

the mission
of the Prophets

Learning objectives

- : To connect the understanding of the mission of the Manifestations with the personal recognition that those members of other faiths in one's neighborhood and community are part of the unfolding religious history of the world.
- : To demonstrate understanding of the mission of the Prophets by seeking out and desiring association and friendship with members of other faiths.

materials you will need

- :: Dictionary
- :: A copy of the activity sheets with pictures
- :: Color pencils or crayons,
- :: Black pencils/pens,
- :: Erasers
- :: Scissors
- :: Glue

1. PRAYER (3 minutes)

Choose one prayer from the Prayers Page (section two). Recite it, and then 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 & STORY (25-35 minutes)

The purpose of this activity is to help the children realize that there are people of different religions in our world and that even though they worship God differently, use different places of worship and come

from different backgrounds, they are still worshipping the same God.

Instructions:

1. Give the children a blank sheet of paper each. Ask them to write their own name on the bottom of the page.
2. Now show them the pictures of the places of worship from the activity sheet and ask them if they know what these buildings are. If they don't know, tell them that these are "places of worship".
3. Ask them if they can name different places of worship. Help them with the names of places of worship such as Temple, Church, Mosque, Synagogue etc.
4. Now ask them in turn if they have ever been inside a place of worship. If they have, ask them to tell others which one and what it was like inside.
5. Ask the children about what people do in places of worship. You may need to guide them by saying that people worship God by saying prayers to God and learn about what God has taught people to do.
6. Ask the children where they normally say their prayers; for example every day at home or every day in a place of worship.
7. Now show the children the pictures of the places of worship again and have them cut out the pictures. Each child should take one picture and glue it to his/her blank sheet of paper.
8. Ask the children to call out the names of as many different major religions as they can. You may need to assist them in this. A suggested list of

religions is: Hinduism, Buddhism, Judaism, Zoroastrianism, Christianity, Islam, Bahá'í Faith.

9. Now ask them if they know which place of worship belongs to which religion, for example: Church and Christianity, Mosque and Islam, Temple and Hinduism, Temple or House of Worship and the Bahá'í Faith, etc.
10. Ask the children to draw a picture of themselves and a family member or a friend in front of the picture of the house of worship on their page and color the sky and make the picture as beautiful as they can.

4. 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.

There can be no doubt whatever that the peoples of the world, of whatever race or religion, derive their inspiration from one heavenly Source, and are the subjects of one God.

« Baha'u'llah, Gleanings from the Writings of Baha'u'llah, p. 217 »

5. ASSIGN HOMEWORK (1 minute)

- › Everyone is to read the Sacred Writing at least once every day with an adult in the following week and try to memorize it.

- In the following week, try to find out how many different religious communities live in your neighborhood, your city, or your country. You will need the help of an adult for this. Write down the names of these religious communities on a piece of paper and have it ready for the next session.

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

7. REFLECTION AND EVALUATION (3 minutes)

Your feedback and comments are very important because they will be used to improve this lesson. Please take a few moments after class to complete the "Reflection and Evaluation" sheet in section five of this lesson.

You may submit your feedback by e-mail to:

feedback@spiritual-education.org

Instead, you may wish to submit your feedback using the web-based form at:

www.spiritual-education.org/feedback

Thank you!

Choose one of the following prayers:

O ye friends of God! Be kind to all people and nations, have love for all of them, exert yourselves to purify the hearts as much as you can, and bestow abundant effort in rejoicing the souls. Be ye a sprinkling of rain to every meadow and a water of life to every tree.

« Bahá'í (Abdu'l-Baha, Tablets of Abdu'l-Baha vi, p. 37) »

A new commandment I give unto you, That ye love one another, as I have loved you, that ye also love one another. By this shall all men know that ye are my disciples, if ye have love one to another.

« Christianity (King James Bible, John 13:34-35) »

Those who believe in God and in all of His Messengers and make no distinction between any of Them, these are they whom He will soon give their rewards. God is Most Forgiving, Ever Merciful.

