

the oneness of God

Learning objectives

- : To perceive the implications for mankind when the knowledge of the principle of the Oneness of God is realized by the people of the world
- : To demonstrate one's belief in the Oneness of God, to develop qualities of humility, love for all people, service, and appreciation of diversity

materials you will need

- :: A dictionary
- :: A few pairs of scissors
- :: Clear (scotch) tape
- :: Pens, pencils, crayons, markers, colored pencils, etc.
- :: One copy of the "Homework and Feedback" sheet for each student

1. PRAYER (3 minutes)

Choose one prayer from the attached page and have one of the children recite it. Alternatively, you can use any other prayer that corresponds with one of the stated learning objectives.

2. GO OVER HOMEWORK (5-10 minutes)

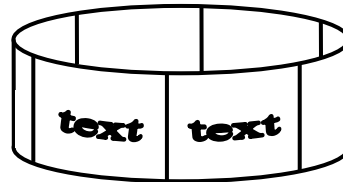
3. ACTIVITY (15-20 minutes)

The purpose of this activity is to show that there is only One God, but we know Him by many names. On its own, each name is not enough to help us make the world a better place. But when we understand that all those names refer to One God, we gain special abilities.

1. Have the children carefully cut out each of the squares that have the different names or symbols of God (activity sheet in section 3).
2. Have one of the children cut out the picture of the Earth on the same activity sheet.
3. Give each child one of the squares with a name of God on it. If the number of children exceeds the number of squares, then group the children and give each group one square.
4. Ask each child (or group) to try to support the picture of the earth on their square without laying the square down flat or folding/bending it. This is, of course, impossible and the children will quickly point this out.
5. Now ask everyone to place their squares next to each other in a row (there is no particular order) and to tape the squares together to form a strip, as shown below.



6. Wrap the strip around and tape the two ends together to make a cylindrical ring (as shown below). Make sure that the writing is facing out.



7. Now ask the children what happens if the picture of the earth is placed on top of the ring (they will say that the ring will hold the picture).
8. Ask the children to explain why the pieces of paper together can hold the Earth now whereas they could not do it before (because the connected squares make a form that can do a lot more than each sheet on its own).
9. Explain to the children that people around the world recognize God by different names (it is like each child/group having one square). Because of this they think everyone worships a different God. When people realize that all the different names are referring to the same God, then it will be like connecting the squares, which can now together help to lift the world.

5. STORY (10-15 minutes)

Read the attached story and discuss the questions that follow it. Alternatively, you can use any other story that illustrates the stated learning objectives.

6. SACRED WRITING (5 minutes)

Review the passage below and make sure that everyone understands all the words. Alternatively, you can use any other Sacred Writing that corresponds with one of the stated learning objectives.

I bear witness to Thy unity and Thy oneness, and that Thou art God, and that there is none other God beside Thee.

« Baha'u'llah, Baha'i Prayers »

7. ASSIGN HOMEWORK (1 minute)

- › Complete one copy of the “Homework and Feedback” form in section 6 for each student and follow-up with the parents to make sure they have received it.
- › Ask each student to read the Sacred Writing everyday and memorize it.

8. PREPARE TO GIVE CLASS REPORT TO ENTIRE SCHOOL (5 minutes)

9. REFLECTION AND EVALUATION (3 minutes)

Take a few moments after the end of class to complete the “Reflection and Evaluation” sheet in section five.

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I am he, O my God, who testifieth to Thy unity, who acknowledgeth Thy oneness, who boweth humbly before the revelations of Thy majesty... Unto Him I have turned, wholly detached from all things...

