
TEACHER'S GUIDE

Bahá'í Education Materials

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
- *At least one dictionary
- Magazine pictures of drought, and other natural disasters caused by global warming, or of starving third world children to illustrate page 3
- Dictionaries, construction paper, glitter and glue or other decorations for making their own dictionaries on page 4
- Stories of 'Abdu'l-Bahá for page 5
- Paper and glue or gum-backed labels and scissors for page 6

PAGE 1

Read the sentence at the top of the page and ask the students what kingdoms they can find in the picture (mountains from the mineral kingdom, trees and plants from the vegetable kingdom, horse and sheep from the animal kingdom and sheep herder from the human kingdom.) They are all part of God's creation.

After reading the rest of the page, ask them their ideas about what "station" and "destiny" means.

Dictionary definitions are:

station: the place where one stands
destined for: to be intended for or bound for

What are some ways each of us can fulfill our lofty station? *Examples*: Living by God's Will, developing our virtues, developing our God-given gifts or talents.

PAGE 2

In this decoding exercise, the students are asked to write their own answers to the questions; then using the underlined code numbers in the right column, figure out the correct letters to spell out these answers:

SEQUOIA
PACIFIC
EVEREST
CHEETAH
USSR
HUMANITY

In the space at the bottom of the page, the students may draw a picture which includes at least three of these lofty things.

PAGE 3

After the students write their ideas in response to the questions on this page, encourage a discussion of the state of the world and the earth today. There are no right or wrong answers. Acknowledge any ideas they express.

Examples of best things: the beginning of disarmament; women and minorities gaining more rights; people becoming more educated. *(continued on next page)*

PAGE 3 (continued)

Examples of worst things: the “Greenhouse Effect” (global warming due to destruction of the ozone layer); children and adults starving in places like Asia and Africa; violence; drug useage; immorality on the increase.

You may wish to emphasize the loftiness of setting an example for others in caring for the earth, recycling glass and paper, etc., not littering, removing all forms of prejudice from one’s life, etc. The children may want to plan a simple service project which would help the ecology of the earth.

PAGE 4

Have the students look up the words in the verse and write them either in the workbook or in a decorated dictionary of terms from the Bahá’í Writings. You may want to do this as a craft project. Have each child or small groups of children decorate covers for dictionaries and keep adding words to them at future Feasts.

PAGE 5

You may wish to read or tell a story or two about ‘Abdu’l-Bahá.

Examples of things to write about ‘Abdu’l-Bahá: Perfect Exemplar, kind, a sense of humour, generous, He gave to the poor, son of Bahá’u’lláh, Centre of the Covenant.

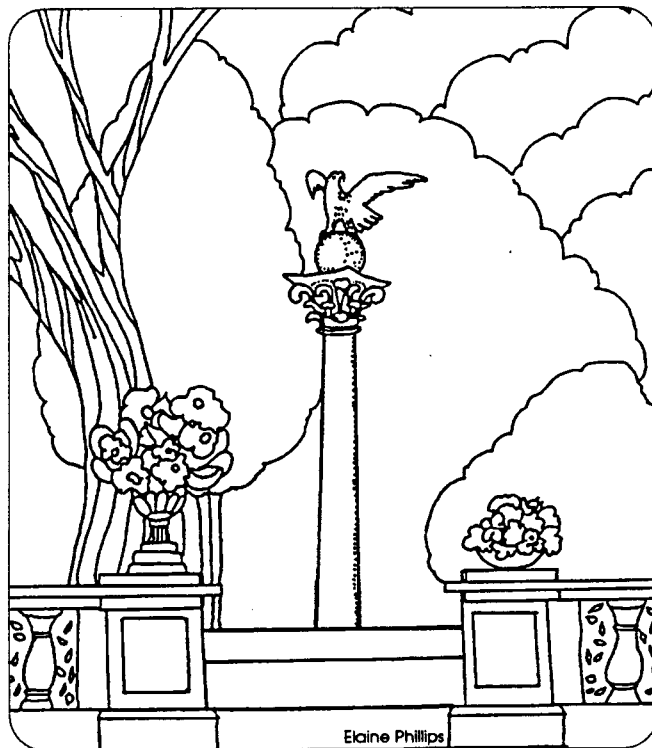
Point out that this is the first time a spiritual leader was clearly and definitely named by the Manifestation of God. It has protected Bahá’u’lláh’s Covenant.

PAGE 6

Read the quotation about the Guardian. Have the children count the number of times ‘Abdu’l-Bahá in this passage mentions something that has to do with a tree (7 times): Branch, branched, Lote-Trees, fruit, offshoots, Tree, branch.

Have available paper and glue or gum-backed labels and scissors. Ask the students to write the names of their great grandparents on a small label and paste them on the trunk of the tree; then their grandparents on the large branches, their parents, aunts and uncles on the next smaller branches, their cousins, siblings and themselves hanging from the branches as twigs or leaves. Have them cut out leaf shapes for the names of women and explain that Bahá’u’lláh called women “leaves” and men “branches”.

