

exploring without  
prejudice

LESSON  
**6**

**Learning objectives**

- : To discern the outcomes promised by the Messengers of God to those who earnestly seek after truth
- : To demonstrate commitment to a life as a true seeker by setting personal goals and developing the habit of regular self evaluation and the identification of next steps

**materials you will need**

- :: Dictionary
- :: White sheets of paper
- :: "True Seeker" Badges for all the children (see section 3)
- :: Pens or pencils
- :: Scissors

**1. PRAYER (3 minutes)**

*Choose one prayer from the Prayers Page (section two) 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 demonstrate that in achieving the goal becoming better people is a step-by-step process. At each step we make choices. These*

*choices either move us closer to this goal, or leave us in the same spot.*

1. Cut out the game pieces (from the activity page in section 3). Give one to each child in the class.
2. Give each child a pen or pencil and a sheet of paper to write on.
3. Cut out the game board (on the activity page in section 3) and place it on the table.
4. Ask the children to place their game pieces on the bottom step near the "START".
5. Begin reading the story using the questions in the activity section (section 3). The story is written with a number of questions in it. These questions present the children with options. As you read the story, please stop after the first question and ask the children to write an answer, either "A" or "B", on their sheet of paper.
6. Once everyone has finished writing "A" or "B" on their sheets of paper, check their answers. Those, whose answers correspond to the highlighted answer in the story, move up one step on the game board. Remind the children that the answers represent choices. Those who make better choices move up the game board. Discuss why the highlighted choice is the choice a true seeker would make.
7. Continue reading the story and asking questions, as above, until the end of the story.

8. At this point you may have one or more children on the top step of the board. The others will be somewhere in between the top and the bottom.
9. Present all the children with "True Seeker" badges (from the activity sheet) and have them write their names on them.
10. Once again remind the children that the object of this game to show them that each day we face many choices. We have to think very hard about the choices we make. Setting the goal of becoming better people is not always easy because, sometimes, it is hard to make the right choice.

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 may use any other Sacred Writing that corresponds with one of the stated learning objectives.*

**They that tread the path of faith... should put their trust in God, and, holding fast unto Him, follow in His way...**

*« Baha'i, Baha'u'llah, The Book of Certitude »*

**7. ASSIGN HOMEWORK (1 minute)**

- › Complete one copy of the “Homework and Feedback” form for each student and follow-up to make sure the parents have received 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.

**10. SUPPLEMENT**

This lesson is largely based on a portion of Baha'u'llah's “Tablet to the True Seeker” from the Book of Certitude. Because of the target age group of this set of lessons, it was felt that this Sacred Writings could not be used directly, nor could it be shortened or partitioned in a reasonable manner. As such, it is provided as a supplement, in section 7 in the back of this lesson, for your review and information.

Choose one of the following prayers:

**... O Lord, enlighten my sight by beholding Thy lights in this dark night.... O Lord, make me hear Thy call, and open before my face the doors of Thy heaven, so that I may see the light of Thy glory and become attracted to Thy beauty. ...**

