



Preschool

Strand: Principle of Oneness

Theme: Oneness of Humanity



Learning Objectives

These lessons on of the Oneness of Humanity are designed to assist your young children to achieve the following objectives:

Knowledge

- To know that all children are God’s children
- To begin to know the importance of the spiritual quality of love
- To know a Hidden Word about love
- To recognize both diversity and sameness in children
- To recognize Bahá’í houses of worship on each continent
- To know the prayer “Blessed Is the Spot” and the song “We Are Drops”

Wisdom

- To begin to understand the importance of the spiritual quality of love
- To begin to understand the concept of unity in diversity; that people are fundamentally the same and that differences add beauty

Spiritual Perception

- To reflect on stories about ‘Abdu’l-Bahá and connect them to events in our own lives
- To reflect on ways to show love

Eloquent Speech

- To be able to recite a Hidden Word about love
- To be able to recite the prayer “Blessed Is the Spot”
- To be able to demonstrate loving words and actions

Children of the World

Welcome and Introductions

None

Activity 1

Poster of the prayer “Blessed Is the Spot” prepared in advance

Resource Page 229

Recorded version of the prayer “Blessed Is the Spot” (optional), available on the Core Curriculum website, www.core-curriculum.org

Activity 2

Resource Page 230

Recorded version of the “Hawaiian Unity Song” (optional), available on the Core Curriculum website, www.core-curriculum.org

Activity 3

Resource Page 231, or *The Black Rose*, by Anthony Lee

Activity 4

Copies of Resource Pages 232–33, with the pictures cut apart

Markers or crayons

Globe or world map, if available

Advance Preparation:

Cut out and color one set of pictures from Resource Pages 232–33

Activity 5

Resource Pages 234–37,* cut apart

Globe or world map, if available

Activity 6

Spiritual Quality Chart (Resource Page 219) for each child with 6 stickers attached

Stuffed animal

Activity 7

Copy of the Hidden Words to show children

Poster of the Hidden Word, Arabic No. 5, printed in large letters

Copies of Resource Page 238 for each child

Resource Page 239

Recorded version of the Hidden Word, Arabic no. 5 (optional), available on the Core Curriculum website, www.core-curriculum.org

Activity 8

None

*These pages may be downloaded in color from the Core Curriculum website, www.core-curriculum.org

Welcome and Introductions

Time: 5 minutes

- 1 Warmly welcome the children. Show your genuine joy to see their sweet faces.
- 2 Introduce yourself and invite children and other adults to do the same.
- 3 Explain that next few weeks we will be learning about the oneness of humanity. We will practice showing love and we will learn new songs and prayers.



Materials Needed

Poster of the prayer “Blessed Is the Spot” prepared in advance

Resource Page 229

Recorded version of the prayer “Blessed Is the Spot” (optional)

Activity 1

Opening Prayer: Blessed Is the Spot

Time: 10 minutes

- 1 Share with the children that you will be learning a new prayer over the next few weeks, starting today with the first line. Invite them to listen as you sing the first portion of this melody or play a recorded version: “Blessed is the spot, and the house, and the place, and the city, and the heart, and the mountain.”
- 2 Then invite them to join in as you sing only the first part, “Blessed is the spot.” Practice singing it together several times. Applaud all.
- 3 Continue in this manner to teach the next phrase, “and the house.” Then practice putting the 2 phrases together: “Blessed is the spot, and the house.”
- 4 When children know this part of the prayer well, teach the phrases “and the place,” “and the city,” “and the heart,” and “and the mountain” in the same way. Applaud all.
- 5 Finally, sing all 6 phrases together, inviting children to join in with you when they are ready. Practice singing together until they know it well. Congratulate all. Explain that we will learn more of the prayer in the coming lessons.



Activity 2

Music: We Are Drops

Time: 5 minutes

Materials Needed

Resource Page 230

Recorded version of the song
“Hawaiian Unity Song”
(optional)

- 1** Explain that we will be learning a song about the unity of the human family. Sing the first verse on Resource Page 230 or play a recorded version.
- 2** Sing the first line of the verse again, inviting them to echo. Teach the second line in the same way, and then practice singing the 2 lines together. Practice each line at least twice.
- 3** Continue in this manner to teach the remaining lines of the first verse. Discuss: What does it mean to say that we are all drops of the same ocean or waves of one sea? Acknowledge all.
- 4** Then practice singing the entire first verse. Applaud all and explain that we will continue learning this song over the next few weeks.



Activity 3

Story: The Black Rose

Time: 10 minutes

Materials Needed

Resource Page 231, or *The Black Rose*, by Anthony Lee

- 1** Read aloud or retell the Black Rose story on Resource Page 231, pausing as necessary to ensure that children understand all the words. Read or tell the story with great enthusiasm to help the children appreciate the beauty of this story.
- 2** Invite students to think about making friends with everyone. Discuss: What are some ways to make friends with every person we meet? Can we like people even if we don't look exactly the same? Do any two people look exactly the same?
- 3** Continue the discussion: How many of us have eyes? How many have ears? Hands? Hearts? Minds? These are some ways that we're all the same.
- 4** What are some ways that we're different? Mention an obvious difference in yourself, the teacher (such as age, hairstyle, height). Then assist children to notice a positive difference in each child. Applaud statements of sameness and differences in the group. Note that we are all created by God; we are all God's children.



