

## LESSON OVERVIEW

- Age Group: 9/10 years  
Topic: The Mission of the Prophets
- Objectives:
1. To know that the purpose of the Manifestations of God is to educate and spiritualize
  2. To gain insight into the role and importance of the Manifestations of God
  3. To recite passages from the Holy Writings regarding the mission of the Prophets
  4. To articulate and teach others about the mission of the Prophets
- Materials you need:
- Dictionary
  - Pens, pencils, markers, crayons, etc.
  - Copies of the activity sheet

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**1. PRAYER (3 minutes)**

Choose one prayer from the attached page and have one of the children recite it.

**2. CHECK HOMEWORK FROM LAST WEEK (5-10 minutes)****3. ACTIVITY (15-20 minutes)**

*The purpose of this activity is to demonstrate the importance of guidance and education in our lives.*

*The Puzzle:*

1. Divide the class into two groups.
2. Give each group a copy of the activity sheet.
3. Each group will work independently.
4. Give the entire class the following instructions: "Each number in the puzzle corresponds to a letter of the alphabet. The puzzle is a hidden phrase. The phrase can be uncovered by a special code-breaker that matches each letter to its own unique number. The code-breaker follows a simple but specific pattern that the groups have to find." Do not give any additional instructions.
5. Allow each group to work on the puzzle for a few minutes without any guidance or instruction.

## LESSON OVERVIEW

- After a few minutes, give the instructions for constructing the code-breaker for the puzzle to one of the groups. Make sure that the other group does not overhear your instructions.

*Constructing the code-breaker:*

- Begin numbering the code chart by assigning the number “1” to the letter “B”.
- Skip two letters and assign the next number (assign the number “2” to the letter “E”)
- Continuing numbering every third letter
- At the end of the alphabet, go back to the beginning of the alphabet by skipping two letters, and continue numbering (letter “Z” is assigned the number “9”, skip over “A” and “B”, and assign the number “10” to the letter “C”)
- Continue in this fashion until all the letters of the alphabet have been assigned numbers
- Verify that the group’s completed code chart is as follows:

A	B	C	D	E	F	G	H	I	J	K	L	M
18	1	10	19	2	11	20	3	12	21	4	13	22
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
5	14	23	6	15	24	7	16	25	8	17	26	9

*Re-group:*

- Once the group has completed constructing the key, they should be able to crack the secret message.
- After the “guided” group has solved the puzzle, take away their code chart(s).
- Ask the “guided” group to help the “unguided” group solve the puzzle. The members can assist the “unguided” only by telling them how to construct their own code chart. You should not give the “guided” group its code chart back.

## LESSON OVERVIEW

*Bring up the following discussion points at the end of the activity:*

1. Was it easy or difficult to solve the puzzle without the key?
2. Was it easy or difficult to solve the puzzle with the key?
3. How important was it to have the key?
4. How long would it have taken to solve the puzzle without the key?
5. Did having the key give you the answer, or did it simply “guide” you to the answer?
6. Could you say that the key served as a guide to educate you?
7. Can you think of some other things in your life that you have learned that help to guide and educate you?
8. What would life be like if we didn’t have guides or educators?
9. How are the Manifestations of God like educators?

**4. STORY (10-15 minutes)**

Read the attached story. Ask the questions that follow the story.

**5. SACRED WRITING (5 minutes)**

Review the following prayer and make sure everyone understands all the words:

*The Great Being saith: The Tongue of Wisdom proclaimeth: He that hath Me not is bereft of all things. Turn ye away from all that is on earth and seek none else but Me. I am the Sun of Wisdom and the Ocean of Knowledge. I cheer the faint and revive the dead. I am the guiding Light that illumineth the way. I am the royal Falcon on the arm of the Almighty. I unfold the drooping wings of every broken bird and start it on its flight.*

*Baha'u'llah (Tablets of Baha'u'llah, p. 169)*

## LESSON OVERVIEW

**6. ASSIGNMENT (3 minutes)**

1. Ask your parents to show you some examples of calligraphy and illuminated manuscripts. You may also want to check on the Internet or at the library to find good examples.
2. Using your best handwriting (script or calligraphy), write the Sacred Writing on a nice piece of paper. Decorate the passage as nicely as you can.
3. Bring the decorated passage to class and be prepared to tell the other students about the decorations you made.
4. After you've shown your work to the class, give your "illuminated" passage to someone as a gift.

**7. PREPARE TO GIVE CLASS REPORT TO ENTIRE SCHOOL (2-5 minutes)****8. REFLECTION AND EVALUATION (2-3 minutes)**

## PRAYERS

The God of old bids us all abide by His injunctions. Then shall we get whatever we want,  
Be it white or red.

*African Traditional Religion (Akan Prayer on Talking Drums)*

It is towards the inmost essence of these Prophets, therefore, that the eye of every man of  
discernment must be directed, inasmuch as their one and only purpose hath always been  
to guide the erring, and give peace to the afflicted....

