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# TEACHER'S GUIDE

## Bahá'í Education Materials

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*This is meant to serve as a guide for teachers using WellSpring Feast Materials.*

*When using these materials in a class for children, the majority of activities should be appropriate for most children between the ages of 6 and 13. They may also be adapted for use in youth and adult Deepenings.*

**Materials** to have on hand for activities:  
(\*necessary materials - others optional)

- \*Pens, pencils, crayons or colored markers
- 2 or 3 individual lines from a Bahá'í book such as *Hidden Words of Bahá'u'lláh* pre-selected for the Telephone Game on p. 8
- Scissors, glue or paste, magazines with pictures of different races for p. 9
- A copy of *BJ and the Language of the Woodlands* by Alvin Deibert for p. 9

### PAGE 1

Open with a prayer and a Hidden Word, preferably those which students have memorized. Read the quotations on this page and ask students their ideas about what it means. Emphasis is on the oneness of religions. Help them to find ways of "reading" the symbolism in the Writings by asking about the meaning of "sitting on the same throne," for example. Does this mean the Manifestations are all squeezed into one seat, or that They have the same authority to make Laws?

Allow time for the coloring activity on this page. An extra activity would be to identify the religions that are symbolized by the designs on this page. The religions

represented are:(clockwise from top)

9-pointed Star:	<i>Bahá'í Faith</i>
"Om" symbol:	<i>Hinduism</i>
Flame design:	<i>Zoroastrianism</i>
8-spoked wheel:	<i>Buddhism</i>
6-pointed Star:	<i>Judaism</i>
Cross:	<i>Christianity</i>
Star and Crescent:	<i>Islam</i>
5-pointed Star:	<i>Babí Faith</i>

The sun in the center (God) shines equally on all the religions of God.

### PAGE 2

Discuss with the class the meaning of the "Golden Rule" – a basic teaching of all the Messengers about how to love others.

**Answers:**

*Buddha*  
*Zoroaster*  
*Moses*  
*Jesus Christ*  
*Muhammad*  
*Bahá'u'lláh*

### PAGE 3

**Answers:**

1. *truth*
2. *love you*
3. *friend*
4. *pray*
5. *ask questions*

Read the bottom of the page out loud. Then have the students decode the word:  
**Answer:** *TRUTHFULNESS*

## PAGE 4

Both quotations on this page are useful ones for the students to memorize. Help them learn the **process of memorization**.

- One method is to cover all but the first phrase of the quote with their hand or a piece of paper, repeating the one phrase over and over, then moving on to the next phrase, repeating the first as well as the second one a number of times and continuing in that way until the entire verse is memorized.

Praise and acknowledge anyone who can recite the first line without looking, then see if anyone can do the second one as well, and so on. You may want to give the younger students the shorter verse at the bottom of the page, and the older ones the one at the top of the page.

Whatever portion of the passages they have memorized, if they feel ready, you may wish to have them recite it for the rest of the friends later in the Feast and ask parents to follow up and assist them to finish the memorization of the passages at home.

### *Suggested answers:*

*humility*

*honesty*

*trustworthiness*

## PAGE 5

After the words on this page are read, encourage the students to respond to the two questions and then share what they wish of their answers.

## PAGE 6

*Answer:* BACK  
BITE

Ask a student to read the passage aloud. Then ask the class to write their answers to the question and share it aloud.

## PAGE 7

*Possible answers to "what effect...":*  
*It is very harmful to the soul; it is destructive to the life of the soul.*

Encourage the students to answer the question about their own hurtful words honestly, explaining that most of us "slip" in many ways during our lives and what matters is seeing it and correcting our faults. Emphasize the passage at the bottom of the page about "God hath forgiven what is past" in terms of the importance of starting fresh each day.