Activity 4

Citizens of the World

Time: 15 minutes

Materials Needed

Resource Pages 232–33, with the pictures cut apart

Markers or crayons

Globe or world map, if available

Advance Preparation:
Cut out and color one set of pictures from Resource Pages 232–33

- 1 Ask the children if they have friends or family from other parts of the world. Do they know the names of these countries?
- 2 Show a map or globe to the class and invite the children to name their own country. Point to it on the globe.
- 3 Then display the pre-colored pictures of children from Resource Pages 232–33. Name the home continent of each, one by one. Explain that people around the world may have different cultures and clothing but that we are all part of one human family. This unity in diversity is wonderful and interesting and fun!
- 4 Invite each child to select 4 pictures of children to color. Encourage them to share crayons as they work. When finished, take a moment to enjoy this beautiful collection of children of the world. Save the pictures for children to use in the next lesson.



Activity 5

Bahá'í Houses of Worship

Time: 5 minutes

Materials Needed

Resource Pages 234–37, cut apart

Globe or world map, if available

Sample pictures of diverse children from the previous activity

- 1 Display photographs of the 8 Bahá'í houses of worship. Ask the children: What is a Bahá'í House of Worship? Answers may include: a place or building where people meet to remember God; all of them have 9 sides; one on each continent; etc. Acknowledge all. Add to the description, as necessary.
- 2 Point to each photograph and state its location, inviting the class to repeat each country's name 2–3 times.
- 3 After looking at all the photographs, point again to the houses of worship in Uganda and in the United States, and practice saying their locations again several times.
- 4 Then explain that there are people of many cultures that live on the continents of Africa and of North America. People from all over the world visit and people of every family background now live all over the world. All people are part of the same human family and come to the house of worship to pray. Using pictures of children from the previous activity, show that each one can enter and pray in each of these beautiful houses of worship.
- 5 Explain that the Bahá'í House of Worship welcomes people of every faith.



Activity 6

Spiritual Quality: Love

Time: 5 minutes

Materials Needed

Spiritual Quality Chart
(Resource Page 219) for each
child with 6 stickers attached

Stuffed animal

- 1** Explain that we will be practicing a new spiritual quality in the coming weeks: love.
- 2** Invite the children to suggest ways in which we can show love. Examples include: touching gently, using nice words, being helpful, saying “I love you,” and so on. Affirm that these are all ways we show love.
- 3** Pass around a stuffed animal and encourage children to take turns showing love to it. Acknowledge all.
- 4** Explain that they will have a Spiritual Quality Chart to help them practice showing love all week. Discuss: What are some ways that we can show love to the people at home? Acknowledge all.
- 5** Show the Chart and explain that their parents or another adult may place a sticker on the Chart every day that they show love.
- 6** Explain that when they bring their chart back to class, you will give them a special sticker.
- 7** Give each child a Spiritual Quality Chart and stickers to take home.



Activity 7

The Hidden Words: Love Me

Time: 10 minutes

Materials Needed

Copy of the Hidden Words to show children

Poster of the Hidden Word, Arabic No. 5, printed in large letters

Copies of Resource Page 238 for each child

Resource Page 239

Recorded version of the Hidden Word, Arabic no. 5 (optional), available on the Core Curriculum website, www.core-curriculum.org

- 1 Invite children to listen as you sing the Hidden Word or play a recorded version. Explain that these words come from the Hidden Words of Bahá'u'lláh and show this book to the children.
- 2 Then read the Hidden Word once slowly, pointing to each word on the poster as you read. Encourage the class to join in as you read together the first half of the Hidden Word 3–4 times. Acknowledge all.
- 3 Then practice the final half of the Hidden Word in the same way. Explain that we will practice saying the entire Hidden Word in the coming week.
- 4 Distribute copies of Resource Page 238. Invite them to color it at home and to continue practicing this Hidden Word every day.



Activity 8

Closing Prayer

Time: 5 minutes

Materials Needed

None

- 1 Remind the children that we begin and end every class with prayers. Encourage students to show reverence with their bodies for this prayer. This week, the teachers will recite closing prayers. Beginning with the next class, you will also invite some of the children to recite their favorite prayers.
- 2 Eloquently recite one or more memorized prayers. Then invite the class to sing with you the first phrases of “Blessed Is the Spot” or other prayers as desired.

