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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)

- \*Pens, pencils, crayons, colored markers
- Dictionary (for page 2)
- Cloth strips or old nylons (for page 4)
- Construction paper of different colors, glitter and glue (optional), scissors, tape or glue for crowns (for page 5)
- Pamphlets or a book such as *Bahá'u'lláh and the New Era*, which contain the ten principles (for page 6)

### PAGE 1

Discuss with the group the “wondrous works of God’s Creation” which they think are grand. Have them tell stories of special trips they may have taken to beautiful places.

### PAGE 2

After reading the selection aloud, have the students discuss what it means. You may wish one or more of them to look up “linkage” in the dictionary.

The connect-the-dots puzzle is a smiling sun in the clouds. In a children’s class, if some of the younger children have difficulty with the puzzle, ask older

children to assist them once they have finished. Praise them for their helpfulness afterward.

### PAGE 3

Have the students color the picture of the animals and plants.

Ask them which animal they would most like to be if they were members of the Animal Kingdom, and why.

### PAGE 4

Bring old nylon stockings or cloth strips to tie the legs of three individuals together. (The person in the middle has legs tied to the leg of a person on both sides). Line up these teams of three and see how successfully they can walk toward a finish line, without anyone falling. Then discuss how everyone must be in perfect harmony to move forward or make progress. Humanity is the same way.

#### ANSWERS to Crossword

*Across:* 1. Canyon 2. mother 3. forks  
*Down:* 4. father 5. Rio

Discuss the *Hidden Word*. Do they ever have doubts about God’s work being perfect – in the world? In themselves? What does it mean to be content with having the essence of God’s light within us? (Accepting our nobility; knowing our gifts are God-given and loving ourselves in that sense; not feeling bad if we don’t have a gift or ability someone else has; etc.).

Encourage the students to come up with specific ways their lives and abilities reflect God's light. (It could be friendliness, helpfulness, kindness to friends, working hard in school or the workplace, being a good artist, dancer, writer, thinker, etc.). If someone cannot think of something, give them an idea of what you have observed in them – including humility!

Have each student color in the jewels in the crown.

Read the selection about "crowns" and have the class share what they think it means for them to have been chosen to wear "this gem-studded crown". Discuss how making a mighty effort and choosing noble goals is the best way to thank God for the grandeur He has given us.

If you have time, you may wish to have the students make crowns out of construction paper, using different colors of paper to make the jewels. If you wish to use glue and glitter, this can be fun as well.

Ask individuals to read what they have written about their plans for using their gifts and setting goals in their lives.

Have those students who are able write out 10 principles of the Faith, which may include:

*Abandonment of all forms of prejudice*

*Harmony of Science and Religion*

*Independent Investigation of Truth*

*Oneness of God*

*Oneness of Humanity*

*Unity of Religion*

*International Auxiliary Language*

*Equality of Women and Men*

*Elimination of Extremes of*

*Poverty and Wealth*

*Universal Education*

*Establishment of a World Federation*

You may wish to have some books or pamphlets available for them to use to look up the principles. Ask them to put their lists away after looking them over carefully. See how quickly they can name all 10 principles as a group.