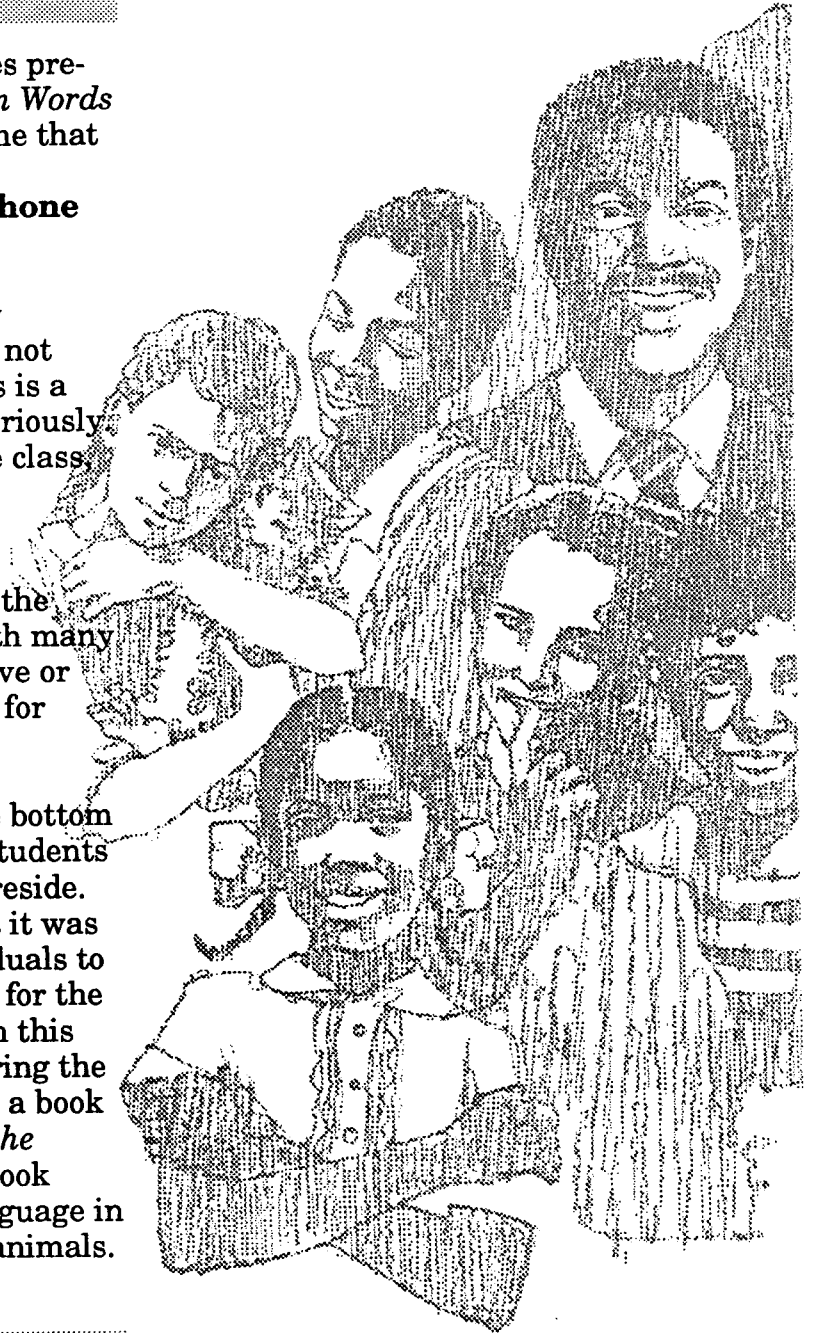
## PAGE 8

Have short, simple phrases or verses pre-selected from a book such as *Hidden Words of Bahá'u'lláh* (for example, "Love me that I may love thee") to use as a secret message to pass along in the **Telephone Game**.

The point of this game is to see how messages can be distorted if we are not clear in our speech or hearing. This is a fun game and not to be taken too seriously. If there are very few children in the class, make the verse a bit longer or more difficult.

Give the students time to complete the **Maze**. It is quite a difficult one with many "blind alleys" and may take up to five or ten minutes for some. Praise them for being steadfast.

After reading the quotations on the bottom half of the page, ask if any of the students has given a talk in school or at a fireside. Ask them how they prepared, what it was like, and so on. Invite some individuals to prepare a five minute talk at home for the next Feast to be presented either in this class or to the Feast as a whole during the social portion. One possible topic is a book report on *BJ and the Language of the Woodlands*, which is an excellent book about the need for an auxiliary language in the form of a charming tale about animals.



## PAGE 9

Have each student make a **collage** of people of different races and languages. Then close by reading the final quote.

If you have time left over, you may wish to read from *BJ and the Language of the Woodlands*.