Lesson 2

Flags of Oneness

Materials Needed

Welcome and Introductions

None

Activity 1

Poster of the prayer “Blessed Is the Spot” prepared in advance

Recorded version of the prayer “Blessed Is the Spot” (optional), available on the Core Curriculum website, www.core-curriculum.org

Activity 2

Resource Page 230

Recorded version of the “Hawaiian Unity Song” (optional), available on the Core Curriculum website, www.core-curriculum.org

Activity 3

Resource Page 231, or *The Black Rose*, by Anthony Lee

Small pieces of chocolate or dark-colored berries such as strawberries, blueberries, purple grapes, raisins, etc.

Pictures of diverse children from magazines or from Resource Pages 232–33

Activity 4

Children colored in Lesson 1, Activity 4 (Resource Pages 232–33)

Construction paper

Glue and cotton swabs

Scissors

Crayons, markers, or other art materials

Straws, thin wooden rods, or straight sticks

Globe or world map, or ball to represent the earth

1 or more real flags or pictures of flags

Activity 5

Resource Pages 234–37,* cut apart

Globe or world map, if available

Activity 6

Spiritual Quality Chart (Resource Page 219) for each child with 6 stickers attached

Special sticker for each child

Activity 7

Poster of the Hidden Word, Arabic No. 5, printed in large letters

Resource Page 239

Recorded version of the Hidden Word, Arabic no. 5 (optional), available on the Core Curriculum website, www.core-curriculum.org

Activity 8

None

*These pages may be downloaded in color from the Core Curriculum website, www.core-curriculum.org

Welcome and Introductions

Time: 5 minutes

- 1 Warmly welcome the children. Show your genuine happiness to see each one.
- 2 Introduce yourself. Invite children and other adults to do the same.
- 3 Remind children that we are learning about the oneness of humanity. We are practicing showing love to all people and we are learning new songs and prayers.



Materials Needed

Poster of the prayer “Blessed Is the Spot” prepared in advance

Recorded version of the prayer “Blessed Is the Spot” (optional)

Activity 1

Opening Prayer: Blessed Is the Spot

Time: 10 minutes

- 1 Remind the children that we’re learning the prayer “Blessed Is the Spot.” Invite them to listen as you sing this melody or play a recorded version. Then sing the portion learned in the previous class, inviting children to join in when they are ready: “Blessed is the spot, and the house, and the place, and the city, and the heart, and the mountain.” Repeat as necessary.
- 2 Then sing for the children the portion we will be learning today: “and the refuge, and the cave, and the valley, and the land, and the sea, and the island, and the meadow.”
- 3 Then invite them to join in as you sing only the first part, “and the refuge.” Practice singing it together 2–3 times. Applaud all.
- 4 Continue in this manner to teach the next phrase, “and the cave.” Then practice putting the 2 phrases together: “and the refuge, and the cave.”
- 5 When children know this part of the prayer well, teach the phrases “and the valley,” “and the land,” “and the sea,” “and the island,” and “and the meadow” in the same way. Applaud all.
- 6 Then sing all 7 new phrases together, inviting children to join in with you when they are ready. Practice singing together until they know it well, and then practice combining it with the portion learned in the previous class. Congratulate all and explain that we will finish learning this prayer in the coming lessons.



Activity 2

Music: We Are Drops

Time: 5 minutes

Materials Needed

Resource Page 230

Recorded version of the song
“We Are Drops” (optional)

- 1 Explain that we also will continue learning a song about unity. Sing the first verse on Resource Page 230 or play a recorded version.
- 2 Sing the first line of the verse again, inviting them to echo. Teach the second line in the same way, and then practice singing the 2 lines together. Practice each line at least twice.
- 3 Continue in this manner to teach the remaining lines of the first verse.
- 4 Then practice singing the entire first verse. Applaud all and explain that we will continue learning this song over the coming weeks.



Activity 3

Story: The Black Rose

Time: 10 minutes

Materials Needed

Resource Page 231, or *The Black Rose*, by Anthony Lee

Small pieces of chocolate or dark-colored berries such as strawberries, blueberries, purple grapes, raisins, etc.

Pictures of diverse children from magazines or from Resource Pages 232–33

- 1 Invite children to listen as you read or retell the story from the last lesson. Discuss: Do you remember the story of ‘Abdu’l-Bahá and the black rose? Provide small pieces of chocolate or dark berries for each child to enjoy while listening to the story.
- 2 Read the Black Rose story on Resource Page 231, pausing as necessary to ensure that children understand. Show a photograph or illustration of diverse children or refer to the pictures of children on Resource Pages 232–33.
- 3 Discuss some ways that all people are the same. Note that we are all created by God; we are all God’s children.
- 4 Discuss: How can a person be like a black rose? How can a person be like a dark chocolate? Why must we show loving kindness to all people?