« Islam (Qur'án, 4:152-153) »

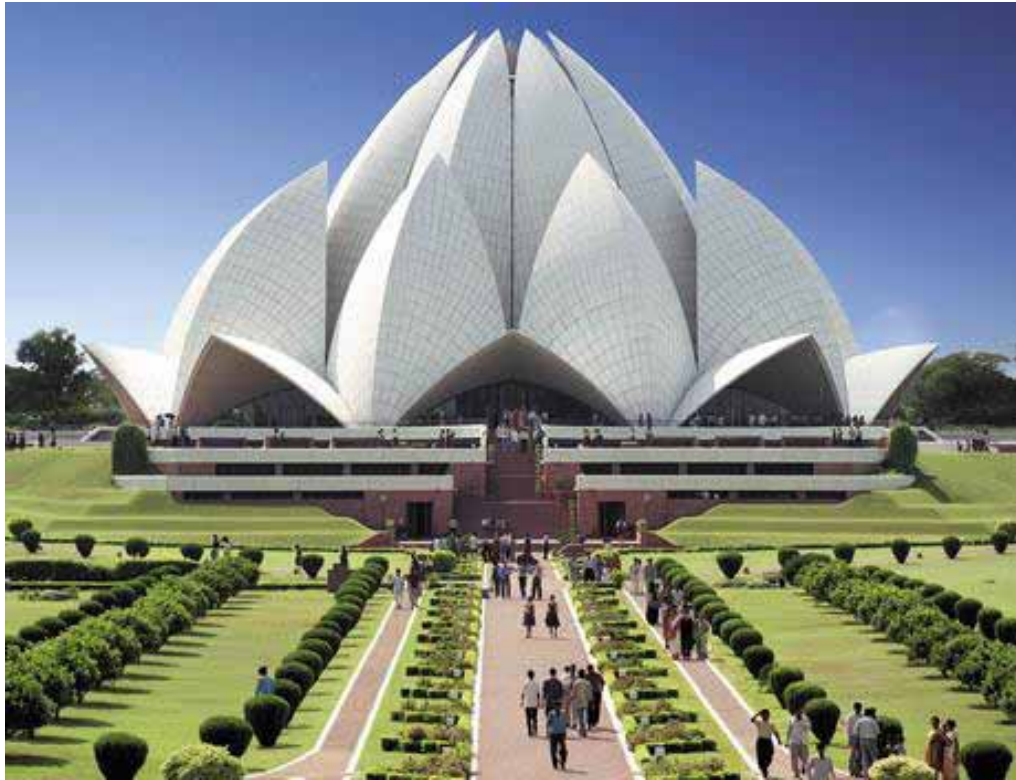
Places of Worship



Places of Worship (continued)



Places of Worship (continued)



Places of Worship (continued)



BE GENEROUS TO EVERY GUEST

*based on an account from "Abdu'l-Baha – The Servant of Glory"
by H.M. Balyuzi*



Abdu'l-Baha was only 9 years old when he was sent to exile with his family. When someone gets exiled they are forced to leave their home and country. You see, Abdu'l-Baha's father was Bahá'u'lláh. Some people in Persia, where Bahá'u'lláh lived, were scared of Baha'u'llah

because he was a leader of a new religion called the Babis. The Babi religion was different from the majority of the people of Persia who were Muslims. Muslims are people who follow Prophet Muhammad and the religion of Islam. In fact, Baha'u'llah was a Muslim before he became a Babi.

But that did not make some people feel better. They did not know much about the new religion. Sometimes people get scared of things they don't know much about or understand. So they would attack the Babis whenever they could. The King of Persia was also scared and he ordered Baha'u'llah and his family to be sent to exile. Abdu'l-Baha went to exile with his family.



Abdu'l-Baha spent the next 55 years in exile. In fact, he never came back to see his country, his town or his home. But instead of complaining about this, he worked hard to make life better for everyone around him. Now you would think Abdu'l-Baha would be mad at the people who exiled him, but he was not a man to bear a grudge. Bearing a grudge means to dislike someone because of something you think they may have done to you. Abdu'l-Baha didn't bear a grudge because he was very friendly with the Muslims he met for the rest of his life. Not only that, he would go to

the Mosque, which is a Muslim place of worship, every Friday for his entire life.

Finally when he was freed from exile and was able to travel, he took a journey to Egypt, Europe and America. During his trips he again visited mosques as well as churches (which is where Christians go to worship) and synagogues (which is where Jewish people go to worship). Abdu'l-Baha was happy to make friends with followers of all religions.



Now let me tell you a true story about the time that Abdu'l-Baha was still in exile in a town called Akka. In that old town lived a man called Shaykh Mahmud. He hated anyone who was a friend of Abdu'l-Baha. Many of the people of Akka gradually came to realize how very wrong they had been about Baha'u'llah and his new religion. They

had even come to like the Baha'is (the followers of Baha'u'llah). But Shaykh Mahmud remained hateful.



