

the relationship
between God and
man

Learning objectives

- : To know that each Manifestation announced His successor and confirmed the validity of the message of His predecessor
- : To understand the term "Progressive Revelation" and how each Manifestation is Divine in origin and their religion is valid and true for the age for which it was revealed
- : To discern why religion must be renewed from age to age by relating it to one's own growth and development
- : To be able to describe the process of Progressive Revelation to others

materials you will need

- :: Dictionary
- :: Scissors
- :: Stapler
- :: Colored pencils, crayons, or markers
- :: Copies of the activity sheet for each student

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 draw a parallel between the growth of a fruit tree and the renewal of religions by showing how a fruit tree grows and when mature its fruit provides the seed for the next tree.

1. Ask the students to look at their copy of the activity sheet and study the pictures numbered from 1 through 8.
2. Assign the names of different Messengers of God to each student and then ask them to write the Name under the tree on their picture No.1.
3. Now ask the students to color the trees in their pictures.
4. Once they have completed their coloring, ask them to cut out all 8 pictures along the borders.
5. Each student should then place their pictures in order from 1 to 8 with picture No. 1 on top to make a little stack of pictures.
6. Collect all the stacks and place them on top of each other in order (with the earliest Messenger on top – i.e. Krishna, Abraham, Buddha, Moses, Christ, Muhammad, The Bab, and Baha'u'llah). As you are doing this ask the children to help you with it (they should remember the correct order from the last lesson).
7. Now staple the left hand corner of the entire set of packs and flip the book. This shows the children how each tree gives fruit that becomes the seed for

the next tree, and the next tree, and so on. They have made a little movie.

8. Make a comparison to the religions by telling them that the tree is like the religions that the gardener (a prophet) plants in the world. It grows with our action (when we follow the laws and teachings of the religion) and it becomes mature and gives fruits (love, unity, peace, etc.). The fruits have seeds inside them that another gardener (another prophet) will plant, later on, to grow another tree. This way other people will also have their own fruit.
9. Explain to the children that each religion is connected to the next one because they are from the same source, which is God, just like the tree in the pictures.

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.

If you plant a tree, it grows day by day and brings forth leaves, blossoms and luscious fruits. But after a long time, it grows old, and ceases to give fruit. Then the True Gardener takes up the seed from that tree, and plants it in a pure soil. Another tree then appears, just like the first one...

« Abdu'l-Baha, Provisional Translation, Makatib-i Abdu'l-Baha, p. 50 »

7. ASSIGN HOMEWORK (1 minute)

- › Give a completed copy of the "Homework and Feedback" form to each student's parent(s).
- › Ask your parents if you can plant a seed in a small pot. With their help, find a small container or a pot, and place some top soil in it and place a few seeds in it (you can use a few grains of lentil, split peas, etc.).
- › Water the pot every day and make sure you place it in a warm and bright place.
- › Observe how long it takes for the seed to sprout from below the soil. Make a sketch of your plant every few day and write the number of the day on each sketch.
- › You will need to do this for quite a while to see the result. How long do you think it will be before the plant can give fruit?
- › Can you grow another plant just like this one, using the first plan only? You can wait until the first plant dies and use the seeds it will give.

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.

Choose one of the following prayers:

He is the one God, hidden in all beings, all-pervading, the Self within all beings, watching over all works, dwelling in all beings, the witness, the perceiver, the only One, free from qualities.