Activity 4 Oneness Flag

Time: 15 minutes

Materials Needed

Pictures of children colored in Lesson 1, Activity 4 (Resource Pages 232–33)

Construction paper

Glue and cotton swabs

Scissors

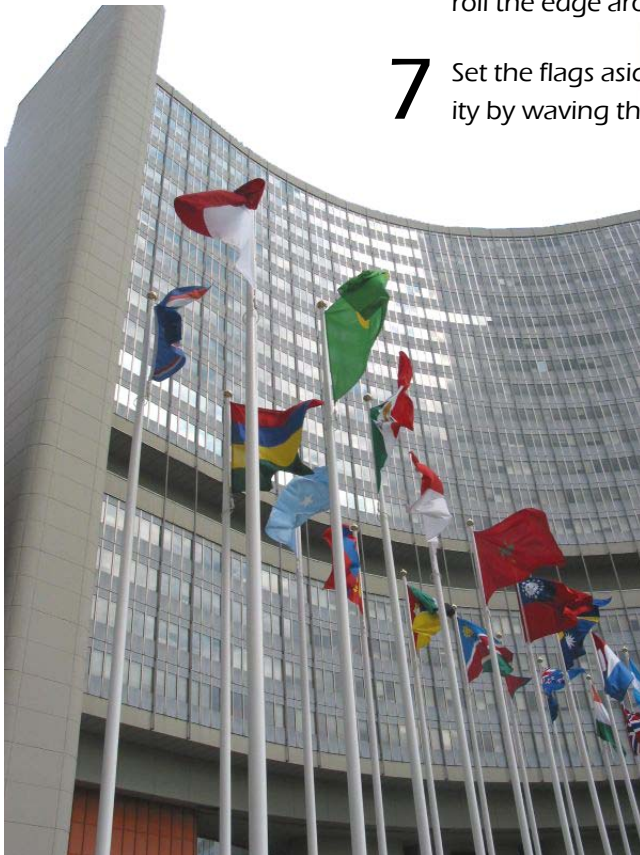
Crayons, markers, or other art materials

Straws, thin wooden rods, chopsticks, or straight sticks

Flags or pictures of flags

Globe, world map, or a ball to represent the earth

- 1 Ask the children: *What is a flag?* Acknowledge all answers and add to the definition, as necessary. Then ask: *Where have we seen flags? Can we describe what they look like?*
- 2 Show the class real flags or pictures of different kinds of flags and explain what each flag represents.
- 3 Explain that we will make flags today to represent the oneness of the human family. Ask: *what do we mean by “the oneness of the human family”?*
- 4 Provide children with the pictures of children they colored in the previous lesson. Remind children of the home continent for each pictured child. Find these continents on a globe or map, if available. Show or remind the children that the earth is a single globe, the home for all people.
- 5 Provide children with construction paper and invite them to draw a very simple but colorful circle in the center to represent the earth, the home of all humanity. Assist as needed. Then invite them to glue their pictures of children to the flag as they like, ensuring that the globe is still visible.
- 6 Using 2 connected straws or a wooden rod as the handle, show children how to place glue on the border of the construction paper, attach the handle, and roll the edge around the handle.
- 7 Set the flags aside to dry. At the end of class, celebrate the oneness of humanity by waving the flags!



Flags of the world at the United Nations building in New York City. This picture may be downloaded in color from the Core Curriculum website, www.core-curriculum.org.



Activity 5

Bahá'í Houses of Worship

Time: 5 minutes

Materials Needed

Resource Pages 234–37, cut apart

Globe or world map, if available

- 1 Display photographs of the 8 Bahá'í houses of worship. Ask the children: *What is a Bahá'í House of Worship? Acknowledge all answers and add to the definition, as necessary.*
- 2 Point to each photograph and state its location, inviting the class to repeat each country's name 2–3 times.
- 3 After looking at all the photographs, point again to the houses of worship in Germany and India, and practice saying their locations again several times.
- 4 Using a map or globe, show the location of Frankfurt, Germany, and New Delhi, India, in relation to your own location.
- 5 Explain that the Bahá'í House of Worship welcomes all people. All people are created by God. God loves us and creates us because of this love.



Activity 6

Spiritual Quality: Love

Time: 5 minutes

Materials Needed

Spiritual Quality Chart (Resource Page 219) for each child with 6 stickers attached

Special sticker for each child

- 1 Remind children that we are practicing ways to show love to all people—our families, our friends, and others.
- 2 Ask all children to share one thing they did during the past week to show love. After each example, place a sticker on that child's Chart from the previous week. Acknowledge all. If children have not practiced or if they are new to the class, affirm that they will have another opportunity this week.
- 3 Remind children that there are many ways to show love. Last week we practiced showing our love to a stuffed animal. This week we will practice using kind words. Invite children to repeat a loving sentence after you. Examples include: "I'm your friend." "I'm glad that you're my friend." "May I help you?" "Please." "Thank you." "Good morning." "Good night." "I wish you happiness." Encourage children to take turns saying these kind words to each other, in pairs or in the whole group. Ask: *What are some loving words that we can say at home?*
- 4 Give children the same or a new Spiritual Quality Chart and set of stickers. Remind them to bring it back next week



Activity 7

The Hidden Words: Love Me

Time: 10 minutes

Materials Needed

Poster of the Hidden Word, Arabic no. 5, printed in large letters

Resource Page 239

Recorded version of the Hidden Word, Arabic no. 5 (optional)

- 1 Invite children to listen as you sing the Hidden Word or play a recorded version. Explain that these words come from the Hidden Words of Bahá'u'lláh.
- 2 Then read the Hidden Word once slowly, pointing to each word on the poster as you read. Encourage the class to join in as you read together the first half of the Hidden Word 3–4 times. Acknowledge all.
- 3 Practice the final half of the Hidden Word in the same way, and then the entire Hidden Word. Applaud all! Invite them to continue practicing at home.