One day Shaykh Mahmud heard some people talking about Abdu'l-Baha and saying that he was a good man. The Shaykh became angry and stormed out, saying that he would show everyone that they were wrong about Abdu'l-Baha. You see the Shaykh really did not believe Abdu'l-Baha was a wonderful

person. The Shaykh's face was red with anger when he rushed to the mosque, where he knew Abdu'l-Baha could be found at that hour, and grabbed him to hurt him. Abdu'l-Baha looked at the Shaykh calmly and gently, and reminded him of what the Prophet Muhammad had said: "Be generous to the guest, even should he be an infidel." An infidel is a person who doesn't have any religious beliefs.

When Shaykh Mahmud heard this his anger went away. So had his hate. Instead he was really sorry for what he had done. In shame, he fled to his house and locked the door.

Days passed and finally he came out of the house and went straight to see Abdu'l-Baha. He fell on his knees, and ask to be forgiven. Of course, Abdu'l-Baha was happy to see that the Shaykh was not angry anymore and forgave him. Shaykh Mahmud became a very good friend of Abdu'l-Baha for the rest of his life.

Suggested questions for story:

- › What was the name of Abdu'l-Baha's country? (Persia or Iran as it is known today)
- › What was the name of Abdu'l-Baha's father? (Bahá'u'lláh)
- › Who exiled Bahá'u'lláh and Abdu'l-Baha? (The King of Persia. He was also known as the "Shah" which means "King" in Persian.)
- › Why were people afraid of Bahá'u'lláh? (Because He was a leader of another religion they did not know anything about and which they were suspicious of).
- › What is the name of the place of worship that Muslims go to? (A mosque)
- › Which days of the week would Abdu'l-Baha go to the mosque? (Fridays)
- › Which other places of worship did Abdu'l-Baha also go to? (Churches and Synagogues)
- › Why was Shaykh Mahmud so angry with Abdu'l-Baha? (Because Abdu'l-Baha was not a Muslim)
- › How did Abdu'l-Baha convince Shaykh Mahmud that he was wrong? (Abdu'l-Baha told Shaykh Mahmud what the Prophet Muhammad had said about how one should treat guests).
- › Have you ever been so angry that your face has turned red? What was it about? (Let the children tell you about their experiences)
- › What do you think you would have done if you were in Abdu'l-Baha's place and a stranger came to you and grabbed you to accuse you of not believing in God? (ask them if they would be able to show as Abdu'l-Baha did that)
- › Would you like to have friends from different religions? (Let the children ask in their own way).

LESSON **19**

1. What did you like about this lesson? _____

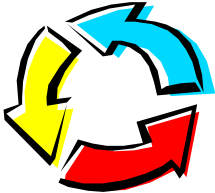
2. Which parts of the lesson did the students like? _____

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

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

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

You can submit your feedback by e-mail to feedback@spiritual-education.org
or by using the web-based form at www.spiritual-education.org/feedback.



TO THE PARENTS OF: _____

FROM: _____

DATE: _____

WHAT DID WE DO?



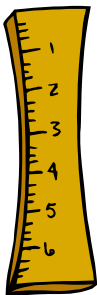
The topic for this session was:

The Mission of the Prophets

The learning objective was:

- : To connect the understanding of the mission of the Manifestations with the personal recognition that those members of other faiths in one's neighborhood and community are part of the unfolding religious history of the world.
- : To demonstrate understanding of the mission of the Prophets by seeking out and desiring association and friendship with members of other faiths.

HOW DID YOUR CHILD DO?



- Preparation: [] **Great!** Homework was completed.
[] **Fair.** Homework only partially completed.
[] **Poor.** Homework was not attempted.

- 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?



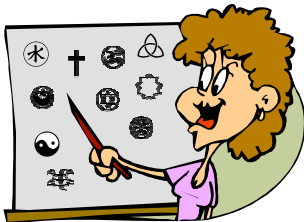
- ▶ Read the Sacred Writing (below) at least once every day with an adult in the following week and try to memorize it.

There can be no doubt whatever that the peoples of the world, of whatever race or religion, derive their inspiration from one heavenly Source, and are the subjects of one God.

« *Gleanings from the Writings of Baha'u'llah, p. 217* »

- ▶ In the following week, try to find out how many different religious communities live in your neighborhood, your city, or your country. You will need the help of an adult for this. Write down the names of these religious communities on a piece of paper and have it ready for the next session.

WHAT WILL WE DO AT THE NEXT SESSION?



We will review the:

The Mission of the Prophets

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

- :: Knowledge Exercise: Recalling the purpose of religion as stated in the Sacred Writings that we studied
- :: Storytelling Exercise (recounting one of the stories from Lesson 16, 17, 18, or 19)
- :: Memory Exercise (writing down one of the Sacred Writing passages that were to be memorized)