

# **LIGHT UPON LIGHT**

**A SYLLABUS FOR BAHÁ'Í EDUCATION**

**INSPIRED BY THE**

**UK NATIONAL BAHÁ'Í CURRICULUM**

# Light Upon Light

## A Syllabus for Bahá'í Education

### inspired by the UK National Bahá'í Curriculum

Compiled by Alan Woodhurst, May 2000 – June 2001.

Approved for use in all schools and educational institutions.

*“Training in morals and good conduct is far more important than book learning. A child that is cleanly, agreeable, of good character, well-behaved – even though he be ignorant – is preferable to a child that is rude, unwashed, ill-natured, and yet becoming deeply versed in all the sciences and arts. The reason for this is that the child who conducts himself well, even though he be ignorant, is of benefit to others, while an ill-natured, ill-behaved child is corrupted and harmful to others, even though he be learned. If, however, the child be trained to be both learned and good, the result is light upon light.”*

‘Abdu’l-Bahá.  
Bahá'í Education (UHJ compilation 7), p.46.

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## Preface

This syllabus was written as a personal goal for the 12-Month Plan, following a request by the CBES. While working for the Ferraby Bahá'í School, first as a teacher, then as director, I have written 2 syllabi for the school, one in the early 80's and another in '98. Since retiring from full-time employment, I have been able to dedicate a substantial part of my life to Bahá'í Education, and felt able to tackle the more demanding task of developing a national syllabus and lesson plans. Now being the educational consultant for the above school, I will have an opportunity to perform an evaluation of my work over the next few years – a partial evaluation of years N1,1,4,7,10 has already been done.

The title of the syllabus comes from the quotation by 'Abdu'l-Bahá on page 2. It indicates the integration of spiritual and material education that we must have in all our lessons.

I would like to acknowledge the help I received from various people, in particular John Lester & Barbara Hunt, who lent me books, read some parts and offered advice; and Clare Whitehead, who is tackling the enormous task of obtaining permission to reproduce copyright material in the lesson plans. It should also be stated that the syllabus was only completed thanks to my family being very patient and putting up with jobs around the house taking much longer to get done than normal and the computer being busy at all sorts of unusual hours!

Alan Woodhurst, April 2002.  
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We live in an ever-changing society. Sometimes the pace of change is so rapid that we lose sight of the important and universal things in life. Sometimes, it seems as though society is out of control and lost without guidance. Guidance is best instilled in the young since it is at that age that humans are at their most receptive. As 'Abdu'l-Bahá writes "In a time to come, morals will degenerate to an extreme degree. It is essential that children be reared in the Bahá'í way, that they may find happiness both in this world and the next."(1). Following cases such as the Jamie Bulger murder case a few years ago, a national drive towards the moral education of children was inspired and more recent events of Sept 11th 2001 indicate that tolerance and understanding are another key to the peaceful coexistence of humanity. The CBES hope that what is contained within this syllabus may be offered as a helpful tool in instilling those timeless values which will guide humanity and its future society towards a golden age of peace and prosperity for all.

The CBES are extremely grateful to Alan Woodhurst for his careful and methodical preparation of this syllabus which will be of great service to teachers of Bahá'í children's classes. His commitment to preparing a full set of lesson plans to support this syllabus over the coming years will further increase its usefulness. In a time when the Universal House of Justice (2) has instructed us that the establishment of children's classes should be among the initial goals of all local communities, resources which will help us in this task are invaluable.

The CBES wishes all users of this syllabus its love and thanks for their work in this vital area of service.

The Children's Bahá'í Education Service  
July 2002

(1) Selections from the Writings of 'Abdu'l-Bahá, 100, page 127

(2) Letter to the Conference of the Continental Board of Counsellors from the Universal House of Justice, 9th January 2001

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## Introduction.

This syllabus indicates what can be studied in each of 24 lessons for every year from age 2½ to age 18, giving plenty of references to suitable material. Every teacher should read all of this introduction and then read one of the following sections according to the age of their students (2 sections for years 7 to 9). For each of the 16 years of the syllabus there is one page listing the themes or main topics for each of the 24 lessons, then 3 pages (one for each term) giving references and brief notes. After the syllabus is some optional reading; ‘Supporting material’ will mainly be of interest to educational consultants rather than teachers, ‘Lesson plans’ which explains how the lesson plans will be added to in the next few years. Although most community schools in the UK have three 10-week terms, it would not be sensible to plan teaching for all of the 30 weeks. There is often a special week in a term, maybe in celebration of a Holy Day, and other activities – such as enrolment, tests, special visitors – are likely to take up the equivalent of one week’s time altogether in any term. Thus the syllabus has been planned with 8 teaching weeks per term; however, there is plenty of material to expand the programme to 10 weeks per term if desired.

### References

References to material are usually given as abbreviations, and details can be found before the syllabus, including (for most references) lists of page numbers used, so that the teacher can avoid using extra material which is scheduled for a later or earlier lesson. The teacher should allow time to look at references well before each lesson, since they vary considerably; some might be suitable for using with a class as they are, but most will need selection/adaptation to suit particular groups of students – some (especially E) are lesson plans, but many are just quotations from our Writings or material aimed at adults, both of which will need a lesson to be planned around them; for some lessons there is too much material, so you will need to select what to use, for others there might not be enough. Teachers should feel free to use any material that they may have access to, for any item, as long as this is documented in the school archives, so that another teacher can easily avoid using the same material with the same students later. This syllabus aims to cover the national curriculum while avoiding unnecessary repetition; revision and repetition of items is required for learning, but different material is essential to maintain attention of students. Do not try to cover all the material, where possible there are deliberately too many references; this is in case teachers do not have access to all the books – hopefully they will have at least one of those mentioned, and material is being provided with lesson plans where copyright permits.

### Layout of information for lessons

Most lessons have an introduction which suggests a theme and/or indicates a possible arrangement of the material. All main items have at least one reference and the = sign is used to precede the references. In addition to the main item(s), all lessons have a virtue (after V:) and an extract from the Bahá’í Writings (after W: ) indicated for special study (the latter may be the same as a reference for one of the main items, actual or implied, or it may be unique). Study of virtues (2 lessons per virtue) is based on the Virtues Guide (those not in the Guide will be dealt with while lesson plans are being produced over the next 3 years).

### Virtues and Writings

All items in the UK National Bahá’í Curriculum appear at least once in the syllabus, and a few additional items have been added (see technical file in supporting material folder). Before designing the syllabus, the items in the National Curriculum were divided into 3 parts; the Bahá’í Writings, the virtues, and the rest. Every lesson is planned to have something from each of these

3 parts. Each virtue is dealt with in two consecutive lessons; it is to be introduced in the first, homework set, then followed up in the second; in either or both lessons role play should be used. It must be emphasised at this point that the division into 3 parts is to ensure balance; it does NOT mean that a lesson should be so divided. Throughout every lesson a teacher should have virtues in mind; whereas at specific times a particular virtue will be studied, the teacher should ensure that students are aiming to be virtuous at all times, and draw attention to any significant departures from this. Likewise all teaching should be based on the Writings, and teachers should share with their students any quotations felt relevant to the lesson at any time; specific extracts from the Writings are highlighted in each lesson only to give an overall balance, to make sure that all the sources in the curriculum are used regularly. There is one other consideration about virtues: they are ideal to start a lesson when students are present who are not from Bahá'í families, and maybe this is a good idea in any case for all students; if we adopt this idea now, while most classes only contain Bahá'í students, then we won't need to re-think when others join.

### Coverage of curriculum

To implement the national curriculum fully, you should not continue a lesson on a following occasion *with the aim of completing it*, otherwise you will just get further and further behind with the schedule. It is best to always start a lesson with a new topic; sometimes after break it might be considered desirable to finish a specific activity from a previous lesson, this is OK; or a lesson might not have enough material, when the spare time at the end can be used on something from a previous lesson, also OK. Don't worry if one of the items for a lesson is omitted; it will probably occur again (see next paragraph) and you could make a note of it so that it can be given priority next time, either by yourself or another teacher (who will need your note of it!). You will find that some items are repeated in the same year. Nor should you spend a long time going over material missed through absence; just do the normal short revision and give any handouts for study at home, with help from parents as necessary.

### Repetition of items

While using a particular year of the syllabus, you might be interested to know in which year an item occurs again; it can be looked up in the alphabetical index (supporting material folder). To see at a glance which other references are used for an item in other years, &/or to see where an item occurs in the National Curriculum, refer to the strands file (supporting material folder), using the strand etc. given in the alphabetical index. Example of use: When teaching year 6 lesson 18, you wonder where else elections are studied.

In the alphabetical list you find two entries –

elections and conventions; Voting, - yr.3,6,9,13. =2d xv

elections, Bahá'í; Voting and (skill) - yr.3,12. =3d iiG 6

– which tell you that elections should have been taught in year 3 (if this syllabus had been followed for the last 3 years) and is due to be taught again (at a more sophisticated level) in years 9,12 & 13; also it appears in strands 2d and 3d of the national curriculum, at the positions indicated.

## Guidance for each part of the syllabus.

### Early years

For the early years ( N1, N2 and 0 ) there is normally only one main item, since at their age the amount which can be remembered will be quite small, and various activities will be appropriate to emphasise the item in different ways, sometimes very subtly while they play.

After the early years, the state school year numbers from 1 to 13 are used.

### Years 1-3

Years 1 to 3 have, as a transition between one main item (in the early years) and 3 or 4 items (from year 4 onwards), 2 or 3 items per lesson. The first one is intended to be the main topic, but the division of time between them is left to the discretion of the teacher.

Note: At the end of the list of items for most lessons is one or more extra items, indented & in small type. These were in the first draft but, following evaluation, it is suggested that these be omitted. Flexibility is expected for children of this age, and the teacher will adapt the syllabus &/or the lesson plans to suit the students in that particular class.

### Years 4-9

For years 4 to 9 the first topic named is still the main one for each lesson. It is to be given about 1/3 of the time. The next topic also has about 1/3 of the time & is related to the first whenever possible. In about 3/4 of the lessons the 3<sup>rd</sup> is in *italics* and is *devotional-related*, in which case there is another topic and these last 2 have 1/6 of the time each. This does NOT mean that the lesson is to be divided into 3 or 4 separate parts, a theme is normally stated and the teacher should integrate the items into the theme.

### Junior youth

From year 7 onwards, some lessons have the theme of marriage; Starting with lesson 6 of year 7, an alternative programme is suggested for strand 3b: Family skills, using the booklets “Bahá’í Marriage Programme” and “Bahá’í Parenting Programme”. Agreement of the School Management Committee and Trustee LSA, or whoever is in charge of classes, must be obtained before starting this alternative programme; this is because switching from one to the other would cause repetitions & omissions – once having started on the alternative programme, it should be followed through for the next seven years! If the alternative programme is not followed then these books are ‘dipped into’ and mixed with other material, assuming a standard type of lesson, whereas the alternative programme should be conducted as a series of workshops with the teacher just acting as facilitator. The books were prepared in Australia for use during either weekend institutes or a series of deepening sessions. Although they are aimed at married couples, they are quite suitable for youth and junior youth to study; the wording of some of the questions just needs changing, e.g. (BMP 7, question 5) where a question starts “What do you and your spouse do to...” it could be changed to start “When you are married, what do you think you and your spouse should do to...”. In fact the wording of this particular question would need changing to suit married couples who have not yet got any children. If students find it difficult to imagine what they would do when married, the question could be rephrased “What do your parents do to...” Most of the items in the books are in our national curriculum, and the others would surely be included if this curriculum were to be extended to cover up to age 18. There are 2 advantages to using the alternative programme:

- 1) it emphasises to the junior youth that we acknowledge their special status; although they are far from being adult, they are no longer just children; and
- 2) it is easy to arrange for completion of this part of the syllabus before the students leave, whatever age this is likely to be; we really must try to reduce the divorce rate amongst Bahá’ís, and a programme such as this *followed before marriage* seems to be a suitable method.

If the alternative programme is to be followed, the students should be consulted

regarding future attendance; in the author's school it is usual for students to attend up to year 13, so the alternative programme is planned up to the beginning of that year – in other schools this might not be so, in which case the scheduling of the alternative programme should be changed so that it is finished before the students leave the school. To aid the re-scheduling, the complete alternative programme is listed on the web site. Note that sections from BMP are usually allocated a complete lesson, since the estimated coverage time is 1½ hours, whereas sections from BPP are usually allocated less, since the estimated coverage time is 1 hour.

It would also be a good idea, while consulting with students about future attendance, to consult a little about the programme; i.e. not giving them a full choice of items, as in the youth class (although they can be told that this will happen when they are youth), but at least reading out the main items proposed for the current term – asking if they are happy with doing them in that order, and whether they think that any other items should be included. If any other items suggested, make a note of them and say you'll think about it; after the lesson look to see if these items are already in the plan for next term/year and, if so, do a swap with something this term, telling students what you have done; if not, tell them you'll fit these items in later, then you will probably find a time when the amount of material for a lesson is finished early, so have an extra item prepared to use then. Perhaps better not to ask whether there is any item in the plan they would rather not do; once they realise that you are seriously consulting with them, it will be said anyway if they feel strongly enough about it – if so, ask why; it is probably that they have done it recently (maybe not at school), in which case make sure you have a “find out what they know” session at the start of that lesson [actually best to have one for every lesson!]. If they all know enough about the item, skip it and go on to the next (which you have already prepared, in case); if some do, but others don't, get those that do to help the others for a while, and go on to the next earlier than planned – making sure you tell them that you are doing this as a result of their consultation.

### **Youth class**

It is appropriate for the youth class (years 10 to 13) to have more flexibility and variation. The suggested programme of study normally has 3 items per lesson. Virtues should normally be studied from the point of view: “How would you teach this to young students?” (And perhaps the youth could prepare a few simple handouts, each with a picture, to help the teachers of some of the younger students).

At the time of writing, some Bahá'í schools do not have a youth class, but in the author's school there is an established tradition of attendance up to age 18. This has been achieved by

- a) having consultation with students, as they approach age 15, about what they will do in the youth class, [see “Love, Power and Justice” pp.40-41, e.g. talk to the youth as equals],
- b) having an experienced person to guide the youth in their studies, i.e. acting as a facilitator rather than a teacher,
- c) incorporating teacher training as a major element of the programme, and
- d) having some service projects and other activities outside the school.

The syllabus should be considered as a starting point for consultation about the programme to be followed, and inclusion of new student ideas (e.g. design and publish a new Bahá'í pamphlet) will mean leaving out some other items; it is strongly recommended, however, that the teacher training element remains and that the marriage and parenting courses are completed (either by standard or alternative programme). Note that the teacher training element is quite small, to keep the balance of curriculum strands; if any youth are motivated to learn more, a comprehensive programme could be made available on the web site. On the other hand, even this small amount could be inappropriate for students not from Bahá'í families; if you have such students, they could form a separate group while the others do teacher training. This separate group could either work on the other material in the lesson or choose some alternative, e.g. plan other service projects. It should be clearly explained to the youth, when introducing the teacher training, that it is NOT expected that they will go on to teach at your school, or even in UK, unless they have a particular flair for it. It could happen, however, that

during a Year Of Service abroad, or while travel teaching in a developing country, they could find the skills learnt on this course useful.

**Reference abbreviations.** (those in BPT catalogue May 2000 have stock no. & price)

(# precedes quote number; and if reference ends in a digit, ' precedes page number in text.)

Most sources have a list of the pages &/or quote numbers used in the syllabus.

(New books, not seen, & ones with few refs., have lessons for suggested use.)

- 7V4 the 7 Valleys and the 4 Valleys BAH171 £4.95  
pp.5,8,11,17,29,31,36.
- 9HD Nine Holy Days (Jackie Mehrabi) BPT,UK 1975  
pp.7-10,11,11-14,15,19,23-6,27,28-34.
- 20C 20 Campaigners for change. Wayland '87.  
pp.6,8,18,24,28,38,42,
- ADJ the Advent of Divine Justice SEF102 £3.95  
pp.18,24,34,37,39,85.
- AHW the Hidden Words (from Arabic) BAH130 £1.00, etc.  
#2,3,4,5,7,10,11,12,15,17,19,20,23,29,30,31,33,38, 41,43,45-74,50,51,55,59,65,67,68.
- APF the importance of the Arts in Promoting the Faith CMP650 £3.95  
(new, used in 4#14,6#14,7#23.)
- ASD Ali's Dream CHR030 £11.95  
pp.50,57,60,-155,155-6,161,165-77,180-8.
- BDB Bahá'í Day Book US 1985 CMP200 £4.95  
p.309.
- BHF Bahá'í Families FAM100 £5.95  
pp.1,2,4,9,14,16,17,18,24,26,28,32,33-4,40-6,47-8,50-9,87,89,90-95,  
96-105,106-8,109-11,112-5,137-41,142,144,148-52,158-9.
- BIY Believing In Yourself SPL117 £6.99  
(new, used in 1#13,6#5.)
- BMP Bahá'í Marriage Programme FAM140 £2.95  
pp.4,5,6,7,8,10,11,12,13,15,16,17,18,20-7,28,30,32,34,36,37.
- BNE Bahá'u'lláh and the New Era INT132 £3.95  
pp.6,11,69,70,71,72,76,77,79-80,85-6,87,88,89,90,91,92,97,98,101, 111,113,  
114,117,119,123-4,125,128,129,133,136-7,137,138,142,144,147,152,163,164,167,  
170,171,172,172-3,174,175,181,185,188,191,195,225,226,227,236,239,241,243.
- BPP Bahá'í Parenting Programme FAM150 £3.95  
pp.7,8-12,13,17,18,19,20,22-4,25,26,29-30,30,34,35,36,37-40,42,45,46,47,48,49,50.
- BSG Bahá'í Shrine and Gardens on Mount Carmel Haifa Tourist Board.  
(used in 8#12, any pages)
- BWF Bahá'í World Faith US 1971  
pp.45,66,68,76,91,111,121,131,138,175,209,251,282,284,323,365,371,375,393,395,442.
- CAB Christ And Bahá'u'lláh PYF250 £4.75  
(used in 5#3, any pages)
- CAC Clementine and the Cage CHI200 £3.95  
(one story, used in 3#10)
- CMI Contemporary Moral Issues. Heineman '97.  
pp.18,30,40,66,68,74,78,90,164,118,168,178,180,189.  
[each double page is a unit, aimed at young people, with many  
ideas for discussion etc.]
- CYP The Covenant for Young People. CHR160 £3.95 (see also TC.)  
pp.2-7,8-14,15-21,23-28,29-35.
- DBE Distinctive Aspects of Bahá'í Education BED350 £3.95  
pp.1-7,8-9,90-1,95,103,106,112,146,167.
- DOB the Dispensation of Bahá'u'lláh SEF150 £0.50

- p.53.(note: WOB contains DOB.)
- DSG DaySprinG (followed by issue number & page number)  
 Esperanto & Mt.Carmel used in #25,26,27,28,30.  
 #25: used 19-day Feast ideas. #27: used in 2#15.  
 #28: used pilgrimage poem. #40: all 7 valleys used.
- DSY Divine Symphony BPT India 1976.  
 pp.8,16- ,19-21,22-7,28- ,36- ,40,43- ,47,51,64,69-72.
- E Enlighten (preceded by P,K,1-6.)  
 all lessons are used *except*: 1E17, 5E14, (& 3E1-3 missing from our copy).
- ECO the ECO Principle ENV250 £11.95  
 pp.35,37,43,88,122,129.
- EOA the Ethics of Aristotle. Penguin '76.  
 pp.71,104,109,251,
- EOC the Earth is but One Country INT152 £3.95  
 pp.38,59,69,70,71,75,87.
- EOR the Evolution Of Religion George Ronald 1961.  
 pp.7,136.
- ESW Epistle to the Son of the Wolf. BAH110 £11.95  
 (p.23 in PBL 31, p.29 in PBL 36, p.128 in WSC 568, p.131 in PBL 12.)
- EWC Economics for a World Commonwealth BUE200 £4.95  
 (new, used in 11#16)
- FEM Faith for Every Man BPT,UK 1972  
 pp.43,53,59,60,60-1,61-2,62,63-4,64-5,65,65-6,66.
- FHS Families and How to Survive them. Vermillion '97.  
 pp.15-26,294,
- FIG Faith & Inter-faith in a Global age. IFD270 £9.95  
 (new, used in 2#17,8#18.)
- FMT Fire on the Mountain Top (Gloria Faizi) BPT,UK 1973  
 pp.17,21,27,31,82,91,96.
- FS FireSides TBF375 £6.95  
 pp.13,15,26,32,34,38,52,55,64,69,72,77,88, 103,107,108,114,120,149,176,191,196.
- FWU Foundations of World Unity ('Abdu'l-Bahá) US 1971  
 pp.38,60.
- GHM God and His Messengers (David Hofman) George Ronald 1967  
 pp.19- ,27- ,31- ,41- ,47- ,53- .
- GLL God Loves Laughter HCG210 £5.95  
 pp.121- .
- GMM God, His Mediator, and Man US 1958  
 pp.26,36.
- GPB God Passes By SEF160 £11.95  
 p.27,332.
- GTI Guidance on Training Institutes UHJ861 £5.95  
 (new, used in 10#6,13#24)
- GTM suggested Guidelines for Teaching the Masses US '71  
 pp.12-14,15-18.
- GTT Guidance for Today & Tomorrow BPT,UK 1973  
 pp.11,24,53-5,77,118,194.
- GWB Gleanings from the Writings of Bahá'u'lláh BAH120 £2.50  
 #XXVII, LXXIX, LXXXV, LXXXVI, CIX, CXXVIII, CXXXI, CXXXII, CLVIII,  
 & pp. 4-5<sup>[6E5]</sup>; 27<sup>(WSC 216.)</sup>; 78<sup>[5E15]</sup>; 141<sup>[4E8]</sup>; 149-62<sup>[6E1]</sup>,

- 156,170-1,266<sup>[6E2]</sup>; 200,250<sup>[6E13]</sup>; 207<sup>[PBL 36]</sup>; 246,253<sup>[4E13]</sup>, 260<sup>[5E22]</sup>;  
265<sup>[1E14]</sup>; 266<sup>[6E2]</sup>; 294<sup>[6E5]</sup>; 307<sup>[4E5]</sup>; 280,334,339<sup>[6E9]</sup>.
- H In Home Study Programme (available from CBES, see index on web:  
bahai.org.uk/schools) [about ¾ of pages used]
- HCA the Heavens are Cleft Asunder (Huschmand Sabet) George Ronald 1976  
pp.1,16,37,132.
- HOG the Heart Of the Gospel (G.Townshend) George Ronald 1960. PYF400 £5.95  
(used in 5#3, any pages)
- ITH Inspiring The Heart UHJ321 £1.95  
#23,150,183.
- IPF the Importance of obligatory Prayer and Fasting UHJ (BPT,UK) 2000.  
(new, used in 1#13,4#21,6#22,7#22,9#4,)
- ISA I Stand Alone. Scripture Union '85.  
pp.19,28,36-8,45,63,71. [sacrifice & service by Lord Shaftesbury to get rights for children]
- j Bahá'í journal, UK. (followed by year, month & page number.)  
00:jan.9,18-19;feb.11,12;mar.13.  
99:feb.5,12;mar.12;may.10;jul.4,13,17,19;sep.4,19;nov.4,10,12,16.  
98:feb.5,17;mar.13,22;jun.1;jul.2,16;sep.12,16;oct.12,19;nov.15.  
97:jan.2;feb.1,19;mar.7,13;may.7,23;jun.2,16;jul.2;sep.3,7;oct.16;nov.20.  
96:jan.8;feb.4,5;mar.22;jun.11;oct.20.  
93:mar.16;jun.3.  
92:may.12.  
90:aug.3.  
86:sep.16,26.  
83:aug.19.  
79:mar.11.
- JOS The Journey Of the Soul (BPT, US)  
(new, use any pages; in 12#23, 13#23.)
- KIA Kitáb-i-Aqdas BAH141 £2.50  
pp.3,8,9,16,19,91, 149,150,152.  
K5,30,32,33,43,49,62,64,109,125,148,155,172,185,190.  
Q69,84.  
n2,3,7,25,33,36,54,56,77,134,136,137,150,154,162.
- KII Kitáb-i-Íqán BAH100 £2.50  
pp.5,28,31,68-9,98,99,102,126,156.
- LOG Lights Of Guidance. RFB520 £18.95  
#14,16,19,102,111,186,188-9,216-7,242,246,254,257,265-6,277,289,292,  
326-9,330-3,401,403,404,405,406,407-8,409-10,418,464,515,517,524,  
551,561,570,574,575,584-6,601,658,660-4,665,737,739,750,768,772,785-6,  
790,794,825,826,892,1045,1048,1049-51,1067,1078,1087,1088,  
1102,1103,1106,1116,1118,1119,1121,1128,1201-4,1220,  
1281,1284,1294-6,1298,1346-7,1482-4,1519,  
1835,1836-7,1838,1839,1905,1958,2006-12.
- LPJ Love, Power and Justice SPL408 £8.95  
pp.6,61-3,64,67,86,88,115,133.
- LTL Living the Life CMP710 £0.50  
pp.7-9,10-11,12,14-5,16,17,18-9,20-1,22-3,24-5,26-7,40-1,42-3,44-6.
- LTW Living Today for Tomorrow's World (Marguerite True) US 1956  
p.14.
- MET METrication Penguin '68  
pp.12-19,20-8.