Activity 8

Closing Prayer

Time: 5 minutes

Materials Needed

None

- 1 Remind the children that we begin and end every class with prayers. Invite children to find a way to show reverence with their bodies.
- 2 Explain that one way we can show our love for God is to show reverence during prayer. Invite children to practice showing a reverent position. Explain that we can use these positions to our love for God during prayer.
- 3 Invite some of the children to recite favorite prayers from memory. Teachers may also wish to recite. Then sing one or more favorite prayers in the whole group.
- 4 As you say goodbye to your class, model using loving words by saying a kind and generous word to each child.

Leaves of One Tree

Welcome and Introductions

None

Activity 1

Poster of the prayer “Blessed Is the Spot” prepared in advance

Recorded version of the prayer “Blessed Is the Spot” (optional), available on the Core Curriculum website, www.core-curriculum.org

Activity 2

Resource Page 230

Recorded version of the song “We Are Drops” (optional), available on the Core Curriculum website, www.core-curriculum.org

Activity 3

None

Activity 4

Access to outdoors or diverse assortment of leaves from trees, 8–12 leaves per child

Small plastic or paper bags for each child

Construction paper or other paper

Markers or crayons

Glue

Water

Cotton swabs or other means to spread glue

Access to the world of nature, if possible

Activity 5

Resource Pages 234–37,* cut apart

Globe or world map, if available

Activity 6

Spiritual Quality Chart (Resource Page 219) for each child with 6 stickers attached

Special sticker for each child

Clear glass of water

Pitcher of water

Drinking glasses

Activity 7

Poster of the Hidden Word, Arabic no. 5, printed in large letters

Resource Page 239

Recorded version of the Hidden Word, Arabic no. 5 (optional), available on the Core Curriculum website, www.core-curriculum.org

Activity 8

Letter to parents requesting that children bring a photograph of their family to the next class, if possible

*These pages may be downloaded in color from the Core Curriculum website, www.core-curriculum.org

Welcome and Introductions

Time: 5 minutes

- 1 Warmly welcome the children, using some of the loving words practiced in the previous lesson.
- 2 Introduce yourself and invite children and other adults to do the same.
- 3 Remind children that we are learning about the oneness of humanity. We remember that God created all people. God loves all people and wants us to love all people too.



Materials Needed

Poster of the prayer “Blessed Is the Spot” prepared in advance

Recorded version of the prayer “Blessed Is the Spot” (optional)

Activity 1

Opening Prayer: Blessed Is the Spot

Time: 10 minutes

- 1 Remind the children that we’re learning the prayer “Blessed Is the Spot.” Invite them to listen as you sing this melody or play a recorded version. Then sing the portion learned in previous classes, inviting children to join in when ready: “Blessed is the spot, and the house, and the place, and the city, and the heart, and the mountain, and the refuge and the cave, and the valley, and the land, and the sea, and the island, and the meadow.” Repeat as necessary.
- 2 Then sing for the children the portion we will be learning today: “where mention of God hath been made, and His praise glorified.”
- 3 Then invite them to join in as you sing only this last part of the prayer. Practice singing it together 2–3 times. Add gestures or other movements if desired to help children remember the words of the prayer. Applaud all.
- 4 When children know this part of the prayer well, practice singing the entire prayer. Congratulate all and explain that we will also sing this prayer in the coming lesson.



Activity 2

Music: We Are Drops

Time: 5 minutes

Materials Needed

Resource Page 230, sheet music for the song “We Are Drops”

Recorded version of the song “We Are Drops” (optional)

- 1 Explain that we will continue learning a song about unity. Sing the entire song on Resource Page 230 or play a recorded version.
- 2 Explain that this week we will learn the second verse. Sing the first line of the second verse, inviting them to echo. Teach the second line in the same way, and then practice singing the 2 lines together. Practice each line at least twice.
- 3 Continue in this manner to teach the remaining lines of the second verse.
- 4 Then practice singing the entire second verse. Applaud all and explain that we will continue practicing this song in the next lesson.



Activity 3

Story: Winning the Race

Time: 10 minutes

Materials Needed

None

- 1 Remind children that God loves all people and created all the people in the world as one human family. God loves the unity of the human family and God loves the diversity of the human family. Read the following story, or retell it in your own words, pausing as necessary to ensure that children understand.

