

LESSON OVERVIEW

Age Group: 9/10 years
Topic: The Mission of the Prophets

Objectives:

1. 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.
2. To demonstrate understanding of the mission of the Prophets by seeking out and desiring association and friendship with members of other faiths.

Materials you need:

- Dictionary
- Pens, pencils, markers, etc.
- Copies of the activity sheet for each student
- Copies of Feedback and Homework report for each student

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 help the student actively think about and begin to explore other religious groups in their community by planning a visit to their places of worship.

- Ask each student to answer the questions in the "IMAGINE" section of the activity sheet.
- Ask each student to share their "IMAGINE" answers with the rest of the class.
- As a class, discuss the questions in the "EXPLORE" section.
- Remind the students that part of their homework assignment is to use what they've learned in this activity and consult with their parents about coming up with a plan for visiting this other religion's place of worship.

LESSON OVERVIEW

4. STORY (10-15 minutes)

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

5. SACRED WRITING (5 minutes)

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

Consort with all religions with amity and concord, that they may inhale from you the sweet fragrance of God. Beware lest amidst men the flame of foolish ignorance overpower you.

Baha'i Faith (Bahá'u'lláh, The Kitáb-i-Aqdas, paragraph 144)

6. ASSIGNMENT (3 minutes)

1. Read the Sacred Writing everyday and try to memorize it.
2. Use a telephone book or a local newspaper to find out what other religious groups are present in your city, town, or neighborhood. Ask you parents' help in answering the following questions:
 - a. How many of the groups belong to the same religion?
 - b. How many of the groups belong to different denominations from the same religion?
 - c. How many of the groups belong to an independent religion?
3. Consult with your parents (during dinner or at some other time) and come up with a plan for visiting another religion's place in your neighborhood.
4. After your visit, answer the following questions and share your answers with your parents:
 - a. Were you nervous to go on your visit? Were you excited or scared? Why?
 - b. How did the people receive you at the place of worship that you visited?
 - c. How do you think people from other religions feel when they visit your place of worship?
 - d. Do you think they feel scared or excited?
 - e. What kinds of things could you do to make them feel welcome and happy?

LESSON OVERVIEW

7. PREPARE TO GIVE CLASS REPORT TO ENTIRE SCHOOL (2-5 minutes)

8. FEEDBACK AND HOMEWORK REPORT TO PARENTS (2-5 minutes)

9. COMPLETE REFLECTION AND EVALUATION (2-3 minutes)



PRAYERS

O Lord! Enable all the peoples of the earth to gain admittance into the Paradise of thy Faith, so that no created being may remain beyond the bounds of Thy good-pleasure. From time immemorial Thou hast been potent to do what pleaseth thee and transcendent above whatsoever thou desirest.

The Bab

O Thou kind Lord! Unite all. Let the religions agree and make the nations one, so that they may see each other as one family and the whole earth as one home. May they all live together in perfect harmony. O God! Raise aloft the banner of the oneness of mankind. O God! Establish the Most Great Peace. Cement Thou, O God, the hearts together.

Bahá'í Faith ('Abdu'l-Bahá)

Those who disbelieve in God and His Messengers and seek to make a distinction between God and His Messengers and say; We believe in some Messengers and disbelieve in others; and desire to adopt a position in between, these indeed are disbelievers beyond doubt, and We have prepared for the disbelievers an humiliating chastisement. 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, 4:151-153)

O Great Spirit, whose voice speaks in the wind, whose breath gives life to all the world. Hear me! I am small and weak, I need your power and wisdom. Let me walk in beauty, and let my eyes be glad beholding the red and golden dawn. Make my hands touch all things you have made with love. Make me wise that I may understand the sacred teachings you have taught. Help me learn the lesson hidden in every leaf and every stone.

Native American Dakota Traditional

ACTIVITY



IMAGINE...

- ▶ Can you think of a Church, a Synagogue, a Mosque, a Temple, or a House of Worship in your neighborhood?
- ▶ What does this place look like on the outside?
- ▶ Have you ever seen people going into this place? How would you describe them? Are they different than you? Do they wear special clothes when they go to this place?
- ▶ Are there any special days that you've noticed people visiting this place?
- ▶ What do you think this place looks like on the inside?
- ▶ Why do you think people visit this place? What kinds of things do you think they do when they are inside this place?



EXPLORE...

