



Lessons for Young Children

Core Curriculum for Spiritual Education®

Preschool

Strand: Principle of Oneness

Theme: Oneness of Religion



Learning Objectives

Your children learn something new in each lesson. The repeated activities reinforce important ideas and regular acts of service. These lessons for young children also call upon them to recognize a few words and letters, an important pre-reading skill. As the parent or teacher, you will naturally adjust lessons and activities to fit your children and your circumstances.

Additional activities related to the Oneness of Religion are included at the end of these 4 lessons. You may create new lessons by repeating favorite elements from the first 4 lessons and adding these new activities. You may choose which activities to emphasize or repeat as you notice your children's questions and interests.

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

Knowledge

- To recognize the 5 kingdoms of God and identify examples of each
- To know the meaning of "Alláh-u-Abhá" and "Yá Bahá'u'l-Abhá"
- To know that Bahá'u'lláh is the newest Manifestation of God
- To recognize photographs of the Shrines of Bahá'u'lláh and the Báb
- To know the prayer "Remover of Difficulties"

Wisdom

- To understand that we learn about God through His Manifestations and His signs in creation
- To begin to understand the importance of developing reverence

Spiritual Perception

- To reflect on ourselves as spiritual beings
- To reflect on ways to demonstrate our reality as spiritual beings

Eloquent Speech

- To be able to list the kingdoms of God and give examples of each
- To name the photographs of the Shrines of Bahá'u'lláh and of the Báb
- To be able to enunciate "Alláh-u-Abhá" and "Yá Bahá'u'l-Abhá"
- To practice demonstrating the spiritual quality of reverence
- To be able to recite or sing the prayer "Remover of Difficulties"

Signs of God: Mineral Kingdom

Welcome and Introductions

None

Activity 1

Resource Page 220

Recording of the prayer “Alláh-u-Abhá, Yá Bahá’u’l-Abhá” on Resource Page 221, from the corresponding Core Curriculum CD, or on the Core Curriculum website, www.core-curriculum.org (optional)

The first verse, “Alláh-u-Abhá,” is taught in Lesson 1. The second verse, “Yá Bahá’u’l-Abhá,” is taught in Lesson 2.

Activity 2

Copy of the symbols on Resource Page 222, cut apart and placed on individual cards

A selection of the following items, or other readily available “signs” of God’s creation:

- Leaf or pine needle (tree sign)
- Sand, soil, small rock (earth sign)
- Bird feather (bird sign)
- Flower petal (flower sign)
- Scent of orange (fruit sign)
- Fragrance from an atomizer (sign of perfume)
- Sound of small bell (bell sign)

Note that similar items are used for the next several lessons. Consider repeating some items and changing some items each week.

Activity 3

Access to the outdoors, if possible

Small paper or plastic bags for each child, if desired

Construction paper for each child

Pictures cut from magazines that represent the mineral kingdom

Glue and cotton swabs

Activity 4

Resource Page 223,* cut apart

Blank chart paper or poster board, markers

Activity 5

Prayer book

Holy Books from various religions, if desired

Resource Page 224*

Activity 6

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

Folder for parents to keep the Spiritual Quality Chart

Activity 7

Resource Page 220

Recorded version of the prayer “Alláh-u-Abhá” (optional)

*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 them.
- 2 Introduce yourself. Invite children and other adults to do the same.
- 3 Explain that today we will be learning about God and God's creation. We will also learn about the signs of God in us; we'll learn about the oneness of religion; and we will practice showing reverence when we pray.



Materials Needed

Resource Page 220

Recording of the prayer
"Alláh-u-Abhá, Yá Bahá'u'l-
Abhá" (optional, first verse
only)

The first verse, "Alláh-u-Abhá,"
is taught in Lesson 1. The sec-
ond verse, "Yá Bahá'u'l-Abhá,"
is taught in Lesson 2.

Activity 1

Prayer: Alláh-u-Abhá

Time: 10 minutes

- 1 Show the printed phrase "Alláh-u-Abhá" to the children. Explain that this phrase is a prayer that means "God, the All-Glorious." Practice saying it several times together as a group.
- 2 Explain that "glory" means praise, honor, and every other good thing. When we say "God, the All-Glorious" we give praise to God.
- 3 Explain that that we will learn a melody to this prayer. Invite children to listen as you sing the first verse of the prayer or play a recorded version. Invite the children to sing along with you, and continue practicing together until they know it well. Congratulate all. Explain that we will learn more of this prayer in the next class.
- 4 Then explain that "Alláh-u-Abhá" is a special prayer that can also be used as a greeting. Encourage children to show how they greet their parents or friends. Include the phrase "Alláh-u-Abhá," if desired. Acknowledge all.



Activity 2

Signs of God

Time: 10 minutes

Materials Needed

Copy of the symbols on Resource Page 222, cut apart and placed on individual cards

A selection of the following items, or other readily available “signs” of God’s creation:

- Leaf or pine needle, (tree sign)
- Sand, soil, small rock (earth sign)
- Bird feather (bird sign)
- Flower petal (flower sign)
- Scent of orange (fruit sign)
- Fragrance from an atomizer (sign of perfume)
- Sound of small bell (bell sign)

Note that similar items are used for the next several lessons. Consider repeating some items and changing some items each week.