When ‘Abdu’l-Bahá was in London, he sometimes liked to stroll through the parks of the city. He always loved trees and meadows. One day in a park called Richmond Park, there happened to be a race, with children riding ponies. All the riders were boys, except for one girl. The Master and His companions watched the race with great interest and anticipation, and when the girl won, He clapped His hands and cried out, “Bravo! Bravo!”*

- 2 Discuss: Why do we think ‘Abdu’l-Bahá clapped for the little girl that won the race? What are some ways that we are all the same? What are some ways that people are different? Affirm that we are all God’s children. God loves us and created us, each and every one.

*Adapted from *The Bahá’í World*, vol. IV, p. 384



Activity 4

Leaves of One Tree

Time: 20–30 minutes

Materials Needed

Access to outdoors or diverse assortment of leaves from trees, 8–12 leaves per child

Small plastic or paper bags for each child

Construction paper or other paper

Markers or crayons

Glue

Water

Cotton swabs or other means to spread glue

Access to the world of nature, if possible

- 1** Invite children outside to an area with many different trees. Take a moment to enjoy their beauty and note the varying types of leaves on these trees. Encourage children to point out **differences** in color, size, pattern, and other differences.
- 2** Explain that these trees and their leaves are part of the vegetable kingdom.* Provide children with paper or plastic bags so that each can collect a variety of leaves to bring inside. Alternatively, you may collect leaves before class.
- 3** Bring the children back to the classroom and display the assortment of leaves. This time encourage children to identify **similarities** among the different varieties of leaves. Affirm that although the leaves are different in color, shape, size, and so on, they are all leaves and share a common purpose. Explain that people are like these leaves: we can celebrate our unity in diversity! Bahá'ú'lláh tells us that we are all leaves of the same tree—the tree of humanity.
- 4** Distribute blank paper and markers or crayons. Invite children to draw the trunk and branches of a tree. Then invite them to each select an assortment of leaves to paste to their treetops. Assist as needed. When children have finished gluing, lightly brush over the leaves with a glue-water mixture to preserve them.
- 5** Allow artwork to dry completely and invite children to take home their trees as a reminder of the beauty of unity in diversity. Invite each child to practice saying, “We are all the leaves of one tree,” as they show their picture. Briefly discuss: Who will enjoy seeing our pictures? What will we say when we show the pictures?

*For more lessons on the 5 Kingdoms of God, see the Oneness of Religion topic.



Activity 5

Bahá'í Houses of Worship

Time: 5 minutes

Materials Needed

Resource Pages 234–37, cut apart

Globe or world map, if available

- 1 Display photographs of the 8 Bahá'í houses of worship. Invite children to share what they remember about the Bahá'í houses of worship. Acknowledge all.
- 2 After looking at all the photographs, point again to the houses of worship in Australia and Panama, and practice saying their locations again several times. Using a map or globe, show the location of these houses of worship in relation to your own location.
- 3 Point again to the houses of worship we have studied—in Uganda, the United States, Germany, India, Australia, and Panama—and practice saying these names again. Hold up each of the photographs again, covering their names, for the children to identify. Then mix up all 8 photographs and invite children to identify some of these houses of worship. Applaud all.
- 4 Remind children that people from all over the world visit the houses of worship. The Bahá'í House of Worship welcomes all people. Discuss: Who has visited a house of worship? Which one is closest to us?



Activity 6

Spiritual Quality: Love

Time: 10 minutes

Materials Needed

Spiritual Quality Chart (Resource Page 219) for each child with 6 stickers attached

Special sticker for each child

Clear glass of water

Pitcher of water

Drinking glasses

- 1 Remind children that we are practicing ways to show our love to others.
- 2 Ask all children to share one thing they did during the past week to show love. After each shares, place a sticker on that child's Chart from the previous week. Teachers may share also. Acknowledge all. If children have not practiced or if they are new to class, affirm that they will have other opportunities.
- 3 Remind children that there are many ways to show love, such as using kind words. Ask: How does it make us feel when someone gives us a hug or uses kind words with us? What are some actions that also show love? Affirm all.
- 4 Show a clear glass to the children and slowly pour water into the glass, enough that children can see drops of water. Discuss: Are the drops the same or different? Affirm answers and explain that these drops are like us! We are each unique but come from the same source; we are all God's children.
- 5 Pour each child a glass of water to enjoy. Explain that the simple gift of water is an action that shows love. Discuss: What other actions can we do to show love? Give children a new set of stickers for the Spiritual Quality Chart and remind them to bring it back next week.



Activity 7

The Hidden Words: Love Me

Time: 10 minutes

Materials Needed

Poster of the Hidden Word, Arabic no. 5, printed in large letters

Resource Page 239

Recorded version of the Hidden Word, Arabic no. 5 (optional), available on the Core Curriculum website, www.core-curriculum.org

- 1 Invite children to listen as you sing the Hidden Word or play a recorded version. Explain that these words come from the Hidden Words of Bahá'u'lláh.
- 2 Then read the Hidden Word once slowly, pointing to each word on the poster as you read. Encourage the class to join in as you sing the entire Hidden Word. Applaud all! Invite them to continue practicing at home.