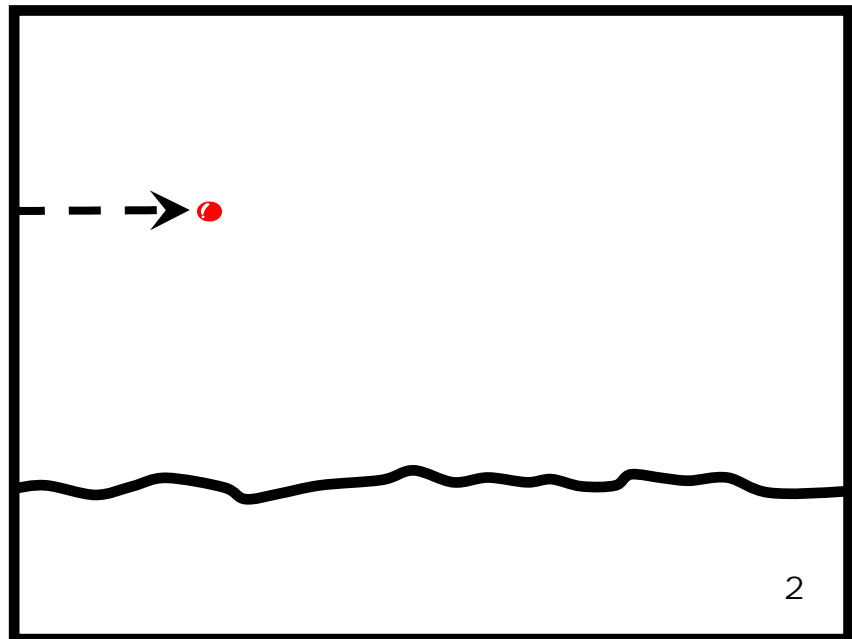
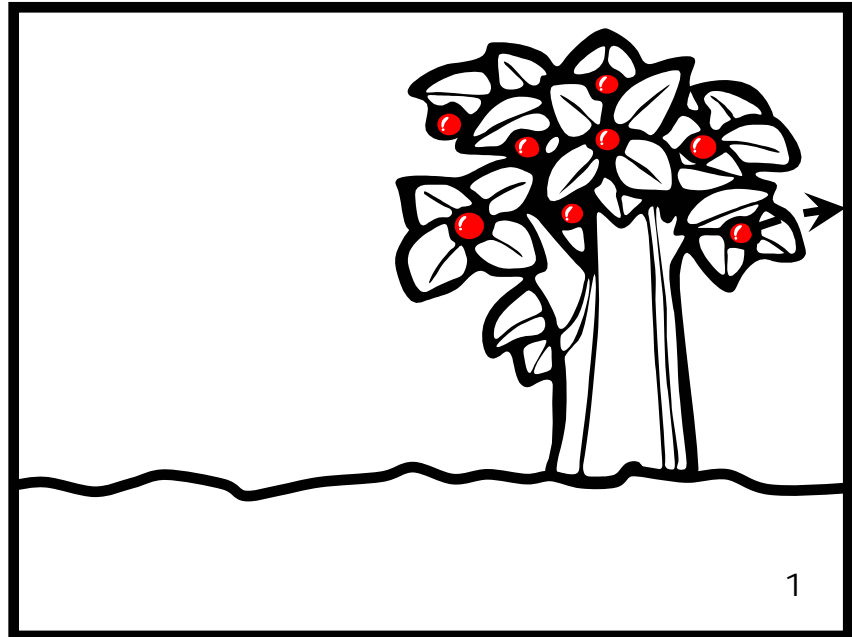
« Hinduism, Svetasvatara Upanishad 6:11 »