*« Bahá'í Faith, Abdu'l-Baha, Baha'i Prayers »*

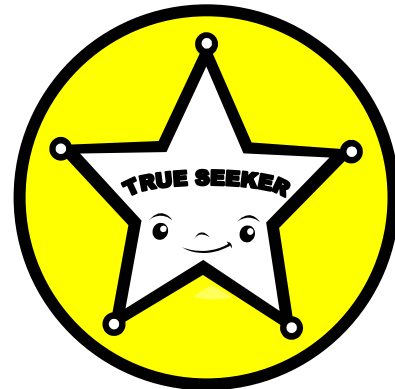
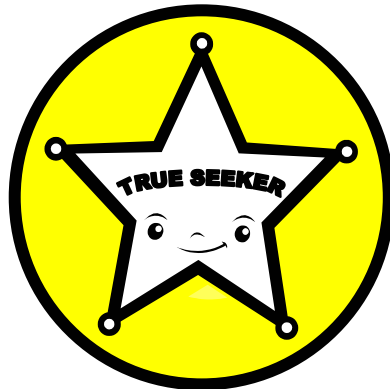
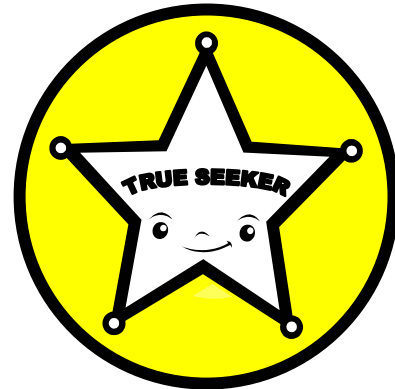
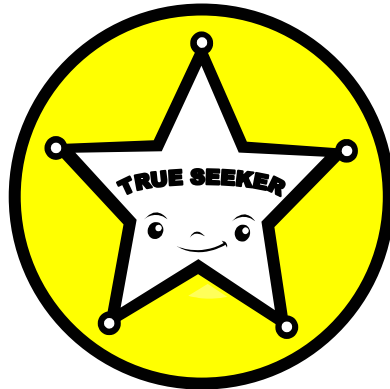
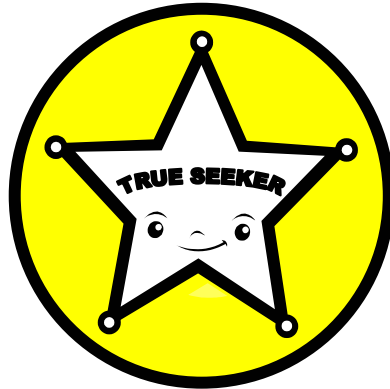
**Neither by your riches nor by your children shall you bring yourselves into nearness with Us; but they who believe and do the thing that is right shall have a double reward for what they shall have done: and in the pavilions of Paradise shall they dwell secure!**

*« Islam, The Qur'an, 34:36 »*

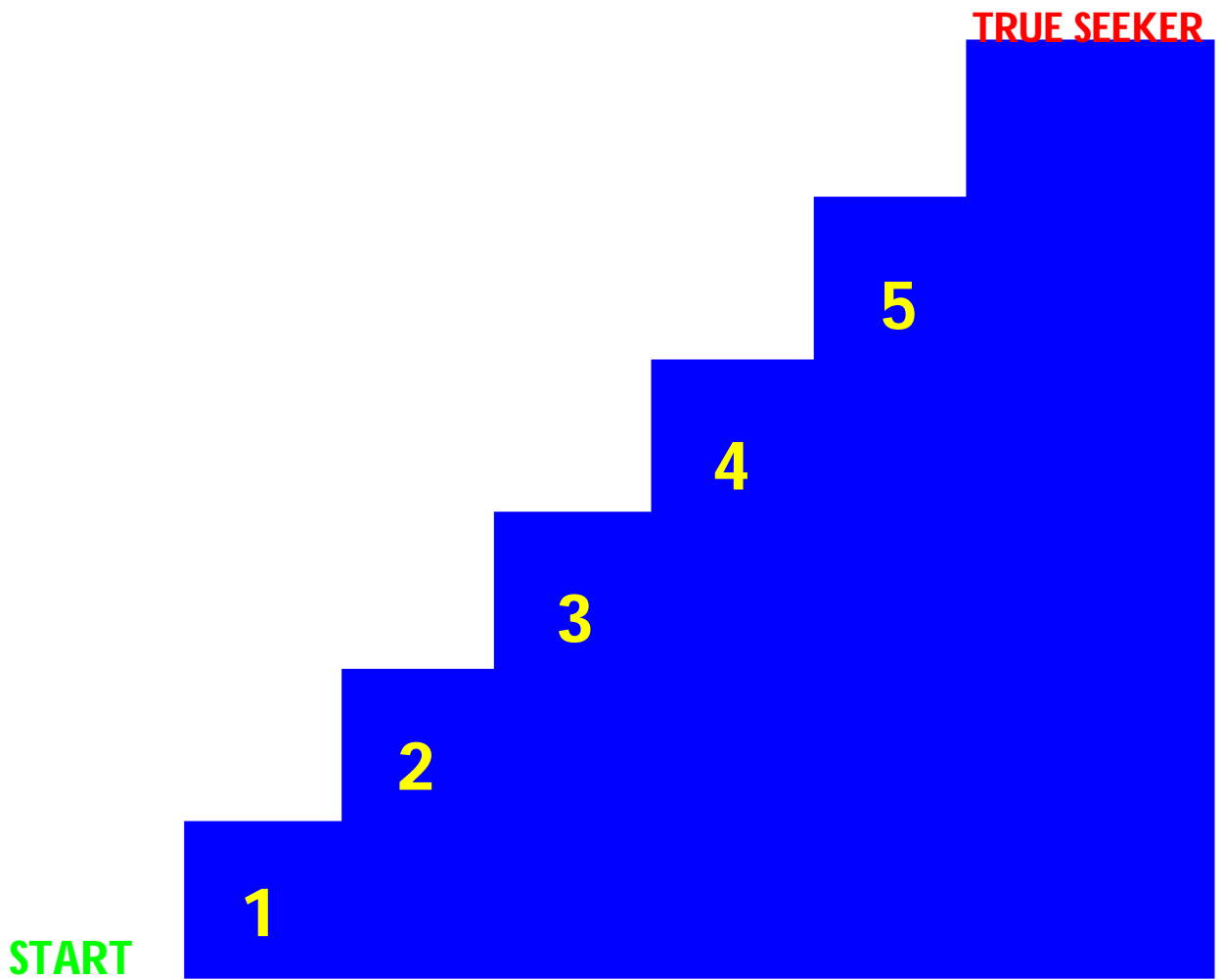
**May all I say and all I think be in harmony with thee, God within me, God beyond me, maker of the trees.**