- 1** Invite the class to learn with you about some of the signs of God. Display a leaf and invite them to identify it. Pass around the leaf for students to touch and inspect.
- 2** Then ask the class: This leaf is part of something big; what is that bigger thing? Acknowledge all responses; confirming that the leaf is from a tree.
- 3** Ask: What is a sign? Acknowledge all. Confirm that a sign tells us about something else, something that is important or bigger than the sign itself. We can say that the leaf is a sign of a tree.
- 4** Then show to the class a bird’s feather, passing it around and discussing it in the same way. The feather is the sign of a bird.
- 5** Show and discuss several items with the class, confirming that each item is a sign of something bigger that we cannot see here. Even though we cannot see the tree and the bird at this moment, we recognize them by their signs.
- 6** Explain that in the same way, we learn about God through His signs. God created the leaf and the tree, the feather and the bird; they are all signs of God. God created all things, including us. All things, including us, are signs of our Creator.
- 7** Explain that people sometimes ask, “Where is God? What is God?” Explain that God is greater than every great one. God is better than every good thing. God is more beautiful than every beautiful thing. We can’t see God but the signs of God are in all things, including us. Discuss: What are some great and beautiful things in us? Acknowledge all. Affirm that love, truth, beauty, and all other good things are signs of God in us.
- 8** The most precious of the signs of God are the Manifestations of God, or Prophets, Who teach us about God. Although we cannot see God, the holy Manifestations of God give us God’s teachings. Some of these Manifestations of God are: Krishna, Buddha, Zoroaster, Moses, Jesus Christ, Muhammad, the Báb, and Bahá’u’lláh. As you say the name of each Manifestation of God, show the symbol of the corresponding religion. Discuss: Have we seen any of these signs before? Acknowledge all responses.
- 9** Explain that the Manifestations of God teach us that the signs of God are everywhere.



Activity 3

Mineral Kingdom Collage

Time: 20–30 minutes

Materials Needed

Materials showing signs of God from the previous activity

Small paper or plastic bags for each child, if desired

Access to the outdoors, if possible

Construction paper for each child

Pictures cut from magazines that represent the mineral kingdom

Glue and cotton swabs

- 1** Explain that all of God’s creation has five kingdoms: mineral, vegetable, animal, human, and divine. Share examples of each kingdom, using materials from the previous activity, if available. Explain that we will learn about a new kingdom in each class. Invite the class to go on a walk outdoors to find examples of the mineral kingdom. If weather does not permit, gather children on a porch or near a window to see the world of nature.
- 2** As you walk, invite the children to point out things from the mineral kingdom, such as big and little rocks of different sorts, soil, and metal objects. Ask them to name the kingdom to which these items belong. Confirm or identify the correct kingdom, without telling children they are wrong if an incorrect answer is given. If desired, you may invite children to bring rocks, sand, or soil samples to class as examples of the mineral kingdom, using small paper or plastic bags, or simply carrying them.
- 3** After you have completed your nature walk, return to classroom and offer each child a piece of construction paper and pictures cut out of magazines that represent the mineral kingdom.
- 4** Invite children to glue the pictures on their paper to make a mineral kingdom collage. They may add a small sample of sand or soil to the collage, if desired. Explain that you will save the children’s artwork for a future activity in which they will compile a book about the kingdoms of God.



Activity 4

The Shrine of Bahá’u’lláh

Time: 5 minutes

Materials Needed

Resource Page 223, cut apart

Blank chart paper or poster board and markers

- 1** Remind the children that the divine kingdom includes all the Messengers of God and that Bahá’u’lláh is the newest Manifestation of God.
- 2** Write the first letter of Bahá’u’lláh’s Name (B) and ask the class to name that letter. Then continue to write neatly the remaining letters of His Name. Invite the class to name the letters as you write them. Add accent marks as indicated.
- 3** When you have completed writing the Name of Bahá’u’lláh, explain to the children that they have just spelled Bahá’u’lláh’s Name! Keep the poster for future use.
- 4** Display the photograph of the Shrine of Bahá’u’lláh at Bahjí. Explain that Bahá’u’lláh’s body is buried in this Shrine, but that His divine spirit lives forever. The Shrine reminds us of Bahá’u’lláh and His love for all people. Name each child in turn, explaining that Bahá’u’lláh loves each one.



Activity 5

Spiritual Quality: Reverence

Time: 10 minutes

Materials Needed

Prayer book; Holy Books from various religions, if desired

Resource Page 224

- 1** Explain that each week, we will have the opportunity to learn about spiritual qualities, or virtues, and practice using them. Since we're learning about God in this class, we will practice reverence. Ask the class: Can you say "reverent"?
- 2** Explain that we are reverent when we remember that we are in the presence of God, Who made us and loves us. We're reverent when we show our love and respect for God.
- 3** Explain that the Manifestations of God teach us to pray every day. When we pray, we remember that we are in the presence of God and that God loves us very, very much. Reverently pick up a prayer book and invite children to identify it. Demonstrate holding and passing the book with reverence.
- 4** Ask the children to show you what reverence looks like. Then ask the children to show you what reverence does not look like. Acknowledge all.
- 5** Invite the children to take turns holding and passing the prayer book in a reverent way. They may also reverently hold and pass other Holy Books, if desired.
- 6** Show pictures of children in various prayerful positions; explain that each one is demonstrating reverence.
- 7** Invite children to again demonstrate reverence and to remember that we show reverence when we pray. Consider saying a very short prayer while children maintain their reverent postures.



Activity 6

Practicing the Spiritual Quality: Reverence

Time: 5 minutes

Materials Needed

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

Folder for parents to keep the Spiritual Quality Chart

- 1 Explain that it is important for us also to practice reverence at home. Ask: What are some times and places that we can show reverence? Acknowledge all. Affirm that we can show reverence during prayers at home, when we go to places of worship, devotional meetings, and other places.
- 2 Explain that they will use a Spiritual Quality Chart to help them practice reverence.
- 3 Show the Chart and explain that their parents or another adult may place a sticker on the Chart every day that they practice reverence.
- 4 Explain that when they bring their chart back to class, you will give them a special sticker.
- 5 Give each child a Spiritual Quality Chart and stickers to take home.

NOTE: Show parents how they can support their children's practice of spiritual qualities by using the Chart. Provide parents with folders labeled "Spiritual Qualities" to hold their children's Charts or encourage parents to display these charts at home.



