does this poem help us to understand these spiritual qualities? Can we think of people who illustrate the power of perfect humility and lowliness or radiance and joy? Do we think perfect humility and lowliness is the same as spinelessness? Do we think that joy and radiance mean playing around all the time?
- If desired, you may mention that historical figures such as Martin Luther King, Jr., Gandhi, and Mother Theresa are known for their humility and their joy. Can we think of other examples?
12. Read aloud the story of Ella Bailey on Resource Page 194. Briefly discuss: How did she show the qualities of humility and lowliness, joy and radiance? What are some blessings that she received?
  13. Play quiet background music. Provide students with paper and invite them to reflect on these spiritual qualities. Encourage them to think deeply and write or draw their reflections on:
    - The many blessings that God has given us.
    - The contributions—including Huqúqu'lláh, time, and talents—that they can offer the Cause of God now and in the future.
    - The importance of offering our gifts with the spirit of joy and radiance, humility and lowliness.
    - Times and places to practice joy and radiance, humility and lowliness.
  14. After allowing time for students to write and draw their reflections, invite them to share some of these reflections in the whole group if they like. Acknowledge all.
  15. Encourage students to continue thinking and to talk with others about their contributions to humanity and the gifts that they will offer the world—gifts of the spirit, gifts of service, and financial gifts including the Right of God.
  16. Consider including the following prayer as part of your closing devotions:

O Lord, help me to be meek and lowly, and strengthen me in severing myself from all things and in holding to the hem of the garment of Thy glory, so that my heart may be filled with Thy love and leave no space for love of the world and attachment to its qualities.

‘Abdu’l-Bahá, *Bahá’í Prayers*, 1991 U.S. ed., p. 151

## TOPIC: PERSONAL OBLIGATION AND OUTCOMES OF THE LAW

### ACTIVITY 2: TRANSFORMATION AND THE GIFT OF GIVING

**WISDOM OBJECTIVE:** To understand that obedience to this law is a source of transformation for the individual

**SPIRITUAL PERCEPTION OBJECTIVE:** To reflect on examples from the world of nature, and how the benefits of the payment of Huqúqu'lláh revert to those who pay it

**ELOQUENT SPEECH OBJECTIVE:** To develop the spiritual qualities that enable one to receive the promised outcomes

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of Bahá'í sacred writings; Use of reflection; Use of consultation; Use of arts and crafts

SUGGESTED TIME FOR ACTIVITY: 60 MIN.

**Materials Needed:**

- Background music
- Core Curriculum storybooks, if available
- 2 clear plastic cups for each student
- Glue
- Scissors
- Colored tissue paper and other paper
- Small twigs that would fit inside the time capsule
- Butterfly stickers, tissue paper, or modeling clay or beeswax to make butterflies
- Small photographs of your students or pictures from magazines, if desired
- Assorted small items such as: sticks, pinecones, pretty rocks, dried or pressed leaves and flowers, stickers, yarn or ribbon, pipe cleaners, wire, chenille sticks, tiny toys or household items, objects to represent various trades or professions, etc.

**Advance Preparation:**

Display the following quotation in the classroom:

Dost thou reckon thyself only a puny form,  
When within thee the universe is folded?

Bahá'u'lláh, quoting the Imam 'Ali in *The Seven Valleys*, p. 34

Create a sample time capsule, as described in Steps 8 and 9.

1. Welcome students. Invite them to share highlights of their week. What are some examples of the spiritual qualities of joy and radiance, humility and lowliness they've seen in the people around them? Would they also like to share the results of their efforts to develop these qualities in themselves? Acknowledge all.
2. Explain that this activity focuses on the process of transformation in ourselves and in the world through our participation in the law of Huqúqu'lláh and by contributing our time, our talents, and our wealth to the Cause of God and the world of humanity. Explain that the class will use the life cycle of the butterfly to illustrate this process.
3. Invite students to think about themselves and their lives and then to answer the question: How are you like the butterfly?  
  
Acknowledge all. Teachers should also respond to this question.