« Baha'i Faith, Baha'u'llah »

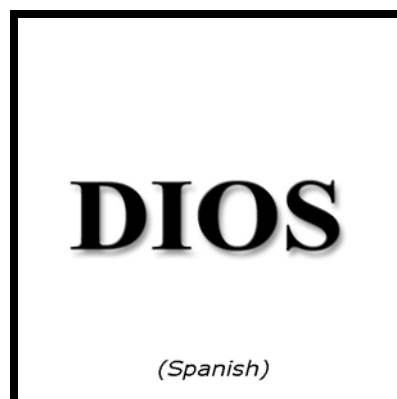
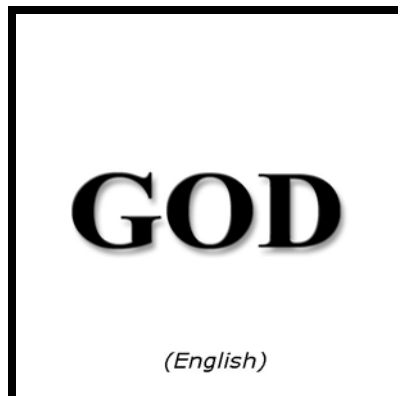
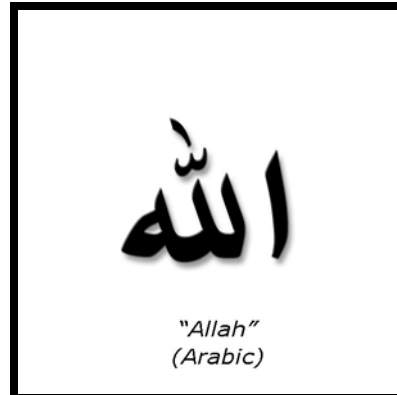
The name of the LORD is a strong tower: the righteous runneth into it, and is safe.

« Christianity, Bible: Proverbs 18:10 »

I forgive all living beings, let all living beings forgive me; all in this world are my friends, I have no enemies. Let the whole universe be blessed. Let all beings be engaged in one another's well-being. Let all weaknesses, sickness and faults be diminished and vanished. Let everyone, everywhere, be blissful and at peace.

« Jain Scripture »

Names and Symbols of God:



LESSON **3**

The World which the Oneness of God will lift up:



God is ... where Love is ...

based on a story by Leo Tolstoy



Many years ago in Russia there was a shoemaker named Martin. He was an honest man and a fine craftsman. The only light in his room came from a small window in the corner of his room. Through the window, Martin could see people walking by, but he could only see them from the knee down.

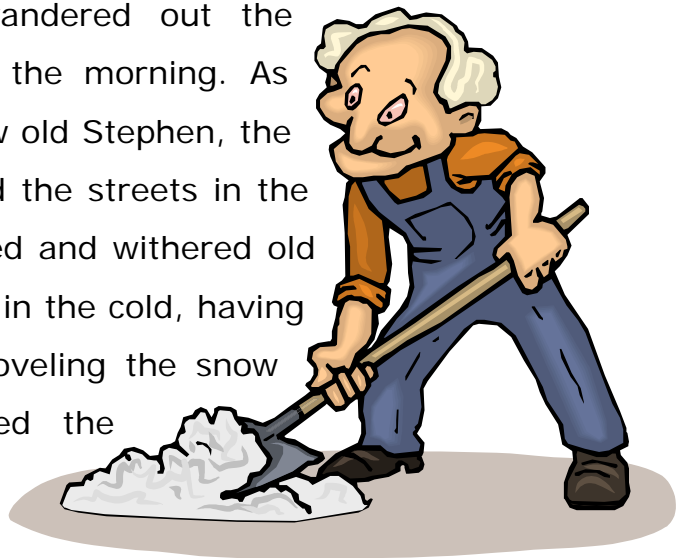
One night, when Martin was asleep, a voice seemed to breathe in his ear. Half awake, Martin mumbled, "Who's there?" "Martin, look up into the street tomorrow. I will come to visit you!" Martin suddenly woke up. Was this the

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voice of God? Had he only imagined the words? He couldn't fall back asleep. He paced to-and-fro for nearly an hour before he blew out the lamp and went back to bed.

The next morning Martin rose before dawn, said his prayers, heated the stove, put on his cabbage soup, and sat down at his bench by the window to work. But, this morning his mind was not on shoes. He wondered about the voice. He wondered if it was a dream.

Martin's eyes wandered out the window most of the morning. As he stared, he saw old Stephen, the man who cleaned the streets in the town. The stooped and withered old man was outside in the cold, having some trouble shoveling the snow that had covered the street overnight.