*« Native American, Chinook »*

True Seeker Badges



LESSON **6**



LESSON  
6

Questions for Activity:

1. When you wake up in the morning your parents ask you to remember to brush your teeth and say your prayers. But you're really tired and you don't feel like saying any prayers.
  - A: You skip saying prayers because nobody will find out anyway.
  - B: You say your prayers because they always make you feel happy.
2. You get on the bus that takes you to school. On your way to sit with your friends, you see a new student sitting alone in a seat by himself.
  - A: You sit with the new student.
  - B: You ignore the new student and go sit with your friends.
3. You get to school and you see that one of your classmates isn't in class. Your other friends start making fun and saying really bad things about her - she's lazy, she probably didn't finish her homework, she's always trying to get out of going to class.
  - A: It seems like your friends are having a really fun time, so you join them in making fun and saying bad things about your friend who isn't there.
  - B: You stay quiet and when your friends ask you why you're not joining in, you tell them that it's bad to gossip and say bad things about people.

LESSON  
6

4. You're taking a quiz and you don't know the answer to one of the questions. You can see the answer sheet of your friend in front of you.

A: You look away and try your best to give the best answer you can give on your own. You also remind yourself to study a bit harder for the next quiz.

B: You copy your friend's answer because she always gets good marks on quizzes

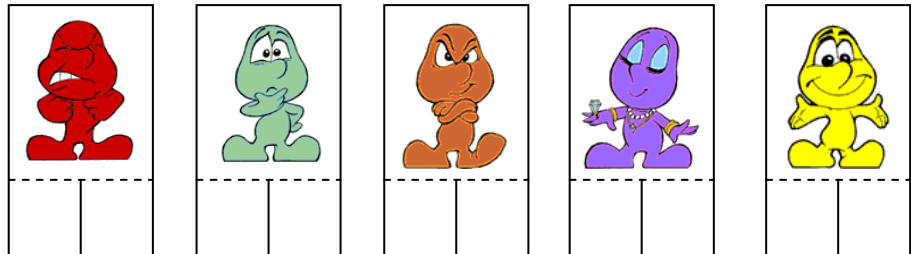
5. On your way home from the bus stop, you and your friends see the neighbor's old dog. Sometimes the dog does strange things that scare you and your friends. Your friends don't like the dog so they decide to chase it around and scare it to teach it a lesson.

A: You join your friends and chase the old dog around to scare it and throw sticks and stones at it.

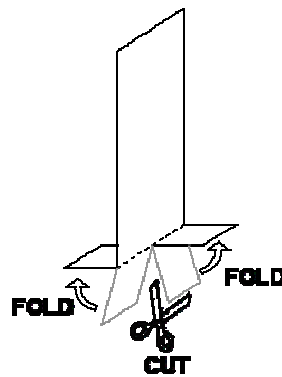
B: You tell your friends that you don't think it's nice to mistreat animals, especially such an old one. You decide to leave them by themselves and continue on your way home.

LESSON 6

Game Pieces



Game Piece Assembly Guide



# The Little Red Hen

*from <http://pbskids.org/lions/help/>*

There once was a little red hen who lived on a farm. The hen's friends were a little black dog, a big orange cat, and a little yellow goose.



One day, the red hen found some grains of wheat. "I can make bread from this," thought the red hen.



The little red hen asked, "Who will help me plant the wheat?"

"Not I," said the little black dog.