- MFC Mothers, Fathers and Children FAM600 £4.95  
pp.176-8,191-4,250-2,253-6.
- MH Mullá Husayn. NSA of S. & W. Africa 1982. CHR450 £1.95  
(used in 11#12, any pages)
- MOL Mountain Of the Lord BPT,UK.  
(used in 2#15,8#12)
- MSR Mysticism, Science & Revelation (Glenn Shook) George Ronald 1964  
pp.19,73,82,94,108,120,131.
- NZ New Zealand Bahá'í News (followed by year, month & page.)  
96mar.11,12,15; 97jul.6,8,15; 00sep.4,9,BE6.
- ORP Overcoming Racial Prejudice RCU650 £1.50  
pp.6-9,10-12,13,14-16,18-21.
- OSS Olya's Story CTM500 £8.99  
pp.36,42,225.
- P Bahá'í Prayers, a selection BPT,UK 1975 (followed by prayer number)  
#1,2,3,5,33,59,68,69.
- PAA the Promise of All Ages (George Townshend) George Ronald 1961  
pp.25,38,44-7,108-9.
- PBA Principles of Bahá'í Administration ADM130 £1.95  
pp.5,7,8,15,22,22-3,38,40,44,46,49,50-1,51-3,54-5,56,57,  
60,61-2,63-5,65-7,67-9,69-72,78-9,85-6,90.
- PBL the Pattern of Bahá'í Life CMP850 £0.50  
pp.11,12,14,16,26,29,30,31,32,33,34,36,39,40,41,50,54,55,57,58.
- PDC the Promised Day is Come SEF211 £4.95  
pp.76,79,87,93,117.
- PET Promoting Entry by Troops Australia 1993 UHJ560 £2.50  
pp.4-9,10-16. #47,#48.
- PFL Prescription For Living (Rúhíyyih Rabbani) George Ronald 1972  
pp.40,61,84,100.
- PHW the Hidden Words (from Persian) BAH130 £1.00, etc.  
#3,4,5,7,8,12,14,40,44,48,49,50,56,66,69,72,76.
- POH the Prosperity Of Humankind. NWO700 £0.95  
p.14,16.
- PSO Bahá'í Prayers for Special Occasions, (at end of P; followed by page number)  
pp.5,6,9,24,28,39,44,58.
- PTF Portals To Freedom (H.C.Ives) George Ronald 1969.  
pp.65-7,85.
- PTS Paris Talks ABH141 £4.95  
pp.15,17,19,21,23,28,29,30,35,41-2,42-3,45,49,57,60,79,81,96,  
102,106,109,135,138,141,146,151,154,155,157,  
160,163,166,171,174-6,176,177,178,180.
- PUP Promulgation of Universal Peace ABH150 £14.95  
pp.67,190.
- PWP Promise of World Peace UHJ 1985. (Page numbers are for standard blue version)  
Simplified versions available: CHD620(child) CHR600(youth)  
pp.12,13,14,15.
- QUD Quddús. NSA of S. & W. Africa 1982. CHR700 £1.95  
(used in 9#1,9#16.)
- RAR Rights And Responsibilities CMP874 £3.50  
pp.10,16-7,30-32,33-35,36,43.

- RBC Regional Bahá'í Councils UHJ (US) 1997 UHJ830 £1.95  
pp.2-5,9.
- RH Ruhi Institute (followed by book number)
1. Reflections on the life of the spirit RUH101 £4.95  
pp.7,19,31.
  2. Arising to serve. RUH102 £5.95,  
(used in 6#2,11#6,12#22,13#22.)
  3. Teachings children's classes, grade 1. RUH103 £6.95  
pp.7-13,13-17,18-21,25-30,30-34,37- ,109-116,117-127.
  6. Teaching the Cause RUH106 £5.95  
(used in 11#13.)
  7. Spiritual growth  
(used in 7#14,7#23,12#14.)
  8. Family prosperity  
(used in 2#24,7#14.)
- RMD Remember My Days. NSA of S. & W. Africa 1980. FIG146 £1.50  
pp.1-9,9-20,20-27,27-37.
- ROC the Renewal Of Civilisation INT230 £4.95  
pp.62,69- ,73,77,81,95,96,110,121.
- ROG Remembrance of God PRB241 £2.50  
p.206.
- RQS Real Questions. Lion Publishing '82.  
pp.7-13,20,30,50,56,
- RTS Release The Sun FIG330 £7.25  
(used for the Bábí Dispensation in lessons 5#1 and 11#12, any pages.)
- RVG Reciting the Verses of God CMP869 £8.95  
(many of these are extracts from other references, often used as W: for memorising; there are too many to cross-reference them all.)  
pp.11,20,25,29,32,43,52-5,56-7,58-61,62,63,64,102-3,110,111,  
112,113,114,115,116-9,123,125,127,128,131,137,138,139,140,  
141,142,143,144,149,150,151,152,153,158,159,160,161,162,163,  
164-5,166-7,169,173,174,175,176,177,178,179,180-1,182,183,  
184,185,186,187,198,199,200,201,202,204-5,206-8,217,  
218,219,220,221,225,226,227,231,232,233,234,235,236,249,  
253,280,296,305,306,307,308,309,312,313,314,315,316,317,318,319,  
324,325,330,331,332,333,334,335,336,337,356-7,358,359,365,380.
- SAQ Some Answered Questions ABH181 £4.95  
pp.3,5,6,12,16,18,24,26,35,58-61,62,62-66,67,72,90,96,98-127,  
131,134-9,140-50,151-3,165-192,187,195-6,197,199,  
205,206,208,214,217,218,227-31,232-3,234,237,247,248,250-2,  
253,255,260-1,263,270,276,278,283,288,307.
- SBR the Significance of Bahá'u'lláh's Revelation STG703 £4.95  
pp.5-14,15-28,29-38,39-48,49-62,63-72,73-82.
- SCP the Spiritual Conquest of the Planet STG705 £6.95  
pp.5-15,18,19,19-20,21-30,31-40,41-42,43-56,57-66,67-78,79-90.
- SED Social & Economic Development SED830 £4.95  
pp.2-18,30,62-71,81,84,92,93,94.
- SFM Stories From the Muslim world. Macdonald & Co. '87.  
pp.8,12,14,16,18,22,26,30,32,34,38,40,42.
- SIC Social skills in Interpersonal Communications. Routledge '87.  
pp.1-7,245-9. [for teachers only]

- SOB Stories Of Bahá'u'lláh. George Ronald 1986 FIG181 £4.95  
#1-8,17,33,47,51,52,61,73,77,87,91,98,114.
- SWA Selections from the Writings of 'Abdu'l-Bahá ABH171  
#58.1,111.4,115.2,129.7,129.10.  
& pp.46-51,147-50,292,310.
- SWB Selections from the Writings of the Báb BAB100 £10.95  
pp.6,18,24,60,61,77,80,188-9.
- SWS Sister Wendy's book of Saints. Dorling Kindersley '98.  
pp.46,48-50,76.
- SZ Spitama Zarathushtra (Dr. Jal K. Waida) printed in Calcutta  
(used in 12#15, any pages)
- TAB Tablets of 'Abdu'l-Bahá  
pp.98,696.
- TAH Táhirih. NSA of s. & W. Africa 1982. CHR850 £1.95  
(used in 5#1,5#23, any pages)
- TBE Trends in Bahá'í Education BPT,UK 1990  
pp.101,110,114,117,126,129,138,170,173,180,212,232.
- TBF The Bahá'í Fast STG200 £2.50  
pp.1-3, 4-7, 8-10.
- TBG The Bhagavad Gita Penguin 1962.  
(used in 10#9, any pages)
- TBW The Bahá'í World (followed by year and page number) [also XIV 196-203,445-7.]  
92-3 pp.158; 93-4, pp.218-20,287-91, 300-4;  
94-5 pp.161,216-7,227,228-9,295-9; 95-6 pp.197-9,202-4,259,279-81;  
96-7 pp.71-4,75-7,77-9,91-3,128-9,234-6,258-60;  
97-8 pp.166-7,168-70,171-4,175-8; 98-9 pp.214,217-9.
- TC The Covenant US '88 STG702 £4.95 (...for young people, see CYP)  
pp.5-14,15-24,25-34,35-46,47-58,59-70,71-80.
- TCC The Creative Circle Kalimát Press 1989  
pp.17-21,22,23-34,38,39,42,108.
- TCM Teaching and Consolidation Manual BPT,UK 1976.  
pp.27,29,33,33-4,34.
- TDP Tablets of the Divine Plan ABH190 £4.95  
pp.44,50-3,75-107,96.
- TEB The English Bahá'í (Newsletter of the Bahá'í Council for England) July 2000.  
pp.2,3.
- Th Thoughts: Education for Peace and One World CLP800 £9.50  
pp.4,5-6,7,10,14,20,30,31,34,39,51,52-5,66-8,73-5,75,76,81,85,87,97,94,96,99,106-7,109,112,  
113,114,120,121,129,134,147-9,150,161,164-9,171,187,192,196-7,199,200,203,206-11,212,213-4,  
216,217-9,221-2,226,227,234-6,237,239,240,252,261,262,267,268-72,277-9,281,284,292,294.
- THB The Holy Bible  
(used in 8#18,11#11, any pages)
- TK The Koran  
(used in 13#13, any pages)
- TLW The Light World CHD201 £4.95  
(used in 4#11, any pages)
- TJ2 Tales Of the Jungle, book II. CHI881 £2.95  
pp.3- ,13- ,20- ,28- .
- TOB Tablets Of Bahá'u'lláh BAH182 £4.95  
pp.22,24-5,35,69,93,155,167,188,200.

- TOM Trustees Of the Merciful (Adib Taherzadeh) BPT,UK 1972  
pp.17-19,19-22,23-5,25-7,28-30,31-2,37-9,41,42,43-4,45,  
50,53-4,56,58,59-60,61-3,64,65-6,69-70,71-2,77-9.
- TPB The Peace Bible. Kalimát Press 1986  
pp.2,19-20,22-3,28,30,32,33,44-6,64,87,100.
- TPP the Priceless Pearl (Rúhíyyih Rabbani) BPT,UK 1969  
(used in 13#7, any pages)
- TQ The Quest CHR710 £6.95  
pp.1,21,33,35,39,45,49.
- TSV The Scottish Visitors Kalimát Press 1980. CHD700 £1.95  
(one story, used in 0#23)
- TTN Thief In the Night PYF700 £3.25  
pp.8-21.
- TVG The Virtues Guide. The Virtues Project, Inc., Canada '93.  
(all virtues used)  
[use ½ or ¼ of the material for a virtue in one lesson, to avoid repetition,  
since each virtue is used 2 or 3 times; no page numbers in original edition,  
but they are in alphabetical order.]
- TWG The Word of God STG701 £4.95  
pp.5-14,15-24,25-34,35-44,45-56,57-66.
- TYE Teach Yourself Ethics Hodder & Stoughton '94.  
pp.7-,106-,196-,
- UHJ Compilation by the Universal House of Justice (followed by compilation number)
1. Local Spiritual Assemblies UHJ150 £0.25,  
pp.3,5,10,17.
  2. Continental Boards of Counsellors UHJ160 £0.25,  
pp.17,19.
  3. Life blood of the Cause  
pp.12-13.
  4. Bahá'í Writings on Music  
pp.3,4-5,6,7-9,10-11.
  5. National Spiritual Assembly UHJ190 £0.25,  
pp.29-30
  7. Bahá'í Education UHJ210 £2.50,  
pp.2,3,4,7,8,10,11-12,12-13,22-3,26,27,28,29-30,42,43-5,46,54,71,77,78.
  8. Seeking the Light of the Kingdom  
pp.17,24,25,31.
  9. The Gift of Teaching UHJ230 £0.25,  
pp.7,8,11,12,13,14,15,19,21.
  10. The Heaven of Divine Wisdom UHJ240 £0.75,  
pp.3,15,16.
  11. Prayer, Meditation & the Devotional Attitude.UHJ250 £0.25,  
pp.4,11,16,17,18,20.
  12. The Power of Divine Assistance UHJ260 £0.25,  
p.21.
  13. Excellence in All Things UHJ270 £0.75  
#10 [& any in 12#9.]
  14. Family life  
pp.6,9,13-4,16,29,31.
  15. Deepening UHJ290 £0.25,

- p.6.
16. The Universal House of Justice  
(used in 11#14,12#1)  
[continuation of Compilations by the Universal House of Justice.]
17. Peace  
pp.42,45.
19. Huqúqu'lláh UHJ351 £4.95,  
#10,78,105.
20. Women UHJ361 £2.50,  
#122,125.
21. Trustworthiness UHJ370 £0.75,  
(used in 2#14,11#6.)
22. Crisis and Victory UHJ382 £2.50,  
#36,39,91-3,97-101.
23. The Covenant UHJ390 £1.50,  
#1,3,4,5,6,11,15,36,37.
24. A Chaste and Holy Life  
#7,13,31,32,39.
25. The Nineteen Day Feast UHJ430 £0.75,  
#1,2,3,4,5,11,12,30,31,48,66,67,68,69,70,71,72,73,74,75,76,77-87.
26. Conservation of the Earth's Resources UHJ442 £1.50,  
p.16.
27. Bahá'í Elections  
#6,18.
28. Teaching Prominent People UHJ460 £0.75,  
#1,45.
29. Preserving Bahá'í Marriages UHJ470 £0.75  
#36,37.
- WG Wellspring of Guidance (UHJ) US 1970  
p.87-8,117.
- WMB What Men Believe (F.G.Herod) Methuen Educational Ltd. 1969  
pp.1-5,8-15,27,30-5,49,63- ,67,78,79-81,94-5,97- ,  
122-3,143,145-6,147,148-50 ,151,152- ,154,162,
- WOB the World Order of Bahá'u'lláh SEF241 £4.95  
pp.5-7,8,35-41,114,136-7,143-9,150-7,172-8,179-85,202-6,209-10,
- WSC World Scripture – a Comparative anthology. Paragon House Publishers '95.  
pp.71,104-115,190-1,214-6,544-5,566-8,574-5,509-511,599-600,620,
- WTA Will and Testament of 'Abdu'l-Bahá ABH220 £2.50  
(used in 1#7,6#22,7#11,10#1, any pages)
- WWF Who is Writing the Future? NWO990 £1.00  
p.10.
- WWG When We Grow up SPL835 £2.95  
pp.63-5,88.
- YEB Your Experience as a Bahá'í. US 1970.  
pp.5,8.
- YMW Youth can Move the World (Palabra Publications)  
(used in 12#22,13#22, any pages.)

## Syllabus for each year.

**Year N1. (Nursery)** age between 2 and 3 on 1<sup>st</sup> September.

For the early years there is more emphasis on the central Figures of the Faith.

On this page is a **summary** of what is covered this year. Most lessons have one theme, for 2 lessons there is a combination of related topics [separated by & ], and in 3 lessons [where (+) follows the theme title] there is an extra topic.

1. Prayer.
2. Words of God.
3. Service.
4. The Báb.
5. Politeness & prayers.
6. Holding Holy Days. (e.g. Ridván)
7. Learning to deal with strong feelings.
8. Being a good daughter / son.
9. Friendliness.
10. Bahá'u'lláh.
11. the Báb & Bahá'u'lláh.
12. Beautiful things (minerals & plants).
13. Unity of God's Messengers.
14. Unity of mankind.
15. Animals and humans.
16. The declaration of the Báb.
17. Truthfulness & tidiness.
18. Sacrifice.
19. The Greatest Name & how to recite it.
20. 'Abdu'l-Bahá & family.
21. Memorising the writings.
22. Stories of sacrifice - throughout history, & prayer.
23. The unity and nature of God.
24. Christ and Christianity.

**Year N1.**

1. The theme is prayer.

V: Prayerfulness. = ½ Th 212.

W: “O God, guide me, protect me...”

(more of this prayer in #5,#7 and yr.N2#7#16,0#15. Sing it with tape “We are Bahá’ís”.)

Daily prayer and signs of God. = PE1.[inc. a sentence from SAQ 6.]

2. We are revising prayer and moving on to other Writings.

V: Prayerfulness.

W: AHW #4. “O Son of Man! I loved thy creation, hence I

created thee...” (Read all the Hidden Word in class, but send just this first part home for memorising.)

Exposure to the Word of God = PE2

3. ‘Help’ is a young persons word for service. Use 3 of the 6 ‘Vignettes’, only one of the 2 sheets with pictures, 7 of the 15 questions, one of the 2 games; then there will be plenty left to be new next year.

V: Service. = ½ Th 237.

W: GWB 249. “The earth is but one country,  
and mankind its citizens.” (also in yr.N2#17,0#11.)

Helping at home = ½PE7 (also yr.N2,#17.)

4. A simple introduction to the Báb as a Messenger from God, which can be linked to the virtue with His service to mankind.

V: Service.

W: P 3. “Say: God sufficeth all things above all things...”

(more in yr.N2#18,0#17)

The Life and Ministry of the Báb, = PE3.

5. An introduction to Bahá’í laws, using the word ‘rules’ instead of ‘laws’, and some rules will be about polite behaviour.

V: Courtesy. = ½ Th 39.

W: “... illumine the lamp of my heart ...”

(Sing along the whole prayer with the tape in class, add this to the copy in files for memorising. More in #7 etc.)

Rules at home = PE8.(courtesy)

6. Could possibly swap this lesson with another, so that it comes just before or just after the Holy Day (without lesson dates, can’t build this into syllabus!).

V: Courtesy.

W: AHW #41. “O Son of Man! Magnify My cause...”

(Read all the Hidden Word in class, but send just this first part home for memorising. More in #16.)

Holding Holy Days = (declaration of Bahá’u’lláh) ½ 1E20 [also #16], 9HD 27.

Muhammad as a child [brief treatment, and revise lesson #4] = SFM 14.

7. Young children often have strong feelings which make them unkind to others; this lesson should help them to deal with their feelings, so that they can be kind more often.

V: Kindness. = ½ Th 171.

W: “... and make me a brilliant star ...”

(Add this to files. More of the prayer in #1,#5 and yr.N2#7#16,0#15. This year we sing it.)

Learning to deal with strong feelings, temptations etc. = PE20.(Kindness)

8. Being kind to mummy or daddy is a good introduction to obeying rules. Revise lesson 5 about rules at home.

V: Kindness.

W: “Look at Me, follow Me, be as I am; ‘Abdu’l-Bahá, etc.”

(Sing this. Also in yr.N2,0.)

Being a good daughter / son -- obey parents = PE16.[uses Th.192-4]

(Year N1.)

