

# *Huququ'lláh and the Bahá'í Funds*



*Level One*



**UNDERSTAND THE PURPOSE OF THE BAHÁ'Í FUND,  
AND ITS DISTINCTION FROM  
THE LAW OF HUQÚQU'LLÁH**

**THE BAHÁ'Í FUND**

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

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.

Shoghi Effendi, *Directives from the Guardian*, p. 32

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

**GOAL: TO UNDERSTAND THE PURPOSE OF THE BAHÁ'Í FUND,  
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## **TOPIC: THE BAHÁ'Í FUND**

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### **Learning Objectives and Suggested Activities**



#### **KNOWLEDGE OBJECTIVES**

- To know the Bahá'í writings on the importance of the Bahá'í fund

#### **SUGGESTED LEARNING ACTIVITIES**

- Study quotations about the Bahá'í funds.
- Teach the students songs about the fund, such as “Be a Fountain, Be a Spring” and “Give a Little Penny.”



#### **WISDOM OBJECTIVES**

- To gain insight into the transforming effect of contributing to the Bahá'í fund

#### **SUGGESTED LEARNING ACTIVITIES**

- Create a drama about the Bahá'í world changing because of one child's contribution.
- Identify positive results from contributions to the Bahá'í funds.



## SPIRITUAL PERCEPTION OBJECTIVES

- To reflect on one's spiritual obligation to give to the funds as stated in the Bahá'í writings

### SUGGESTED LEARNING ACTIVITIES

- Discuss with the students their own giving patterns and help them to see what a privilege it is.
- Do a meditative activity where students reflect on their own pattern of giving sacrificially to the Funds.



## ELOQUENT SPEECH OBJECTIVES

- To develop the regular habit of contributing to the Bahá'í funds

### SUGGESTED LEARNING ACTIVITIES

- Construct innovative fund boxes, to use during Bahá'í classes and other activities.
- At the next feast, invite the chairman to specifically include the children in the consultation relating to dispersal of local funds.

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**Sample Activities**

**ACTIVITY 1: THE FOUNTAIN**

**KNOWLEDGE OBJECTIVE:** To know the Bahá'í writings on the importance of the Bahá'í fund  
**SPIRITUAL PERCEPTION OBJECTIVE:** To reflect on one's spiritual obligation to give to the funds as stated in the Bahá'í writings  
**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of the Bahá'í writings; Use of science; Use of stories; Use of arts and crafts; Use of reflection

SUGGESTED TIME FOR ACTIVITY: 40 MIN.

**Materials Needed:**

- Core Curriculum storybook, *The Central Figures: Bahá'u'lláh*, vol. 1
- Large bowl, glass or goblet, large pitcher of water, additional cups for students
- Envelopes
- Markers or crayons and other art supplies as desired

**Advance Preparation:** Copy the following quotation onto chart paper and display 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 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, *Directives from the Guardian*, p. 32

1. Welcome students, encourage them to sit in a circle, and invite them to think carefully and remember an act of service that they've seen—in Bahá'í class or at any other time—from the person sitting to their right. Allow enough time so that all students can remember a specific act of service, however small, that they've seen from the person to their right. Even if some individuals are new to the class on that day, assist all students to identify positive contributions from their designated people.
2. Invite students to share the positive contributions of their classmates. Applaud all! Explain that it is the spiritual principle of generosity that inspires us both to offer service and to notice it in others.
3. Read aloud the story, "The Truth of Bahá'u'lláh's Mission," pp. 54–55 of *The Central Figures: Bahá'u'lláh*, vol. 1. Discuss the question: In this story, how does 'Alí show the spiritual quality of generosity? What are some other examples of generosity that we've seen in our families and friends?
4. Arrange a demonstration: Place the glass or goblet in the bowl. Pour water from the pitcher into the glass until it overflows. Discuss: How does the glass display the quality of generosity? How is the pitcher also generous?
5. Pour cups of water for the students from this same pitcher. Invite the students to give their cups of water to the students on their left. Discuss: How is the pitcher helping us to be generous with each other?