Activity 7

Closing Prayer

Time: 5 minutes

Materials Needed

Resource Page 220

Recorded version of the prayer "Alláh-u-Abhá, Yá Bahá'u'l-Abhá" (optional, first verse only)

- 1 Remind the children that "Alláh-u-Abhá" means "God, the All-Glorious," and that it is both a prayer and a greeting. Practice repeating it several times together.
- 2 Tell the children that we will conclude our class by singing this prayer. Invite children to show reverence with their bodies while they pray.
- 3 Invite children to listen as you sing the first verse of the prayer or play a recorded version. Invite the children to sing this verse with you, and continue practicing together until they know it well.
- 4 Remind students to take home their Spiritual Quality Chart, practice reverence at home, and bring the Chart back to the next class.
- 5 Encourage them to keep practicing reverence when they pray every morning and night.

Signs of God: Vegetable Kingdom

Welcome and Introductions

None

Activity 1

Resource Page 220

Recording of the prayer “Alláh-u-Abhá, Yá Bahá’u’l-Abhá” (optional)

Activity 2

Copy of the symbols on Resource Page 222, cut apart and placed on individual cards

A selection of the following items, or other readily available “signs” of God’s creation—keeping some of the same and changing others from the previous lesson:

- Leaf or pine needle (tree sign)
- Sand, soil, small rock (earth sign)
- Bird feather (bird sign)
- Flower petal (flower sign)
- Scent of orange (fruit sign)
- Fragrance from an atomizer (sign of perfume)
- Sound of small bell (bell sign)

Activity 3

Access to the outdoors, if possible

Small bottle of blowing bubbles for each child or for sharing among children

Activity 4

Access to the outdoors, if available

Selection of leaves, grass, petals, etc., if available

Construction paper for each child

Pictures cut from magazines that represent the vegetable kingdom

Glue and cotton swabs

Activity 5

Resource Page 223,* cut apart

Poster or chart of Bahá’u’lláh’s Name from Lesson 1

Activity 6

Prayer book

Holy Books from various religions, if desired

Resource Page 224*

Resource Pages 225–26*

Activity 7

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

Special sticker for each child

Folder for parents to keep the Spiritual Quality Chart

Activity 8

Resource Page 220

Recording of the prayer “Alláh-u-Abhá, Yá Bahá’u’l-Abhá” (optional)

*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, showing your delight to see each one.
- 2 Introduce yourself. Invite children and other adults to do the same.
- 3 Explain that today we will continue learning about God and the oneness of religion. We will do some of the same things as in the last lesson. We will also do some new things today.



Materials Needed

Resource Page 220

Recording of the prayer
“Alláh-u-Abhá, Yá Bahá’u’l-
Abhá” (optional, first verse
only)

The first verse, “Alláh-u-Abhá,”
is taught in Lesson 1. The sec-
ond verse, “Yá Bahá’u’l-Abhá,”
is taught in Lesson 2.

Activity 1 Prayer: Alláh-u-Abhá

Time: 5 minutes

- 1 Show the printed phrase “Alláh-u-Abhá” to the children. Explain that this phrase is a prayer that means “God, the All-Glorious.” Practice saying it several times together as a group.
- 2 Remind children that we are learning a melody to this prayer. Invite children to listen as you sing this prayer or play a recorded version. Invite children to sing along with you, and continue practicing together until they know it well. Congratulate all.
- 3 Explain that we are going to add another phrase to this prayer. Explain that “Yá Bahá’u’l-Abhá” means “O Glory of the All-Glorious.” This phrase continues our prayer and praise of God.
- 4 Display the phrase “Yá Bahá’u’l-Abhá” for the children to identify. Encourage them to practice saying this phrase 3–5 times as a group. Encourage them to practice saying it to each other.
- 5 Sing this second half of the prayer for the class. Then invite the children to sing along with you, and continue practicing this second phrase until they know it well.
- 6 Then sing aloud the entire prayer while the children listen, inviting them to join in when ready.



Activity 2 Signs of God

Time: 10 minutes

Materials Needed

Copy of the symbols on Resource Page 222, cut apart and placed on individual cards

A selection of the following items, or other readily available “signs” of God’s creation:

- Leaf or pine needle
- Sand, soil, small rock
- Bird feather
- Flower petal
- Scent of orange
- Fragrance in atomizer
- Sound of small bell

- 1** Remind children that we’re learning together about the signs of God in the world and in us. Display a leaf and invite them to identify it. Pass around the leaf for students to touch and inspect. Then ask the class: Is this leaf a sign of something larger that we cannot see? What is that larger thing? Acknowledge all responses, confirming that the leaf is a sign of a tree. Affirm that God made the tree.
- 2** Show and discuss several other items from the materials list in the same manner. Confirm that each item is a sign of something bigger that we cannot see here. Even though we cannot see these things, we recognize them by their signs.
- 3** Explain that in the same way, we learn about God through His signs. God created all things, including us. The signs of God are in us. Ask: What are some signs of God in us?
- 4** The most precious of His signs are the Manifestations of God, or Prophets, Who teach us about God. Although we cannot see God, the holy Manifestations of God are a sign of His reality. Name some of the Manifestations of God while you show the symbol of the corresponding religion. Explain that the Manifestations of God teach us that God loves us and that the signs of God are everywhere.



Activity 3 Nature Walk

Time: 10 minutes

Materials Needed

Access to the outdoors, if possible

Small bottle of blowing bubbles for each child or for sharing among children

- 1** Invite the children outside and, if possible, take them for a short walk through the yard or neighborhood. If weather does not permit, gather children on a porch or near a window where they can still see the world of nature.
- 2** Encourage children to stand together and look all around them. Discuss together: Where can we find the signs of God? Acknowledge all answers. If not mentioned, add that the signs of God are everywhere; God created all things, including us.
- 3** Then move to another location, perhaps near a tree. Ask again: Where can we find the signs of God? After listening to responses, remind them that the signs of God are everywhere. God created all things, including the tree, and us.
- 4** Find a spot where the children can safely move around and offer each child a bottle of bubbles or allow children to take turns blowing bubbles from a bottle held by the teacher. Enjoy blowing bubbles; then discuss: Did we enjoy blowing bubbles? Yes, even our happiness is a sign of God.
- 5** Collect the bubble bottles and remain outside for the next activity.