9. Being friendly towards people can be linked to seeing the good things about them.  
 V: Friendliness. = ½ Th 87. W: GWB CXXX. “Be worthy of the trust of thy neighbour, and look upon him with a bright and friendly face.”  
 Good things about people: regard their soul... = KE12.[uses Th 89-93,95-6]
10. Link the stories to previous lessons where possible. KE6 is about Bahá'u'lláh's early life; 6 pages to decorate, use as many as you have time for, don't try to keep for a booklet.  
 V: Friendliness. W: 9HD 10. “Glad tidings! ... Be happy! Be full of joy!” (more in yr.N2#15,0#6.)  
 Stories of heroes = KE6. (we could regard Bahá'u'lláh as a hero, use some others if available)
11. Start by revising lesson 4 about the Báb. Part of this lesson can be about how we show respect to God's Messengers.  
 V: Respect = ½ Th 221. W: P 1. “O God, my God, my Beloved, my heart's Desire.” (also in yr.N2#5,0#7.)  
 The Life and Ministry of Bahá'u'lláh, = PE4.[uses SOB #47,61,98.]
12. We can have respect for God's creation. This week deal with mineral and plant. Take examples for classification. Use first 2 verses of the song, and first page of poem. Discuss which things are beautiful and how could we make use of that beauty.  
 V: Respect. W: “I am, O my God, but a tiny seed which Thou hast sown in the soil of Thy love ...” (more in yr.N2#6.)  
 The rôle of Beauty, especially: beautiful things, = ½ PE18 (also in #15.)
13. Many aspects of unity, including unity of God's Messengers.  
 V: Unity. = ½ Th 292. W: GWB 288. “So powerful is the light of unity that it can illuminate the whole earth.” (also in #14.)  
 Songs of unity = KE14, RVG 173.
14. Unity of mankind starts with family unity. Some activities in 3E24 are suitable.  
 V: Unity. W: GWB 288. “So powerful is the light of unity that it can illuminate the whole earth.” (also in #13.)  
 Loyalty in a family (Pride.) = 3E24. [uses Th.292.]
15. Revision, then a lot of arts and crafts, encouraging students to take their creations to their next nineteen-day feast. Continue PE18 from lesson 12.  
 V: Moderation. = ¼ TVG. W: P 5. “Say: O God, my God! Attire mine head with the crown of justice ...” (more in yr.N2#13,0#8#9.)  
 The rôle of arts and crafts in enhancing community life = ½ PE18. (also in #12.)
16. See lesson 6. There is not much in 1E20 about the declaration of the Báb; use the story in 9HD. Then, if time left, continue anything left unfinished in lesson 15.  
 V: Moderation W: AHW #41. “... that I may reveal unto thee the mysteries of My grandeur.” (continued from #6.)  
 The Bahá'í Calendar, Holy Days and Fast = (the Báb decl.) ½ 1E20 [also#6] , 9HD 15.  
 Christians and Muslims [brief treatment, mainly for revision of lesson #13] = SFM 32.

(Year N1.)

17. We should think carefully before making a promise to do something; are we able and willing to carry it out? If so, then we can truthfully make the promise.

V: Truthfulness. = ½ Th 284.

W: BWF 334. “External cleanliness ...

hath a great influence upon spirituality.” (more in N2#11,0#2.)

Making & keeping promises. (perhaps promise to keep room tidy.)

Bahá'u'lláh and the children = story in ½ KE4, (also yr.N2,#11.) [cleanliness]

18. Starting to understand the meaning of sacrifice, the bean is destroyed in order to make the plant (bean stalk). Suggest a bean with damp blotting paper in transparent plastic cup – so that we can see what is happening day-by-day.

V: Truthfulness.

W: P 2. “Is there any Remover of

difficulties save God? ...” (more in N2#1,0#3.)

Grow beans in jars = PE12 (example of sacrifice)

19. Have enthusiasm for saying Alláh'u'Abhá many times. Art: decorate Greatest Name, game: sound dropping, Key lesson: 1,3,5 (advance notice for parents that prayer beads coming soon).

V: Enthusiasm. = ¼ TVG.

W: KIA K18. “... having washed his hands

and then his face, seat himself and, turning to God, repeat Alláh'u'Abhá 95 times.”

Daily 95 Alláh'u'Abhá = ½ PE6. (also #21.)

20. Start with reading in PE9 and go on to other parts of the life of 'Abdu'l-Bahá as appropriate. Prayer 68 is written out with little pictures to help a young student to “read” it. Emphasise a part of it in this and the next 4 lessons.

V: Enthusiasm

W: P 68. “O my Lord! O my Lord! I am a child of

tender years. Nourish me from the breast of Thy mercy ...”

The Life and Ministry of 'Abdu'l-Bahá, = ½ PE9. (also #22.)

21. The Greatest Name, other variations & make prayer beads.

Finish PE6, i.e. other art, other game, Key lesson 2,4.

V: Faithfulness = ¼ TVG.

W: P 68. “... train me in the bosom of Thy love,

educate me in the school of Thy guidance and develop me under the shadow of Thy bounty...”

Memorising the writings. = ½ PE6 (also #19.)

22. Maybe the bean which was planted has grown a large plant by now, if someone looked after it; but what has happened to the bean?

V: Faithfulness.

W: P 68. “... Deliver me from darkness, make me a brilliant

light; free me from unhappiness; make me a flower of the rose-garden...”

Stories of sacrifice - throughout history = ½ PE9 (also #20.) ['Abdu'l-Bahá]

23. We now deal with the 3<sup>rd</sup> 'oneness', use several different names for God in the explanation.

Song about the '3 onenesses' is appropriate. (God is one...)

V: Confidence. = ¼ TVG.

W: P 68. “... suffer me to become a servant of Thy

threshold and confer upon me the disposition and nature of the righteous ...”

The unity and nature of God -- revise oneness of mankind = PE14.

24. Ask what they know about Jesus first, then build on that.

V: Confidence.

W: P 68. “...make me a cause of bounty to

the human world and crown my head with the diadem of eternal life.

Verily, Thou art the Powerful, the Mighty, the Seer, the Hearer.”

Christ and Christianity = GHM 31, H228, H331, 1E8(link to Bahá'u'lláh with AHW).

**Year N2.** age between 3 and 4 on 1<sup>st</sup> September.

For the early years there is more emphasis on the central Figures of the Faith.

On this page is a **summary** of what is covered this year. Most lessons have one theme, for 2 lessons there is a combination of related topics [separated by & ], and in one lesson [where (+) follows the theme title] there is an extra topic.

1. Prayer.
2. Practising being good.
3. Daily reading of sacred scripture.
4. Family, & teaching the Faith.
5. The Báb.
6. How to meditate.
7. Laws of Bahá'u'lláh.
8. Sharing.
9. Good things about people, & early life of Bahá'u'lláh.
10. Stories of exemplars.
11. Aesthetic environment.
12. Nineteen Day Feasts. (+)
13. Baha'u'lláh.
14. Judaism and Moses.
15. Be happy!
16. Covenants from the Bahá'í viewpoint.
17. Helping friends and neighbours.
18. Co-operative games.
19. The Fund.
20. 'Abdu'l-Bahá.
21. Unity of the Manifestations.
22. Sacrifice.
23. World peace.
24. Entertaining.

**Year N2.**

1. Review last year, demonstrate reverence, use 4 of the 8 stories, tell them about the short obligatory prayer (PSO 5) but use a smaller prayer to decorate this time.

V: Flexibility = ¼ TVG. W: P 2. “Is there any Remover of difficulties save God? Praised be God! He is God! ...” (less in yr.N1#18;more in yr.0#3.)

Prayer = ½KE1 [also in yr1, #1]

2. There are many different ways of being good, list them.

The lesson KE10 needs simplifying for this age, then most parts can be used.

V: Flexibility W: PHW #5. “O Son of Dust! ... Let deeds, not words, be your adorning.” (more in #19.)

Practising being good - what are virtues = KE10. [uses Th 47-9.]

3. To be loyal to Bahá’u’lláh we should read morning and evening from Bahá’í Writings; until we are old enough to read, either ask someone to read or have something memorised to recite. Ask them to bring a family photograph next time, with as many people in it as possible.

V: Loyalty = 2E7. W: KIA K149. “Recite ye the verses of God every morn and eventide.”

Daily reading of sacred scripture = RVG 11 (bottom), RVG 219.

4. Take family photographs yourself, in case they forget; ask what they each call grandparents (and others in photos, if they’ve brought them); draw part of your own family tree on board, relating to people in your photos.

V: Loyalty W: AHW #43. “O Son of Being! Make mention of Me on My earth...”

The generations and names within a family = KE15 (teaching the Faith).

5. Keep the story of the Báb simple for this age; have various parts of the room marked as representing places, and move to these when they appear in the story.

V: Creativity = ¼ TVG. W: P 1. “O God, my God, my Beloved, my heart’s Desire.” (also in yr.N1#11,0#7.)

The Life and Ministry of the Báb, = KE16.

6. Start with a short simple meditation in which (with background music) they are asked to imagine a few things with which they are familiar (keep eyes shut) .

V: Creativity W: “... and caused to spring forth by the hand of Thy bounty. ... Praised be God, the Lord of the worlds.” (more in N1#12.)

How to meditate = ½ PE19 is about the Divine Kingdom (also yr.0, #22.)

Use song: “Ev’rybody Sing”.

7. Start by discussing rules at school. What rules (laws) did Bahá’u’lláh bring to us from God? Two are in PE15. Role play at least one of them.

V: Obedience = PE15. W: “... Thou art the Mighty and the Powerful.” (started in yr.N1#1#5#7; add to file; use actions instead of music; also in #16.)

Rules (school)

8. Story and questions are in Th 31-33. Group art activity. Stories in Th 240-1. Game needs preparation. Role play needs help.

V: Obedience = ½ Th 192. W: “God loves those who work in groups.”

Sharing = KE11 [social skill]

(Year N2.)

9. Several stories provided (SOB #1-#8), showing good things about Bahá'u'lláh.

Art activity is 6 pages of a 16 page book; perhaps just 2 or 3 pages for this lesson, and don't try to make into a book later.

V: Forgiveness = ½ Th 85.

W: AHW #10. "... My love is in thee,  
know it, that thou mayest find Me near unto thee."

Good things about people: overcome dislikes... = KE7, [early life of Bahá'u'lláh.]

10. Two stories with pictures, don't try to make into a book later. Activities, with story, resulting in play-dough, will go down well if you have confidence to try!

V: Forgiveness

W: "Look at Me, follow Me, be as I am; 'Abdu'l-Bahá, etc."

(Sing this. Also in yr.N1#8,0#18.)

Stories of exemplars - 'Abdu'l-Bahá = KE17.

11. "New Overcoat" & "Cleanliness" stories, plus activities not used last year.

V: Cleanliness = ½ Th 7.

W: BWF 334. "External cleanliness,

although it is but a physical thing, hath a great influence upon spirituality." (also in yr.N1#17,0#2.)

Aesthetic environment, = ½ KE4. (also yr.N1, #17.)

12. Discuss what happens at a Feast, ask if students can tell you their experiences. Then pretend it is our turn to host a Feast; discuss how each part should be conducted, whether to have music, flowers, candle etc.(be prepared!)

V: Cleanliness

W: KIA K57. "... offer a feast, once in every month..."

Conducting Nineteen Day Feasts = PBA 51-53. UHJ25 #1,3,4. H335. DSG39.

Abolition of slavery [simple treatment by story] = SFM 30.

13. Story, art - sewing, song, puzzle making, art - leaf rubbing; these activities in PE21.

V: Patience. = ½ Th 200.

W: P 5. "... and my temple with the ornament

of equity..." (cont. from N1#15, more in yr.0#8.)

The Life and Ministry of Bahá'u'lláh, = GHM 53, PE21( Bahíyyih Khánum ).

14. Get students to mime the various parts of the story, e.g. try to make bricks, get beaten, pray to God, listen to Moses (remember no-one plays the part of Moses.

V: Patience = 2E19.[Th.200]

W: GWB 129. "He, verily, shall increase the

reward of them that endure with patience." (also in yr.0#16.)

Judaism and Moses = GHM 19.

15. Teacher can get ideas from TBE, e.g. tunes for prayers p.178, to add to the KE5 lesson, which is about being happy – add music, which helps us to be happy.

V: Joyfulness = ½ Th 161.

W: 9HD 10. "Glad tidings!

For everlasting life is here ...

Be happy! Be happy!

Be full of joy!" (less in yr.N1#10; more in yr.0#6.)

Music = KE5 [uses Th 121-7.], TBE 173.

16. Suggest only 1 art activity, they all need a lot of preparation, 3<sup>rd</sup> could be adapted into a collage.

V: Joyfulness

W: "O God, guide me, protect me..."

(Complete prayer now in file; use actions instead of music this year; also in #7 & yr.0#15.)

The nature and purpose of Covenants from the Bahá'í viewpoint = 1E21

(Year N2.)

17. You should know what was done last year from PE7, use the rest now.

V: Helpfulness = ¼ TVG.

W: GWB 249. “The earth is but one

country, and mankind its citizens.” (also in yr.N1#3,0#11.)

Helping friends and neighbours = ½PE7 (also yr.N1,#3.)

18. There are 7 games in KE24, to revise virtues. Use 3 or 4 of them this time. Also revise other things learnt recently.

V: Helpfulness

W: P 3. “... and nothing in the heavens or in the

earth but God sufficeth...” (cont. from N1#4; more in yr.0#17)

Co-operative games = ½ KE24, (also yr.0, #21.)

19. Puppet show, co-operative groups, discussion, story, game, art (use pictures of money instead of stamps).

V: Honour = ¼ TVG.

W: PHW #5. “...Of all men the most

negligent is he that disputeth idly ...” (more in #2.)

The Fund = PE24. [refers to AHW #55, more relevant, option of use instead of above.]

20. Song “Look at me...”, Stories for children #1 “The tree and me”,

read Chapter 1 about ‘Abdu’l-Bahá [provided in PE10] and discuss.

Emphasise a part of the healing prayer in this and the next 4 lessons.

V: Honour

W: P 33. “Thy name is my healing, O my God...”

The Life and Ministry of ‘Abdu’l-Bahá, = ½ PE10, (also #22.)

21. “Key lessons: the Prophets”, or a simpler version of it. Sing “God is one...” to emphasise the unity, &/or “Song of the Prophets” on “We are Bahá’ís” tape.

V: Consideration = ¼ TVG.

W: P 33. “...and remembrance of

Thee is my remedy...”

The unity and nature of the Manifestations = PE5 [includes finger-painting or collage.]

22. Light a thin candle at the beginning of the lesson and leave it burning throughout. Song: to tune “Here we go round the mulberry bush”.

Read chapter 2 about ‘Abdu’l-Bahá [provided in PE10] and discuss.

Game: balloon relay. Make play-dough and then play with it.

V: Consideration

W: P 33. “...Nearness to Thee is my hope

and love for Thee is my companion...”

Sacrifice of a candle = ½ PE10 (also #20.)

23. If you have enough students, and they are old enough, try the co-operative groups, otherwise lead them to discuss together.

V: Peacefulness = ½ Th 203.

W: P 33. “...Thy mercy to me is

my healing and my succour in both this world and the world to come...”

Songs of peace -- World Peace = KE23, RVG 174.

24. Talk about entertaining: does their family entertain people at home? what happens? Do a role play on entertaining.

V: Peacefulness = 2E8.[¼Th 267 & Th 268-72.] W: P 33. “...Thou, verily, art

the All-Bountiful, the All-Knowing, the All-Wise.”

Entertaining = Th 147 [Bahá’u’lláh & ...]

**Year 0.** age between 4 and 5 on 1<sup>st</sup> September.

For the early years there is more emphasis on the central Figures of the Faith.

On this page is a **summary** of what is covered this year. Only about half of the lessons have one theme this year. This is intended as a transition between the previous 2 years [where there is mostly one theme] and the following 3 years [where there are 2 or 3 items per lesson, often not all within one theme]. If there is a mixed group, with younger children, then the teacher will need to adapt accordingly.

For 11 lessons there is a combination of related topics [separated by & ], and in two lessons [where (+) follows a theme/topic title] there is an extra topic.

1. Coming closer to Bahá'u'lláh.
2. Unity in diversity.
3. Developing a devotional attitude.
4. The Báb, & our Bahá'í family.
5. Consultation and the Nineteen Day Feast.
6. Proclaiming the Faith.
7. Meditation.
8. Bahá'u'lláh & His laws.
9. Abraham, & Bahá'u'lláh .
10. Bahá'í laws.
11. Bahá'u'lláh's family.
12. What to do for Ayyám-i-Há, & 'Abdu'l-Bahá.
13. Good character and conduct.
14. Artistic skills, & Navvab.
15. Conservation.
16. Ancient prophets, & giving.
17. Preparing devotionals, & Noah. (+)
18. 'Abdu'l-Bahá.
19. Love, & Bahiyyih Khanum.
20. Reward and punishment, & Navvab.
21. Co-operative games.
22. Stories of sacrifice, & the Divine Kingdom.
23. Duties and rights of a Bahá'í child. (+)
24. Obedience, & good things about people.

**Year 0.**

1. In KE2 there are 2 pages of short quotations about LOVE, which are relevant to the topic, choose any other activities you consider appropriate.

V: Trust = ½ Th 277.

W: PHW #3. “In the garden of thy heart  
plant naught but the rose of love.” (also in #19.)

Coming closer to Bahá’u’lláh = KE2.

2. Plenty of activities: story, art1, discussion, demonstration, art2, game, song.

V: Trust

W: BWF 334. “External cleanliness,  
although it is but a physical thing, hath a great influence upon spirituality.” (also in yr.N1,N2.)

Unity of mankind, collage: unity in diversity = PE13.

3. First reference for topic is very short. Use KE20 Mirza Mihdi as an example of someone who showed devotion & reverence.

V: Reverence = ¼ TVG.

W: P 2. “Is there any Remover of difficulties save God? Praised be God!

He is God! All are His servants, and all abide by His bidding!” (less in yr.N1,N2.)

Developing a devotional attitude = RVG 227 (top), KE20.

4. GHM story of the Báb has a coloured picture.

V: Reverence

W: “Ye are the leaves of one tree and  
the fruits of just one branch.”

The Life and Ministry of the Báb, = GHM 47.

Our Bahá’í Family = 1E2.

5. Use some of KE13 (giving to the Fund) as an example of something we do at the Feast and a way in which we can be generous. Save some material for next lesson.

V: Generosity = ½ Th 97.

W: AHW #38. “O Son of Being!  
Walk in My statutes for love of Me...”

Consultation and the Nineteen Day Feast = BNE 172, ½ KE13.

6. Be imaginative in suggesting simple ways to proclaim the Faith. For each method, help students make appropriate items and then have role play to try out the method.

V: Generosity = SFM 34 (also about poverty and wealth) W: 9HD 10. “O ye that sleep,  
awake! O ye heedless ones, learn wisdom!... Be happy! Be happy! Be full  
of joy!” (variations in yr.N1,N2.)

Proclaiming the Faith = j98Mar 13, ½ KE13 (cont. from #5, proclaim is one use of Fund.)

7. Lots of activities for the virtue. Between these, try meditations.

V: Thankfulness = PE23, [leave Th.114 for next lesson.]

W: P 1. “O God, my God,  
my Beloved, my heart’s Desire.” (also in yr.N1#11,N2#5.)

Meditation (as in year N2#6 but with longer pauses between your spoken phrases and an attempt to link the visualisations into a coherent theme.)

8. The reference is about Bahá’u’lláh. Use 2 of the 4 pages to decorate, but don’t try to make into a booklet. Play games with clear rules. Discuss some “rules” which Bahá’u’lláh gave us. Save some material for next lesson.

V: Thankfulness = Th 114-5.

W: P 5. “...Thou, verily, art the Possessor  
of all gifts and bounties.” (cont. from N1#15,N2#13; use all of it next lesson.)

Rules of games = ½ KE8.

(Year 0.)

9. Make the story of Abraham more interesting, e.g. have pictures round the room showing events at places in the story, take students to each picture as you reach that part of the story – maybe have a little role play (but nobody plays Abraham).

V: Justice = ½ Th 164.

W: P 5. (all of it.)

Abraham = DSY 22-27, SFM 8 (Abraham's son, Ishmael, and the waters of Zamzam).

Bahá'u'lláh = ½ KE8 (cont. from #8, use 2 pages to decorate, etc.)

10. Use 2 of the 4 stories, and some of the activities – especially the craft. The experiment is only possible if you can find out the names of equivalent things in this country, and even then needs great care.

V: Justice

W: AHW #5. "O Son of Being!

Love Me, that I may love thee..."

NO backbiting etc. -- Bahá'u'lláh's laws = ½ KE3 (also yr.1, #6.)

11. Use 1<sup>st</sup> story, game, discussion and art this week.(also SOB #51,73,91.)

V: Gentleness = ¼ TVG.

W: GWB 249. "The earth is but

one country, and mankind its citizens." (also in yr.N1,N2.)

The Life and Ministry of Bahá'u'lláh, -- Kalim (B.'s brother) = ½ PE22,(also #24.)

12. If the date of this lesson is not just before Ayyám-i-Há, the teacher might like to swap it with another. The idea is to have some activities appropriate to Ayyám-i-Há, these will mainly be by role play in the lesson.

V: Gentleness

W: "Remember, whether or not I be on earth,

my presence will be with you always." - 'Abdu'l-Bahá.

What to do on Holy Days, especially Ayyám-i-Há / Intercalary Days = PSO 28 (top).

'Abdu'l-Bahá = KE18.

13. There are many activities in 2E24 which are suitable for this age, but some are not.

V: Honesty = ½ Th 134, 2E24 [Th.284.].

W: P 59. "O my God!

O my God! Unite the hearts of Thy servants..."

Good character and conduct = RVG 335, Th 107.

14. Artistic skills will be developed by depicting the dowry of Navvab on 40 mules.

V: Honesty

W: AHW #30. "O Son of Man!

Deny not My servant should he ask anything from thee..."

Artistic skills = KE9.[ Navvab]

15. Art1, outside activity, discussion, art2 - perhaps modified to be collage! Need to add a discussion of conservation.

V: Assertiveness = ¼ TVG.

W: "O God, guide me, protect me..."

(See yr.N1,N2. Complete prayer now in file; use actions and/or music this year.)

Conservation -- earth & universe = PE17

16. Two topics in this lesson.

V: Assertiveness

W: GWB 129. "He, verily, shall increase the

reward of them that endure with patience." (also in yr.N2.)

Ancient prophets = ½ 1E18 (revise Abraham, see #9, leave rest of material for next lesson.)

Giving = Th 99.

(Year 0.)

17. Explain the difference between a prayer and a reading, and that a prayer should come first.

V: Orderliness = ¼ TVG.

W: P 3. "... Verily, He is in

Himself the Knower, the Sustainer, the Omnipotent." (cont. from N1#4,N2#18.)

Preparing devotionals = UHJ25 #68,71,74.

Noah etc. = ½ 1E18 (cont. from #16.)

Muhammad as a child = SFM 12.

18. Playdough activity, mirror game, short story #18, dot-write 'Abdu'l-Bahá, read chapter 3 on p.29A of PE11.

V: Orderliness

W: "Look at Me, follow Me, be as I am; 'Abdu'l-Bahá, etc."

(Sing this. Also in yr.N1,N2.)

The Life and Ministry of 'Abdu'l-Bahá, = ½ PE11 (also #23.)

19. There is one song in KE19, try to find others.

V: Love = ½ Th 187. W: PHW #3. "In the garden of thy heart..." (as in #1).

Songs of love = KE19.[Bahiyih Khanum.]

20. Some of the games in KE21 can be used for this age, and the mobile suggested in KE20 could be done this week, all in one lesson, to take home.