Activity 8

Closing Prayer

Time: 5 minutes

Materials Needed

Letter to parents requesting that children bring a photograph of their family to the next class, if possible

- 1 Remind the children that we begin and end every class with prayers. Invite them to find reverent postures for these prayers. Remind children that our reverence shows our love for God.
- 2 Invite some of the children to recite favorite prayers. Teachers may also wish to recite. Conclude by singing "Blessed Is the Spot" or another favorite prayer all together.
- 3 Distribute a letter to parents requesting that children bring a photograph of their family to the next class, if possible.

Lesson 4

Family Diversity

Materials Needed

Welcome and Introductions

None

Activity 1

Poster of the prayer “Blessed Is the Spot” prepared in advance

Recorded version of the prayer “Blessed Is the Spot” (optional), available on the Core Curriculum website, www.core-curriculum.org

Activity 2

Resource Page 230

Recorded version of the song “We Are Drops” (optional), available on the Core Curriculum website, www.core-curriculum.org

Activity 3

None

Activity 4

Family picture for all children and teachers, if available, or paper and drawing materials

Diverse collection of mixed beads

String

Activity 5

Resource Pages 234–37,* cut apart

Globe or world map, if available

Activity 6

Spiritual Quality Chart (Resource Page 219) for each child with 6 stickers attached

Magnet

Paper clips

Small pieces of paper and aluminum foil

Activity 7

Poster of the Hidden Word, Arabic no. 5, printed in large letters

Resource Page 239

Recorded version of the Hidden Word, Arabic no. 5 (optional), available on the Core Curriculum website, www.core-curriculum.org

Activity 8

None

*These pages may be downloaded in color from the Core Curriculum website, www.core-curriculum.org

Welcome and Introductions

Time: 5 minutes

- 1 Warmly welcome the children. Show your genuine love for each one.
- 2 Introduce yourself and invite children and other adults to do the same.
- 3 Remind children that we are learning about the oneness of humanity. We are practicing showing love to all people and learning new songs and prayers.



Materials Needed

Poster of the prayer “Blessed Is the Spot” prepared in advance

Recorded version of the prayer “Blessed Is the Spot” (optional)

Activity 1

Opening Prayer: Blessed Is the Spot

Time: 10 minutes

- 1 Remind the children that we’re learning the prayer “Blessed Is the Spot.” Invite them to listen as you sing this melody or play a recorded version.
- 2 Invite the children to join in when they are ready. Sing the entire prayer several times until all feel that they know it. Discuss: What are some places where we can mention the Name of God? Applaud all and invite them to continue practicing this prayer at home.



Materials Needed

Resource Page 230

Recorded version of the song “We Are Drops” (optional)

Activity 2

Music: We Are Drops

Time: 5 minutes

- 1 Explain that we will continue learning a song about unity. Sing the entire song on Resource Page 230 or play a recorded version.
- 2 Sing the first verse again, inviting them to echo. When children know the first verse well, invite the children to echo the second verse. Then practice singing the entire song, repeating as desired. Congratulate all!



Activity 3

Story: Winning the Race

Time: 10 minutes

Materials Needed

None

- 1 Invite children to listen as you tell them a story about 'Abdu'l-Bahá's love for all people. Ask: How many of us remember the story about 'Abdu'l-Bahá and the pony? Encourage them to listen carefully as you read again or retell the story below, pausing as necessary to ensure that children understand.

When 'Abdu'l-Bahá was in London, he sometimes liked to stroll through the parks of the city. He always loved trees and meadows. One day in a park called Richmond Park, there happened to be a race, with children riding ponies. All the riders were boys, except for one girl. The Master and His companions watched the race with great interest and anticipation, and when the girl won, He clapped His hands and cried out, "Bravo! Bravo!"*

- 2 Discuss: Why do we think 'Abdu'l-Bahá clapped for the little girl that won the race? What are some ways that we are all the same? What are some ways that people are different? Affirm that we are all God's children; we can become friends with all people. We can celebrate their victories as we celebrate our own. 'Abdu'l-Bahá tells us that "the honor of one is the honor of all."

*Adapted from *The Bahá'í World*, vol. IV, p. 384



Activity 4

What's Your Family Like?

Time: 15 minutes

Materials Needed

Family picture for all children and teachers, if available, or paper and drawing materials

Diverse collection of mixed beads

String

- 1** Explain that families come in all sizes, colors, and combinations. We may come from different parts of the world, we may have big or small families, we may be adopted, or share different religious or cultural backgrounds. All families are wonderful. God loves us and made families to show this love.
- 2** Share a photograph and describe your own family. If children have brought photographs, invite them to share them. If not, invite them to describe their family with words. Alternatively, you may wish to invite children to draw a picture of their families. Celebrate this wonderful diversity of families!
- 3** Invite children to make a bracelet, using a different bead to represent each family member. Assist as needed. Encourage children to practice telling each other about their special family bracelet. Ask: What is one special thing about your family? Encourage children to practice listening to each other as they share.