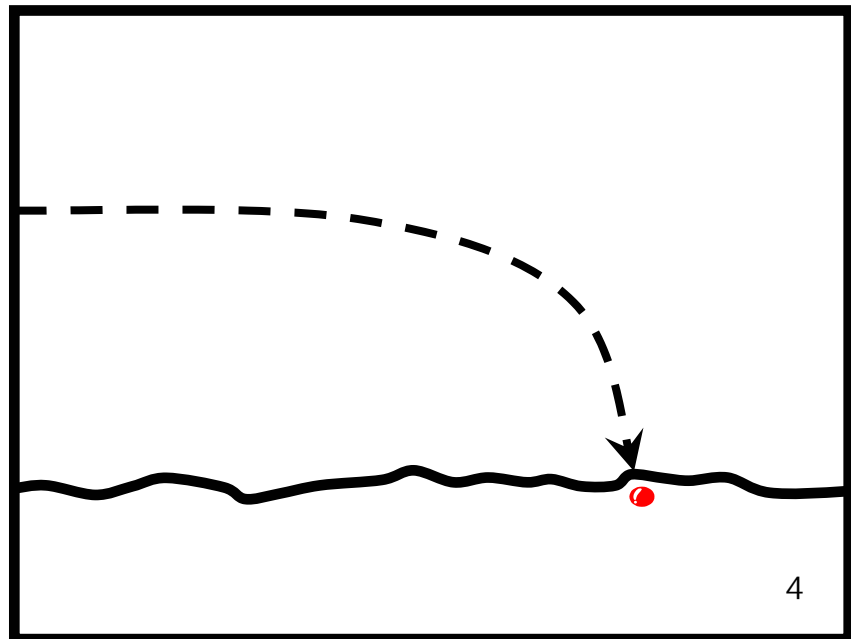
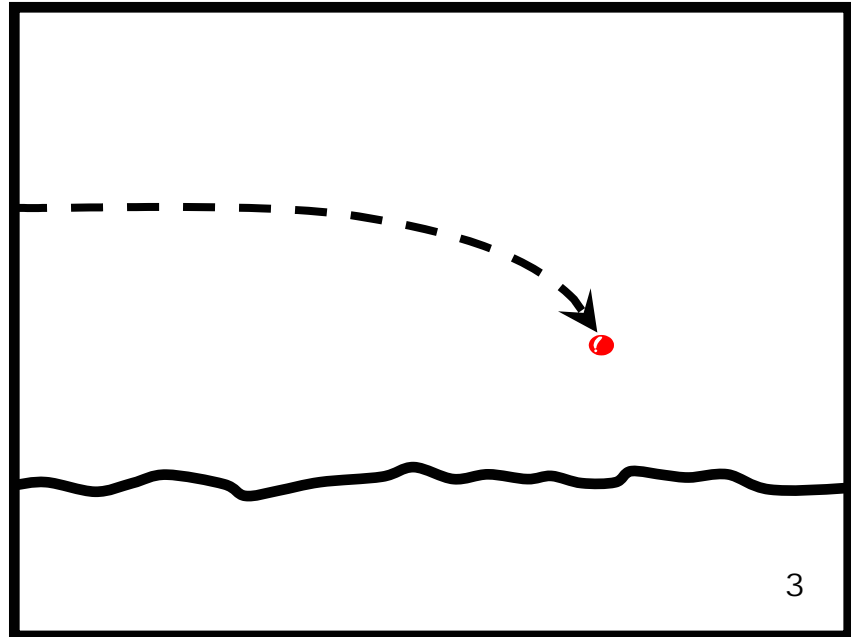
We believe in God and that which is revealed unto us and that which was revealed unto Abraham, and Ishmael, and Isaac, and Jacob, and the tribes, and that which Moses and Jesus received, and that which the prophets received from their Lord. We make no distinction between any of them, and unto Him we have surrendered.

« Islam, The Qur'an, 2:136 »