- ▶ Do you have any friends that go to this place? Have you every asked them what they do in this place? Do you think your friend would let you go with him one time?
- ▶ What do you think would happen if you went to visit this place without your friend? Would you be scared or would you be excited? Do you think you would get kicked out or would you feel welcome?
- ▶ If you really wanted to visit this place, but didn't know anybody that goes there, what things could you do to get in?
 1. Could you just drop by and walk in?
 2. Could you call them and ask for permission to come and visit?
 3. Could you call them and ask if you could visit on a day when there is a special program that is open to the public?
 4. Could you drive by with your parents and see if there is anybody there that will let you come inside and look?
 5. Could you find out which days the place is open and ask your parents if they would take you?

STORY

ISLAM IS AN EXPRESSION OF GOD'S LOVE

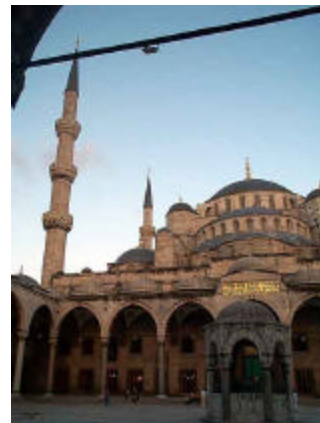
*Based on an account by Patricia Philbin
source: www.islamicity.com, article ref: IC0205-428*



ed to know almost nothing about Islam. Recently I had an unexpected opportunity to visit Istanbul. This is a Muslim city. It could be dangerous for an American Christian to visit! My friends would ask me, “Are you nuts?” Their comments only made me more determined to go. I wanted to see the city. I am not a person who is willing to live in fear - or ignorance.

It was my first visit, and I was fascinated and delighted by the beauty of Istanbul. I visited several of the beautiful historic mosques that are popular tourist destinations, but it was impossible to find or speak with anyone working in the mosques. I enjoyed my sightseeing, but I still wanted to better understand Islam.

On the last day of my trip, I walked around Uskudar and noticed a smaller mosque in a residential area. It was shortly before the 5 p.m. prayer time. At the other mosques I visited, there were always signs posted that visitors were not allowed to come during the prayer services. But it was only five minutes to 5, and I had a strong feeling that I should go inside the mosque. I wanted to have



STORY

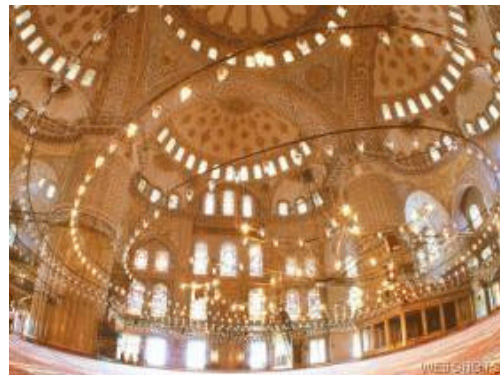
just a quick look inside and then leave before the service.



Islamic tradition requires that women cover their heads, so I covered my head using my sweater. I probably looked somewhat bizarre with my sweater-turban, but no one said anything. As I entered, an older man rubbed a small tube of scented oil over his hand and the hands of his friends.

When he saw me watching them, he smiled and did the same to my hand. After I entered the mosque, the friendly man indicated that I should go into the women's area, which was separate and enclosed by a wall.

In some of the mosques I visited, this area provided a partial view of the mosque interior via slats of wood, but this particular mosque had built a solid high wall, providing no view of the other part of the mosque. I was alone in the room, and sat on the carpets for a moment and wondered what I should do next.



I felt that I had no business being there and was probably intruding. To exit the mosque, I would have to walk near the main prayer area. Although I could not see what was going on, I could hear that singing had just commenced. And a small but important detail - I had no idea where the man had put my shoes! I debated the best way to gracefully leave the mosque without disrupting the service or making a total spectacle of myself.

STORY

Then a small group of veiled women entered and stared at me with open curiosity. I started to panic - how would they react to a blonde, blue-eyed American woman who was sitting there with a sweater wrapped around her head? If they had a good sense of humor, we could share a giggle. But what if they got angry?



I quickly got up to leave, but a woman touched me and pointed to a center area of the carpet. Another woman took my hand and guided me over there. Then the women knelt next to me, each finding their own space. A woman sitting next to me took my hand. I glanced at her face. She smiled at me warmly, and held my hand for almost a minute as we listened to the man's chanting. I truly felt welcome.

At the end of the prayer, my smiling friend took my hand again and squeezed it. I nodded a thank you - then we spontaneously embraced each other.