Emphasise a part of the prayer in this and the next 4 lessons.

V: Love

W: P 69. "O God! Refresh and gladden my spirit.

Purify my heart. Illumine my mind..."

Reward and punishment = BWF 68 (bottom), KE21.[Navvab.]

21. There are 7 games in KE24, to revise virtues. Use 3 or 4 of them this time.

V: Purposefulness = ¼ TVG.

W: P 69. "... I lay all my affairs in Thy hand.

Thou art my Guide and my Refuge..."

Co-operative games = UHJ10'3(4<sup>th</sup> quote), ½ KE24 (also yr.N2, #18.)

22. Talk about the Divine Kingdom, also known as the Abhá Kingdom. Revise all the Messengers from God. Art (draw &/or colour the ringstone symbol, you explain the meaning of it. Song: "Brand New Morning". (What sacrifices did Bahá'u'lláh make?)

V: Purposefulness W: P 69. "...I will no longer be sorrowful and

grieved; I will be a happy and joyful being..."

Stories of sacrifice - in the Faith = ½ PE19.[is about the Divine Kingdom] (also yr.N2, #6.)

23. Story p.27B of PE11 – ask how 'Abdu'l-Bahá showed compassion, art, dot-write Bahá'u'lláh, read chapter 4 on p.29B. Note that 'Abdu'l-Bahá, although now an adult, still had duties towards his Father. Also use "The Scottish Visitors".

V: Compassion = ½ Th 10.

W: P 69. "...O God! I will no longer be full

of anxiety, nor will I let trouble harass me..."

Duties and rights of a Bahá'í child = ½ PE11 (also #18.)

24. Use 2<sup>nd</sup> story (PTF 89), discussion with emphasis on obedience, group puzzle and (if you can find a parachute-substitute) the parachute activity this week.(also SOB #52,77.)

V: Compassion

W: P 69. "...I will no longer dwell on the unpleasant things of life.

O God! Thou art kinder to me than I am to myself.

I dedicate myself to Thee, O Lord."

Good things about people: put oneself in place of others = ½ PE22 (also #11.)

**Year 1.**

Although the syllabus was originally designed with 3 or 4 items per lesson, from year 1 to 9, evaluation at a school determined that 2 or 3 items per lesson is more appropriate for years 1 to 3. However, it would be difficult to guarantee the changing of all the relevant index entries and cross-references, and it would be confusing if some were left and items had been deleted from lessons. (Also most lesson plans for year 1 had already been written and some include these items.) So the items which can justifiably be omitted, while still implementing the National Curriculum, have been made the last items for a lesson and are both indented and smaller in size. In the following **summary**, either 2 or 3 items make one obvious theme, which is listed below; or two related themes are listed, separated by & [in either case (+) may follow to indicate other item(s), and an indication is sometimes given as to how they may relate to a theme or deserve particular attention].

- 1.Spirituality & service (possible e.g. Shaykh Ahmad).
- 2.Family (+ things which could be done as a family).
- 3.Bahá'í teaching (Kingdoms of God) & Holy Days.
- 4.Social skills (e.g. singing, music) & the birthday of the Báb.
- 5.Teaching the Faith (+ skills to help teaching).
- 6.Individual skills (e.g. being a Bahá'í).
- 7.Other religions (Christianity).
- 8.The Fund, & poverty/wealth.
- 9.Bahá'u'lláh & His laws .
- 10.Morality (+ spirituality).
- 11.Other religions (Hinduism).
- 12.Family.
- 13.Individuals (good behaviour & observe Holy Days).
- 14.Bahá'í World Centre & science that benefits humanity.
- 15.Bahá'í Administration.
- 16.'Abdu'l-Bahá (+ uses of scripture).
- 17.Sacrifice & prayer.
- 18.Service (+ virtues).
- 19.Covenants, & Bahá'u'lláh.
- 20.Acceptable behaviour.
- 21.Family (+ things which could be done as a family).
- 22.Equality of men and women & interaction with people (no gossip).
- 23.Bahá'í history (Siyyid Kazim) & types of spirit.

24. Individual involvement in society (auxiliary language & strong feelings).

**Year 1.**

1. Emphasis on service & spirituality. V: Friendliness = ¼ TVG. W: AHW #15.  
Why should we serve others? = H581

The rôle of the Arts in spirituality, [Music, Singing, Dance] = DBE 103, TCC 108.

*Prayer* = ½KE1 (also in N2,#1)

Shaykh Ahmad = ½ 2E10 [S.K. #23.]

2. Emphasis on the family. V: Friendliness W: UHJ14 30 (centre).

The family as the basis of society - the first unity = BHF 16

Being a good brother / sister = UHJ14'9 (bottom)

*Memorising the writings* = TOB 200

Helping at local events:- Feasts, Unit Conventions = H121, DSG25'14, j99feb.12.

3. Theme: Bahá'í teachings. V: Responsibility = ½ TVG. W: BWF 268.

The unity and nature of God = 2E1

The nature and purpose of creation = H292, H31,

*Meditation* = UHJ11'18. (also #22)

The Bahá'í Calendar, Holy Days = 9HD 11 (Birthday of the Báb).

4. Theme: social skills. V: Responsibility W: PBA 54.

Holding Holy Days = H463, PBA 54-57, 9HD 23.

entertaining skills = PBL 32 [=PTS 15]

The rôle of arts and crafts in enhancing community life = UHJ4'3

5. Theme: teaching the Faith. V: Patience = ¼ TVG. W: BNE 69.

Teaching the Faith = 1E3, BHF144, UHJ7'77 (top,Mar'52).

Seeing the face of God in everyone one meets = ITH 135

Learning to develop one's artistic skills = H238-239

*Relating the teachings* to current concerns = TBW96-7'77-79

6. Theme: Individual skills, e.g. Consultation.

V: Patience = DSG40'4, TQ1. W: UHJ10 15 (centre, first 3 paragraphs).

Consultation = 4E23, RVG 358 (top).

*Learning to pray* = ½ H18 (also #17).

Moral heroes and heroines = j82oct.5.

Developing a Bahá'í identity = ½ KE3.

7. Theme: Other religions. V: Moderation = ¼ TVG. W: SWB 69 (top)

Christ and Christianity = 1E19[also other later prophets], H90,162, 306,

The Bahá'í attitude to other religions and their followers = GTT 118, RVG 164-5.

Stories of sacrifice - throughout history = SWS 46

*Exposure to the Word of God* = AHW 68,

8. Theme: Bahá'í teachings. V: Moderation. W: PTS 151.

Abolition of extremes of poverty and wealth =

= ECO 88,129, FWU 38.(co-operation), PTS 151, SFM 40.

Giving to the Fund (law) = 1E13.

Decision-making = SED 81-3.

(year 1.)

9. Emphasis on: Bahá'u'lláh and Laws.

V: Enthusiasm = ¼ TVG. W: KIA K3.

The Life and Ministry of Bahá'u'lláh, = 1E4, H226

Laws which are God given, God's bounty & mercy, choice wine = KIA K5,K185.

Prayer = BNE 85-7

Moral heroes and heroines = 20C 18.

10. Theme: morality.

V: Enthusiasm W: KIA K91.

Knowing right from wrong = 2E6 (thoughtfulness) [uses PTS 29].

Reward and punishment = KIA 91.

The rôle of Beauty, especially: its use, beautiful things, [enhance spirituality] = BWF 111  
(near bottom) [ALSO in #19.]

*Learning to read the writings daily = H470.*

11. Theme: other religions, stories could be related..

V: Confidence = ¼ TVG. W: PTS 35.

Hinduism, Rama and Krishna = PTS 35, DSY 8.

Progressive revelation and the unity of religions = BNE 117, H10, TJ2'3, FEM 60-1, TBW95-6'280.

Stories of sacrifice - throughout history = 20C 24.

*The relationship of Bahá'í scripture to the Bible = SAQ 90.*

12. Theme: family.

V: Confidence W: SAQ 217.

Family leisure activities = TBE 117.

Arranging activities, ... - all the family can participate together = j98feb 17, FS 15,52.

Enhancing family life = BHF 87.

13. Emphasis on: Individuals and local history. V: Courtesy = ¼ TVG. W: AHW 31.

The individual in relation to themselves = BIY, RVG 296 [=AHW 31].

Local Bahá'í history, inc. personal testimony of how people became Bahá'ís.

*Daily prayer (law) = BNE 90, IPF, SFM 26.*

The Bahá'í Calendar, Holy Days and Fast = H304, j99nov.10, j97mar.13

14. Emphasis on: Bahá'í World Centre & Bahá'í teachings.

V: Courtesy W: SWB 3.

The Guardianship + buildings of the Bahá'í World Centre =

= WOB 8. + 1E23, H180, DSG26'20

*Memorising the writings = TWG 48.*

Stories of Bábi Martyrs = H575, (save some for #17.)

The pursuit of arts, crafts and sciences for humanity's benefit = H224,734

15. Theme: Bahá'í Administration. V: Respect. = ¼ TVG. W: PTS 177 (top).

Local Spiritual Assembly formation = PBA 46.

What kind of skills are administrative? When and where do we exercise them? = LOG #14,15,19.

Stories of those who have rendered great service - in the Faith = Th 237.

If a complete lesson is prepared using the above, that would be good, but if further material required, use ½ 3E14 (meditation Th 213-4; prayer needed for #17)

or: *Relating the teachings* to academic standpoints = TBW96-7'128-9. (if you judge that your students are capable of understanding it.)

16. Emphasis on: 'Abdu'l-Bahá & following His example. V: Respect. W: PHW 72.

The Life and Ministry of 'Abdu'l-Bahá, = 1E9.

Practising being good = RVG 113.

Our attitude to scripture & its uses, in private & public worship, study, etc. = WSC 566-8.

(year 1.)

17. Theme: sacrifice. V: Loyalty = ½ TVG. W: SWA 200.10

Sacrifice as a miracle = 9HD 19.

Examples of sacrifice: In nature - the seed sacrifices itself for the plant.

Stories of Bábí Martyrs = H575,(also in #14)

*Learning to pray* = ½ H18 (also #6), 3E14 (prayer Th 212-3  
& meditation, might have used ½ in #15.)

18. Theme: service. V: Loyalty & review = 1E6. W: TOB 167.

Helping at home = H65.

*Exposure to the Word of God* = GWB CLV111.

Stories of those who have rendered great service - in the Faith = GLL 165-181.

Pride in apparently menial tasks if they are of service = H377

19. Emphasis on: Bahá'u'lláh & Covenants. V: Unity. = ¼ TVG. W: UHJ23 #3.

exiles and apostles, of Bahá'u'lláh = H236,H597 etc.

nature & purpose of Covenants from Bahá'í viewpoint = 1E22, CYP 2-7, UHJ23 #3.

The rôle of Beauty, especially: the beauty of creation, the beauty of truth, [enhance  
spirituality] = BWF 111 (near bottom) [also in #10.]

*The relationship of Bahá'í scripture to the Bible* = SAQ 96.

20. Theme: acceptable behaviour. V: Unity = DSG40'10,TQ 35. W: TOB 69.

Learning to eat, sleep, dress, within the bounds of moderation and restraint = BNE 98

The body [How to answer the needs of] = H407

Why is it good to be good? = RVG 334

21. Theme: Family. V: Prayerfulness. = ¼ TVG. W: KIA n33.

Being a good daughter / son = H722

*Daily 19 Alláh'u'Abhá (law)* = KIA n33.

Learning to develop one's artistic skills = H240-241

Family pride and its enhancement = UHJ14'13-14.

22. Emphasis on: Equality & interaction with people. V: Prayerfulness. W: UHJ20 #122.

Equality of the sexes = 2E11[uses BNE 147.], ROC 95, TJ2'20.

Avoiding gossip = TJ2'13.

*Meditation* = UHJ11 18 [19 Nov.'45.](also in #3)

Helping at local events:- Holy Days, etc. = DBE 146, UHJ7'77 (middle, Aug.'52)

23. Emphasis on: service and spirit. V: Kindness = ¼ TVG. W: TDP 6.

The idea of spirit = [true happiness] PTS 106. [vegetable, animal] SAQ 131.

*Learning to read the writings daily* = RVG 20 (bottom).

Siyid Kazim = ½ 2E10 [S.A. #1.]

Service to the Faith + Care of pets, animals, plants, nature and the environment =  
= RVG 179 + H637

24. Theme: Individual involvement in society.

V: Kindness = SAQ 214(general)

W: PBA 5.

Learning to deal with strong feelings, temptations and idle thoughts = PFL 100.

The individual in the Administration = PBA 5

Universal auxiliary language = H218, j97sep.7, FEM 66, DSG25'22.

**Year 2.**

Although the syllabus was originally designed with 3 or 4 items per lesson, from year 1 to 9, evaluation at a school determined that 2 or 3 items per lesson is more appropriate for years 1 to 3. However, it would be difficult to guarantee the changing of all the relevant index entries and cross-references, and it would be confusing if some were left and items had been deleted from lessons. (Also most lesson plans for year 1 had already been written and some include these items.) So the items which can justifiably be omitted, while still implementing the National Curriculum, have been made the last items for a lesson and are both indented and smaller in size. In the following **summary**, either 2 or 3 items make one obvious theme, which is listed below; or two related themes are listed, separated by & [in either case (+) may follow to indicate other item(s), and an indication is sometimes given as to how they may relate to a theme or deserve particular attention].

- 1.Spirituality (+ stories of sacrifice).
- 2.Bahá'u'lláh & His laws (+).
- 3.Balancing our life.
- 4.Dealing with prejudice.
- 5.Morality.
- 6.Thinking of other people (+ Word of God).
- 7.Bahá'í history.
- 8.Our spiritual nature.
- 9.Service (+ *Community worship*).
- 10.Nineteen Day Feast.
- 11.Sacrifice & service.
- 12.Family.
- 13.Doing the right thing, part 1.
- 14.Doing the right thing, part 2.
- 15.Teaching the Faith (+ scripture).
- 16.Local administration.
- 17.Other religions (+).
- 18.Learning how to implement plans (+).
- 19.Bahá'í teachings (+ martyrs).
- 20.Other religions.
- 21.The individual & the family (+ scripture).
- 22.Spirituality & creative skills (+).
- 23.Community spirit.

24.Family.

**Year 2.**

1. Emphasis on: spirituality. V: Service = ¼ TVG. W: AHW #20.  
 pilgrimage (how we react) = KIA K32, j99jul.13.  
*How to use prayer effectively, including 5 steps* = (short version of) *ROG 206* [also in #13.etc.]  
 Stories of sacrifice - in the Faith = FMT 21,  
 The Life and Ministry of the Báb, = 2E4[His wife] , H538,
  
2. Emphasis on: Bahá'u'lláh & laws. V: Service W: KIA 16.  
 A standard to measure behaviour by, Laws as a code to live by =  
 = ½ 3E22[uses KIA 20-1,PHW #43] (also in 8#8).  
 The Life and Ministry of Bahá'u'lláh, = H267,H375, SBR 5-14.  
*Meditation* = H263.  
 Agenda 21 = SED 93 (world citizenship)
  
3. Balancing our life. V: Cleanliness. = ¼ TVG. W: KIA K43.  
 Learning to work, exercise and play with ... moderation and restraint = KIA K43.  
 Deferred gratification = ITH #183.  
 Examples of sacrifice: human realm [e.g. mother does without so children can have]  
*Daily reading of sacred scripture* = RVG 25 (top), ½ KE22 (*Shoghi Effendi chants in story.*)
  
4. Theme: dealing with prejudice.  
 V: Cleanliness. W: 'Abdu'l-Bahá quote in H526 about strangers.  
 Overcoming prejudice = H526  
 Avoiding pigeon-holing / categorising people - seeing everyone afresh = CMI 68, Th 14.  
 Abolition of all forms of prejudice = H63, 296, FEM 63-4.
  
5. Theme: morality. V: Obedience. = ¼ TVG. W: RVG 150 (top).  
 Consequences of moral and immoral acts = NZ96mar.11  
 What is morality? = ROC 62  
 NO Arson, Theft = 1E16.  
*The source of morality* = RVG 150 (top)
  
6. Theme: Thinking of other people. V: Obedience. W: SWB 77 (top).  
 Assisting fellow souls to come closer to their God = SWB 77 (top), j88sep.15.  
*Learning to recite the Word of God by heart* = j99nov.16  
 Stories of sacrifice - in the Faith = ASD 57 (Bahá'u'lláh)  
 Care of the sick, elderly and very young = H14.
  
7. Theme: Bahá'í history.  
 V: Creativity. = ¼ TVG. W: WTA (2<sup>nd</sup> paragraph of extract in BNE 239.)  
 The Life and Ministry of Shoghi Effendi, = BNE 239, TOM 58.  
 Nature & purpose of History from a Bahá'í viewpoint; = j89sep.8, LOG #326-9.  
 Buildings of the Bahá'í World Centre = 4E18, DSG27 (at end)  
*The nature of revelation, the Word of God to humanity* = SAQ 134-139
  
8. Theme: our spiritual nature. V: Creativity. W: PTS 60.  
 The human spirit = [senses & spiritual powers] 2E18[uses Th 262, PTS 29.], SAQ 197  
 Awareness of God and the other realms = KIA K172.  
 The nature and purpose of humanity = PTS 60, j88apr.5

(Year 2.)

9. Theme: Service. V: Truthfulness. = ¼ TVG. W: BWF 131 (top)

The element of service in all occupations and tasks = RVG 233

*Community worship* = UHJ8 31(4-2-56) [also in #17.]

Stories of those who have rendered great service - throughout history = ISA 36-8.

Equality of value of all occupations = BWF 131 (top)

10. Theme: Nineteen Day Feast.

V: Truthfulness. W: UHJ10'15 (centre, last paragraph).

Consultation and the Nineteen Day Feast = RVG 356-7, UHJ8, j98mar.22.

Making suggestions = LOG #826.

Giving to the Fund (skill) = ½ 2E23 [also in #13].

*Relating the teachings* to current concerns = TBW96-7'71-4.

11. Emphasis on: sacrifice & service. V: Helpfulness = ¼ TVG. W: SWB 60 (bottom)

Helping friends and neighbours = Th 94-5, (& Teacher see PE7).

Giving - of time, effort = LOG #403, SFM 38.

[extra item] Stories of Bahá'í Martyrs = SOB #87 (Zaynul-Ábidin)

The relationship of Bahá'í scripture to the Qur'an = KII 28, NZ00sep.BE6.

12. Theme: family. V: Helpfulness W: BWF 229.

Being a good brother / sister = Th 76

Making a Bahá'í home = H784, BHF 96-105

Equality in the family = BHF 40-46.

13. Theme: Doing the right thing, part 1. V: Trustworthiness = TVG. W: RVG 137.

Conscience and guilt = MFC 250-2.

Learning to deal with wrong-doing, conscience and putting things right = RVG 137.

Giving to the Fund (skill) = ½ 2E23 [also in #10]

*Learning how to use prayer effectively, including the 5 steps* = [also used in #1 & yr.5, full version yr.8 & 10. ] (shortened version of) ROG 206

14. Theme: Doing the right thing, part 2. V: Trustworthiness = UHJ21. W: RVG 336.

Good character and conduct = RVG 336, Th 106(#1).

Coping with backbiting = RVG 249, Th 109(#3).

Moral exemplars = TCC 22.

*The source of morality* = RVG 150 (bottom), 4E22 (obey the covenant)

15. Theme: Teaching the Faith. V: Honour = ¼ TVG. W: ADJ 37.

Proclaiming the Faith = ADJ 37(all must teach), UHJ9'14.

*Daily reading of sacred scripture* = RVG 220.

Helping in the local Bahá'í community (other than at events) = DSG27 (4-year plan)

Examples of sacrifice: In the human realm = ISA 19.

16. Theme: Local administration. V: Honour. W: SWA 37.4

The Local Spiritual Assembly and its agencies = WOB 5-7, j97feb.1.

Being an Assembly member = PBA 44.

Preparing agendas, = PBA 49

[extra item] Shogi Effendi = ½ KE22. (also in #3.)

(Year 2.)

17. Theme: other religions. V: Joyfulness = ¼ TVG. W: DSY 31 (Bottom)  
 Judaism and Moses = H35, DSY 28-35.  
 The Inter-Faith Movement = H540, Th 73, FIG.  
 NO Murder = KIA K62.  
*Community worship* = UHJ8'31(4-2-56) [also in #9.]

18. Emphasis on: plans & learning how to implement them.  
 V: Joyfulness W: UHJ – latest Ridván message.  
 Understanding and acting on plans that come from the World Centre = H825 (3yr.plan), RVG 217.  
 Developing learning and study skills = RVG 198.  
 Enhancing cultural heritage in relation to the community = j83jul.18 (also in #23)  
*Learning to recite the Word of God by heart* = KIA K150.

19. Emphasis on: Bahá'í teachings & sacrifice.  
 V: Forgiveness = ¼ TVG. W: BNE 71 (Words of wisdom).  
 Independent investigation of truth = BNE 71.  
 How to answer needs of the mind (intellectual)= H771,831 (meaning of words), TBW97-8'168-70.  
 Stories of Bahá'í Martyrs = OSS 42 (7 of Hamadán LSA 14-6-81 +photo)  
*Meditation* = H263. (continued from #2.), UHJ11'18[15 May'44].

20. Theme: other religions. V: Forgiveness W: SWB 155 (centre).  
 Buddha and Buddhism = H125etc., DSY 43-46, GHM 27.  
 The unity and nature of the Manifestations = 2E9.  
 The cyclical rise and fall of religious dispensations = HCA 1, PDC 76.

21. Theme: families. V: Determination = ¼ TVG. W: BHF 106.  
 Encouragement and reward = BHF 106-108  
 Allowing every family member room to be themselves and ... their uniqueness = Th 76-9.  
*The forms and types of revelation, prayers, tablets, sermons,* = H393  
 Stories of those who have rendered great service - throughout history = ISA 45.

22. Emphasis on: spirituality. V: Determination & review = 1E24. W: TDP 12.  
 The rôle of Æsthetics, especially: creation of a suitable and pleasing environment and  
 atmosphere [to enhance spirituality] = UHJ4'6, j97nov.20.  
 Learning to develop one's creative skills = H271-274  
 Universal currency, weights and measures = LTW 14, MET 12-19.  
 Teaching the masses = GTM 12-14.

23. Theme: community spirit. V: Tolerance. = ½ TVG. W: PBA 50.  
 Fostering love and unity in the community = RVG 131,162, LOG #575.  
 Committee formation and membership = PBA 50-51.  
 Enhancing cultural heritage in relation to the community = j83jul.19 (also in #18)  
 The relationship of Bahá'í scripture to the Qur'an = KII 29.