Tapping on the window, he cried out to the old man, "Come in and get warm. I have some tea ready." Stephen shuffled into the small room, and the two of them had tea.

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Martin was pleased as the old man left looking a little less stooped over. But he was also a bit disappointed. It was already late morning, and God had not yet come.



He moved back to the workbench and people passed by his window. A little later, he saw a woman, poorly dressed, standing against the wall with her back to the wind. She had a child in her arms wrapped in a thin, ragged blanket.

Opening the door, Martin cried out, "My good woman, come in where it is warm."

In a moment, the woman was standing by the stove telling her story. Her

husband had gone off to war eight

months before and hadn't been heard from

since. She had worked as a cook, but she'd lost her job when her baby was born four months ago. Martin took her

to his tiny closet, found an old blanket and gave it to her.

He also gave her a bowl of cabbage soup and found a smaller blanket and wrapped it around the baby. When she

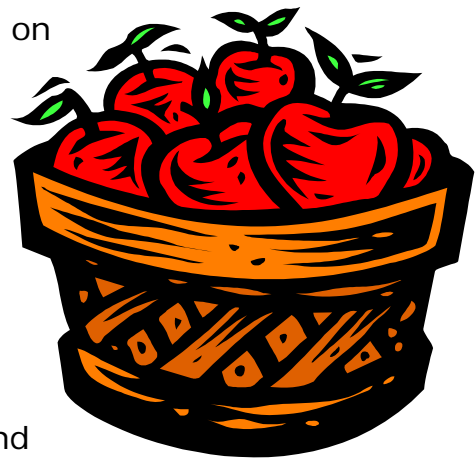
was gone, Martin felt pleased that he had been able to

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help her in some small way. But he also felt sad, for it was early afternoon, and God had not yet come.

As the afternoon wore on, he found it difficult to keep his mind on his work. He often peered into the street through his tiny window, watching and hoping. As he was standing in the door later that afternoon, he saw an old woman carrying a basket of apples on

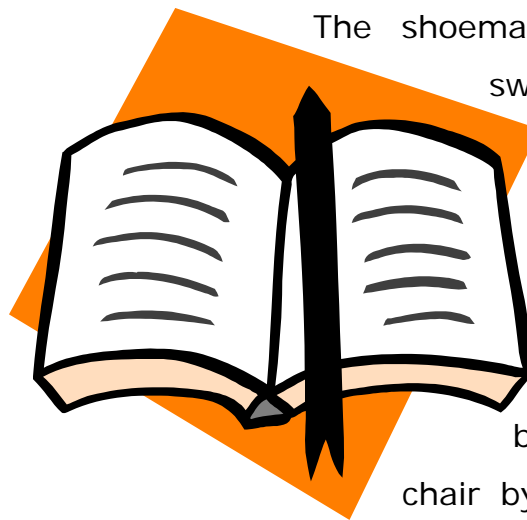
one arm and a sack of wood chips for fire on the other. A small boy snatched an apple out of the basket and began to run away. The old woman



grabbed him by the sleeve and held on. Martin ran over to the two who were now fighting and yelling. The old woman threatened to report the boy to the police, but Martin pleaded with her to have mercy on the boy. "For the sake of God, forgive and forget," he urged her. The old woman released the boy and the boy apologized. The boy offered to carry the sack of wood chips. Martin watched the two walk down the street together. As he went back inside, he felt good that he had

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been able to help the two settle their difference, but he was sad because it was now late afternoon, and God still had not come.



The shoemaker put his tools away, swept the floor, and set his table. As he finished the last of the cabbage soup, he felt silly for believing it was God Who had spoken to him the night before. He went over to his chair by the lamp, picked up his Bible. As he opened it, yesterday's dream came back to his mind, and suddenly he thought he heard footsteps behind him. He turned around, and it seemed as if people were standing in the dark corner. A voice whispered, "Martin, don't you know me?"

"Who's there?" muttered Martin.

"It is I," said the voice. And out of the dark corner stepped Stephen, who smiled and then vanished like cloud.