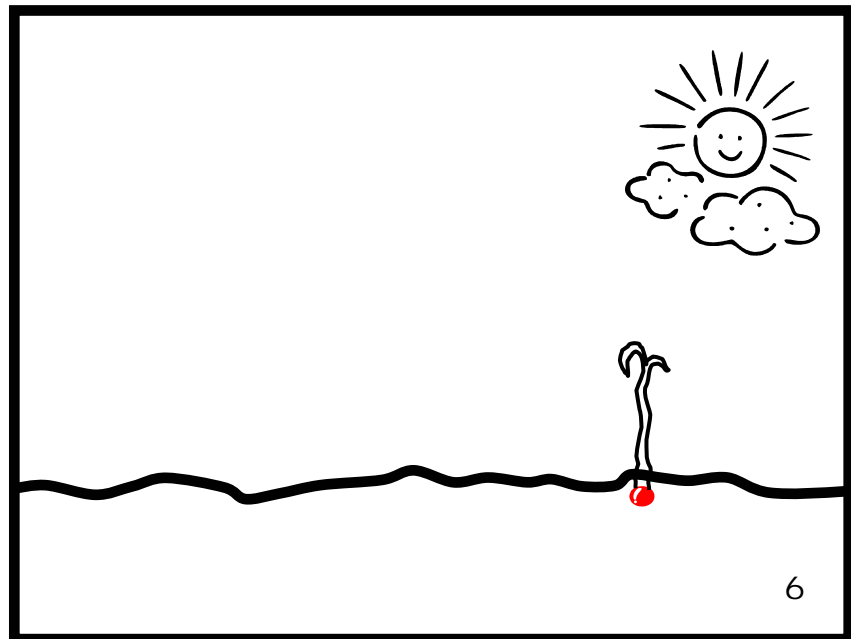
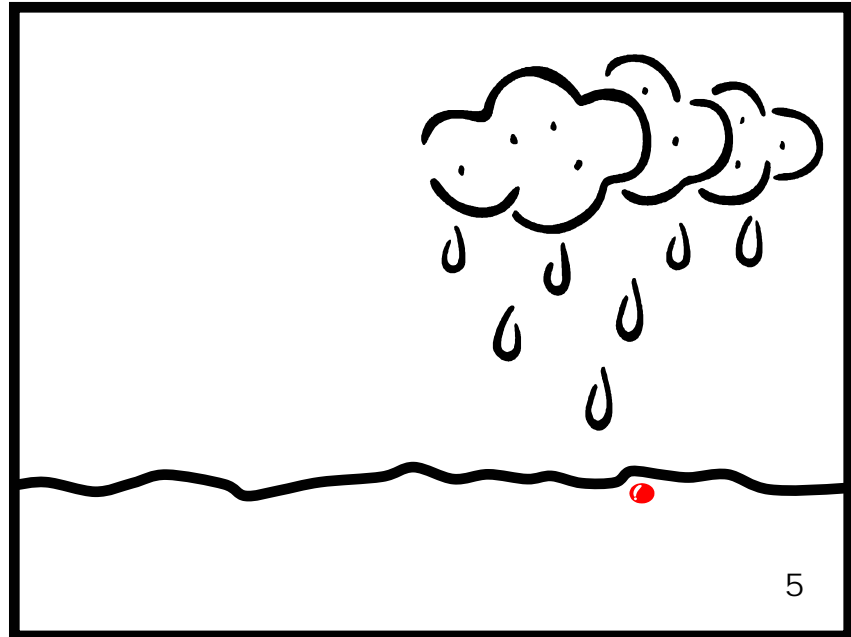
The Lord, thy God will raise up unto thee a Prophet from the midst of thee, of the brethren, like unto Me; unto Him shall ye hearken.