24. Theme: family. V: Tolerance. W: UHJ14 30 (centre 19-11-78).

The individual in relation to their family = RH8 (... family ...)

The generations within a family = 1E1

Being a good daughter / son = RVG 177, Th 196-7(#1,#3).

### **Year 3.**

Although the syllabus was originally designed with 3 or 4 items per lesson, from year 1 to 9, evaluation at a school determined that 2 or 3 items per lesson is more appropriate for years 1 to 3. However, it would be difficult to guarantee the changing of all the relevant index entries and cross-references, and it would be confusing if some were left and items had been deleted from lessons. (Also most lesson plans for year 1 had already been written and some include these items.) So the items which can justifiably be omitted, while still implementing the National Curriculum, have been made the last items for a lesson and are both indented and smaller in size. In the following **summary**, either 2 or 3 items make one obvious theme, which is listed below; or two related themes are listed, separated by & [in either case (+) may follow to indicate other item(s), and an indication is sometimes given as to how they may relate to a theme or deserve particular attention].

1. Other religions (+ praying).
2. Sacrifice.
3. Morality.
4. Our body and soul.
5. Family.
6. Administration, & cultural heritage.
7. Laws.
8. Bahá'u'lláh, & morality.
9. Service, & love for others.
10. Letters of the Living & sacrifice.
11. Other religions (+current concerns).
12. Individual effort.
13. Bahá'í elections (+ willingness to serve).
14. Service (+ arts).
15. Bahá'í buildings, & spirituality.
16. Family.
17. Inspirations for local plans.
18. Community life (+ sacrifice).
19. Individual skills(+).
20. Christianity (+).

21. World peace, & the learned arm (+ spirituality).

22. Family.

23. Bahá'í history (+ ayyám-i-há).

24. Conservation.

**Year 3.**

1. Theme: other religions.

V: Humility = TVG, (poverty) DSG40'18, TQ 49, 7V4'36. W: GWB 62.  
 Abraham and monotheism = H111.  
 The harmony of science and religion = 2E13[uses GWB 160].  
*Learning to pray* = ½ H106.  
 References to the Bahá'í Faith in the world's sacred scriptures = BNE 6,195.

2. Theme: sacrifice. V: Humility W: SWB 11.

Sacrifice as a mystery = j97feb.19.  
 Concept of Martyrdom:- Physical Martyrdom = RVG 325 (top)  
 Stories of Bábí Martyrs = SOB #17('Abdu'l-Vahháb),  
*Memorising the writings* = ½ H773

3. Theme: morality. V: Courage = 1E11. W: UHJ12'21.(30-6-37)

Withstanding tests = H343, BNE 91. UHJ12 21.  
 Immorality and amorality = UHJ7'46, LOG #186, & (greed) SFM 42.  
 Moral exemplars = PTF 65-7.  
*how to meditate* = LOG #1482-4.

4. Theme: our body & soul. V: Courage W: AHW #3.

Spirit, mind and body = 3E23[uses SAQ 195-6,283,288], BNE 191.  
 Human beings as social creatures  
 The soul [How to answer the needs of] = BNE 97

5. Theme: family. V: Consideration = ¼ TVG W: UHJ14 30(top).

The idea of the family as a sacred institution to preserve and promote = BHF 4  
 Balancing family and other commitments = BHF 17,18  
*Family worship* = BHF 137-138  
 The rôle of Beauty, especially: its contemplation as an attribute or emanation from God, [enhance spirituality] = BWF 66 (bottom) [also #21.]

6. Theme: Administration. V: Consideration W: PBA 52.

Learning to develop one's cultural heritage in relation to the Faith = LOG #464  
 Conducting Nineteen Day Feasts = 1E12, j98mar 22, UHJ25 #5,10,48.  
 The Bahá'í Calendar, Holy Days = ½ 3E17, [also in #19]  
*The sources of the Administration* = WOB 143-5

7. Theme: Laws. V: Faithfulness = ¼ TVG. W: BWF 76.

Laws – Renewed periodically, evolving to promote the progress of humanity =  
 = BWF 76 (covenant with all Prophets)  
 NO Slavery , Cruelty to animals, = 1E14 (inc. Th 5-6 & GWB 265).  
 Being strong when surrounded by immorality = H123  
*Relating scripture* to the current concerns of humanity = PWP 12 (top, rights of child etc.)

8. Emphasis on: Bahá'u'lláh & morality. V: Faithfulness W: RVG 110.

The Life and Ministry of Bahá'u'lláh = 2E2[based on BNE 113], BNE 119  
 Knowing who to turn to in a moral crisis = LOG #524.  
 Establishing and keeping a good reputation = RVG 110.[not stir up mischief]

(Year 3.)

9. Theme: service with love                      V: Flexibility = ¼ TVG.                      W: WG 88.  
 Being a committee member = TCM 34, LOG #574.  
 Overcoming likes / dislikes with love for others = LTL 20-21  
 Service to the Faith = RVG 180, FS 24,55.  
*relating to the Word of God = TWG 5, 58.*
10. Theme: Letters of the Living.                      V: Flexibility                      W: SWB 9.  
 Letters of the Living, = H460, H129, H499  
 Letting go - leads to something better, a higher state =  
     = H85 (puppets), 4E21<sub>[uses GWB 161-2, CAC.]</sub> (soul).  
 Stories of Bábí Martyrs = ASD 50(Siyyíd Ridá)  
*Using the writings effectively = WSC 509-10.*
11. Theme: other religions.                      V: Peacefulness = ¼ TVG.                      W: BWF 290.  
 Zoroaster and Zoroastrians = 5E4, DSY 36-39.  
 The language of revelation, high or classical register, use of symbolism, metaphor, imagery  
     & other poetical and rhetorical devices = H833  
*Relating the teachings to current concerns = TBW96-7'75-7.*  
 References to the Bahá'í Faith in the world's sacred scriptures =  
     = HCA 132, TTN 8-21,33-40,60-1,107-10,178-81.
12. Theme: individual effort.                      V: Peacefulness                      W:SAQ 232.  
 The individual in relation to the Bahá'í community and society =  
     = H673, 4E11<sub>[uses AHW #5,19]</sub>.  
 Giving public talks = H643, UHJ9'11.  
 Empowerment and self-help, etc. = SAQ 232-3.
13. Theme: Bahá'í elections.                      V: Caring = ¼ TVG.                      W: PBA 40.  
 Voting, elections and conventions = PBA 40.  
 Voting and Bahá'í elections = PBA 61-64.  
 Service to the Faith = RVG 181  
*Learning to pray = ½ H106*
14. Theme: service.                      V: Caring                      W: KIA K16.  
 Concepts of duty and responsibility = LOG #289.  
 Attitude to service = 3E16.  
 The rôle of the arts and crafts in teaching = YEB 5  
*Memorising the writings = ½ H773*
15. Themes: Bahá'í buildings & tidiness.  
     V: Orderliness = ¼ TVG.                      W: MOL #4 (UHJ 31-8-87.)  
 pilgrimage (what we see) = KIA n54 (Bahjí), DSG28'8.  
 The rôle of order and tidiness, of neatness and presentation [enhance spirituality] = LOG #1839.  
 Houses of Worship and their dependencies = BNE 172, H66,72,109,234,  
*Relating scripture to the current concerns of humanity = PWP 12 (bottom, racism)*
16. Theme: family.                      V: Orderliness                      W: SWB 94 (bottom).  
 Duties and rights of a Bahá'í child = WWG 63-5, UHJ7'54.

Family decision-making = BHF 90-95  
 Training and punishment = BHF 112-115

(Year 3.)

17. Theme: Inspirations for local plans. V: Excellence = ½ TVG. W: TDP 16.  
 Developing local plans = TEB 3.  
 The World Congresses 1963, 1992 = TBW92-3'158  
 What to do on Holy Days, especially Ayyám-i-Há/Intercalary Days = ½ 3E18 [also in #23]  
*how to meditate = CMI 189*

18. Theme: community life. V: Excellence = TBW93-4'228-9. W: PTS 16.  
 Using the internet (World Wide Web) = NZ997jul.15  
 Work in the spirit of service, Work as worship = 2E22[uses Th 303-7], TJ2'28.  
 Stories of sacrifice - throughout history = SWS 76.  
*Family worship = BHF 139-141.*

19. Theme: Individual skills. V: Honesty = ¼ TVG. W: WOB 147 (same as DOB 57.)  
 Learning to prioritise & balance one's life with its conflicting demands = H204, LOG #768.  
 Helping others, doing things for others = H534.  
 The Bahá'í Calendar, Holy Days and Fast = ½ 3E17 [also in #6]  
*The sources of the Administration = WOB 146-9*

20. Emphasis on: Christianity & justice. V: Honesty W: KIA K148.  
 Christ and Christianity = 5E6, H215, SAQ 16, WMB 97-103.  
 Conflict-resolution (in administration) = RVG 139 [top = KIA K148].  
 Sorting sheep from goats, Notions of reward and punishment = BWF 393, FEM 43.

21. Emphasis on: Learned arm & peace. V: Tact = ½ TVG. W: UHJ2'19 (bottom).  
 The Hands of the Cause of God + Counsellors = H184, TOM 65-6 + RAR 30 etc.  
 Universal peace and world government = 2E15[uses PTS 28].  
 The rôle of Beauty, especially: the beauty of virtue, the beauty of love etc. [enhance spirituality] = BWF 66 (bottom) [also in #5.]  
*relating to the Word of God = TWG 15.*

22. Theme: family. V: Tact W: BHF 3 (ref.3.)  
 The family as a life-long commitment = BHF 1.  
 The wider family and relations = TBW93-4'227.  
 Coping with bereavement, disabilities, divorce, etc. = H732(hardship)  
 [extra item] continue Peace (from #21) = 2E16[uses Th 206-11].  
*Using the writings effectively = WSC 510-11.*

23. Theme: Bahá'í history. V: Generosity = ¼ TVG. W: WOB 134 (same as DOB 44, bottom).  
 journeys, His titles, of 'Abdu'l-Bahá, = H48,  
 Background and context of the Bahá'í Faith in 19<sup>th</sup> / 20<sup>th</sup> century = H250  
 What to do on Holy Days,  
 especially Ayyám-i-Há / Intercalary Days = ½ 3E18 [also in #17]  
*Relating the teachings to academic standpoints = TBW96-7'258-60.*

24. Theme: conservation. V: Generosity W: GWB 286.  
 Conservation of the world's environments etc. = H261,339,546,759. ECO 33,37.  
 The worlds of God and their creatures = 5E16[uses KII 99, SAQ 206, SWA 46-51], H21

Paying Huqúqu'llah = j00Feb.12.( & other j.)

## Year 4.

For years 4 to 9, with 3 or 4 items per lesson, a choice has been made for each lesson. Either 2 or more items make one obvious theme, which is listed in the **summary** below; or two related themes are listed, separated by & [in either case (+) may follow to indicate other item(s), and an indication is sometimes given as to how they may relate to a theme or deserve particular attention].

- 1.Houses of Worship, & the United Nations (+ prayer).
- 2.Talking to people about their concerns, & history (Siyyid Kazim).
- 3.The Báb, & individual efforts (in community life).
- 4.Morality.
- 5.Other religions(Hinduism), & spirituality.
- 6.Devotions & Islam.
- 7.Bahá'u'lláh, & individual responsibilities.
- 8.Service (+).
- 9.Local administration (+).
- 10.National administration.
- 11.Munirih Khánum ('Abdu'l-Bahá's wife), & the Abhá Kingdom.
- 12.Family.
- 13.Consultation, & moderation (+ prayer for success of both).
- 14.Laws.
- 15.Social skills & becoming a Bahá'í.
- 16.Meeting people (hospitality) & an auxiliary language.
- 17.Preparing the soul for the next life (+ administration).
- 18.Living our lives better (e.g. no backbiting).
- 19.Try to avoid harmful activities (by studying scripture) & World Citizenship.
- 20.Bahá'í education, & the UHJ.
- 21.Fasting, & service (as a pioneer).
- 22.Service to humanity & sacrifice (martyrs).
- 23.Sacrifice (money for the Fund, time for deepening).
- 24.Family.

**Year 4.**

1. Emphasis on: Houses of Worship & the United Nations.

V: Detachment = ½ TVG. W: KIA K150.

Houses of Worship and their dependencies = 5E17, H83,324,137. j99nov.12.

United Nations days etc. = H141, j96feb.5.

*Prayer* = H248,

Shaykh Ahmad = ½ H419

2. Theme: talking to people about their concerns. V: Detachment W: BWF 288.

Conversing at non-Bahá'í functions = H653, UHJ9'8.

Non-religious ideologies = WMB 154-60(Humanism) & 162-7(Communism), TBW95-6'197-9

*Relating scripture* to the current concerns of humanity = PWP 13(poverty), ORP 14-16(race)

Siyyid Kazim = ½ H419

3. Emphasis on: what the Báb did & what we can do. V: Trust = ¼ TVG. W: P 2.

The Life and Ministry of the Báb, = H131, BNE 11, 4E14.

The gifts of the Mind = PTS 41-2, TBW97-8'171-4.

*Learning to read the writings daily* = H509.

The rôle of arts and crafts in enhancing community life = UHJ7'7 (bottom)

4. Theme: morality. V: Trust W: ADJ 19 (top)

Knowing right from wrong = LTL 10-11, RQS 7-13..

Why is it good to be good? = ADJ 18 (for teaching success), RVG 149.

Absolute and relative morality = EOA 71.

5. Theme: other religions. V: Mercy = ½ TVG. W: AHW #29.

Hinduism, Rama and Krishna = 5E2, WMB 8-13.

The sacred scriptures of Hinduism, = DSY 16-18, WMB 27.

*Getting the best out of the 95 times Allah'u'Abhá* = LOG #1838.

The rôle of the Arts, [Singing, Painting, enhance spirituality] = H521, TCC 39, UHJ4'7.

6. Emphasis on: devotions & Islam. V: Mercy = ITH #13. W: SWB 118.

Muhammad and Islam = H230etc., 5E7[uses PHW #11], HCA 37, GHM 41, PDC 87.

Our attitude to sacred scripture and its uses, in private devotion, public worship, study, etc. = WSC 544-5.

*Developing a devotional attitude* = BNE 70 (save some for #18.)

Helping at local events:- Feasts, Unit Conventions = 9HD 23 (12 Nov.),

7. Theme: Bahá'u'lláh. V: Modesty = ½ TVG. W: UHJ29 #42.

The Life and Ministry of Bahá'u'lláh, = 3E4, GTT 11.

Making a Bahá'í will = BNE 138

*Meditation* = GWB LXXIX [from: Verily I say...].

Coping with bereavement, disabilities, divorce, etc. = j89feb.4.

8. Theme: service. V: Modesty W: PTS 79.

Helping at home = H187.

Abolition of slavery = BNE 137,

Why should we serve others? = PTS 79

[extra item] continue Bahá'u'lláh (from #7) = 3E5[uses BWF 140].

(Year

9. Theme: local administration. V: Purposefulness = ¼ TVG. W: UHJ1'17 (bottom)  
 The Local Spiritual Assembly and its agencies = UHJ1'17, TOM 41.  
 The brief and the vision [Committees] = TCM 33, LOG #551.  
*Preparing devotionals* = UHJ25 #66,69,73,76.  
 Duties of Assembly officers: chairing, = LOG #102, SIC 245-9.  
 [extra item] Books by Bahá'u'lláh: KIA,KII,GWB,7V4,AHW,PHW,TOB. (also in 9#19)

10. Theme: all administration. V: Purposefulness W: RBC 9.  
 The administrative system as blueprint for the world order of Bahá'u'lláh = YEB 8.  
 The National Spiritual Assembly and its agencies = 2E21 [covers LSA,UHJ also], RAR 36, j97jul.2,  
 j99feb.5.(Councils), UHJ5'31 (top).  
 Being an Assembly member = TCM 27.

11. Theme: 'Abdu'l-Bahá. V: Assertiveness = ¼ TVG. W: AHW #48.  
 The Life and Ministry of 'Abdu'l-Bahá, = H255, 1E5  
 The human soul = BNE 174. TLW.  
*Learning to deepen effectively* = RVG 204.  
 Stories of those who have rendered great service – in the Faith = H186. (save some for #21.)

12. Theme: family. V: Assertiveness W: SWA 279.  
 The family as the basis of society - the first unity = H742  
 How to exercise child duties and rights wisely = WWG 88.  
 Family leisure activities = RQS 30.

13. Emphasis on: Consultation & moderation.  
 V: Compassion = ¼ TVG. W: UHJ10 16 (bottom, 2<sup>nd</sup> paragraph).  
 Learning to eat, sleep, dress, within the bounds of moderation and restraint =  
 = BNE 137 (re lend money), BWF 138.  
 Consultation = 4E24, RVG 358 (bottom)  
*Prayer* = BNE 88.  
 The rôle of the Arts, [Music, Dance, enhance spirituality] =DBE 112, UHJ4'8-9.

14. Theme: obligations, including work. V: Compassion W: KIA K173.  
 Having a trade or profession + NO Lying , Party politics, Voluntary military service =  
 = RVG 63 (bottom). + 5E21 [uses KIA].  
 Learning to develop one's artistic skills = H312-315  
*Learning to read the writings daily* = RVG 29 (top).  
 The rôle of the arts and crafts in teaching = APF

15. Theme: social skills. V: Thankfulness = ¼ TVG. W: KII 5.  
 Developing a Bahá'í identity = BNE 69,  
 Teaching social skills to the young = 5E22 [uses KIA, Th 66-8, GWB 260].  
*Meditation* = UHJ11'4[=KII 5]  
 Helping at local events:- Holy Days, etc. = H160 (9 July)

16. Theme : meeting people. V: Thankfulness W: TDP 22.  
 entertaining skills = Th 148 [... the Báb]  
 Universal auxiliary language = ROC 77, BNE 152, DSG26'23

Interacting with others: purposes and manner = PBA 22, FS 13,72.

(Year

17. Theme: preparing soul for next life. V: Steadfastness = ½ TVG. W: GWB 65.  
 The soul and immortality = 6E1 [uses GWB 149-62, PHW #44].  
 The individual (in the administration) = RAR 16-7.  
*Getting the best out of the 95 times Allah'u'Abhá*  
 Stories of sacrifice - throughout history = SWS 48-50

18. Theme: talking and creating from the heart. V: Steadfastness W: SWA 26.  
 The heart (emotional) [How to answer the needs of] = H777.  
 Shunning backbiting = H677, j91dec.18, ½ Th 4 [also in yr.8#23].  
*Developing a devotional attitude = BNE 70 (also in #6.)*  
 The rôle of arts and crafts in enhancing community life = UHJ7'28 (bottom).

19. Theme: how to avoid harmful activities. V: Justice = ¼ TVG. W: LTL 10.  
 Shunning vices = (gambling) NZ97jul.8, LOG #1201-4, (masturbation) LOG #1220.  
 The vices (smoking, drugs etc. ) = SWA 129.7 & 129.10.  
*Relating scripture to the current concerns of humanity = PWP 13 (unbridled nationalism)*  
 NO Backbiting etc. = 1E15.

20. Emphasis on: education & what the UHJ does. V: Justice W: GWB 260.  
 Education of children = UHJ7'2,4(2<sup>nd</sup> quote).  
 The vital importance of education and training = 2E14.  
 The ministry of the Universal House of Justice = H56.

21. Theme: preparation for service by fasting.  
 V: Reverence = ¼ TVG. W: UHJ8 17 (15-12-47).  
 Fasting = part 6E6 [prayer part used yr.9#4.], IPF.  
 Pride in apparently menial tasks if they are of service = 20C 6,8.  
*Preparing devotionals = UHJ8'17 (15-12-47 & 18-10-48).*  
 Stories of those who have rendered great service – in the Faith = H186. (also in #11)

22. Emphasis on: service and sacrifice. V: Reverence W: PUP 190.  
 Activities, occupations that are of service to humanity = RVG 183  
 Examples of sacrifice: In nature - the candle burns away to give light.  
 Coming closer to Bahá'u'lláh = [spiritual distinction] 4E6.  
 Stories of Bahá'í Martyrs = OSS 225-227(10 women 18-6-83 +photos, more next lesson)

23. Theme: sacrifice in general. V: Love = ¼ TVG. W: RVG 205.  
 Personal goals or plans to enhance the spirit of sacrifice = LOG #404.  
 Giving - of money and life = ½ 3E13. [also in yr.6#12]  
*Learning to deepen effectively = RVG 205.*  
 Stories of Bahá'í Martyrs = OSS 228-230(10 women 18-6-83 +photos, continued)

24. Theme: family. V: Love = DSG40'6, TQ 21, 7V4'8. W: RVG 178.  
 Enhancing family life = BHF 89

Arranging activities, events & programmes in which all members of the family can participate together = BHF 142  
Being a good daughter / son = RVG 178, Th 196(#2),199.

## **Year 5.**

For years 4 to 9, with 3 or 4 items per lesson, a choice has been made for each lesson. Either 2 or more items make one obvious theme, which is listed in the **summary** below; or two related themes are listed, separated by & [in either case (+) may follow to indicate other item(s), and an indication is sometimes given as to how they may relate to a theme or deserve particular attention].

1. Bábí, & spirituality (+ sacrifice).
2. Good things to do.
3. Christianity, & our religious nature (+ meditation).
4. Family (+ care which can be done as a family).
5. Bahá'u'lláh, & morality.
6. Service (+ scripture).
7. Different people, & Holy Days (+ learning to pray).
8. Family.
9. Bahá'í World Centre (+ scripture).
10. Service.
11. Social skills (+ prayer).
12. Holding Holy Days, & unity of God.
13. Unity, & Holy Days (+ scripture).
14. Covenants of God, especially in Judaism (+ sacrifice).
15. Local administration.
16. Working, & supporting the Fund.
17. Spirituality, & justice (+ sacrifice).
18. Local administration (+ scripture).
19. Hands of the Cause, & teaching plans (+ prayer for both).
20. Family.
21. Generating a community spirit (+ scripture).
22. Bahá'í teachings.

23.Sacrifice (+ how to use prayer).

24.Seeing the good things about people (+).

**Year 5.**

1. Theme: Bábís. V: Self-discipline = ½ TVG. W: SWB 67 (top).  
 the Bábí Dispensation, etc. = 4E15,H29,763,RTS.  
 The idea of spirit = [Holy Spirit.] PTS 57,163.  
*Daily 95 Alláh'u'Abhá (law)= BNE 92,*  
 Stories of Bábí Martyrs = TAH.(select some, more in #23.)
  