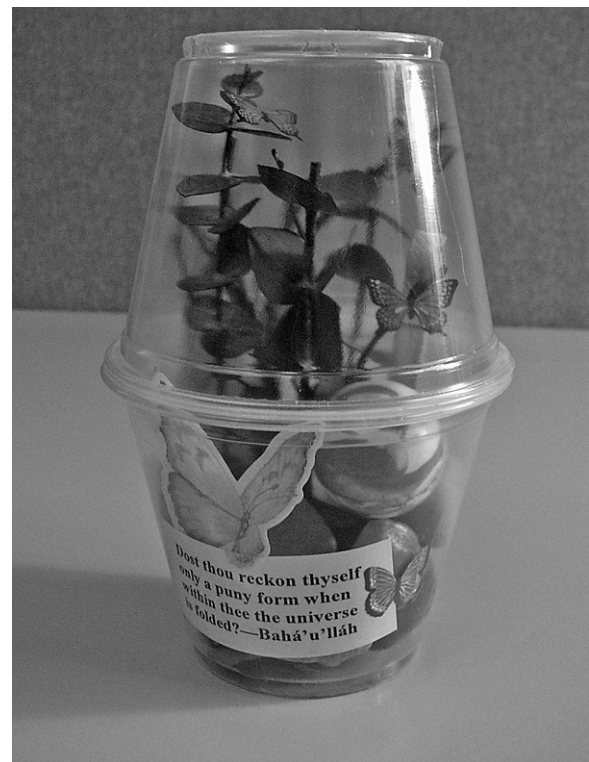
## TOPIC: PERSONAL OBLIGATION AND OUTCOMES OF THE LAW

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4. Invite students to find a comfortable position in the classroom, relax, close their eyes, and use the power of their imagination. Alternatively, you may choose to invite them to act out the words they hear, with closed eyes to avoid distracting each other. Play quiet background music, speak slowly, and pause after each step for students to imagine the life cycle of the butterfly:
- Imagine that you are a tiny, tiny egg sitting on a green leaf in a beautiful meadow. The sun is shining, a gentle breeze is blowing, and you smell the wonderful fragrance of nearby flowers. This day is particularly fine. As you enjoy the beauty of the day, you decide that it is time to come out of your shell.
  - You wiggle and wiggle and wiggle and then find yourself in a new form, the form of a caterpillar. Are you smooth? Are you fuzzy? Are you striped? What are your colors?
  - The sunshine seems brighter now. You can see the magnificent colors of the flowers. Is one especially beautiful? What color is it? What is its fragrance? You feel the dewy freshness of the grass as you start to move across the meadow.
  - You crawl across a rock and feel a different sensation entirely—warm and smooth. And as you move across the meadow, you find many delicious leaves to eat. The days pass. You eat and eat. And one day you decide to leave the meadow.
  - You see a tree at the edge of the meadow and it looks so inviting! You move toward it and begin to climb. You climb over the rough bark of the trunk, onto the branch, and then onto the smooth bark of a twig.
  - You find a special place on the twig and you decide to stay. You spin a silk thread and link it to the twig. You form a secure tent around yourself. Inside your tent—your chrysalis—you feel safe and natural and warm. You stay in this chrysalis for a time. And while you're there you know that you're changing in a new and wonderful way.
  - One day, the warmth of the sun and the freshness of the breeze let you know that it is time to come out. You reach forward and find a little crack in your chrysalis. You push on it and create an opening. You move through it and set your body free.
  - Gradually, slowly you stretch you muscles. You begin to move, and carefully unfold your beautiful wings for the first time. Then, miraculously, you stretch your wings and fly. What are your colors? What is your shape? What joy and delight!
  - From the air, you can see beautiful flowers of all types—red, orange, pink, purple, color upon color. You fly to them. And as you fly from flower to flower, you spread their precious pollen from one flower to the next. This is your service. With this pollen, you make it possible for the flowers to develop fruits and seeds. How happy you are to offer your gift of service to the world! How delicious the nectar that the flowers give you in return! How delightful is this gift of giving!