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6. Read aloud the posted quotation twice. Discuss: What is the secret of right living? What is the Source of all wealth and good? When we give something to others, what is the ultimate Source of that gift? How can a fountain or spring teach us about generosity? Why must a fountain empty itself? Why is it important for us to give to others?
7. Explain that the Bahá'í fund is established for the good of all people and that all religions have funds for the purpose of giving to others. Discuss: What are some examples of people giving to the Fund? Do we know how these funds are used? What are some ways that people
- raise money for the Fund? What are some ways that we can give to the Fund? Does it help to give service as well as money?
8. Play quiet music and invite students to think silently about a way they can make a gift of money (however small) or service to the Bahá'í fund or another fund of their choice.
9. Provide envelopes and art supplies and encourage students to decorate their own envelopes to use for their contributions. Encourage them to take these envelopes home and place them where they will remember to use them for the fund.

**ACTIVITY 2: BURDEN BASKET**

**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 contribution to the Bahá'í Funds

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

SUGGESTED TIME FOR ACTIVITY: 30 MIN.

**Materials Needed:**

- Medium sized basket sturdy enough to hold polished rocks, one for each student
- One or more smooth stones for each student, large enough that students can write on them.
- Play money (or real coins, if desired), and small pieces of paper
- Permanent markers to write on stones
- Chart paper and marker
- Copies of “Loving Hands of Kindness” on Resource Page 93

**Advance Preparation:** Write the following quotation on chart paper and display in the classroom:

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.

on behalf of Shoghi Effendi, published in *Bahá'í News* (August 1948), p. 3

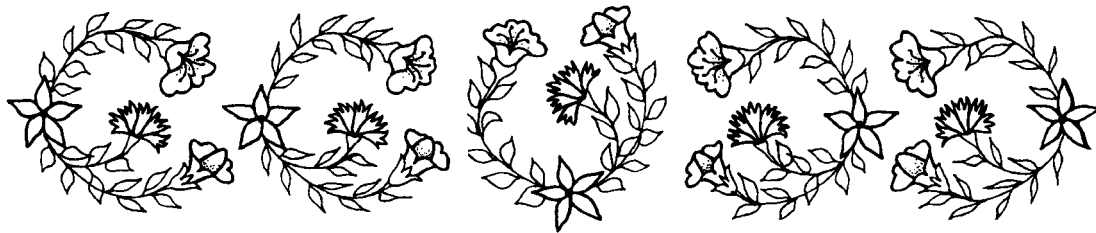
1. Invite students to share examples of their service since the last class. Briefly discuss: What is the ultimate Source of all this generosity in service? Applaud all!
2. Explain that our All-Loving Creator desires “the good of the world and the happiness of the nations.” Briefly discuss: What are some good things in the world? Record student ideas on chart paper.

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3. Then discuss: What are some bad things in the world? Record student ideas on chart paper.
  4. Read aloud the posted quotation twice. Discuss: How can the bad things in the world change?
  5. Invite students to add any new ideas to the lists of good things and bad things in the world. Observe that these bad things are burdens for the whole human race.
  6. Invite students to choose a burden to write on a smooth stone and, using a permanent marker, write that word on the stone. Students may choose more than one burden if desired. Then encourage them to place their stone “burdens” into the basket one at a time.
  7. When all stones are in the basket, invite students to take turns lifting the basket to experience how heavy it is.
  8. Read the quotation again, then ask students what will make the basket lighter. If they don't come up with the answer, provide it: “our contributions to the Faith.” Discuss: What are some ways we can contribute to the Faith? Record student ideas on chart paper.\*
  9. Invite the students to either write acts of service (contributions) on the small pieces of paper or to select play money, to place the paper money or slips of paper in the basket, and remove a “burden” stone. When the basket is empty of all stones, students may again take turns discovering how easy it is now to lift the basket.
  10. Ask students to remember a time they were hungry. Explain that the body needs to be fed on a regular basis, just like the Fund needs regular contributions. Discuss: How can we remember to make our contributions on a regular basis? Record student ideas on chart paper.
  11. Distribute copies of “Hands of Loving Kindness” and encourage students to color a hand every time they contribute to the Fund. Encourage the students to select one idea for remembering to make their contributions on a regular basis and to write that idea on the back of this paper.
- You may choose to affirm that service to others, teaching others about the Cause of God, and contributions to the Fund may all be recorded on this chart.