Activity 4

Vegetable Kingdom Collage

Time: 20–30 minutes

Materials Needed

Access to the outdoors, if available

Selection of leaves, grass, petals, etc., if available

Construction paper for each child

Pictures cut from magazines that represent the vegetable kingdom

Glue and cotton swabs

- 1 Remind the children of the names of the five kingdoms of God: mineral, vegetable, animal, human, and divine. Explain that today we will focus on the vegetable kingdom. All plants are in the vegetable kingdom. Discuss: What are some plants in the vegetable kingdom?
- 2 Invite the class on a short walk to find examples of some of the kingdoms of God visible in nature. If weather does not permit, gather children on a porch or near a window where they can still see the world of nature.
- 3 As you walk, invite the children to point out things from the vegetable kingdom, such as flowers, leaves, and other plants. Ask them to name the kingdom to which these items belong. Confirm or identify the correct kingdom, without telling children they are wrong if an incorrect answer is given. If desired, children may bring leaves, grass, or small flowers back to the classroom as a reminder of the vegetable kingdom.
- 4 After you have completed your nature walk, return to classroom and offer each child a piece of construction paper and pictures cut out of magazines that represent the vegetable kingdom.
- 5 Invite children to glue the pictures on their paper to make a vegetable kingdom collage. Children may also glue leaves, grass, or petals to their paper.
- 6 Explain that you will save their artwork for a future activity in which they will compile a book about the kingdoms of God.



Activity 5

The Shrine of Bahá'u'lláh

Time: 5 minutes

Materials Needed

Resource Page 223, cut apart

Poster or chart of Bahá'u'lláh's Name from Lesson 1

- 1 Remind the children that the divine kingdom includes all the Messengers of God. Bahá'u'lláh is the newest Manifestation of God. Bahá'u'lláh means the Glory of God.
- 2 Using the poster from Lesson 1, point to each letter of Bahá'u'lláh's Name and invite the class to name that letter. Applaud the class for having spelled the beautiful Name of Bahá'u'lláh. Keep the poster for future use.
- 3 Display the photograph of the Shrine of Bahá'u'lláh at Bahjí. Explain that the Shrine reminds us of Bahá'u'lláh. Bahá'u'lláh loves us and all people. Ask: Who does Bahá'u'lláh love? Acknowledge all, encouraging children to name each child in turn. Bahá'u'lláh shows God's love for all people.



Activity 6

Spiritual Quality: Reverence

Time: 5 minutes

Materials Needed

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

Special sticker for each child

Prayer book

Holy Books from various religions (optional)

Resource Page 224

Resource Pages 225–26

- 1** Remind children that we are practicing reverence. Explain that we are reverent when we remember that we are in the presence of God, and when we show our love and respect for God. When we pray, we remember that we are in the presence of God. We practice reverence when we pray. Ask the class: Can you say “reverent”? Encourage the children to show you what reverence looks like and what it does not look like. Then invite children to assume a reverent position.
- 2** Reverently pick up a prayer book and invite children to identify it. Demonstrate holding and passing the book with reverence. Invite the children to take turns holding and passing the prayer book with reverence. Practice with other Holy Books, if desired.
- 3** Show pictures of children in various prayerful positions and explain that each one is practicing reverence. Discuss: What are some times and places to show reverence? Acknowledge all.
- 4** Explain that we remember our love for God in our homes and in the world of nature. We also remember God’s love in special places that people build all around the world to worship God. These places are called houses of worship, churches, temples, mosques, and synagogues. Show examples of these places of worship as you mention them. Remind children that there is a special Bahá’í House of Worship on each continent. Have any of the children visited a Bahá’í House of Worship? Have they also visited a church, mosque, or other temple?
- 5** Discuss: Should we be reverent in places of worship? Invite children to demonstrate reverence again and to remember that we are reverent when we pray. Consider reciting a very short prayer while children hold their reverent postures.



Activity 7

Practicing the Spiritual Quality: Reverence

Time: 5 minutes

Materials Needed

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

Special sticker for each child

Folder for parents to keep the Spiritual Quality Chart, for any new parents

- 1 Remind the class that we can practice reverence at home. Discuss: Did you enjoy practicing reverence at home this past week?
- 2 Collect the Spiritual Quality Charts from the previous week. Ask all children to share one thing they did during the week to show reverence. After each example, place a special sticker on that child's Chart. Acknowledge all. If children have not practiced or if they are new to the class, affirm that you know they can practice reverence because you saw them practicing during this class. Affirm all children and their capacity to show reverence.
- 3 Remind children that during the coming week, we will continue practicing reverence. Encourage students to bring their Chart back to class and receive a special sticker.
- 4 Give each child the same or a new Spiritual Quality Chart and stickers to take home.

NOTE: Encourage parents to display the Spiritual Quality Chart in the home or to keep it in their folders.



Activity 8

Closing Prayer

Time: 5 minutes

Materials Needed

Resource Page 220

Recorded version of the prayer "Alláh-u-Abhá, Yá Bahá'u'l-Abhá" (optional)

- 1 Remind the children that "Alláh-u-Abhá" means "God, the All-Glorious," and that it is both a greeting and prayer. Practice saying it several times together.
- 2 Invite the class to sing the first verse of the prayer with you. Continue practicing together until they know it well. Congratulate all.
- 3 Remind students that we can now add another phrase to this prayer. Explain that "Yá Bahá'u'l-Abhá" means "O Glory of the All-Glorious."
- 4 Display the phrase "Yá Bahá'u'l-Abhá" for the children to identify. Encourage them to practice saying this phrase several times as a group.
- 5 Sing this second half of the prayer for the class. Then invite the children to sing along with you, and continue practicing together until they know it well.
- 6 Sing aloud the whole prayer while the children listen, inviting them to join in when ready.
- 7 Remind the children to take home their Spiritual Quality Chart, to practice reverence when they pray at home, and to bring the chart to the next class.