Activity 5

Bahá'í Houses of Worship

Time: 10 minutes

Materials Needed

Resource Pages 234–37, cut apart

Globe or world map, if available

- 1** Display photographs of the 8 Bahá'í houses of worship. Invite children to share what they remember about the Bahá'í houses of worship. Acknowledge all.
- 2** After looking at all the photographs, point again to the houses of worship in Western Samoa and Chile. Practice saying the names of these places. Explain that the Chile house of worship is the newest of all. Using a map or globe, show the location of these houses of worship in relation to your own location.
- 3** Then practice identifying together all 8 houses of worship. Hold up some of the photographs again, covering their names, for the children to identify. Then mix up all photographs and invite children to identify these same houses of worship. Applaud all!
- 4** As time permits, practice identifying all 8 houses of worship. Display the photographs around the room and invite children to point to the House of Worship as you call out the corresponding country name. Applaud all! Remind them that the Bahá'í House of Worship welcomes all people.



Activity 6

Spiritual Quality: Love

Time: 10 minutes

Materials Needed

Spiritual Quality Chart
(Resource Page 219) for each
child with 6 stickers attached

Special sticker for each child

Magnet

Paper clips

Small pieces of paper and alu-
minum foil

- 1** Remind children that we are practicing showing love to others. Ask all children to share one thing they did during the past week to show love. After each example, place a sticker on that child's Chart from the previous week. Teachers may share also. Acknowledge all. If children have not practiced or if they are new to the class, affirm that they will have another opportunity to practice this week. Affirm the capability of all children to show love.
- 2** Remind children that there are many ways to show love, and that we're learning to show love through actions and words.
- 3** Use the following demonstration to show the power of love: Place the paper clips and pieces of paper and aluminum foil on a flat surface. Invite children try picking up the paper clips with the magnet. What happens? Then place a piece of aluminum foil over the paper clips and invite them to try again.
- 4** Then cover the paper clips with paper and invite them to try again. What happens? Note that the magnet is so strong that it draws the paper clips toward it every time. Explain that love is very strong, just like the magnet.
- 5** Give children a new set of stickers for the Spiritual Quality Chart and remind them to bring it back next week.



Activity 7

The Hidden Words: Love Me

Time: 10 minutes

Materials Needed

Poster of the Hidden Word, Arabic no. 5, printed in large letters

Resource Page 239

Recorded version of the Hidden Word, Arabic no. 5 (optional)

- 1** Invite children to listen as you sing the Hidden Word or play a recorded version. Explain that these words come from the Hidden Words of Bahá'ú'lláh.
- 2** Then read the Hidden Word once slowly, pointing to each word on the poster as you read. Encourage the class to join in as you sing the entire Hidden Word. Applaud all! Invite them to continue practicing at home.



Activity 8

Closing Prayer

Time: 5 minutes

Materials Needed

None

- 1** Remind the children that we begin and end every class with prayers.
- 2** Invite some of the children to recite favorite prayers. Teachers may also wish to recite. Consider closing by singing "Blessed Is the Spot" or another favorite prayer all together.

Suggested Activities for Additional Lessons

You may choose to add these activities to the lessons for this topic. You may also create new lessons by repeating some activities from the first four lessons and adding these new activities as desired.



Materials Needed

Small portions of a variety of ethnic foods, as available

Plastic plates and forks for each child

Map or globe

Foods Around the World

Time: 10 minutes

NOTE: Before class, explain to parents that the children will be sampling specific foods and confirm that there are no allergies to these foods.

- 1** Remind the children that in the class we have made flags with children from all over the world. Invite them to share where they decided to display their flags. We have also looked at houses of worship from all over the world.
- 2** Explain that today we will go on an imaginary journey to some of these countries. Show one type of food at a time and invite children to identify it if they can. Acknowledge all answers, explaining where it is from and pointing to this country or region on a map or globe.
- 3** After discussing each type of food, place a small bite on each child's plate (ensuring that children with allergies avoid any foods as necessary). Encourage them to try these foods, but only if they would like. Praise those who decide to sample new foods, without forcing anyone to do so.
- 4** Remind the children how boring our diets would be if we could only eat one type of food. Diversity is wonderful—and delicious!



Materials Needed

Different colors and shapes of decorative “gems” from a craft store, or small pretty rocks

Glue

9-pointed stars cut out from Resource Page 243, or other pattern as desired

Minerals and Gemstones

Time: 20 minutes

- 1** Show a clear bowl of gems to the children. Discuss: *Where do gems come from? Explain that gems are mined from mountains. Gems are part of the mineral kingdom and are made by God. Bahá'u'lláh tells us that we are like precious gems. Each gem is unique. Each of us is created with our own special beauty. Discuss: Have any of us seen gems before? Where?*
- 2** Explain that we will decorate a 9-pointed star with these precious stones. Distribute stars and invite children to glue gems to their star, as desired. Encourage children to name the spiritual qualities in themselves and others as they work.