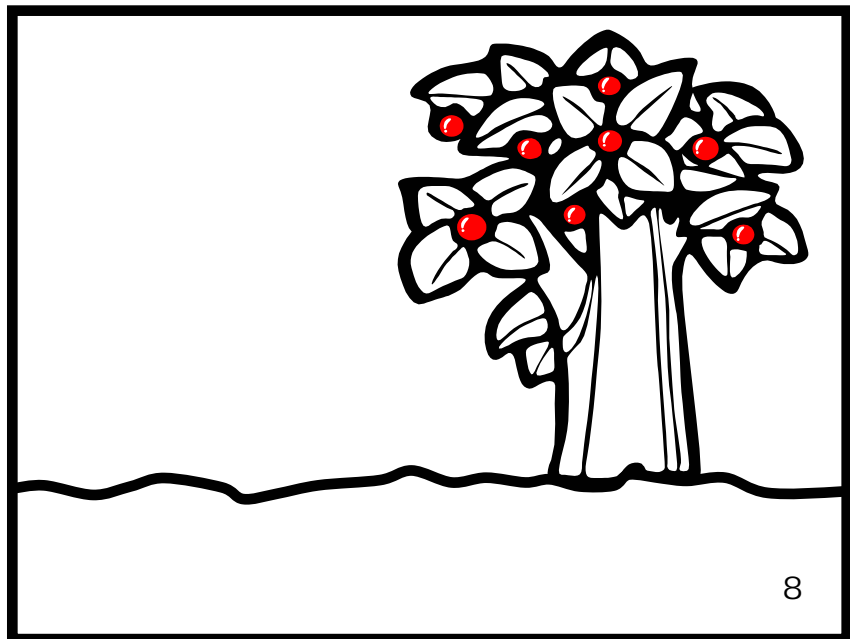
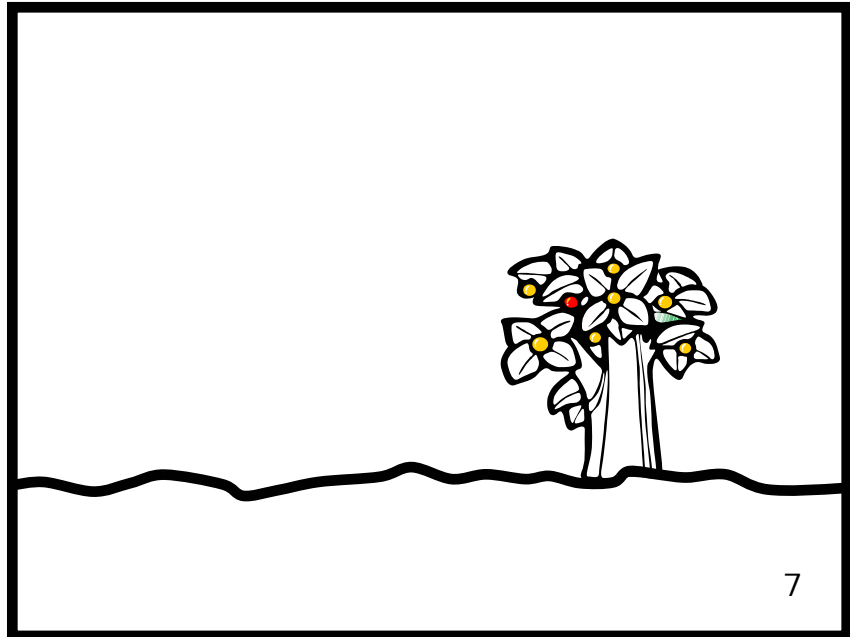
« Judaism, Deuteronomy 18:15 »





LESSON 8





ALICE AND HER TEACHERS

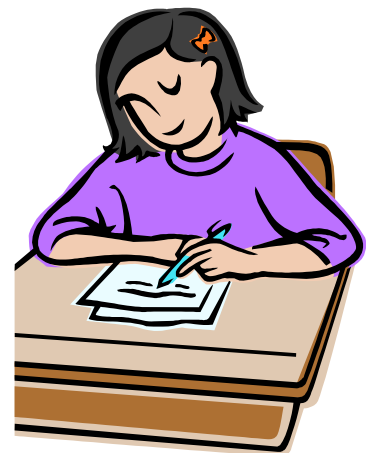
by Leonard Galit



Alice is going to kindergarten this year. Her sister Audrey is going to fourth grade. They are both learning how to write... Alice is learning how to print while Audrey is learning cursive script.

One afternoon, while they were sitting together and doing their homework, Alice said, "Audrey, your writing is bad; let me show you how to write."

Audrey laughed and replied, "Alice, I have already learned how to print; now I am learning to write cursive letters." But Alice was not convinced.



So she told her mother, "Mom! Audrey laughed at me! And she is not doing her homework properly."

Their mother, who was preparing dinner, had heard what the girls had said. She answered her younger daughter saying, "Alice, Audrey knows how to write. She is learning a different way of writing letters, so she will be able to write faster than before. When you get older you will also learn this new way to write."



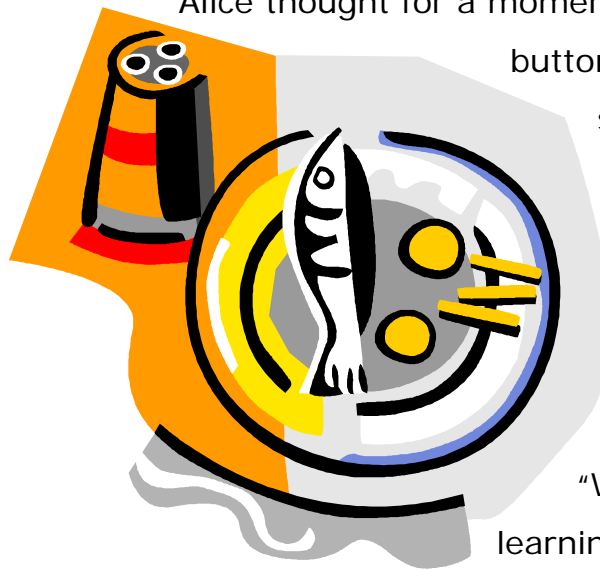
But Alice was still upset. She wasn't going to give up her position so easily. So, she told her mother, "I am not going to learn any new way to write. I think the way Mrs. Chen is teaching me is the right way. I don't want to learn any other way."