Signs of God: Animal Kingdom

Welcome and Introductions

None

Activity 1

Poster of the prayer “Remover of Difficulties” printed in large letters

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

Activity 2

Copy of the symbols on Resource Page 222, cut apart and placed on individual cards

A selection of the following items, or other readily available “signs” of God’s creation, keeping some of the same and changing others from the previous lesson:

- Leaf with twig (sign of a tree)
- Sand, soil, or small rock (sign of the earth)
- Feather (sign of a bird)
- Fur (sign of an animal)
- Photograph (sign of a person)
- Flower petal (sign of the flower)
- Taste of banana (sign of a whole fruit)
- Sound of small bell (sign of bell)

Activity 3

White 8 ½" x 11" paper

Crayons or markers

Construction paper

Glue

Completed vegetable kingdom collages from Lesson 2

Activity 4

Access to the outdoors, if available

Small feathers placed outdoors where children may find them (optional)

Construction paper for each child

Pictures cut from magazines that represent the animal kingdom

Glue and cotton swabs

Activity 5

Resource Page 223,* cut apart

Poster of Bahá’u’lláh’s Name from Lesson 1

Activity 6

Prayer book

Other Holy Books (optional)

Activity 7

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

Special sticker for each child

Activity 8

Poster of the prayer “Remover of Difficulties” printed in large letters

Recorded version of the prayer “Remover of Difficulties” (optional)

Small prayer card of “Remover of Difficulties” for each child, Resource Page 228

*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, showing your delight to see each one.
- 2 Introduce yourself and invite children and other adults to do the same.
- 3 Remind the children that we are learning about God and the oneness of religion. We will do some of the same activities and also some new ones as we keep learning together about the signs of God in us and in the world.



Activity 1

Prayer: Remover of Difficulties

Time: 5 minutes

Materials Needed

Poster of the prayer “Remover of Difficulties”

Recorded version of the prayer “Remover of Difficulties” (optional)

- 1 Explain to the class that we will learn a new prayer.
- 2 Invite children to listen as you sing this prayer or play a recorded version.
- 3 Then read the prayer once slowly, pointing to each word on the poster as you read. Encourage the class to join in as you sing the prayer together several times. Acknowledge all.
- 4 Explain that our prayers help connect our hearts to God. They remind us of the signs of God in our own hearts.



Activity 2

Signs of God

Time: 10 minutes

Materials Needed

Copy of the symbols on Resource Page 222, cut apart and placed on individual cards

A selection of the following items, or other readily available “signs” of God’s creation:

- Leaf with twig, sign of a tree
- Sand, soil, or small rock, sign of the earth
- Fur, sign of an animal
- Photograph, sign of a person
- Taste of banana, sign of whole fruit
- Feather, sign of a bird
- Sound of small bell

1 Invite the class to learn more about the signs of God in His creation. Display an item from the materials list and invite the children to identify it. Invite students to inspect the item more closely. Then ask: Is this a sign of something larger that we cannot see? It is a sign of something? Acknowledge all responses, confirming the correct answer.

2 Show and discuss several other items from the materials list in the same manner. Confirm that all are the signs of things that we may not be able to see in our classroom. Even though we cannot see them, we recognize them by their signs.

3 Explain that we also learn about God through His signs. The most precious of His signs are the Manifestations of God Who teach us about God and God’s love for us.

4 Name some of the Manifestations of God while you show the symbol of the corresponding religion. Explain that the Manifestations of God teach us that the signs of God are everywhere. God created all things, including us. God loves us and the signs of God are in us. Discuss: What are some of the signs of God in us? Acknowledge all responses.



Activity 3

Drawing Signs of God

Time: 10 minutes

Materials Needed

White 8 ½" x 11" paper

Crayons or markers

Construction paper

Glue

Completed mineral kingdom collages from Lesson 1 and vegetable kingdom collages from Lesson 2

1 Remind children that we are learning about the signs and kingdoms of God. Ask: Where can we find the signs of God? Acknowledge all.

2 Invite children to sit together at a table, and display the students’ mineral and vegetable kingdom collages from Lessons 1 and 2 as reminders of these two signs and kingdoms of God.

3 Offer each child a sheet of paper. Place crayons or markers on the table for all to share. Suggest that they hold one crayon at a time to make it easy to share.

4 Invite the children to draw some of the signs of God from the world of nature.

5 When finished, invite the children to share their artwork with the class. Then mount each child’s drawing on construction paper for all to see and enjoy. Write the child’s name and the words “Kingdoms of God” on the construction paper. Save the drawings to become covers for their Kingdoms of God books.



Activity 4

Animal Kingdom Collage

Time: 20–30 minutes

Materials Needed

Access to the outdoors, if available

Small feathers placed outdoors where children may find them (optional)

Construction paper for each child

Pictures cut from magazines that represent the animal kingdom

Glue and cotton swabs

- 1** Remind the children of the names of each of the five kingdoms of God: mineral, vegetable, animal, human, and divine.
- 2** Invite the class to go on a walk to find examples of some of the kingdoms of God visible in nature. Briefly discuss: What are some examples of the mineral kingdom? What are some examples of the vegetable kingdom? What are some examples of the animal kingdom? Acknowledge all. Explain that today we will focus on the animal kingdom. If weather does not permit, gather children on a porch or near a window where they can still see the world of nature.
- 3** As you walk, invite the children to point out creatures from the animal kingdom. Ask them to name the kingdom to which these items belong. Confirm or identify the correct kingdom, without telling children they are wrong if an incorrect answer is given. As you walk, discuss: How are animals the same as minerals and plants? How are they different? Children may also pick up small feathers, if available.
- 4** After completing your nature walk, return to classroom and offer each child a piece of construction paper and pictures cut from magazines that represent the animal kingdom.
- 5** Invite children to glue the pictures on their paper to make an animal kingdom collage, adding feathers if available.
- 6** Explain that you will save their artwork for the next lesson in which they will compile their book about the kingdoms of God.