"Not I," said the big orange cat.

"Not I," said the little yellow goose.

"Then I will do it myself," said the little red hen. And she planted the wheat without any help at all.



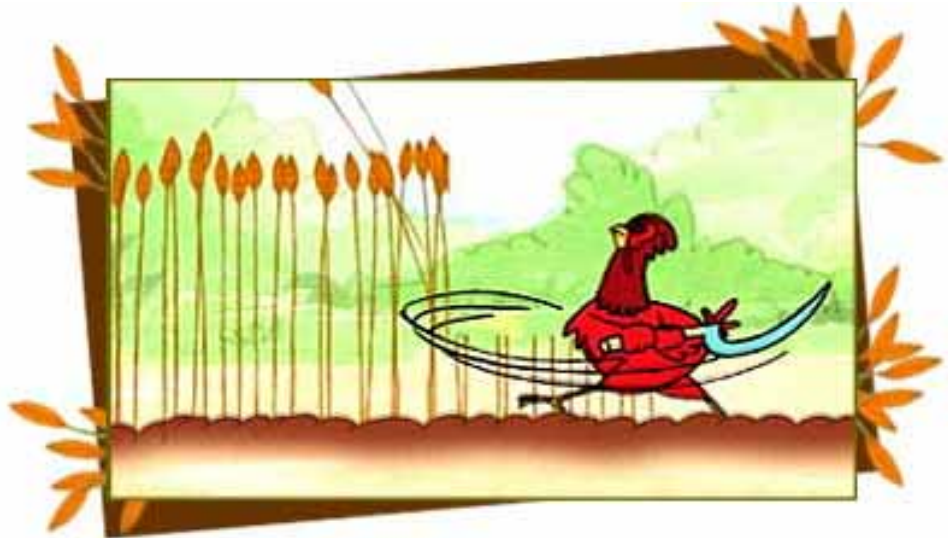
The little red hen asked, "Who will help me cut the wheat?"

"Not I," said the little black dog.

"Not I," said the big orange cat.

"Not I," said the little yellow goose.

"Then I will do it myself," said the little red hen. And she cut the wheat without any help at all.



The tired little red hen asked, "Who will help me take the wheat to the mill and grind it into flour?"

"Not I," said the little black dog.

"Not I," said the big orange cat.

"Not I," said the little yellow goose.

"Then I will do it myself," said the tired little red hen. So she took the wheat to the mill and ground it into flour without any help at all.



The very, very tired little red hen asked, "Who will help me bake the bread?"

"Not I," said the little black dog.

"Not I," said the big orange cat.

"Not I," said the little yellow goose.

"Then I will do it myself," said the very, very tired little red hen. And she baked the bread without any help at all.

LESSON 6



The hot, fresh bread smelled very good. The little red hen asked, "Now, who will help me eat this bread?"



LESSON  
6

"I will!" said the little black dog.

"I will!" said the big orange cat.

"I will!" said the little yellow goose.

"No, you won't! I will do it myself!" yelled the little red hen. And she ate the bread without any help at all.



### Example Discussion Questions for Story

- › Did the Little Red Hen act like a true seeker? Let's see if she showed any of the qualities of a true seeker...
- › Did the Little Red Hen show detachment? Yes, because she went about her work even though the cat, the dog, and the goose didn't want to give her any help.
- › Did the Little Red Hen show off or say bad things to her friends (i.e. did she "seek to exalt herself above anyone" or talk idly)? No, because she didn't get upset with at her friends when they refused to help her and quietly went about her work.
- › Did the Little Red Hen show patience? Yes, because although she knew that it would take a lot of work to make turn the seed into bread, she still planned her work and accomplished her goal.
- › How long do you think it took from the time the hen planted the seed to the time she made the bread? Do you think you could be this patient?
- › Did the hen show generosity (i.e. was she "content with little"), kindness, and forgiveness? No, because although she did all the work to make the bread, she didn't share any of it with her friends.
- › If you were the little red hen, would you have shared the bread with the cat, the dog, and the goose, even though they didn't help you?

LESSON **6**

1. What did you like about this lesson? \_\_\_\_\_

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2. Which parts of the lesson did the students like? \_\_\_\_\_

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

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

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

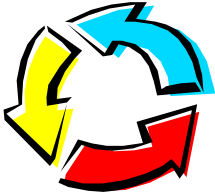
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LESSON 6



TO THE PARENTS OF: \_\_\_\_\_

FROM: \_\_\_\_\_

DATE: \_\_\_\_\_

WHAT DID WE DO?