Their mother then came and down sat next to Alice. She told her about what it means to go to school. "Every year you are going to have a new teacher. The things you learn in kindergarten are important, but you are going to learn different things in first grade. Then you'll go to second

grade, and third grade, and so on. In each grade you'll learn something new that builds on top of what you learned before. If you stop learning when you're still young, you will find it hard to take care of yourself and your family when you're older. Remember when you were three years old, and you had a lot of trouble putting on your jacket? You couldn't button it, so you left it open and felt cold all the time. Now you can button your jacket very well, so when you feel cold, you can close it."

Alice thought for a moment and said, "Now I can button my coat, tie my shoes, and put all my clothes on by myself. What will I learn to do next?"

Their mother looked at her and said, "Well, how about learning how to set the table for dinner!" They all laughed.



Example Discussion Questions for Story

- › Why did Alice think Audrey was doing things in the wrong way? (Alice thought that the way she was learning was the only one; she did not know about the cursive way of writing because she is not ready, too young to learn that way.)
- › What did their mother say to help Alice understand that her older sister was writing correctly? (She told Alice that Audrey was learning a new way to write faster.)
- › What would happen if Alice stopped learning? (She would not be able to take care of herself when she got older because her knowledge would be too limited.)
- › What are some things you have learned recently that you did not know how to do before? (The children answer the question, after which the teacher points out how we all grow and learn more)
- › How are God's Messengers like school teachers? (They teach us new things that we have to learn, like how to live together to make a world a better place, to have peace instead of war, and to pray to God so we can feel good and be nice to others.)
- › Do your teachers argue and fight with each other, saying that what they teach is wrong and bad? (No, of course not. So the Messengers of God do not teach things that are wrong, even if some people think they say different things.)
- › Why do some people think their religion is right and others are wrong? (They are like Alice. They do not want to learn new things and think only the things they know are correct, so everything else must be wrong.)

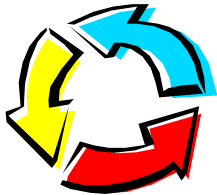
1. What did you like about this lesson? _____

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? _____



TO THE PARENTS OF: _____

FROM: _____

DATE: _____

WHAT DID WE DO?



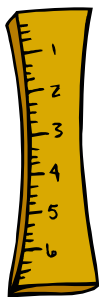
The topic for this session was:

The Relationship Between God and Man

The learning objectives were:

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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)

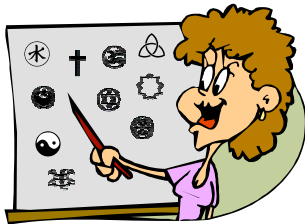
Comments: _____

WHAT'S THE HOMEWORK?



1. Give a completed copy of the "Homework and Feedback" form to each student's parent(s).
2. Ask your parents if you can plant a seed in a small pot. With their help, find a small container or a pot, and place some top soil in it and place a few seeds in it (you can use a few grains of lentil, split peas, etc.).
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4. You will need to do this for quite a while to see the result. How long do you think it will be before the plant can give fruit?
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WHAT WILL WE DO AT THE NEXT SESSION?



We will continue with Topic 3:

The Relationship Between God and Man

We will cover the following learning objectives:

- :: *To discern the proofs of the Messengers of God as stated in the Holy Writings*
- :: *To discern that there are two parts to the revelation of every Messenger: eternal truths and the Laws and Teachings specific to the needs and conditions of the time*
- :: *To articulate proofs and evidence regarding the Cycles of Prophecy and Fulfillment*