2. Theme: good things to do. V: Self-discipline W: LTL 7 (19-12-23).  
 Helping friends and neighbours = RVG 125, Th 96.  
 Practising being good = RVG 114 [deeds]  
*Memorising the writings = ½ TBE 180*  
 Laws God given, a gift from God, God's bounty and mercy, = KIA 3.  
 [extra item] Mulla Husayn found the Báb! = ½ 2E3 (also in yr.9#2.)
  
3. Emphasis on: Christianity & our religious nature. V: Idealism = ½ TVG. W: SAQ 3.  
 The sacred scriptures of Christianity = H33, HOG, CAB, WMB 122-3.  
 The religious nature of humanity = SAQ3,5,7; RVG 169.  
*Meditation = MSR 94,*  
 Moral heroes and heroines = j80feb.12.
  
4. Emphasis on : family & the environment. V: Idealism & review=2E5. W: UHJ14 31.  
 Care of pets, animals, plants, nature and the environment = H569  
 Allowing every family member room to contribute their uniqueness = UHJ14'31.  
 The generations within a family = See web site  
<http://www.doc.ic.ac.uk/~cjh/woodhurst/home.html>
  
5. Themes: Bahá'u'lláh & our encouragement to use beauty.  
 V: Reliability = ½ TVG. W: RVG151 (top)  
 The Life and Ministry of Bahá'u'lláh, = 3E6[uses AHW #17, P 3], H166  
 Encouragement and reward = BHF 109-111  
*The source of morality = RVG151 (top)*  
 rôle of Beauty, especially:its use, beautiful things, [enhance spirituality] = BWF 251 (centre)
  
6. Theme: service. V: Reliability W: SAQ 140.  
 Helping in the local Bahá'í community (other than at events) = DSG30'2-9.  
 Attitude to service = RVG 185  
*The nature of revelation, the Word of God to humanity, etc. = SAQ 140-150.*  
 Stories of those who have rendered great service - throughout history = ISA 63.
  
7. Theme: different people. V: Gentleness = ¼ TVG. W: KIA Q93.  
 Abolition of all forms of prejudice = DBE 167, FEM 64-5.  
 Other religious ideologies = MSR 108, WMB 63-6 (Taoism) & 67-72 (Shinto), SAQ 151-3,  
*Learning to pray = RVG 225. (top)* (Confucius).  
 The Bahá'í Calendar, Holy Days = ½ 3E19[uses 9HD 7-10], [also #13]
  
8. Theme: family. V: Gentleness W: KIA 4-5.  
 Learning to deal with strong feelings, temptations and idle thoughts = H683  
 Being a good brother / sister = LOG #739.  
 Equality in the family = BHF 50-59

(Year 5

9. Theme: Bahá'í World Centre. V: Meditativeness = PBL 53. W: KIA n92.  
 The buildings of the Bahá'í World Centre = 4E19, H359,439,513, DSG28'6 & 30'18.  
 Achievements of Shoghi Effendi. = H202 TOM 59-60.  
*Learning to study the writings* = RVG 206-7.  
 rôle of Beauty in spirituality, especially:the beauty of creation, the beauty of truth, = j89sep.16

10. Theme: service. V: Meditativeness. W: PWP 15.  
 Carrying out service projects: Service in the community = LOG #405  
 The element of service in all occupations and tasks = RVG 235  
*Relating scripture* to the current concerns of humanity = PWP 15 (social problems).  
 Stories of those who have rendered great service - throughout history = 20C 38.

11. Themes: history & social skills.  
 V: Hospitality = 5E23[uses Th 147-9]. W: KIA n110.  
 Local Bahá'í history, including personal testimony of how people became Bahá'ís.  
 The socialising of the young: importance and methods = UHJ7'8 (top)  
*How to use prayer effectively, including 5 steps* = (short version) ROG 206 [also in #23 etc.]  
 The rôle of the arts and crafts in teaching = UHJ4'4.

12. Theme: do we remember our culture & God on our Holy Days?  
 V: Hospitality = Th 147. W: SWB 153.  
 The unity and nature of God = PTS 23, H746, GMM 26, UHJ7'42 (top).  
 Holding Holy Days = 3E20[uses 9HD 11-14,23-34], H133, UHJ25 #30, PBA 56.  
 Enhancing cultural heritage in relation to the community = DBE 95.

13. Theme: unity. V: Sacrifice. = Th 226. W: PTS 138.  
 Unity, peace and globalisation = BNE 114, H78 (unity), RVG 175, TBW98-9'214.  
 Unity of mankind = PTS 138, GMM 36, FEM 59.  
*Memorising the writings* = ½ TBE 180  
 The Bahá'í Calendar, Holy Days and Fast = ½ 3E19,[also #7]

14. Theme: Covenants of God, especially in Judaism.  
 V: Sacrifice. W: UHJ23 #6.  
 Judaism and Moses = 5E3[uses AHW #33], WMB 79-80.  
 The Covenants of God throughout the history of religion = CYP 8-14, UHJ23 #6.  
*Meditation* = UHJ11'16 [20 Nov.'37].  
 Examples of sacrifice: in the human realm = ISA 28.

15. Theme: local administration. V: Integrity. W: RVG 143.  
 The individual in relation to the Bahá'í administration = H753, RVG 143, TOM 50.  
 Publicity and contact with the media = UHJ28 #16,40, j91may.11.  
*Daily prayer (law)* = 2E17[uses PBA 7] (*medium obligatory prayer PSO 6*)  
 Duties of Assembly officers: treasury, archives = j93jun.3, j99sep.4.

16. Theme: money from working. V: Integrity = PBL 14. W: UHJ3'12.  
 Giving to the Fund (law) = 5E18, UHJ3 12-13.  
 Choosing a worthwhile occupation = PFL 84, H285,316 ; RVG 231.

Working - to earn the things you want in life = KIA K64.

(Year 5

17. Emphasis on: justice & spirituality.

V: Radiance = PBL 56, (wonder)DSG40'16, TQ 45, 7V4'31. W: RVG151(bottom)  
 Reward and punishment = j00jan 18  
 Deferred gratification = WSC 71.  
*The source of morality* = RVG151 (bottom)  
 Examples of sacrifice: In the human realm [nuns give up things for God, OR Th 227.]

18. Theme: local administration.

V: Radiance. W: SWB 188  
 Consolidating the Faith = 6E13[uses GWB 200,250; PTS 60, PHW #8]  
 How to keep in mind what the administrative system is for = BNE 243.  
*Forms and types of revelation, meditations, codes of law, etc.* = SWB 188-9  
 Being an Assembly member = TOM 25-6.

19. Emphasis on: Hands of the Cause & teaching plans.

V: Acquiescence = 3E15(detachment; Th 52-5, PHW #14). W: TDP 34.  
 The Administrative Order + teaching plans, (nature and purpose) =  
 = BNE 241. H353etc. + SCP 5-15.  
 Life & ministry of the Custodians & the Hands of the Cause of God = H99, j96feb.4,  
*Learning to pray* = RVG 225. (bottom)  
 The rôle of the arts and crafts in teaching = UHJ4'5.

20. Theme: family.

V: Acquiescence. W: RVG 337.  
 Good character and conduct = Th 106(#2),108, RVG 337.  
 Family pride and its enhancement = UHJ14'6 (=SWA p.279)  
 Duties and rights of a Bahá'í child = BHF 32.

21. Theme: Generating a community spirit.

V: Dignity W: BWF 318 (bottom).  
 Learning to develop one's creative skills = H347-350, 387  
 Fostering love and unity in the community = PBA 15. RVG 163.  
*Learning to study the writings* = RVG 208.  
 Moral heroes and heroines = CMI 74.

22. Theme: Bahá'í teachings.

V: Dignity. W: UHJ20#125.  
 Health & healing, Holistic approaches to everything =  
 = 4E5[uses SWA 147-50, SWB 80, GWB 307, PUP 67, Th 217-9], BNE 101.  
 Equality of the sexes = H92, PTS 160. UHJ20#125, FEM 62.  
*Relating scripture* to the current concerns of humanity = PWP 15 (international auxiliary language)  
 Laws, a gift from God, Unsealing of the choice wine = KIA n2.

23. Theme: sacrifice.

V: Selflessness = PBL 18. W: RVG 123  
 Willingness - to forgo personal pleasures, physical desires = RVG 123  
 Sacrifice as a miracle = 3E7[uses AHW #7] (sacrifices of Bahá'u'lláh)  
*Learning how to use prayer effectively, including the 5 steps steps* = [also used in #11 & yr.2,  
 full version yr.8 & 10. ] (shortened version of) ROG 206  
 Stories of Bábí Martyrs = TAH.(also in #1.)

24. Theme: seeing the good things about people. V: Selflessness. W: UHJ1'10.(28-9-41)  
Confidentiality = UHJ1'10, j83jul.19.  
Regarding the soul of a person rather than their personality, deeds or appearance =BNE 79-80  
Avoiding gossip = H665, DSG30'12.

## **Year 6.**

For years 4 to 9, with 3 or 4 items per lesson, a choice has been made for each lesson. Either 2 or more items make one obvious theme, which is listed in the **summary** below; or two related themes are listed, separated by & [in either case (+) may follow to indicate other item(s), and an indication is sometimes given as to how they may relate to a theme or deserve particular attention].

- 1.Morality (+).
- 2.Other religions (+ meditation).
- 3.Spirituality (+).
- 4.Service.
- 5.Sacrifice.
- 6.Family.
- 7.Bahá'í history (+ scripture).
- 8.Doing the right thing in the old world order (+ sacrifice).
- 9.Local implementation of Bahá'í plans.
10. 'Abdu'l-Bahá, & Bahá'í teachings.
- 11.Bahá'í education (+ scripture).
- 12.Aspects of occupations.
- 13.Community life, & Bahá'í history.
- 14.The individual (+).
- 15.Other religions.
- 16.Service (+ reciting the Word of God can help).
- 17.Laws (+).
- 18.Administration.
- 19.Shoghi Effendi, & spirituality (+).
- 20.Sacrifice (+ scripture).
- 21.Family.
- 22.Laws (+).

23. Concern for others (+ scripture).

24. Local administration.

**Year 6.**

1. Theme: morality. V: Contentment = 1E7(adapted). W: UHJ29'6 (centre).  
 How to make moral decisions = LPJ 133-6.  
 Spiritual dimension of morality = TBW95-6'279-81.  
*Developing a devotional attitude = BNE 86 (save some for #13.)*  
 The seven deadly sins: anger = UHJ29'6 (centre)
2. Theme: other religions. V: Contentment = Th 20, DSG40'14, TQ 39, 7V4'29. W: SWB 126.  
 Abraham and monotheism = SAQ 12, H300, WMB 78.  
 The unity and nature of the Manifestations = RH2 (Bahá'í Beliefs), KII 98.  
*Meditation = H177,*  
 The rôle of arts and crafts in enhancing community life = UHJ7'12-13.
3. Themes: Spirituality. V: Wisdom = Th 294. W: SWB 68 (bottom).  
 The human spirit = [immortality]. SAQ 199,208.  
 pilgrimage (how we react) = 6E19  
 Developing learning and study skills = RVG 199.
4. Theme: service. V: Wisdom. W: PTS 171.  
 Helping others, doing things for others = PTS 171.  
 Giving - of time, effort, = RH3 (Giving ...)  
*Learning to recite the Word of God by heart = UHJ7'7 (top) [also in #16.]*  
 What to do on Holy Days, especially Ayyám-i-Há / Intercalary Days =  
 = 4E1 [uses AHW #59]
5. Theme: sacrifice. V: Cheerfulness. W: RVG 296.  
 Giving to the Fund (skill) = 4E20.  
 The individual in relation to themselves = H659, RVG 296 [= GWB LXXXVI.], BIY.  
 Stories of sacrifice - in the Faith = FMT 82-5 (sacrifices of the children of Mírzá Husayn.)
6. Theme: family. V: Cheerfulness. W: SAQ 231.  
 The family as a life-long commitment = BHF 2.  
 Duties and rights of a Bahá'í child = BHF 33-4, ITH #23.  
*Family worship = BHF 148-150*  
 The wider family and relations = TBW93-4'228.
7. Theme: Bahá'í history. V: Calmness. W: PHW #4.  
 the Bahá'í Dispensation, etc. = 3E8[uses PHW 40], H24,87,679  
 Parallel events in Bahá'í and world history = j98july.16.  
*Daily reading of sacred scripture = RVG 64,*  
 Stories of Bahá'í Martyrs = FMT 96-8 (Mullá Ridá)
8. Theme: doing the right thing in the old world order. V: Calmness. W: PHW #66.  
 Coping with backbiting = Th 109(#1,#2),112; RVG 253 (bottom)  
 Remaining neutral in a partisan environment = EOR 136  
*Relating scripture to the current concerns of humanity = PWP 14 (centre, women)*  
 Stories of sacrifice - in the Faith = 4E16 [the Báb].

(Year 6.)

9. Theme: plans and their local implementation.

V: Happiness = Th 120.

W: TDP 44.

The Local Spiritual Assembly and its agencies = H95, PBA 38.

The teaching plans, their history = SCP 18, 1937-63 (7,7 & 10yr.plans=TOM 64), TDP 44.

The plans as stages in the establishment of the New World Order = TOM 56.

[extra item] continue (from #7) Bahá'í Dispensation = 3E9[uses PHW 4, ASD -155].

10. Emphasis on: 'Abdu'l-Bahá & Bahá'í teachings. V: Happiness. W: WOB 136.

journeys, titles, of 'Abdu'l-Bahá, = H279, WOB 136-7 (same as DOB 47)

The harmony of science and religion = ROC 81, PTS 141, TBW97-8'166-7.

*The individual in relation to God* = ½ 4E9 [also #22]

The pursuit of arts, crafts and sciences for humanity's benefit = H841,BNE 144, UHJ4'10,11.

11. Theme: education.

V: Purity = Th 216.

W: SAQ 58.

Training and upbringing of children as community members = RVG 305

Bahá'í education of children and youth (in general) = Th 66, RVG 200.

*The relationship of Bahá'í scripture to the Bible* = SAQ 58-61.

Care of the very young = H487,495.

12. Theme: aspects of occupations.

V: Purity.

W: PTS 176.

Profit-sharing = SAQ 255, ½3E13 (sacrifice to the Fund) [also in 4#23]

Work in the spirit of service, Work as worship = PTS 176. RVG 234, KIA K33.

Equality of value of all occupations = EOC 69

13. Emphasis on: community life & history.

V: Sharing = Th 239.

W: RVG 199.

Background and context of the Bahá'í Faith in 19<sup>th</sup>/20<sup>th</sup> century = 4E10.

Enhancing equality in the community = WSC 190-1.

*Developing a devotional attitude* = BNE 86 (also in #1)

The rôle of arts and crafts in enhancing community life = UHJ7'45.

14. Emphasis on: our body & reforming prisons.

V: Sharing

W: SAQ 253.

Prison reform = SAQ 253.

The body [How to answer the needs of] = H196

*Meditation* = UHJ11'20 [27 Jan.'52.], j88mar.4.

The seven deadly sins: envy = j99may.10., RVG 308,9.

[extra item] letters to Kings = ½ 6E17. [uses TBW XIV 196-203, AHW #23]. (also in yr.8#21.)

15. Theme: other religions.

V: Co-operation = Th 30.

W: WOB 166.

The sacred scriptures of Buddhism = TPB 2, 19/20, 28, DSY 47-50.

Problems facing the world's religious communities = WOB 179-185

Progressive revelation and the unity of religions = 5E1[uses AHW #12], H27.

16. Theme: service.

V: Co-operation

W: KII 126.

Carrying out service projects: to Bahá'í Institutions or to Bahá'í individuals = H257.

Assisting fellow souls to come closer to their God = KII 126-7.

*Learning to recite the Word of God by heart* = UHJ7'7 (top) [also in #4]



Decision-making. = LOG #584-6.

Local Spiritual Assembly formation = TCM 29, UHJ1'5 (same as GPB 331).

**Year 7.** [A new teacher should be aware that (a) an alternative programme is available for strand 3b starting with lesson 6 of this year; & (b) we should give special treatment to the junior youth. See page 7 for details of both.]

For years 4 to 9, with 3 or 4 items per lesson, a choice has been made for each lesson. Either 2 or more items make one obvious theme, which is listed in the **summary** below; or two related themes are listed, separated by & [in either case (+) may follow to indicate other item(s), and an indication is sometimes given as to how they may relate to a theme or deserve particular attention].

(While preparing lesson plans, it was found that there is too much in the syllabus for each of lessons 3 and 23, so each has been divided into 2 lessons and either or both may be used.)

1. Needs of the individual, & Letters of the Living (martyrdom).
2. Bahá'í History & daily readings.
3. A: Relating teachings to current concerns,  
&/or
- 3.B: Sacrifice & service.
4. The individual, & local events (e.g. birthday of the Báb).
5. Service (+ scripture re the Qur'án).
6. Marriage.
7. Morality (+scripture).
8. Other religions, including Buddhism, (+ prayer).
9. Morality (vices & justice).
10. Marriage (parenting).
11. Bahá'u'lláh (Adrianople & the Covenant).
12. Bahá'í World Centre, & Bahá'í plans.
13. Bahá'í education & universal auxiliary language.
14. Marriage (parenting).
15. Sacrifice .
16. Teaching the Faith.
17. Sacred scriptures (Islamic & Jewish).
18. Administration & the Covenant.
19. World peace.
20. Laws.
21. Local administration (19-day Feast & LSA).
22. Laws.
23. A: Relating the teachings to academic standpoints.  
&/or
- 23.B: Firesides.
24. Shoghi Effendi, & Bahá'í teaching (God's Kingdom on earth).

**Year 7.**

1. Introduction to year, include consultation on this term's programme if appropriate.  
 V: Well-behavedness = PBL 22 (rectitude of conduct) W: SWB 10.  
 Theme: Letters of the Living = H173, H738, 6E10<sup>[uses AHW #45-7]</sup>.  
 The heart (emotional) [How to answer the needs of] = LTL 14-15  
*Prayer = MSR 120*  
 Stories of Bábí Martyrs = (Varqá & Rúhu'lláh) FMT 91
  
2. Theme: The Báb. V: Well-behavedness. W: SWB 167 (bottom).  
 The Life and Ministry of the Báb, = H80, 6E11 (Letters of the Living, continued)  
 The history of the Bahá'í Faith in the U.K. = j99jul17, j98jul.16, j98sep.12.  
*Learning to read the writings daily = H544,*  
 Stories of those who have rendered great service – in the Faith = H192. (also in #5.)
  
3. Theme: service needs sacrifice. V: Forbearance = Th 81. W: KIA K125.  
 Service to the Faith = DBE 8-9, KIA K125.  
 Personal goals or plans to enhance the spirit of sacrifice = TEB 2.  
*Relating the teachings to current concerns = TBE 129[correlation game](also#23)*  
 Stories of Bábí Martyrs = ASD 67-68(Vahid), 6E12 (Letters of the Living, continued)
  
4. Theme: the individual; V: Forbearance W: UHJ14'16 (14-5-29).  
 The human soul = BNE 175  
 The individual in relation to their family = UHJ14'16.  
*how to meditate = LOG #1519*  
 Helping at local events:- Feasts, Unit Conventions = ½ 4E2 (save some for #16.)
  
5. Theme: service; V: Restraint = 5E19<sup>[uses PHW #48]</sup> (humility) W: PTS 17.  
 Helping at home = H336,537.  
 Why should we serve others? = PTS 17  
*The forms and types of revelation, meditations, etc. = WSC 104-115*  
 Stories of those who have rendered great service – in the Faith = H192. (also in #2)
  
6. Theme: marriage. V: Restraint W: KIA K65.  
 [alternative programme: BMP p.4 The Sanctity of Bahá'í Marriage.]  
 How to exercise child duties and rights wisely = BPP 13,19  
 Choosing a partner for life = BMP 10,11; GLL e.g. 121etc.  
 Courtship and preparation for marriage = BHF 9
  
7. Theme: morality. V: Quietness W: SWB 70-71.  
 Knowing right from wrong = DBE 5-6.  
 Remaining moral amidst immorality = UHJ7'26(bottom), LOG #1346-7.  
*The relationship of Bahá'í scripture to the Qur'an = KII 31-32.*  
 The pursuit of arts, crafts and sciences for humanity's benefit = 4E12.
  
8. Theme: other religions; V: Quietness W: SAQ 263.  
 Buddha and Buddhism = 5E5<sup>[uses AHW #65]</sup>, SAQ 263, WMB 30-35  
 A survey of religious expression in prehistoric and ancient times = EOR 7, H182  
*Learning to pray = RVG 226. (top)*  
 References to the Bahá'í Faith in the world's sacred scriptures = PAA 23,38,44-7,108-9.

(Year 7.)

9. Theme: morality. V: Endurance W: RVG 112.  
 Being an example to others = LPJ 67, RVG 112  
 Having a fear of God = UHJ7'4(bottom), LOG #790-4, NZ96mar.11.  
 The vices (e.g. pornographic films & web sites) = RQS 56, FHS 294, CMI 40.

10. Theme: marriage. V: Endurance W: RVG 52.  
 Marriage = BMP 7, TBW93-4'216,7.  
 Allocation of responsibilities = BMP 28  
 [alternative programme for above 2 items: BPP p.7 Attracting... to Spiritual Ideals.]  
 Coming closer to God = 4E8 [uses Th 73-5,277-9; GWB 141, TOB 155], RVG 52-53  
 Arranging marriage ceremonies = LOG #1281,1295, PSO 44.

11. Theme: Bahá'u'lláh; V: Carefulness W: UHJ23 #1.  
 The Life and Ministry of Bahá'u'lláh, = 3E10[uses ASD 155-6], HCA 16  
 the end of the Heroic Age. = H244  
 Covenant breaking = CYP 23-8, H242, RVG 102-3, WTA, UHJ23 #36.

12. Theme: World Centre. V: Carefulness W: UHJ2'17.  
 The Universal House of Justice and its agencies = BNE 255, j98jun.1.  
 Auxiliary Board Members + teaching plans, their history =  
 = H287, RAR 33 etc. + SCP 19, 1964-86 (9,5,7=TOM 71-2), TDP 50-53 (3 conditions).  
 Understanding and acting on the plans that come from the World Centre =  
 = H550 [Ridvan 90 updated to 99], RVG 218.

13. Theme: education. V: Fairness = 6E22[uses Th 164-9, SAQ 307, AHW #2](justice). W:  
 TOB 22.  
 Universal auxiliary language = H208-214, DSG28'23 & 30'31.  
 Education of children = RVG 202  
 Prayer = PFL 40.  
 Moral exemplars = TCC 42.