\* 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. 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.

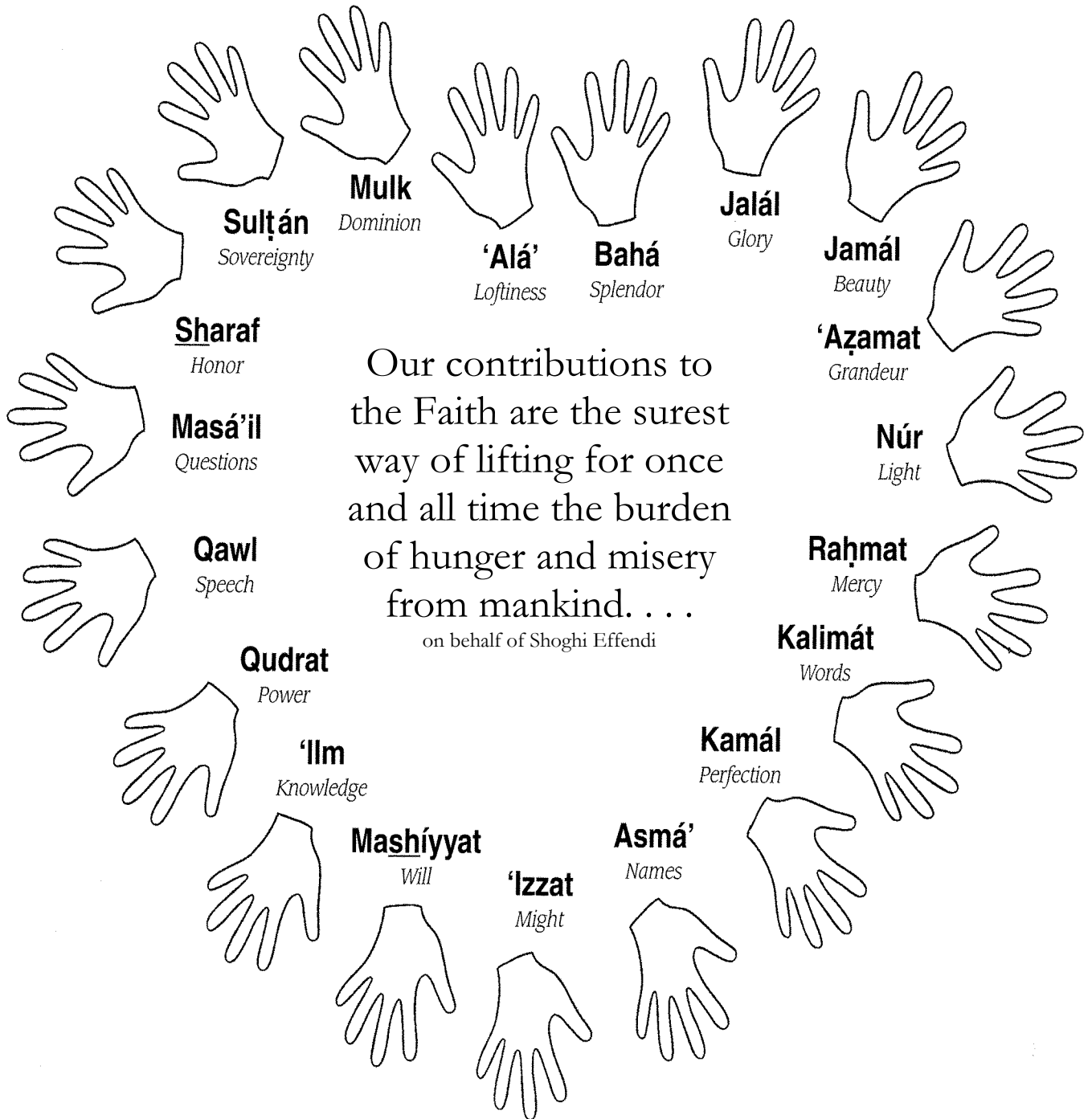
Shoghi Effendi, *Bahá'í Education*, p. 53, #137