CONTINUED ON NEXT PAGE ➤

5. Pause, and after a time, invite your students to open their eyes and bring their attention back to the classroom. Discuss the questions: What kind of caterpillar were you—striped or solid, fuzzy or smooth? Could you actually feel the sunshine? And the different sensations of the grass, the rock, and the tree? What was it like in your chrysalis? And then to emerge, open your wings, and fly? How did it feel to know that your service as absolutely necessary to the life of all those beautiful flowers? How is our life cycle like that of the butterfly?
6. Affirm that part of our service now is to prepare for even greater service as adults, as service to God and service to others is the source of our greatest joy. Invite all students to read aloud the posted quotation in turn. Briefly discuss: How does it feel to know that God has enfolded the universe within us?
7. Invite students to work in pairs. Encourage them to work together to identify 2 acts of service in the lives of each—however small they might seem—that have brought them joy in their lives so far. Encourage them also to identify 2 acts of service that they each hope to achieve as adults. Provide paper for students to record these 4 acts of service for each person.
8. Show students the sample time capsule. Invite them to create their own time capsules to acknowledge the contributions that they have made and will make to the world of humanity and to the Cause of God. Invite them to consider the metaphor of the butterfly. Encourage them to think about the talents and capacities that God has placed in them and how they might develop these talents in service to humanity. Remind them of the bounties of Huqúqu'lláh and other financial contributions to the Cause of God. Invite them to express their thoughts and feelings in a time capsule that will remind them of their goals.
9. Invite students to:
  - Arrange pictures, photographs, or a brief quotation in the bottom cup and glue them in place if they like.
  - Use modeling clay, wax, or tissue paper to create a butterfly to rest on a twig leaning against the side of the cup.
  - Arrange stones, pinecones, or small objects to represent the talents and capacities they're developing in service to others.
  - Glue yarn inside the other cup if they'd hang something. Tie or glue that object to the other end of the yarn.
  - When the arrangement is finished, spread glue all around the rim of the bottom cup. Carefully place the top cup onto the glue and press the 2 cups together. Allow the glue to dry.
10. As students work, consider reading stories from Core Curriculum storybooks.
11. Conclude the activity with favorite songs and prayers, perhaps including the song about Huqúqu'lláh on Resource Page 195.



**GOAL: TO KNOW THE HISTORY AND PURPOSE OF THE LAW OF HUQÚQU'LLÁH**  
**TOPIC: PERSONAL OBLIGATION AND OUTCOMES OF THE LAW**

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**Resource Pages**

**Activity 1: Joy and Radiance, Humility and Lowliness**

With faces beaming with joy, hasten ye unto Him.

Bahá'u'lláh, *Gleanings from the Writings of Babá'u'lláh*, p. 136

Be unjust to no man, and show all meekness to all men.

Bahá'u'lláh, *Epistle to the Son of the Wolf*, p. 93

Let the flame of the love of God burn brightly within your radiant hearts.

Bahá'u'lláh, *Gleanings from the Writings of Babá'u'lláh*, p. 325

Worship none but God, and, with radiant hearts, lift up your faces unto your Lord, the Lord of all names.

Bahá'u'lláh, *Gleanings from the Writings of Babá'u'lláh*, p. 210

. . . Benefits will indeed accrue if the Huqúq is offered with the utmost joy and radiance and in a spirit of perfect humility and lowliness.

Bahá'u'lláh, *Compilation on the Huqúqu'lláh*, no. 2

Say, through this injunction [Huqúqu'lláh] God desireth to purify your possessions and enable you to draw nigh unto such stations as none can attain, except those whom God may please.

Bahá'u'lláh, *Compilation on the Huqúqu'lláh*, no. 10

Blessed are the meek: for they shall inherit the earth.

Matthew 5:5

Yes, the LORD has done great things for us, and we are filled with joy.

Psalms 126:3

The servants of the Merciful are those who walk meekly on the earth, and, when the ignorant speak unto them, answer, peace!

Qur'án 25:63

And We desired to show favor unto those who were considered weak in the earth, and to make them leaders and to make them inheritors of Our favors, and to establish them in the earth. . . .

Qur'án 28:5–6

Make Me your supremest joy!

*Bhagavad-Gita*, Chapter 9, verse 34

By good deeds, pure lives, humility and meekness, be a lesson for others.

'Abdu'l-Bahá, *Bahá'í World Faith*, p. 365

. . . By observing it [Huqúqu'lláh] one will be raised to honor inasmuch as it will serve to purify one's possessions and will impart blessing, and added prosperity.

'Abdu'l-Bahá, *Compilation on the Huqúqu'lláh*, no. 42

Those who believe and do right: Joy is for them, and bliss (their) journey's end.

Qur'án 13:29

He who meditates attentively attains abundant joy.

Buddhist, *Dhammapada*, verse 27

**Activity 1: Joy and Radiance, Humility and Lowliness**

## **Ella Bailey**

Ella Bailey was born in 1864. When she was only two years old, Ella was stricken with a paralysis that left one of her arms paralyzed. This handicap, however, did not stop her from being a very active child, even becoming an expert horseback rider.