14. Theme: marriage; V: Fairness (equity) = PBL 28. W: KIA n89.  
 The idea of the family as a sacred institution to preserve and promote = BMP 4  
 Arranging activities ... for all members of the family ... = j99feb 12, BMP 37  
 [alternative programme for above 2 items: BPP p.13 Expressing Love ... Ways.]  
 Learning to read the writings daily = RVG 32.  
 The rôle of the arts and crafts in teaching = APF, j93mar.16, RH7 (...arts)

15. Theme: sacrifice. V: Graciousness W: RVG 312.  
 Giving - of money and life = RVG 314 (top)  
 Examples of sacrifice: In nature - (animal kingdom) = Th 230 (deer)  
 Letting go - leads to something better, a higher state = RVG 312  
 [extra item] continue (from #3) Bahá'u'lláh = 3E11[uses ASD 165-77, RMD(more in 5E13), AHW #51].

16. Theme: teaching the Faith; V: Graciousness W: PBA 57.  
 Enrolling new believers = PBA 57, LOG #242,246,254..

Deepening of fellow adults = TBE 232.  
*how to meditate* = LOG #1836-7.  
 Helping at local events:- Holy Days, etc. = ½ 4E2 (continued from #4)

(Year 7.)

17. Theme: sacred scriptures. V: Remembrance 4E4<sub>[uses Th 221-2]</sub>. W: KII 156.  
 The sacred scriptures of Judaism = WMB 94-5.  
 Activities, occupations that are of service to humanity = RVG 184  
*The forms and types of revelation, codes of law, hymns of praise* = WSC 599-600.  
 References to the Bahá'í Faith in the world's sacred scriptures = KII 156 etc.

18. Theme: administration.  
 V: Remembrance (mindfulness of God) = PBL 59. W: LTL 18.  
 The relationship of what we do in the administrative system to the Covenant =  
 = CYP 29-35, TC 5-14, SED 30-3.  
 Human resource development skills [The Learned Arm] = j87jan.4.  
 Dealing with wrong-doing, conscience & putting things right = RVG 138. LTL 18-19

19. Theme: world peace.  
 V: Predictability = 1E10 (trustworthiness, adapted). W: UHJ17'42 (same as WG 131).  
 Universal peace and world government = H40,97,275, ROC 96, BNE 129, PTS 155  
 United Nations days etc. = H168  
*Learning to pray* = RVG 226. (bottom)  
 The rôle of the Arts [Graphics & Design, enhance spirituality] = DBE 106,

20. Theme: Laws. V: Predictability W: UHJ19 #105.  
 NO Alcohol, Drugs, Gambling, Sex outside marriage  
 = H102. LTL 42-43, KIA 9, K155, K190.  
 Paying Huqúqu'lláh (skill) = UHJ19 #78,105.  
*The relationship of Bahá'í scripture to the Qur'an* = KII 33-34.  
 The rôle of the Arts, [ Drama, Literature, enhance spirituality] = DBE 109.

21. Theme: local administration. V: Sensitivity W: UHJ25'30.  
 Consultation and the Nineteen Day Feast = H50, 6E15, UHJ25 #77-87.  
 Making suggestions = LOG #825  
 Being an Assembly member = TOM 26-7.

22. Theme: Laws. V: Sensitivity = 5E24<sub>[uses TOB 24-5]</sub>(mercy) W: RVG 53.  
 Getting the best out of the Fast = PBA 8, IPF.  
 A standard to measure behaviour by, Laws as a code to live by + NO slavery =  
 = KIA 16 + j99mar.12.  
*Coming closer to God* = BNE 72, RVG 54-55  
 Conducting funerals & memorials = LOG #658,665, PSO 39.

23. Theme: firesides. V: Tenderness W: PTS 135.  
 Independent investigation of truth = PTS 135, BNE 185, FEM 60.  
 Conducting firesides = FS 64,103,120,149; UHJ9'13.  
*Relating teachings* to academic standpoints = TBE 129[correlation game](also #11)  
 The rôle of the arts and crafts in teaching = APF, RH7 (...arts)  
 [extra item] revision of the Báb = 5E9.

24. Emphasis on: Shoghi Effendi & Bahá'í teachings.

V: Tenderness

W: TPP 287.

The establishment of God's kingdom on earth = BNE 128.

The nature and purpose of creation = BNE 188, H812.

The Life and Ministry of Shoghi Effendi = 6E21.

**Year 8.** [A new teacher should be aware that (a) an alternative programme could have started in year 7; If so, it should be continued this year; if not then ignore the alternative programme entries below, & (b) we should give special treatment to the junior youth. See page 7 for details of both.]

For years 4 to 9, with 3 or 4 items per lesson, a choice has been made for each lesson. Either 2 or more items make one obvious theme, which is listed in the **summary** below; or two related themes are listed, separated by & [in either case (+) may follow to indicate other item(s), and an indication is sometimes given as to how they may relate to a theme or deserve particular attention].

1. Bahá'u'lláh (+ martyrs).
2. The Learned Arm (+ service).
3. Sacrifice (+).
4. 'Abdu'l-Bahá, & spirituality (+ sacrifice).
5. Service (+ scripture).
6. Administrative Order.
7. Other religions (+ service).
8. Laws (+).
9. Marriage.
10. Local plans (+).
11. Sacred scriptures, & moderation (+).
12. Spirituality, & morality.
13. Things that can help our spirituality.
14. Marriage (+ things we can do as a family).
15. Voting procedures (both Bahá'í and civil).
16. Bahá'í education, & working (+ scripture).
17. Hands of the Cause, & history (+ scripture).
18. Other religions (+).
19. Marriage (+ service).
20. Morality (+ martyrs).
21. Morality (+).
22. Other people (+).

23. Bahá'í teachings.

24. Bahá'í teachings.

**Year 8.**

1. Theme: Bahá'u'lláh. V: Other-worldliness. W: SAQ 26.  
 The Life and Ministry of Bahá'u'lláh, = 5E10 (uses RMD 1-9, AHW #16), SAQ 26.  
 The nature and purpose of humanity = SAQ 165-192  
*Developing a devotional attitude* = RVG 227 (bottom)  
 Stories of Bahá'í Martyrs = (Mona) j97feb.19. (save some for #20.)
2. Theme: The Learned Arm. V: Other-worldliness. W: TDP 54.  
 Assistants to the Auxiliary Board + The process of Entry by Troops =  
 = LOG #1119, j97may.23. + PET 4-9,#47, j97jun.2.  
 Being appointed [The Learned Arm] = 6E14[uses TBW XIV 445-7] (rulers & learned)  
*Learning how to use prayer effectively, including the 5 steps* = [also used in #14. & yr.10,  
 part used in yr.2 & 5] ROG 206  
 Carrying out service projects: Service to the environment = CMI 178.
3. Theme: sacrifice. V: Zealousness. W: LTL 41.  
 Concept of Martyrdom:- Spiritual Martyrdom = LTL 12  
 Giving - of time, effort = WSC 620.  
 Willingness - to forgo personal pleasures, physical desires, = RVG 315  
 [extra item] continue (from #1) Bahá'u'lláh = 5E11[uses RMD 9-20, AHW #67].
4. Emphasis on: 'Abdu'l-Bahá & spirituality. V: Zealousness. W: PTS 96  
 The Life and Ministry of 'Abdu'l-Bahá, = H329,  
 Spirit, mind and body = PTS 96, SAQ 195.  
*Memorising the writings* = ½ TBE 170.  
 Examples of sacrifice: In the human realm [e.g. YOS] = j00jan.9.
5. Theme: service. V: Optimism. W: SWB 29.  
 Helping friends and neighbours = BNE 76, 4E17[uses BWF 442, PHW #69] (selflessness)  
 Attitude to service = RVG 365  
 The forms and types of revelation, *prayers, tablets, sermons* = ½ MSR 82  
 Helping in the local Bahá'í community (other than at events) = LOG #407.
6. Theme: Administrative Order. V: Optimism. W: WOB 150.  
 The Administrative Order, its nature and purpose = WOB 150-7  
 What kind are administrative skills? When and where do we exercise them? =  
 = LOG #277,570.  
 Preparing agendas = TCM 34.
7. Theme: other religions. V: Independence. W: SWB 46.  
 The language of revelation, ... use of symbolism, metaphor, imagery etc. = H800  
 Muhammad and Islam = 5E8, SAQ 18, WMB 125-135.  
*Personal relationship with God* = SAQ 205, RVG 58-59  
 Stories of those who have rendered great service - throughout history = ISA 71.
8. Theme: laws. V: Independence. W: BWF 91 (bottom)  
 Laws – Renewed periodically, evolving to promote the progress of humanity +  
 + NO Murder, Arson, Theft = BWF 91(bottom), + ½ 3E22[uses KIA 160-1] (also in yr.2#2)  
 Marriage laws = BNE 164, PSO 44 (ALSO IN 12#13).  
 Teaching the masses = GTM 15-18.  
 Agenda 21 = WOB 202-6 (world citizenship).

9. Theme: marriage. V: Bravery = ½ TVG(courage). W: KIA K70.  
 [alternative programme: BMP p.10 Love and Intimacy.]  
 Choosing a partner for life = BPP 45,46  
 Keeping the balance of integration and independence = LOG #750.  
 Being a good marriage partner = BHF 14
10. Theme: thinking about local plans. V: Bravery. W: UHJ23 #11.  
 Developing local plans = SCP 67-78.  
 The mind (intellectual) [How to answer the needs of] = SAQ 276, TBW97-8'175-8.  
*The Covenant of Bahá'u'lláh* = TC 25-34, BWF 209, UHJ23 #11.  
 Shaykh Ahmad = ½ H422
11. Themes: sacred scriptures & moderation. V: Trueness. W: PBL 55(bottom).  
 The sacred scriptures of Zoroastrianism = EOC 38, DSY 40-42, WMB 151.  
 Learning to work, exercise and play within the bounds of moderation and restraint =  
 = BNE 171 (re Fast), BWF 45.  
*Developing a devotional attitude* = PBL 55 (bottom)  
 The rôle of arts and crafts in enhancing community life = UHJ7'10.
12. Theme: spirituality V: Trueness. W: MOL #1 (UHJ 31-8-87).  
 The nature of spirituality = [Six steps to spirituality] H172.  
 pilgrimage (what we see) = BSG, KIA n154 (other sites)  
 Consequences of moral and immoral acts = LPJ 61-3.
13. Theme: things that can help our spirituality. =  
 = 6E5 [uses GWB 4-5,266,294; KII 102, Th 234-6, TOB 35] (self-knowledge & self-respect)  
 V: Praiseworthiness. W: RVG 152 (top)  
 The rôle in spirituality of order and tidiness, of neatness and presentation = LOG #1835.  
 Learning to fast = BNE 170, TBF 1-3.  
*The source of morality* = RVG 152 (top)  
 Helping in the local Bahá'í community (other than at events) = LOG #408.
14. Theme: marriage; projects and praying together can strengthen the marriage.  
 V: Praiseworthiness. W: UHJ26'9 (top).  
 Making a Bahá'í home = BMP 34, BPP 30  
 Allow every family member room to be themselves & contribute their uniqueness = RH8  
 [alternative programme for above 2 items: BPP p.17 Communication & ... relationships.]  
*Learning how to use prayer effectively, including the 5 steps* = [ also used in #2. & yr.10, part  
 used in yr.2 & 5] ROG 206  
 Carrying out service projects: Service to the environment = UHJ26'9-10.
15. Theme: Voting procedures. V: Adaptability. W: PBA 85.  
 The individual in relation to the Bahá'í community and society =  
 = UHJ13 #1,8,38,48,49.  
 Voting rights and their loss = PBA 85-86, LOG #216-7.  
 Conducting unit conventions, being a teller or delegate = PBA 65-69.
16. Emphasis on: learning and working. V: Adaptability. W: RVG 201.  
 The vital importance of education and training = BNE 142, RVG 201, UHJ7'22-3, FEM 65-6.  
 Having a trade or profession = H661

*Memorising the writings* = ½ TBE 170.

The rôle of arts and crafts in enhancing community life = UHJ7'11-12.

(Year 8.)

17. Theme: Hands of the Cause.

V: Supportiveness.[generosity = 6E3, uses PHW #49] W: UHJ22 #36.

The life & ministry of the Custodians & Hands of the Cause of God =

= j96jun.11, TBW92-3'287-91, PSO 58.

Erroneous histories of the Faith and how to deal with them = UHJ22 #36,#39.

The forms and types of revelation, *prayers, tablets, sermons* ½ MSR 82

Examples of sacrifice: In the human realm [e.g. YOS, give up comfortable life to help poor] =  
= j00feb.11 & other more recent reports.

18. Theme: other religions.

V: Supportiveness.

W: PTS 81.

The sacred scriptures of Christianity = PTS 81, SAQ 35,62,98-127, THB.

The Inter-Faith Movement = FIG, NZ00sep.4, Th 75.

Equality of MEN = PTS 154, 2E20[uses BNE 69-70].

19. Theme: marriage.

V: Uprightness.

W: SWB 93-4.

Child rearing = EOC 87, BMP 15-16, TBE 110, UHJ14 29(23-6-74), j91jan.14.

Training and punishment = BPP 25

[alternative programme for the above 2 items: BPP p.21 Family Consultation.]

*Personal relationship with God* = SAQ 248, RVG 60-61

Stories of those who have rendered great service - throughout history = 20C 42.

20. Theme: morality.

V: Uprightness.

W: LTL 40-42.

Remaining chaste in a promiscuous environment = RVG 158,161; UHJ24 #7,33.

Eschewing the company of the ungodly (social) = RVG 332, PHW #3 [bottom].

*Relating the teachings* to academic standpoints = TBW96-7'91-3, j89feb.15.

Stories of Bahá'í Martyrs = (Mona) j97feb.19. (also in #1.)

21. Theme: morality.

V: Concentration.

W: RVG 116.

Establishing and keeping a good reputation = RVG 111, LTL 24-25.

The seven deadly sins: pride = RVG 116-9, & gluttony = CMI 164.

Having a fear of God = MFC 191-4, LOG #785-6, UHJ7'78(feb'57).

[extra item] Letters to Rulers = ½ 6E17 [uses TBW XIV 196-203, AHW #23]. (also in yr.6#14.)

22. Emphasis on: laws & other people

V: Concentration.

W: KIA n136.

Making a Bahá'í will (financial) = KIA n136,137.

Putting oneself in the place of others = RVG 127.

*The Covenant of Bahá'u'lláh* = TC 35-46, WOB 209-10, ROC 121.

Siyid Kazim = ½ H422

23. Theme: Bahá'í teachings.

V: Receptivity.

W: RVG 152 (bottom).

Abolition of prejudice = H104(human rights), ORP 6-9, ADJ 34 (for teaching success)

Shunning backbiting = H685, ½ Th 4 [also in yr.4#18].

*The source of morality* = RVG 152 (bottom)

Care of pets, animals, plants, nature and the environment = H579, LPJ 115.

24. Theme: Bahá'í teachings.

V: Receptivity.

W: PTS 21.

The Guardianship = H54

Social & economic development of whole world =

= H466, BNE 133, 2E12<sup>[uses SOB #33]</sup>, SED chapters 1 & 5.

Universality, collective salvation = PTS 21.

**Year 9.** [A new teacher should be aware that (a) an alternative programme could have started in year 7; If so, it should be continued this year; if not then ignore the alternative programme entries below, & (b) we should give special treatment to the junior youth. See page 7 for details of both.]

For years 4 to 9, with 3 or 4 items per lesson, a choice has been made for each lesson. Either 2 or more items make one obvious theme, which is listed in the **summary** below; or two related themes are listed, separated by & [in either case (+) may follow to indicate other item(s), and an indication is sometimes given as to how they may relate to a theme or deserve particular attention].

- 1.Morality (+ martyrs).
- 2.Committees (+ scripture).
- 3.Bahá'u'lláh.
- 4.Service (+ sacrifice).
- 5.Spirituality (+).
- 6.Marriage.
- 7.'Abdu'l-Bahá, & teaching the Faith.
- 8.Morality (+ scripture).
- 9.Morality.
- 10.Marriage (+).
- 11.Other religions (+).
- 12.Shoghi Effendi (+).
- 13.Laws (+ the Word of God).
- 14.Bahá'í Institutions (+ service).
- 15.Bahá'í teachings.
- 16.Sacrifice (+ prayers).
- 17.Other religions (+ sacrifice).
- 18.Bahá'í administration.
- 19.Seeing good things about people (+).
- 20.Marriage (+ things we can do as a family).
- 21.Bahá'í institutions (+).
- 22.Bahá'í teachings (+).
- 23.Service (+ scripture).

24.Occupations.

**Year 9.**

1. Theme: morality. V: Attention & review = ½ 6E8<sub>[uses KIA]</sub>. W: UHJ22 #35.  
 Withstanding tests = PTS 49,102,109. <sub>[also in 12.24]</sub>  
 What is morality? = LTL 7-9 .  
*Exposure to the Word of God* = SWB 61,  
 Stories of Bábí Martyrs = QUD.(select some, more in #16.)
2. Theme: committees. V: Attention. W: PBA 78  
 Committee formation and membership = PBA 78-9  
 Conflict-resolution = RVG 140.  
*Relationship of Bahá'í scripture to other scripture*, (apart from the Bible & the Qur'an)= FEM 53(#5,6,7.)  
 Care of the very young = RVG 380 (top)  
 [extra item] Mulla Husayn = ½ 2E3 [2<sup>nd</sup> story, from 1840] (“found the Báb” used in yr.5#2.)
3. Theme: Bahá'u'lláh. V: Focus. W: SWB 138.  
 Background and context of Bahá'í Faith in 19<sup>th</sup>/20<sup>th</sup> century = BNE 111.  
 The Life and Ministry of Bahá'u'lláh, = 5E12 (uses RMD 20-7)  
 exiles and apostles, of Bahá'u'lláh = H167,194,
4. Theme: service. V: Focus. W: KIA n99.  
 Pride in apparently menial tasks if they are of service = RQS 20.  
 Concepts of duty and responsibility = LOG #292.  
*Getting the best out of the obligatory prayers* = part 6E6 [Fast in 4#21], IPF, PSO 9.  
 Stories of sacrifice - throughout history = 20C 28.
5. Theme: spirituality. V: Knowingness. W: PTS 178.  
 The soul [How to answer the needs of] = PTS 178, SAQ 234, MSR 19.  
 Getting the best out of the Fast = TBF 8-10.  
*The individual in relation to God* = ½ SAQ 247  
 The rôle of Beauty in spirituality, especially: the beauty of virtue & love = BWF 365 (centre) [also in #23.]  
 [extra item] (continued from #3) Bahá'u'lláh = 5E13[uses RMD 27-37].
6. Theme: marriage V: Knowingness = DSG40'8, TQ 33, 7V4'11. W: BWF 372.  
 [alternative programme: BMP p.15 Children – Planning and Parents]  
 Courtship and preparation for marriage = BMP 5  
 Living alone = NZ00sep.9 (hardship).  
 Coming of age = LOG #515,7. (see also: laws which must, by age 15, be obeyed, 2a iv 1-9).
7. Themes: 'Abdu'l-Bahá & teaching plans.  
 V: Understanding = 6E4<sub>[uses SAQ 309]</sub> (tolerance). W: TDP 88.  
 journeys & titles of 'Abdu'l-Bahá, = H46.  
 The nature and purpose of the teaching plans = SCP 21-30.  
*Arranging prayer meetings* = SWA 58.1  
 The rôle of the arts and crafts in teaching = DBE 90.
8. Theme: morality. V: Understanding. W: PTS 146.  
 Eschewing the company of the ungodly (morality) = RVG 330 (bottom)  
 Avoiding secularism = RVG 331 (bottom), j92may.12, TBW95-6'202-4.  
*The relationship of Bahá'í scripture to other scripture*,... = FEM 63 (#8)  
 Abolition of slavery = H320, PTS 146.

9. Theme: morality.

V: Resolution = 4E13<sub>[uses GWB 246,253; TAB 696]</sub> (steadfastness). W: KIA n134.  
 Immorality and amorality = LOG #188-9, TYE 7-  
 Shunning vices (e.g. sexual perversion) = RVG 159<sub>[=GWB CIX.]</sub>, KIA n134.  
 Knowing who to turn to in a moral crisis = NZ96mar.12.

10. Theme: marriage. V: Resolution. W: KIA Q3.

Being a good marriage partner = BHF 24,26  
 Marriage = BMP 18, TBW93-4'218-20.  
*Family worship* = BPP 7,37.  
 [alternative programme for the above 3 items: BPP p.25 Discipline]  
 Care of the sick, elderly = RVG 380 (bottom)

11. Theme: other religions. V: Balance. W: PTS 30.

The sacred scriptures of Buddhism = TPB 30, 32, 33, DSY51-53, WMB 49.  
 The cyclical rise and fall of religious dispensations = PTS 30, PDC 93.  
*The relationship of Bahá'í scripture* to other classical, seminal or authoritative writings of  
 humanity = WSC 574-5.  
 Duties of Assembly officers: secretarial = LOG #111.

12. Theme: Shoghi Effendi. V: Balance. W: WOB 143.

The Life and Ministry of Shoghi Effendi, = H401  
 the beginning of the Formative Age, etc.= H815, DOB 53 (same as WOB 143), TOM 19-22.  
 The rôle of the arts and crafts in teaching = DBE 91.

13. Theme: laws. V: Harmony. W: SWB 154.

Laws as liberation, as basis of a new civilisation; Sorting sheep from goats, Notions of reward  
 and punishment = 3E21, KIA 91. BWF 323-4.  
 NO Lying, Party politics, Voluntary military service = PTS 157.  
*Exposure to the Word of God* = KIA 19.  
 Burial laws, Making a will = BNE 89.

14. Theme: Bahá'í Institutions. V: Harmony & review = 6E24. W: KIA n183.

The nature of divine institutions, etc.=UHJ1'3 [God P. By 332], UHJ5'8-9, LOG #1045.  
 Counselling and leadership skills [The Learned Arm]  
 Pioneering = SED 94-5.  
 Carrying out service projects: Service to Bahá'í Institutions or to Bahá'í individuals =  
 = RVG 186 (top)

15. Theme: Bahá'í teachings. V: Chastity. W: UHJ17'45 (31-1-85)

Unity, peace and globalisation =  
 = BNE 147, PTS 28, UHJ17'45, RVG 176, TBW98-9'217-9, FEM 65.  
 The worlds of God and their creatures = H379, 397, GWB LXXIX<sub>[up to ...these creatures]</sub>.  
 Universal currency, weights & measures = MET 20-28, ECO 88, TBW95-6'259.