Materials Needed

Resource Page 223, cut apart

Poster of Bahá'u'lláh's Name
from Lesson 1

Activity 5

The Shrines of Bahá'u'lláh and the Báb

Time: 5 minutes

- 1 Remind the children that the divine kingdom includes all the Manifestations of God, and that Bahá'u'lláh is the newest Manifestation of God.
- 2 Using the poster from Lesson 1, point to each letter of Bahá'u'lláh's Name and invite the class to name that letter. Applaud the class for having spelled the beautiful Name of Bahá'u'lláh. Keep the poster for future use.
- 3 Display the photograph of the Shrine of Bahá'u'lláh at Bahjí. Explain that the Shrine reminds us of Bahá'u'lláh and His love for all people, including us. Briefly discuss: Who does Bahá'u'lláh love? Encourage children to name themselves and each other person in class in turn. Encourage them also to name family members and other people around the world. Applaud all!
- 4 Explain that another Manifestation of God in the divine kingdom is the Báb. The Báb came just before Bahá'u'lláh to prepare the way. As They came at almost the same time, They are called the Twin Manifestations of God.
- 5 Display a photograph of the Shrine of the Báb. Explain that the Báb is buried in this Shrine, but that His divine spirit lives forever. The Shrine reminds us of the Blessed Báb and His love for us and for all people. Point again to the photograph and ask: What is this? Congratulate all.



Materials Needed

Prayer book

Other Holy Books (optional)

Activity 6

Spiritual Quality: Reverence

Time: 5 minutes

- 1 Explain that we continue to practice reverence. Remind the class that we are reverent when we remember that we are in the presence of God and when we show our love and respect for our Creator. We remember that we are in the presence of God when we pray. Ask the class: Can you say "reverent"?
- 2 Reverently pick up a prayer book and invite children to identify it. Demonstrate holding and passing the book with reverence, inviting all to do the same. Practice with other Holy Books, if desired.
- 3 Ask the children if they know what this special book contains. Then discuss: To Whom are we speaking when we say prayers? Acknowledge all responses.
- 4 Invite the children demonstrate other ways to show reverence. Acknowledge all. Consider saying a very short prayer while children continue to show reverence.



Materials Needed

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

Special sticker for each child

Activity 7 Practicing the Spiritual Quality: Reverence

Time: 5 minutes

- 1** Collect the Spiritual Quality Charts from the previous week. Tell the children how happy you are for the effort they're making to show reverence towards God.
- 2** Ask all children to share one thing they did during the week to show reverence, and place a special sticker on each child's Chart. Acknowledge all. Even if children have not returned their charts acknowledge their capacity to show reverence.
- 3** Remind them that during the coming week, we will continue practicing reverence. Remind them that a good time to show reverence is during morning and evening prayers. Ask: What are some other times and places to show reverence? Acknowledge all.
- 4** Explain that when they bring their chart back to class, you will give them a special sticker.
- 5** Give each child the same or a new Spiritual Quality Chart and stickers to take home.



Materials Needed

Poster of the prayer "Remover of Difficulties" printed in large letters

Recorded version of the prayer "Remover of Difficulties" (optional)

Small prayer card of "Remover of Difficulties" for each child, Resource Page 228

Activity 8 Closing Prayer: Remover of Difficulties

Time: 5 minutes

- 1** Invite the children to repeat after you as you slowly recite or sing this prayer. Pause after every fourth word for them to repeat, stopping more regularly if necessary. Then sing the prayer all together.
- 2** Offer each child a copy of the prayer to take home and practice throughout the week.
- 3** Remind students to take home their Spiritual Quality Chart so that they can practice reverence at home, and to bring the Chart back to the next class.
- 4** Encourage them to keep practicing reverence when they pray every morning and night.
- 5** Remind children that "Alláh-u-Abhá" means "God the All-Glorious." We are reverent when we pray. Sing together the prayer "Alláh-u-Abhá," if desired.

Signs of God: Human and Divine

Welcome and Introductions

None

Activity 1

Poster of the prayer “Remover of Difficulties” printed in large letters

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

Activity 2

Copy of the symbols on Resource Page 222, cut apart and placed on individual cards

A selection of the following items, or other readily available “signs” of God’s creation—using some of the same and some different objects from previous lessons:

- Leaf with twig (sign of a tree)
- Sand, soil, or small rock (sign of the earth)
- Recording of birdsong (sign of a bird)
- Feather (sign of a bird)
- Shell (sign of ocean animal)
- Rose water (sign of a rose)
- Flower petal (sign of the flower)
- Taste of banana (sign of a whole fruit)
- Sound of small bell (sign of bell)

Activity 3

Construction paper for each child

Diverse pictures cut from magazines that represent the human kingdom, including children, youth, and adults

Glue and cotton swabs

Photograph of each child, if available

Activity 4

Construction paper for each child

Pictures cut from magazines that represent the divine kingdom, such as places of worship, or copies of Resource Pages 222, 225–26*

Activity 5

Construction paper

Drawing materials

Student collages from previous Lessons and drawings from Activity 3 in Lesson 3

Extra pictures representing the kingdoms of God

Hole punch and ribbon to tie the pictures into a book, or a stapler

Activity 6

Resource Page 223,* cut apart

Activity 7

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

Special sticker for each child

Activity 8

*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, showing your delight to see each one.
- 2 Introduce yourself and invite children and other adults to do the same.
- 3 Explain that today we will learn more about God and the oneness of religion, and we will complete our books about the kingdoms of God.



Activity 1

Prayer: Remover of Difficulties

Time: 5 minutes

Materials Needed

Poster of the prayer “Remover of Difficulties” printed in large letters

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

- 1 Explain to the class that we will continue learning our new prayer.
- 2 Invite children to listen as you sing this prayer or play a recorded version.
- 3 Then read the prayer once slowly, pointing to each word on the poster as you read. Encourage the class to join in as you sing the prayer together several times. Acknowledge all.
- 4 Read aloud and point to the words of the prayer again, pausing at some words and inviting the children to fill in the missing word as you point to it. Continue leaving out words until the prayer is completed. Praise all for their progress in memorizing this prayer.