Resource Pages

**LOVING HANDS OF KINDNESS**

My monthly contributions to the Bahá'í Fund



Our contributions to the Faith are the surest way of lifting for once and all time the burden of hunger and misery from mankind. . . .  
on behalf of Shoghi Effendi

Adapted from *Brilliant Star* magazine, January/February 1998. Used with permission.

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**LIST OF ADDITIONAL RESOURCES**

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**Stories & Articles:**

*Brilliant Star:*

SE 92	Bahá'u'lláh and the Money Belt, p. 24	MA 99	Dear Brilliant Star, p. 3
JF 93	Fundryth, p. 22	JF 00	The Prize Money, p. 26
JF 95	Building the Arc, p. 4	JA 00	A Carpet to the Rescue, p. 10
JF 95	Funds for the Arc, p. 15	SO 00	Keeping the Bahá'í Temple Healthy, p. 17
JF 97	Kids in Action, p. 27	MA 03	Shooting Star: Ryley Johnson, p. 17
MA 97	Letters From Our Friends, p. 28	MJ 03	Eager to Sacrifice, p. 4
MA 98	Letters From Our Friends, p. 30	MJ 03	A Perfect Place, p. 18
SO 98	Dear Brilliant Star, p. 2		

*My Name is Nabil*, Wendy Heller, Kalimat Press, 1981

*Bahá'í Funds: Contributions and Administration*, The National Spiritual Assembly of the Bahá'ís of Canada, 1988

*Sacred Trust: A Destined Recompense and Sure Reward*, The National Spiritual Assembly of the Bahá'ís of the U.S., Office Of The Treasury, 2001

*Stewardship and Development: 2nd Edition*, National Spiritual Assembly Of The Bahá'ís of the United States, date unknown

*Stories About Bahá'í Funds*, Gloria Faizi, Bahá'í Publishing Trust India, 2001

*The Feelings of L-B-F, a Young Bahá'í Local Fund*, Heidi Lakshram and Treena Grenier, Unity Arts, Canada, 1997

**Worksheets and Coloring Pages:**

*Brilliant Star:*

JF 93	My Bahá'í Community, p. 4
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**Activities:**

*Brilliant Star:*

MJ 92	Hummingbird Arc Project, p. 13	SO 98	An A-Maze-ing Prayer, p. 14
JA 92	Make a World Congress Bank, p. 19	JF 99	Pop-O-Card, p. 8
SO 96	Essence of Wealth, p. 6	MJ 99	Less is More, p. 23
SO 96	Fund Fun!, p. 18	SO 99	Treasurer's Office, p. 23
SO 96	More than Material Riches, p. 14	MJ 00	Liang Loves Shopping!, p. 22
SO 96	Wealth Plan, p. 16	SO 00	Yoga With Liang, p. 4
SE 96	Ready, Set, Plan, p. 29	JA 01	Liang's Lemonade Stand, p. 16
JF 98	Hands of Loving-Kindness, p. 21	JF 03	Magical Fund Box Machine, p. 13
JA 98	My Diary of Giving and Growing, p. 26	JA 03	Liang's Drops of Love, p. 13
		MA 04	Flowing to the Sea, IBC

**Music:**

*Brilliant Star:*

JA 00	Bright Star, p. 3
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**Poetry:**

*Brilliant Star:*

SO 96	Which Wealth?, p. 2
ND 96	Money Tree, p. 26
JA 99	Haiku For Humanity, p. 27

**Other favorite resources:**

If you find any additional resources, please notify the National Children's Education and Resource Center, or submit your findings to the Core Curriculum website, [www.core-curriculum.org](http://www.core-curriculum.org).