In her youth, she chose teaching as a profession. She was an excellent teacher and was deeply loved by her young students, who continued to remember her year after year. At age sixty, ill-health forced her to retire from classroom teaching. The principal of her school wrote that he and many others were “inspired by [her] courage and faith.”

Naturally good-hearted and active, Ella embraced the Bahá'í teachings before ‘Abdu’l-Bahá came in America. She wept with joy when she met ‘Abdu’l-Bahá during His travels.

The qualities of humility, friendliness, and service to others made Ella a constant Bahá'í teacher—through her deeds. She offered the Message of Bahá'u'lláh as if she were a humble servant giving her most precious possession to a king. Her saintly, humble life proved to be a powerful means of promoting the Faith she loved, yet aroused no hostility or opposition.

Many who knew her never realized some of the sacrifices she made. She often gave sumptuous dinners and her guests didn't notice that their hostess was not eating with them, having only tea, toast, and a little soup at another time. She cheered the brokenhearted, helped the poor, visited the sick, and refreshed the spirits of her many visitors.

At age eighty-eight, Ella decided to pioneer to Africa. Ill-health, however, interrupted her plan. She entered a nursing home. When her health improved, she again planned to depart for Africa. Old friends, horrified by her plans, warned her that such a move would shorten her life. “I do not find it such a great sacrifice to give up living in a rest home,” she replied smilingly.

She left California on July 14, 1953, wearing an oxygen mask for her journey to Africa. She arrived in Tripoli on July 20 and her health failed rapidly. She passed away on August 26, 1953. During her illness, she apologized to those who cared for her, not realizing that they thought it was no trouble at all!

The Guardian paid for the marker at her gravesite. His tribute, sent by telegram, included these words: “Irresistibly unfolding Crusade sanctified death heroic eighty-eight-year-old Ella Bailey elevating her rank martyrs Faith . . .”

Adapted from “In Memoriam” by Robert L. Gulick, Jr.,  
*The Bahá'í World: 1950–1954*, pp. 685–88.

GOAL: TO KNOW THE HISTORY AND PURPOSE OF THE LAW OF HUQÚQU'LLÁH  
**TOPIC: PERSONAL OBLIGATION AND OUTCOMES OF THE LAW**

Activity 2: Transformation and the Gift of Giving

# Huqúqu'lláh

(A call and response song)

Barb Qualls, May 2007

Verse 1

Call F Response All B $\flat$  F Call Response All

Voice

I can sing it (I can sing it) Ḥu - qú - qu-'lláh, I can sing it (I can sing it) Ḥu-

4 C7 Call F Response All B $\flat$  F

qú - qu-'lláh, I can sing it (I can sing it) Ḥu - qú - qu-'lláh, Ḥu -

7 Chorus C7 F F

qú-qu-'lláh, the Right of \_\_\_ God. \_\_\_\_\_ Ḥ - u - q - ú - q - u - a -

poke pointer stick arms  
 finger forward up to the right  
 to represent dot (the direction  
 under the "H" of the accent)

12 C F F C7 F

pos-tro phe - l - l - á - h Ḥu - qú qu 'lláh, the Right of \_\_\_ God \_\_\_\_\_ I can

hands draw stick arms  
 the symbol ' up to the right  
 in the air (the direction  
 of the accent)

Verse 2:  
 I can spell it (I can spell it) Ḥuqúqu'lláh, (repeat line 3 times) the Right of God.

Chorus

Verse 3  
 I can figure (I can figure) Ḥuqúqu'lláh, (repeat line 3 times) the Right of God.

**GOAL: TO KNOW THE HISTORY AND PURPOSE OF THE LAW OF HUQÚQU'LLÁH**

**TOPIC: PERSONAL OBLIGATION AND OUTCOMES OF THE LAW**

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**LIST OF ADDITIONAL RESOURCES**

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**Books, Stories, and Articles:**

*Brilliant Star* magazine:

“For Love,” Sp Ed 1993

Gloria Faizi, *Stories about Bahá'í Funds*

**Activities:**

*Brilliant Star* magazine:

“What Would You Give Bahá'u'lláh,” Sp Ed 1998

**Poetry:**

*Brilliant Star* magazine:

“Sweetest Word,” Sep/Oct 1996

**Other Favorite Resources:**

If you find any additional resources, please notify the Office of Education and Schools at the Bahá'í National Center, email [SCHOOLS@usbnc.org](mailto:SCHOOLS@usbnc.org), or submit your findings to the Core Curriculum website, [www.core-curriculum.org](http://www.core-curriculum.org).