I had tears in my eyes as I left the mosque. This simple but emotional visit taught me that Islam is an expression of God's love. My heart felt full of understanding, leaving no room for fear or doubt.

STORY

Discussion Questions for Story:

- › Why were the woman's friends saying that she's crazy?
- › Why was the woman so eager to visit Istanbul?
- › Why was the woman so curious about Islam?
- › Why did the woman wrap her sweater around her head?
- › Did the woman respect the rules at the mosques she visited?
- › How do you think she felt when she first went into the mosque? Why do you think she felt this way?
- › How did the people in the mosque treat her? What would you have done if you were one of the people in the mosque who saw the woman?
- › Why did the two women hug? Did they know each other from before?
- › Why did the woman cry?
- › What do you think the author means when she says that "Islam is an expression of God's love?"
- › Do you have a story like this that you can share?

REFLECTION AND EVALUATION

1. What did you like about this lesson? _____

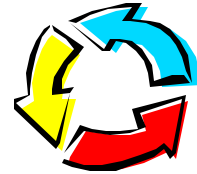
2. Which parts of the lesson did the students like? _____

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? _____

HOMWORK AND FEEDBACK



TO THE PARENTS OF: _____

FROM: _____

DATE: _____



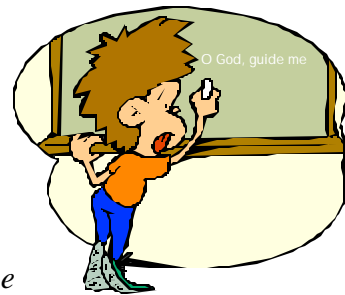
WHAT DID WE DO?

This week's topic was:

The Mission of the Prophets

The week's learning objectives were:

- *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 completed
 ? **Fair.** Homework partially completed
 ? **Poor.** Homework not attempted
- Participation: ? **Great!** Active participation
 ? **Fair.** Passive participation (only active when pressed)
 ? **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: _____

HOMEWORK AND FEEDBACK



WHAT'S THE HOMEWORK FOR THE NEXT LESSON?

1. Read the following Sacred Writing everyday and try to memorize it.

“Consort with all religions with amity and concord, that they may inhale from you the sweet fragrance of God. Beware lest amidst men the flame of foolish ignorance overpower you.”

Baha’i Faith (Bahá’u’lláh, The Kitáb-i-Aqdas, paragraph 144)

2. Use a telephone book or a local newspaper to find out what other religious groups are in your town or neighborhood. Answer the following questions:
 - How many of the groups belong to the same religion?
 - How many belong to different denominations from the same religion?
 - How many of the groups belong to an independent religion?
3. Consult with your parents (during dinner or at some other time) and come up with a plan for visiting another religion’s place in your neighborhood.
4. Answer the following questions after your visit:
 - Were you nervous to go on your visit? Were you excited or scared? Why did you feel that way?
 - How did the people receive you at the place of worship that you visited?
 - How do you think people from other religions feel when they visit your place of worship?
 - Do you think they feel scared or excited?
 - What kinds of things could you do to make them feel welcome?



HOMEWORK AND FEEDBACK

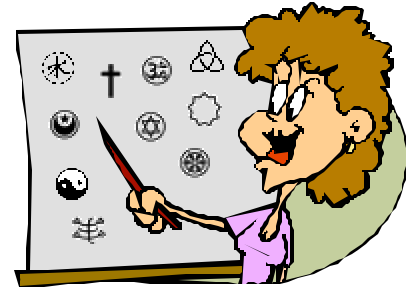


WHAT WILL WE COVER NEXT SESSION?

Next week will be a review and evaluation session. We will review Topic 5:

The Mission of the Prophets

We will have a quiz that evaluates the student's understanding of the learning objectives covered in Topic 5:



- *To know that the purpose of the Manifestation of God is to educate and spiritualize*
- *To gain insight into the role and importance of the Manifestations of God*
- *To recite passages from the Holy writings regarding the mission of the Prophets*
- *To articulate and teach others about the mission of the Prophets*
- *To understand the short and long term influence of the Manifestations on the ongoing advancement of civilization*
- *To understand the connection between the mission of the Manifestations of God and the Greater Covenant*
- *To perceive the beauty of each of the world's religions as evidence of God's Manifestation to humanity*
- *To discern the twofold purpose for learning about the missions of previous Manifestations of God*
- *To consort with the followers of other faiths in a spirit of love and unity*
- *To expand one's own understanding of one's religion by learning about the religions of the past*
- *To connect the understanding of the missions 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*