Activity 2

Signs of God

Time: 10 minutes

Materials Needed

Copy of the symbols on Resource Page 222, cut apart and placed on individual cards

A selection of the following items, or other readily available “signs” of God’s creation:

- Leaf with twig (sign of a tree)
- Sand, soil, or small rock (sign of the earth)
- Recording of birdsong (sign of a bird)
- Feather (sign of a bird)
- Shell (sign of ocean animal)
- Rose water (sign of a rose)
- Flower petal (sign of the flower)
- Taste of banana (sign of a whole fruit)
- Sound of small bell (sign of bell)

- 1** Invite the class to explore with you some of the signs of God. Display an item from the list above and invite them to identify it. Invite students to inspect the item more closely. Then ask: *Is this item a sign of something larger that we cannot see? What is that larger thing? Acknowledge all responses, confirming the correct answer.*
- 2** Show and discuss several other items from the list above in the same manner. Confirm that each item is a sign of something bigger that we cannot see here. Even though we cannot see them, we recognize them by their signs.
- 3** Discuss: *What do we use to see these signs of things? What do we use to hear a sign of something? What do we use to smell or taste? Can we touch some of the signs? Affirm that our eyes, ears, nose, tongue, and hands all help us recognize the things that God creates.*
- 4** Explain that we also learn about God through His signs. Ask: *How can we recognize the signs of God? Acknowledge all. Affirm that we recognize the signs of God with our minds and our hearts.*
- 5** The most precious of His signs are the Manifestations of God Who teach us about God and God’s love for us. Name some of the Manifestations of God while you show the symbol of the corresponding religion. Explain that the Manifestations of God teach us that the signs of God are everywhere in the world and in us. God created all things.



Activity 3

Human Kingdom Collage

Time: 20 minutes

Materials Needed

Construction paper for each child

Diverse pictures cut from magazines that represent the human kingdom, including children, youth, and adults

Photograph of each child, if available

Glue and cotton swabs

- 1** Remind the children of the names of each of the five kingdoms of God: mineral, vegetable, animal, human, and divine. Briefly discuss: What are some signs of the mineral kingdom? What are some signs of the animal kingdom? What are some signs of the human kingdom? Acknowledge all. Explain that today we will focus on two kingdoms: the human kingdom and the divine kingdom. Ask: What are some signs of the human kingdom?
- 2** Invite the class on a walk to find examples of some of the kingdoms of God visible in nature. If weather does not permit, gather children on a porch or near a window where they can still see the world of nature.
- 3** As you walk, invite the children to point out things from the different kingdoms of God. Ask them to name the kingdom to which these items belong. Confirm or identify the correct kingdom, without telling children they are wrong if an incorrect answer is given. Encourage students to look especially for signs of the human kingdom.
- 4** As you walk, discuss: How does the mineral kingdom help people? How do plants help people? How do animals help people? And how can people also help the minerals, plants, and animals? Acknowledge all. Affirm that minerals provide beauty, color, and materials for our houses. Plants provide beauty, food, shade, fragrance, and materials for shelter. Animals provide joy, companionship, work, and food. People take care of minerals, plants, animals, and the whole world. We can help, too!
- 5** After you have completed your nature walk, return to classroom and offer each child a piece of construction paper and pictures cut out of magazines that represent human kingdom. Be sure to include diverse images of children, youth, and adults. If pictures are not available, invite children to draw simple pictures of diverse people.
- 6** Invite children to glue the pictures on their paper to make a human kingdom collage, including their own photograph if available.
- 7** Explain that they will use this collage for their books about the kingdoms of God.



Activity 4

Divine Kingdom Collage

Time: 10 minutes

Materials Needed

Construction paper for each child

Pictures cut from magazines that represent the divine kingdom, such as pictures of the Shrines of the Báb and Bahá'u'lláh, Bahá'í Houses of Worship, other houses of worship, holy books, religious symbols, or copies of Resource Pages 222, 225–26

Glue

- 1 Remind the children of the names of each of the five kingdoms of God: mineral, vegetable, animal, human, and divine.
- 2 Remind children that God is the Creator of all things, including us. God sends Divine Manifestations to teach us about His love for us and to teach us to love each other.
- 3 Show pictures of Bahá'í Shrines, places of worship, or religious symbols. As you show each image, ask them to name the kingdom to which these images belong. Confirm or identify the correct kingdom, without telling children they are wrong if an incorrect answer is given.
- 4 Offer each child a piece of construction paper and pictures from magazines that represent the divine kingdom or copies of Resource Pages 222, 225–26.
- 5 Invite children to glue the pictures on their paper to make a divine kingdom collage.



Activity 5

Kingdoms of God Book

Time: 20 minutes

Materials Needed

All student collages from previous lessons, and drawings from Activity 3 in Lesson 3

Extra pictures representing the kingdoms of God

Extra construction paper

Drawing materials

Hole punch and ribbon to tie the pictures into books, or a stapler

- 1 Explain that today we will compile all our pictures of the kingdoms of God into a book. Invite children to assemble their books; explain that their drawings from Lesson 3 will be the covers for their books.
- 2 Return the children's collages and pictures from the previous weeks. Assist them to put together books with their collages, leaving blank pages for any days missed.
- 3 If one or two pages are missing, encourage children to create new collages at home. If more than two pages are missing, the children may wish to make a single collage representing all the kingdoms of God.
- 4 Use a hole punch and ribbon to tie the pages into a book or staple the pages together. Ask: Who can we show our books? Acknowledge all.
- 5 Assist children to practice showing their books to each other, showing each page in turn. Acknowledge all efforts.
- 6 Encourage children to take their books home and show them to their parents and other people. Affirm all.