Ask the children to share some stories or something they remember about one of the people on their family tree.



PAGE 7

Answers to questions about the Universal House of Justice:

- 9
- Haifa, Israel
- 1963
- By prayer and consultation
- Every 5 years
- All members of all National Spiritual Assemblies (at an international convention held in Haifa)

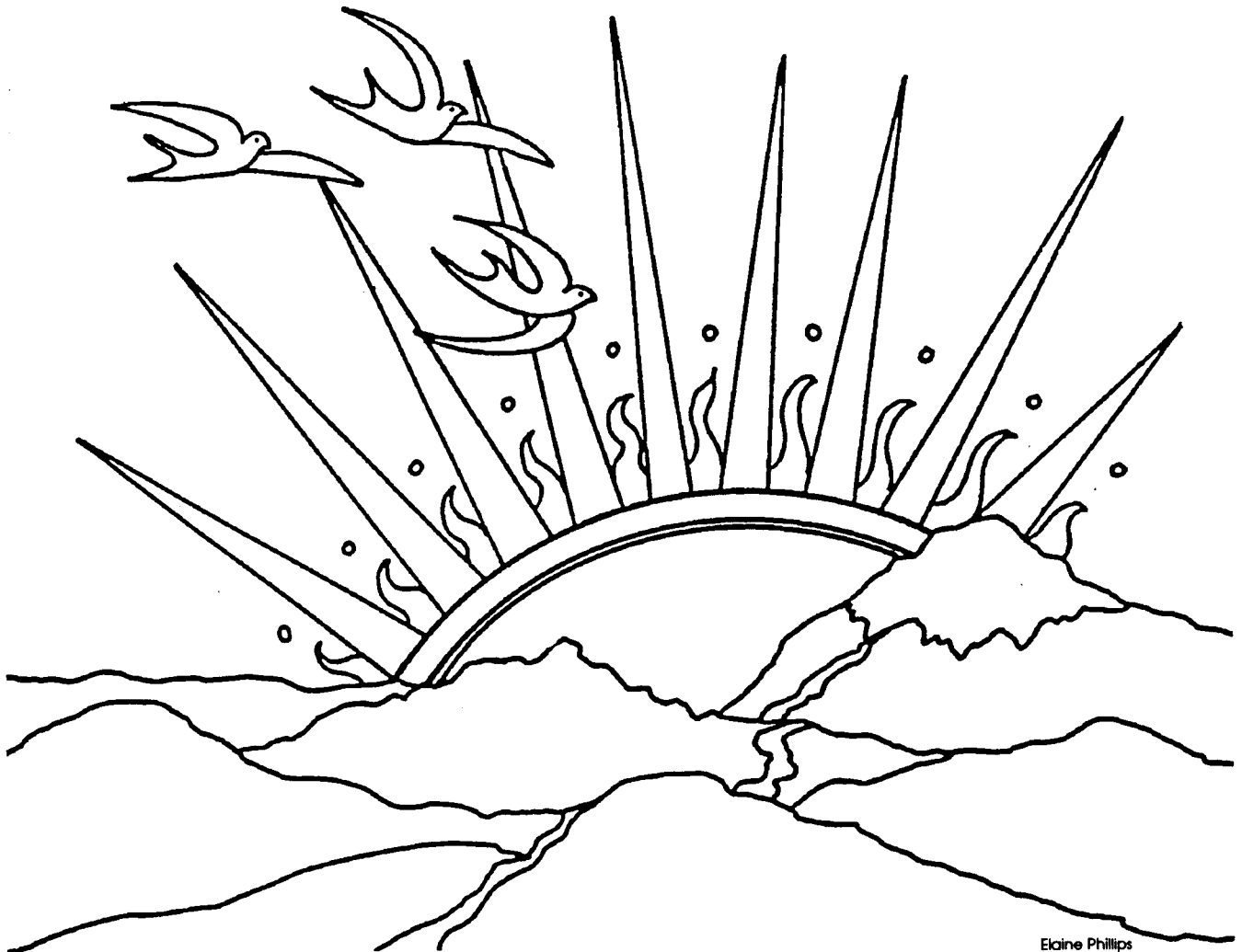
PAGE 8

Either quotation on this page would be a good one to memorize if you feel the time is right for them to do so.

Suggested answers:

- *Is humankind good or bad?* We are both. We have a material nature and a spiritual nature. Whether we are good or bad depends on the choices we make.
- *What keeps everyone from acting good all the time?* We have free will. If we weren't tempted to make the wrong choices, making the right ones wouldn't mean anything. God expects us to make lots of mistakes and it makes Him very happy whenever we are trying hard.

Close the class by having each student complete the questions about virtues on this page. If there is time, let those who wish, share their answers with the class.



Elaine Phillips