*Baha'u'llah (Gleanings from the Writings of Baha'u'llah, p. 80)*

Sometimes I spoke of Myself, sometimes of others; sometimes I presented Myself,  
sometimes others; sometimes I showed My own Actions, sometimes those of others. All  
My Doctrines are true and none are false.

*Buddhism (Lotus Sutra 16)*

Then do I proclaim what the Most Beneficent spoke to me, The Words to be heeded,  
which are best for mortals: Those who shall give hearing and reverence Shall attain unto  
Perfection and Immortality By the deeds of good spirit of the Lord of Wisdom!

*Zoroastrianism (Avesta, Yasna 45.5)*

ACTIVITY

Construct the code-breaker chart below by putting a letter of the alphabet in the boxes above each of one of the numbers.

**CODE-BREAKER CHART**

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1	2	3	4	5	6	7
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8	9	10	11	12	13	14
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
15	16	17	18	19	20	21
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>		
22	23	24	25	26		

Use the code-breaker chart that you made to uncover the hidden message in the puzzle below (a few of the letters and words are given as hints):

**HIDDEN MESSAGE**

<u>M</u>													
22	18	5	12	11	2	24	7	18	7	12	14	5	24
								<u>a</u>	<u>n</u>	<u>d</u>			
<u>2</u>	<u>19</u>	<u>16</u>	<u>10</u>	<u>18</u>	<u>7</u>	<u>2</u>							
												<u>u</u>	<u>s</u> •
<u>24</u>	<u>23</u>	<u>12</u>	<u>15</u>	<u>12</u>	<u>7</u>	<u>16</u>	<u>18</u>	<u>13</u>	<u>12</u>	<u>9</u>	<u>2</u>		

## STORY

**BAHA'U'LLAH AND THE TEA**

*adapted from a story told by  
Hají Mirzá Haydar-'Alí  
in Bihjatu's-Sudur ("The Delight of Hearts")*

One of my friends, Aqa Muhammad, lived in the city of Akka. He saw Baha'u'llah almost everyday. Sometimes he would write and tell me of his visits. In one of his letters, Aqa Muhammad asked that I send him the best tea that I could find. He wanted to give it as a gift for Baha'u'llah and the Holy Family to enjoy. I purchased some and sent it off to him.

He did not like the tea. Instead of becoming angry or upset, he sent me a kind and loving letter. He gently reminded me that since the tea was for Baha'u'llah, I should have taken more care to make sure and buy the highest quality tea possible.



One of the important parts of life in those days, especially at gatherings, was the serving of tea. Baha'u'llah liked tea very much and always asked that His guests be served hot tea. Not only was the quality of the tea important, but also the preparation needed great attention and skill. Tea was served in small glass cups. In order to enjoy its wonderful aroma, nothing would be added to it except maybe a lump of sugar.

## STORY

Still, Aqa Muhammad's friendly advice, even though it was very sincere and loving, did not please me. My pride was hurt. I disregarded his love and courtesy and wrote him a very harsh reply. Looking back, I realize that my response was wrong and unfair. I wish that I hadn't sent it, or that it would have been lost along the way. But sadly I know that my dear friend, Aqa Muhammad received it. I didn't hear back from him.



Soon after this, I received a letter from Baha'u'llah Himself! He praised my deeds and said that they made Him happy. I could only think of the incident with the tea and Aqa Muhammad. I couldn't understand how such a small thing could be worthy of Baha'u'llah's praise.

The size of the deed doesn't matter. What matters is that it is done with good intentions. I didn't know that the tea was bad. I had tried to find the best tea that was available. The important thing was that I honored Aqa Muhammad's request. This was enough to show my good intentions.

I now felt even more sad at having written my nasty response to my friend. Upon reading Baha'u'llah's letter, I realized even more that I had made a grave mistake. Even though writing the response to Aqa Muhammad was wrong, and I let my pride take advantage of me, Baha'u'llah had forgiven me. Even more, He had praised my other actions.

Through this, and by reading Baha'u'llah's other letters and prayers, I started to understand how God works. Through His love and praise, I began to understand that Baha'u'llah educates and spiritualizes us. Through His compassion and mercy Baha'u'llah teaches us how to lead a virtuous life and how to serve everyone we know.

## STORY

**Discussion Questions for the Story:**

- › Who is writing the story? Have you heard of Mirza Haydar Ali?
- › Why did Aqa Muhammad want the best tea for Baha'u'llah?
- › Do you like to drink tea?
- › Why did Mirza Haydar Ali write a nasty response to Aqa Muhammad?
- › Do you think it would have been better if Baha'u'llah had been angry with Mirza Haydar Ali for his mistake?
- › Why do you think Baha'u'llah praised Mirza Haydar Ali, even though he had written a nasty letter to Aqa Muhammad?
- › How did Baha'u'llah educate and spiritualize Mirza Haydar-‘Ali?
- › If a friend of yours does something wrong how do you teach him to do the right thing? Do you get angry with him/her?

REFLECTION AND EVALUATION

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? \_\_\_\_\_

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

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

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