Activity 6

The Shrines of Bahá'u'lláh and the Báb

Time: 5 minutes

Materials Needed

Resource Page 223, cut apart

Poster of Bahá'u'lláh's Name
from Lesson 1

- 1** Remind the children that the divine kingdom includes all the Manifestations of God, and that Bahá'u'lláh is the newest Manifestation of God.
- 2** Using the poster from Lesson 1, point to each letter of Bahá'u'lláh's Name and invite the class to name that letter. Applaud the class for having spelled the precious Name of Bahá'u'lláh. Keep the poster for future use.
- 3** Display the photograph of the Shrine of Bahá'u'lláh at Bahjí. Explain that the Shrine reminds us of Bahá'u'lláh and His love for all people.
- 4** Explain that another Manifestation of God in the divine kingdom is the Báb. The Báb came just before Bahá'u'lláh to prepare the way. As They came at almost the same time, They are called the Twin Manifestations of God.
- 5** Display a photograph of the Shrine of the Báb. Explain that the Báb is buried in this Shrine, but that His divine spirit lives forever. The Shrine reminds us of the Blessed Báb and His love for us and for all people. Point again to the photograph and ask: What is this? Congratulate all.



Activity 7

Spiritual Quality: Reverence

Time: 5 minutes

Materials Needed

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

Special sticker for each child

- 1 Remind the class that we are reverent when we remember that we are in the presence of God and show our love and respect for our Creator.
- 2 Invite children to give examples of when and how to be reverent. Discuss: How can we show reverence when we pray? When and where should we show reverence?
- 3 Encourage the class to continue practicing reverence at times of prayer and places of prayer.
- 4 Collect the Spiritual Quality Charts from the previous week. Tell the children how happy you are for the effort they're making to show reverence towards God.
- 5 Ask all children to share one thing they did during the week to show reverence, and place a special sticker on each child's Chart. Acknowledge all, without exception.
- 6 Remind them that during the coming week, we will continue practicing reverence. Remind them that a good time to show reverence is during morning and evening prayers. Ask: What are some other times and places to show reverence? Acknowledge all.
- 7 Encourage them to bring their chart back to class and receive another special sticker.
- 8 Give each child the same or a new Spiritual Quality Chart and stickers to take home.



Activity 8

Closing Prayers

Time: 5 minutes

Materials Needed

None

- 1 Explain that we will conclude class by singing the closing prayers that we have learned together.
- 2 Invite children to join you in singing "Alláh-u-Abhá, Yá Bahá'u'l-Abhá" and "Remover of Difficulties." Applaud all for their memorization.

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

Box, tray, or basket labeled “Kingdoms of God”

5 posters of pieces of paper, each labeled with the name of a kingdom of God: mineral, vegetable, animal, human, divine; place these posters around the classroom

Several items or pictures mounted on cardstock representing the kingdoms of God, such as:

- Mineral: rock, mountain
- Vegetable: flower, tree
- Animal: cat, elephant
- Human: children, adults
- Divine: copies of Resource Pages 225–26

Kingdoms of God

Time: 10 minutes

- 1 Remind the children that God created all things. Show some of the pictures representing the kingdoms of God. Identify the posters labeled for each kingdom around the room.
- 2 Show the items and pictures to the class one at a time. Invite students to name these items as you place them in the box labeled “Kingdoms of God.”
- 3 Then invite children, one at a time, to pick a card or object from the “Kingdoms of God” box.
- 4 Ask each child to show the class the selected item, name it, and place it on the appropriate kingdom poster. Provide assistance as needed to assure correct placement of objects without telling children they are wrong. Warmly acknowledge all efforts.
- 5 Remind children that we are all members of the human kingdom, that God created us and all things, and that the Manifestations of God teach us about God’s love for us and for all people everywhere.



Materials Needed

Several copies of Resource Page 223, cut apart, or other pictures of the Shrines of Bahá’u’lláh and the Shrine of the Báb

The Shrines of Bahá’u’lláh and the Báb

Time: 5 minutes

- 1 Display several photographs of the Shrines of Bahá’u’lláh and the Báb. Point to one photograph of each Shrine and ask children to identify it.
- 2 Encourage children to take turns searching for other photographs of each Shrine in the room.
- 3 Then invite pairs of students to take turns finding all the photographs of either the Shrine of Bahá’u’lláh or the Shrine of the Báb. Applaud all for their ability to identify the Shrines.



Planting Seeds

Time: 15 minutes

Materials Needed

Access to the outdoors where plants, trees, or flowers are growing

Empty pre-washed yogurt (or similar) containers with clear lids or with clear plastic wrap and rubber bands

Packet of marigold seeds (or any other fast growing flower or herb)

Potting soil

Small stones or pebbles

Small shovel or spoon

Container of water

Newspaper or other table covering

1 potted flower or plant

- 1 Invite the children outside to observe living plants and flowers. Identify different items and encourage children to name the kingdom of God to which they belong.
- 2 Then discuss: what makes these plants grow? Acknowledge all answers, confirming that plants need soil, water, and sunlight to grow, all of which come from God.
- 3 Working outside if possible, cover a table with newspaper and place a potted flower or other plant on the table where all can see. Gather the children around the table and explain that they will be planting seeds today that will grow, just like the plant on the table.
- 4 Give each child a small container (without lid) and 2–3 stones or pebbles. Invite the children to place the stones or pebbles in their container.
- 5 Using a shovel or spoon, invite children to fill their containers 2/3 full with potting soil, completely covering the stones or pebbles at the base.
- 6 Place 5 seeds in each child's hand. Demonstrate how to plant these seeds, spreading them out evenly for optimal growth in the container. Assist children as needed.
- 7 Pour enough water in each container to make the soil lightly moist and invite children to place the lids back on their containers.
- 8 Encourage children to ask an adult at home to help them find a place where their seeds will get sunlight. Explain that every day they should touch the soil and that when it feels dry, they should add a small amount of water until it is lightly moist again.



Recognizing the Name of Bahá'u'lláh

Time: 10 minutes

Materials Needed

Poster of Bahá'u'lláh's Name from Lesson 1

- 1 If desired, the poster may be cut into the 3 parts of Bahá'u'lláh's Name for the children to assemble as a puzzle.
- 2 After they have mastered this simple puzzle, you may again cut the letters apart for students to assemble, making a more challenging puzzle.
- 3 Provide encouragement and assistance as needed to assure success. Applaud all!