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"It is I," said the voice, again. And out of the darkness stepped the woman with the baby in her arms. The woman smiled and the baby laughed, and they also vanished.

"It is I," said the voice once more. The old woman and the boy with the apple stepped out. They both smiled, and they too vanished.

Martin's soul was glad. He put on his glasses and began reading his Bible. He read:

I was hungry, and you gave me meat. I was thirsty, and you gave me drink. I was a stranger, and you took me in. As you did it to these My brothers, you did it to Me.

Then Martin understood that his dream had come true. God had really come to him that day, and Martin had welcomed Him.



Example Discussion Questions for Story

- › Did Martin know that the people he was helping might have been sent by God? *(Possible Answer: No, but he treated them as if they might have been.)*
- › If Martin didn't know that the people he was helping might have been sent by God, why do you think he helped them? *(Possible Answer: Because he is loving, kind, generous, etc.)*
- › Did Martin help only certain people, or did he help everyone he saw? Why?
- › Did Martin only help those people he knew? *(Possible Answer: No, some of them were complete strangers)*
- › Did Martin help these people because he loved them? *(Possible Answer: Because he didn't know all of them, he couldn't have loved them directly, but he loves all of mankind, so he treated everyone he saw with love, humility, generosity and kindness.)*
- › Did Martin help these people because they believed the same god as he did? *(Possible Answer: Martin didn't ask them which god they believed. Maybe he helped all of them because he believes that there is only one God Who created everyone.)*
- › Is it possible that Martin helped these people because he loves God? *(Possible Answer: Martin's belief in One God and his love for God helps him to know that the whole world was created by the same God. So, if we love that God, we will love all of His Creation.)*
- › What would you have done in each of these situations if you were Martin?

LESSON **3**

1. What did you like about this lesson? _____

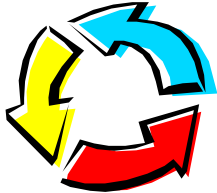
2. Which parts of the lesson did the students like? _____

3. Were the students able to answer the questions asked throughout the lesson? _____

4. Did the level of the lesson match the students' capabilities? _____

5. What would you change or add to the lesson? _____

LESSON 3



TO THE PARENTS OF: _____

FROM: _____

DATE: _____



WHAT DID WE DO?

The topic for this session was:

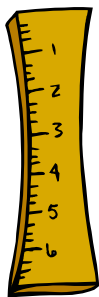
Oneness of God

The learning objectives were:

:: *To perceive the implications for mankind when the knowledge of the principle of the Oneness of God is realized by the people of the world*

:: *To demonstrate one's belief in the Oneness of God, to develop qualities of humility, love for all people, service, and appreciation of diversity*

HOW DID YOUR CHILD DO?



Preparation: [] **Great!** Active participation
[] **Fair.** Passive participation
[] **Poor.** Not active (needs to improve)

Participation: [] **Great!** Active participation
[] **Fair.** Passive participation
[] **Poor.** Not active (needs to improve)

Interaction: [] **Great!** Very understanding and cooperative
[] **Fair.** Occasionally helpful, occasionally disruptive
[] **Poor.** Distractive to others (Needs to improve)

Comments: _____



WHAT'S THE HOMEWORK FOR THE NEXT LESSON?

1. Read the Sacred Writing every day and memorize it.
I bear witness to Thy unity and Thy oneness, and that Thou art God, and that there is none other God beside Thee. (Baha'u'llah, Baha'i Prayers)
2. Prepare for review session for Topic 1 by:
 - : Making sure the main points from the activities have been understood
 - : Making sure the student can give a basic recount of at least one of the stories from Lesson 1, 2, or 3.
 - : Making sure that the student can recite and write down at least one of the Sacred Writing passages that were to be memorized

WHAT WILL WE COVER NEXT SESSION?

Review of Topic 1:
The Oneness of God

- We will have a quiz that checks students' understanding through:
- :: *Short answers*
 - :: *Storytelling Exercise (recounting one of the stories from Lesson 1, 2, or 3)*
 - :: *Memory Exercise (writing down one of the Sacred Writing passages that were to be memorized)*