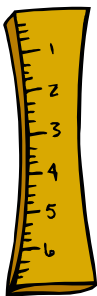
The topic for this session was:

***How to Investigate Without Prejudice***

The learning objectives were:

- : To discern the outcomes promised by the Messengers of God to those who earnestly seek after truth
- : To demonstrate commitment to a life as a true seeker by setting personal goals and developing the habit of regular self evaluation and the identification of next steps

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: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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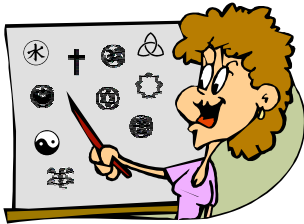


### WHAT'S THE HOMEWORK?

Prepare for the review session.

- :: *Review the qualities of a true seeker*
- :: *Re-read the stories from Lessons 4, 5, and 6*
- :: *Recall one of the Sacred Writings from Lessons 4, 5 or 6 from memory*

### WHAT WILL WE DO AT THE NEXT SESSION?



Review of Topic 2:

#### ***How to Explore Without Prejudice***

We will have a quiz that checks students' understanding through:

- :: *Short answers about the qualities of a true seeker*
- :: *Storytelling Exercise (recounting one of the stories from Lesson 4, 5, or 6)*
- :: *Memory Exercise (writing down one of the Sacred Writing passages that were to be memorized)*

LESSON 6

*But, O my brother, when a true seeker determineth to take the step of search in the path leading to the knowledge of the Ancient of Days, he must, before all else, cleanse and purify his heart, which is the seat of the revelation of the inner mysteries of God, from the obscuring dust of all acquired knowledge, and the allusions of the embodiments of satanic fancy. He must purge his breast, which is the sanctuary of the abiding love of the Beloved, of every defilement, and sanctify his soul from all that pertaineth to water and clay, from all shadowy and ephemeral attachments. He must so cleanse his heart that no remnant of either love or hate may linger therein, lest that love blindly incline him to error, or that hate repel him away from the truth. Even as thou dost witness in this day how most of the people, because of such love and hate, are bereft of the immortal Face, have strayed far from the Embodiments of the divine mysteries, and, shepherdless, are roaming through the wilderness of oblivion and error. That seeker must at all times put his trust in God, must renounce the peoples of the earth, detach himself from the world of dust, and cleave unto Him Who is the Lord of Lords. He must never seek to exalt himself above any one, must wash away from the tablet of his heart every trace of pride and vainglory, must cling unto patience and resignation, observe silence, and refrain from idle talk. For the tongue is a smouldering fire, and excess of speech a deadly poison. Material fire consumeth the body, whereas the fire of the tongue devoureth both heart and soul. The force of the former lasteth but for a time, whilst the effects of the latter endure a century.*

*That seeker should also regard backbiting as grievous error, and keep himself aloof from its dominion, inasmuch as backbiting quenqueth the light of the heart, and extinguisheth the life of the soul. He should be content with little, and be freed from all inordinate desire. He should treasure the companionship of those that have*

LESSON  
6

*renounced the world, and regard avoidance of boastful and worldly people a precious benefit. At the dawn of every day he should commune with God, and with all his soul persevere in the quest of his Beloved. He should consume every wayward thought with the flame of His loving mention, and, with the swiftness of lightning, pass by all else save Him. He should succour the dispossessed, and never withhold his favour from the destitute. He should show kindness to animals, how much more unto his fellow-man, to him who is endowed with the power of utterance. He should not hesitate to offer up his life for his Beloved, nor allow the censure of the people to turn him away from the Truth. He should not wish for others that which he doth not wish for himself, nor promise that which he doth not fulfil. With all his heart should the seeker avoid fellowship with evil doers, and pray for the remission of their sins. He should forgive the sinful, and never despise his low estate, for none knoweth what his own end shall be. How often hath a sinner, at the hour of death, attained to the essence of faith, and, quaffing the immortal draught, hath taken his flight unto the celestial Concourse. And how often hath a devout believer, at the hour of his soul's ascension, been so changed as to fall into the nethermost fire. Our purpose in revealing these convincing and weighty utterances is to impress upon the seeker that he should regard all else beside God as transient, and count all things save Him, Who is the Object of all adoration, as utter nothingness.*

*Baha'u'llah, The Book of Certitude, pp. 192-195*