16. Theme: sacrifice. V: Chastity = 5E20<sub>[uses KIA]</sub>. W: RVG 318.

Sacrifice as a mystery = LOG #401.  
 Willing - to forgo status & public praise, to accomplish task = RVG 318  
*Getting the best out of the obligatory prayers* = H140



Choosing a worthwhile occupation = H660etc., H689, RVG 232.

Working - to earn the things you want in life = KIA n162.

Learning to prioritise and balance one's life with its conflicting demands = LOG #737.

### **Year 10.**

[A new teacher should be aware that (a) an alternative programme could have started in year 7; if so, it should be continued this year; if not then ignore the alternative programme entries below, & (b) special arrangements must be made for youth. See pages 7 & 8 for details of these.]

On this page is a **summary** of what is covered this year; most of these are themes for a whole lesson or the majority of a lesson.

Teacher training programme starts this year, uses RH3, and is one of three topics in 10 of the lessons.

1. Bahá'í Administration.
2. The individual & prayer.
3. Marriage.
4. Early history.
5. Morality & laws.
6. Consolidation.
7. Local administration (committees & LSA).
8. Hands of the Cause of God.
9. Other religions.
10. Bahá'ís in the 'public eye'.
11. Spirituality.
12. Personal development (prayer & occupations).
13. Teaching the Faith (plans & proclamation).
14. Bahá'í History.
15. Family life.
16. Service & early believers in Irán.
17. Conservation & plan service project.
18. Carrying out service projects.
19. The Word of God, part 1.
20. The Word of God, part 2.
21. Our response to plans, part 1.
22. Bahá'u'lláh's Revelation, part 1.
23. The Covenants of God.
24. Interacting with people & "letting go".

1. Theme: Bahá'í Administration. (facilitator be prepared, since first lesson of the year!).  
V: Enthusiasm. W: WOB 147.

The administrative system as the blueprint for the world order of Bahá'u'lláh = WTA.

*The sources of the Administration* = GTT 77-

Consultation on the programme for the year. Don't forget to tell students what will be studied next time so students can do preparation (=homework).

2. Theme: The individual. V: Enthusiasm. W: SAQ 227.

Empowerment and self-help, etc. = SAQ 227-231.

*Learning how to use prayer effectively, including the 5 steps* = ROG 206, PBA 90.

Introduction to the teacher training programme.

3. Theme: Marriage. V: Confidence. W: KIA Q84. (both appropriate for either programme.)

[alternative programme: BMP p.20 Taking Counsel Together.]

Choosing a partner for life + Courtship and preparation for marriage = BPP 47,48+FHS 15-20.

Child rearing = BPP 8-12, TBE 126.

Allocation of responsibilities = BHF 47-8.

4. Theme: Early history. V: Confidence. W: SWB 6.

The Life and Ministry of the Báb = SAQ 24, GTT 24, SWB 6.

Letters of the Living = H499, H738.

Teacher training. Principles of Bahá'í education. = RH3 p.7- 13.

5. Theme: Morality. V: Courtesy = PBL 26. W: UHJ24 #32.

Moral hierarchies = CMI 66.

The seven deadly sins: sloth = RVG 236, covetousness = PHW #50, RVG 280.

NO Alcohol, Drugs, Gambling, Sex outside marriage = UHJ24 #13,32, KIA K49.

6. Theme: Consolidation. V: Courtesy W: H309 ('Abdu'l-Bahá quotation)

Facilitating training institute courses = GTI.

*Developing a devotional attitude* = RVG 62.

Teacher training. – observe a class, then discuss what was seen; situations which could occur in a class. = RH3 p.18-21

7. Theme: Local administration. V: Respect. W: UHJ28 #1.

Being a committee member = TCM 33-4.

Duties of Assembly officers: treasury, archives = PBA 60, j99jul.4.

The nature and purpose of History from a Bahá'í viewpoint;

the importance of keeping accurate records and archives = LOG #330-3.

8. Theme: Hands of the Cause of God. V: Respect W: WTA (in H135)

Hands of the Cause of God [administration] = H135, j96mar.22.

The life and ministry of the Custodians and the Hands of the Cause of God [history] = H283.

Teacher training – Some activities for lessons. Choose a class to teach. =

= RH3 p.25-30 (memorising, singing, stories.)

(Year 10.)

9. Theme: Other religions. V: Loyalty = PBL 34. W: WOB 172.  
 The Bahá'í attitude to other religions and their followers = SAQ 67, RVG 166-7.  
 The sacred scriptures of Hinduism, = TBG, DSY 19-21.  
 Problems facing the world's religious communities = WOB 172-178.

10. Theme: Bahá'ís in the 'public eye'. V: Loyalty W: GWB CXXXII (RH3 p.38.)  
 The World Congresses 1963, 1992 = j88nov.15 (1911 race)  
 The Bahá'í Faith on SACREs and in schools, taught by non-Bahá'ís etc. = j97mar.7.  
 Teacher training. – lesson plans. =RH3 p.37- (there are 15, look at a few, then choose one to teach, does it need adapting to suit your chosen class of students?)

11. Theme: Spirituality. V: Unity = PBL 58, 7V4'17. W: PHW #44.  
 The human soul = SAQ 217.  
 The soul and immortality = 6E2[uses GWB 156,170-1,266], RH1' 31  
*Coming closer to God* = RVG 56-57  
 [teacher training. – just check ready for teaching next time (use all or part of lesson plan?).]

12. Theme: Personal development. V: Unity W: BWF 284 (wealthy give to poor.)  
 Equality of value of all occupations = BWF 282 (share profits.)  
*Prayer* = MSR 131, RH1'19  
 Teacher training. – optionally teach a class for about 20 minutes (supervised by the class teacher), then do individual research until everyone has finished, then discuss the teaching done.  
 [if more youth want to teach than classes available, some can do it in week 14 or 19 etc. and maybe observe those who do it this week.]

13. Theme: Teaching the Faith;  
 V: Prayerfulness = PBL 54. W: TDP 96.  
 The teaching plans, their history [1986-2000] =  
 = SCP 19-20 (6 & 3 yr.), j96jul.12. (3 yr.), j97jan.6.(4yr.).  
 Proclaiming the Faith = WG 117, UHJ9'7.  
 Enrolling new believers = j86sep.26, LOG #257,265-6.

14. Theme: Bahá'í History. V: Prayerfulness W: SWA #115 (RH3, p.111.)  
 The Bahá'í Dispensation, etc. = H696etc., H308etc.  
 Stories of Bahá'í Martyrs = OSS 36-37(3 men 30-4-81 +photo)  
 Teacher training. – managing the class. = RH3 p.109-116.

15. Theme: Marriage (Parenting). V: Kindness = PBL 33. W:RVG 62.  
 [alternative programme: BPP p.33 Protecting the light of the Spirit.]  
 Teaching social skills to the young = UHJ7'27 (top)  
 Coping with bereavement, disabilities, divorce, etc. = UHJ29 #36,37.  
 Arranging activities, events & programmes in which all members of the family can participate together = BPP 29,30

16. Theme: Service. V: Kindness. W: UHJ13 #10.  
 Youth Year of Service = H164.  
 Stories of sacrifice - in the Faith = FMT 17.  
 The rôle of the Arts, especially: Graphics & Design, Drama, and Literature =  
 = TCC 17-21,23-34.  
 also discuss what service project could be done in week 18.

(Year 10.)

17. Theme: Conservation. V: Service = PBL 39. W: UHJ26'16.  
 Complete the planning for a service project in week 18. It could be about conservation or some other concern of humanity. Include discussion of the following:  
 Conservation of the environments and biodiversity = H351,364,389,427; UHJ26'16.  
 Being an example to others = RVG 115.  
*Relating scripture* to the current concerns of humanity = PWP 14 (top, religious strife)
18. Could all go outside the school this week to perform some service, and take POH to give to people. If not possible, or if time after, study the following:  
 V: Service. W: POH 16 (Bahá'u'lláh quotation.)  
 Carrying out service projects: Service to the environment = RQS 50..  
*Relating scripture* to the current concerns of humanity = POH 14 (III, human rights)
- [If a 4-year rolling programme is being followed, there may be students from years 11 and 13 with this class, in which case they could miss lessons 19 to 23 below, due to exam pressure; this is allowed for by repetition – next year for year 11, or 3 years ago for year 13.]*
19. Theme: The Word of God. V: Cleanliness = PBL 12.W: ESW 131 (PBL 12.)  
 Words =TWG 5-14.  
 The Cause of Creation =TWG 15-24.  
 Teacher training. – more activities for lessons. =RH3 p.30-34 (games & colouring).
20. Theme: The Word of God. V: Cleanliness W: GWB CXXVIII (RH3 p.13.)  
 The Revealed Word of God = TWG 25-34.  
 Powers of the Word of God = TWG 35-44.  
 Teacher training. – more principles. =RH3 p. 13-17
21. Theme: Our response to plans. V: Obedience = PBL 36. W: GWB p.207 (PBL 36.)  
 The Process of Organic Unfoldment = SCP 31-42.  
 The Pattern of Organic Unfoldment =SCP 43-56.  
 Teacher training. – more about managing class. =RH3 p.117-127.
22. Theme: Bahá'u'lláh's Revelation. V: Obedience W: TBF 5 (#17, from UHJ in'71.)  
 The Nature of Bahá'u'lláh's Revelation = SBR 29-38.  
 The Forces of the Revelation = SBR 39-48.  
 Fasting = TBF 4-7.
23. Theme: The Covenants of God. V: Creativity W: GPB 27 (TC 20.)  
 The Covenants of God throughout the history of religion = TC 15-24,GTT 53-55, UHJ23 #5.  
 The Covenant of 'Abdu'l-Bahá = TC 35-46  
 Covenant breaking = TC 71-80, BNE 123-4, PBA 22, LOG #601.
24. Theme: Interacting with people. V: Creativity. W: BWF 121.  
 Regarding the soul of a person rather than their personality, etc. = BWF 121  
 Remaining neutral in a partisan environment = YEB 5.  
 Letting go - leads to something better, a higher state = RVG 313  
 A review of this year, consulting on the programme for next year and, for students continuing next year, preparation topics can be given.

## Year 11.

[A new teacher should be aware that (a) an alternative programme could have started in year 7; if so, it should be continued this year; if not then ignore the alternative programme entries below, & (b) special arrangements must be made for youth. See pages 7 & 8 for details of these.]

**Summary** of the topics covered this year; most of these are themes for a whole lesson or the majority of a lesson.

The teacher training programme for this year is mainly based on the material studied during the regional teacher training days in September 2000, and is one of three topics in 10 of the lessons.

1. Spirituality.
2. The Learned Arm.
3. Marriage.
4. Bahá'í education.
5. Morality.
6. Bahá'í Writings.
7. Administration.
8. The guardianship.
9. Marriage (Parenting).
10. Intellectual approaches.
11. How people relate to God.
12. Early history.
13. Teaching the Faith.
14. Administration.
15. Personal responsibilities.
16. Sacrifice.
17. Service.
18. Service Project.
19. The Word of God, part 1.
20. The Word of God, part 2.
21. Our response to plans, part 1.
22. Bahá'u'lláh's Revelation, part 1.
23. The Covenants of God.
24. Serving the Faith.



1. Theme: spirituality. (facilitator be prepared, since first lesson of the year!).  
 V: Truthfulness = PBL 41. W: UHJ11'17.  
*Meditation* = UHJ11'11[=PT 174-6.], UHJ11'17[25 Jan.'43]  
 Awareness of God and the other realms = LPJ 86  
 Consult on the programme for this year. Don't forget to tell students what will be studied next time so students can do preparation (=homework).
2. Theme: The Learned Arm.  
 V: Truthfulness. W: KIA 176-7 (part of n25, Shoghi Effendi quote)  
 Auxiliary Board Members = H289, LOG #1103.  
 Identifying suitable members [The L. Arm] = LOG #1128.  
 Introduce the programme of teacher training to be followed this year.
3. Theme: Marriage. V: Helpfulness. W: KIA 149.  
 [alternative programme: BMP p.28: A Well-ordered Home.]  
 Family pride and its enhancement = BMP 36  
 Marriage + Being a good marriage partner = BMP 30 + BMP 6  
 Duties and rights of a Bahá'í parent = BHF 28, BMP 17, BPP 17
4. Theme: Bahá'í education.  
 V: Helpfulness W: UHJ7'30 (...education of children...)  
 The vital importance of education and training = ROC 73, UHJ7'29-30.  
 Bahá'í education of children and youth (in general) = j98sept 16, RVG 307.  
 Teacher training.- 1. Making lessons more enjoyable.
5. Theme: Morality. V: Trustworthiness = Th 281, PBL 40. W: KIA K64.  
 Absolute and relative morality = EOA 251.  
 Being strong when surrounded by immorality = LTL 26-7.  
 Remaining moral amidst immorality = LOG #1905.
6. Theme: Bahá'í Writings. V: Trustworthiness =UHJ21. W: GWB CXXXI  
*Learning to read the writings daily* = H583,649, RVG 43.  
*Using the writings effectively* = RH2 (deepening themes).  
 Teacher training. – first observe a class, then discuss what was seen, then continue study programme:- 2. Challenges.
7. Theme: Administration. V: Honour. W: RBC 2-5.  
 How to keep in mind what the administrative system is for = TOM 28-30,43-4.  
 The NSA and its agencies = H175, BNE 167, UHJ5'29-30, RBC, j99nov.4.  
 Confidentiality = j90aug.3, j83aug.19.
8. Theme: The guardianship. V: Honour W: TOM 70.  
 Achievements of Shoghi Effendi = TPP, LOG #1049-51.  
*Preparing devotionals* = UHJ25 #67,70,72,75.  
 Teacher training. – choose a class to teach & a topic to teach them, then continue study programme:- 3. Making classes appropriate.

(Year 11.)

9. Theme: Marriage (Parenting). V: Joyfulness = PBL 50. W: LTL 22.  
 Balancing family and other commitments = BMP 37, MFC 176-8.  
 The idea of the family as a sacred institution to preserve and promote = BMP 13  
 [alternative programme for the above 2 items: BPP p.37 Prayer, etc. in the home.]  
 Overcoming likes/dislikes with love for others = LTL 22-23.
10. Theme: Intellectual approaches. V: Joyfulness. W: PTS 19 (1<sup>st</sup> paragraph)  
 The gifts of the Mind = PTS 42-3.  
 Holistic approaches to everything = PTS 19, SAQ 237.  
 Teacher training. – First study part 5 of the programme:- Lesson planning,  
 then make a plan, for a 20 minute lesson, on the topic chosen in week 8.
11. Theme: How people relate to God. V: Forgiveness. W: SAQ 278.  
 The religious nature of humanity = H507, SAQ 72.  
 The sacred scriptures of Judaism = THB.  
*Personal relationship with God = SAQ 278, RVG 63 (top).*  
 [teacher training. – just check ready for teaching next time]
12. Theme: Early history. V: Forgiveness. W: SWB 18 (1<sup>st</sup> paragraph)  
 The Bábi Dispensation, etc. = H794,829, RTS, SWB 18.  
 Stories of Bábi Martyrs = MH.  
 Teacher training. – optionally teach a class for about 20 minutes(supervised by the class teacher),  
 then do individual research until everyone has finished, then discuss the teaching which  
 has been done. [if more youth want to teach than classes available, some can do it in week 14 or 19 etc.  
 and maybe observe those who do it this week.]
13. Theme: Teaching the Faith. V: Determination. W: UHJ9'19 (31-5-34).  
 The teaching plans, development to the present ( 2000-date.) = TDP 75-107 & recent details.  
 Teaching the Faith = RH6, BNE 77, H552, UHJ9'19, GTT 194etc., UHJ9'12.  
 Conducting firesides = FS 34,77,107,176.
14. Theme: The Administration. V: Determination W: TPP 2 ('Abdu'l-Bahá tablet)  
 The ministry of the Universal House of Justice = UHJ16, TOM 69-70.  
 Assistants to the Auxiliary Board = j97june.16, LOG #1121.  
 Teacher training. – 4. Integration
15. Theme: Personal responsibilities.  
 V: Tolerance. W: UHJ23 #37.  
 Paying Huqúq'u'lláh = j97sept.3, j99sep.19.  
 Obedience to the Covenant = TC 59-70, UHJ23 #37.  
*Getting the best out of the 95 times Allah'u'Abhá = LOG #892.*
16. Theme: Sacrifice; what does this mean today? e.g. if you go on a YOS, what sacrifices will  
 you have to make? To achieve a satisfactory development of every country, what  
 sacrifices will some countries have to make? Also discuss what sort of service project  
 the class can do in week 18.  
 V: Tolerance. W: GWB LXXXV 166-7.  
 Youth Year of Service (YOS) = H345.  
 Sacrifice as a miracle = FMT 27 ("raised from the dead")  
 Social and economic development of the whole world =

= ROC 110, EWC, (BASED-UK) j98feb.5, etc.

(Year 11.)

17. Theme: Service. Complete the planning for a service project in week 18. It should be about some concern of humanity. Include discussion of the following:

V: Humility = Th 150, PBL 14. W: RVG 182.

Service to the Faith = RVG 182.

*Relating scripture* to the current concerns of humanity = WOB 35.

Giving - of money and life = RVG 314 (bottom)

18. Could all go outside the school this week to perform some service, and take WWF to give to people. If not possible, or if time after, study the following:

V: Humility W: ADJ 39 (The Báb quote)

Carrying out service projects: Service in the community = CMI 168.

*Relating scripture* to the current concerns of humanity = WWF 10 (III, darkness of 20<sup>th</sup> century.)

*[Year 11 are likely to be busy revising for GCSE exams during the time that lessons 19 to 23 are scheduled, so plans for these lessons are largely identical to those for year 10. If a 4-year rolling programme is being followed, the same applies to year 13 students taking A-level, whereas any students in years 10 and 12 will just follow lessons 19 to 23 below - and then could miss them next year. ]*

19. Theme: The Word of God. V: Courage = Th 34. W: TOB 93 (TWG 19)  
Words = TWG 5-14.

The Cause of Creation = TWG 15-24.

Teacher training. – more activities for lessons. = RH3 p.30-34 (games & colouring).

20. Theme: The Word of God. V: Courage W: SWA 292 (TWG 39)

The Revealed Word of God = TWG 25-34.

Powers of the Word of God = TWG 35-44..

Teacher training. – more principles. = RH3 p. 13-17

21. Theme: Our response to plans. V: Consideration W: A Wider Horizon 79 (SCP 47)

The Process of Organic Unfoldment = SCP 31-42.

The Pattern of Organic Unfoldment SCP 43-56.

Teacher training. – more about managing class. = RH3 p.117-127.

22. Theme: Bahá'u'lláh's Revelation. V: Consideration W: WOB 114 (SBR 34)

The Nature of Bahá'u'lláh's Revelation = SBR 29-38.

The Forces of the Revelation = SBR 39-48.

The seven deadly sins : lust = RVG 160, KIA K64, UHJ7'3 (bottom).

23. Theme: The Covenants of God.

V: Faithfulness = PBL 29 (Fidelity). W: PDC 117 (SBR 44).

The Covenants of God throughout the history of religion = GTT 53-55, UHJ23 #5.

The Covenant of God = TC 15-24

The Covenant of 'Abdu'l-Bahá = TC 35-46

24. Theme: Serving the Faith. V: Faithfulness. W: SAQ 24.

The brief and the vision [Committees] = j79mar.11, LOG #561.

Concept of Martyrdom:- Spiritual Martyrdom = LTL 17.

A review of this year, consulting on the programme for next year and, for students continuing next year, give topics for next lesson so they can do preparation.

**Year 12.**

[A new teacher should be aware that (a) an alternative programme could have started in year 7; if so, it should be continued this year; if not then ignore the alternative programme entries below, & (b) special arrangements must be made for youth. See pages 7 & 8 for details of these.]

On this page is a **summary** of the topics covered this year; most of these are themes for a whole lesson or the majority of a lesson.

Teacher training programme is traditional this year, appears in 7 of the lessons, normally taking about one third of the lesson time, and is an option (instead of a further service project) in another 3 lessons.

1. Administration.
2. Bahá'u'lláh.
3. Morality.
4. Other people.
5. Teaching the Faith.
6. Bahá'í teachings.
7. Marriage.
8. Proper use of sexuality.
9. Bahá'í history.
10. The Learned Arm.
11. Scripture.
12. Personal problems.
13. Marriage (Parenting).
14. Consolidation.
15. Other religions.
16. Sacrifice.
17. Service.
18. Service Project.
19. The Word of God, part 3.
20. Our response to plans, part 2.
21. Bahá'u'lláh's Revelation, part 2.
22. Youth can Move the World.
23. The Journey of the Soul.
24. Prohibitions.



(Year 12.)

1. Theme: Administration. (facilitator be prepared, since first lesson of the year!).  
 V: Flexibility. W: UHJ27 #6.  
 Voting and Bahá'í elections = UHJ27 #6.  
 The Universal House of Justice and its agencies = UHJ16, j98jul.2.  
 Consult on the programme for this year. Don't forget to announce the topics for next time so students can do preparation (=homework).
  
2. Theme: Bahá'u'lláh. V: Flexibility. W: BNE 87 ('Abdu'l-Bahá quote)  
 Coming closer to Bahá'u'lláh = BNE 87(mediator), SBR 15-28.  
 Stories of Bahá'í Martyrs = SOB #114 (7 in Yazd)  
 Introduce the programme of teacher training to be followed this year.
  
3. Theme: Morality. V: Peacefulness. W: PBL 11.  
 Spiritual dimension of morality = DBE 1-4  
 Moral leadership = j00jan.18-19, TBW96-7'234-6.  
 The source of morality = RVG 153
  
4. Theme: Other people. V: Peacefulness. W: RVG 333 (bottom)  
 Interacting with others: purposes & manner = FS 114.  
 Eschewing the company of the ungodly = RVG 333.  
 Teacher training.- curriculum, syllabus, lesson plans; how developed in the past.
  
5. Theme: Teaching the Faith.  
 V: Caring. W: PET #48. ('93 Ridvan message from UHJ.)  
 The process of Entry by Troops = PET pp.10-16, #48, j96oct.20..  
 The plans as stages in the establishment of the New World Order = TOM 61-3.  
 Arranging firesides, public meetings = FS 38,88,108,196.
  
6. Bahá'í teachings. V: Caring W: UHJ7'26 (Nat.Cur.p.2)  
 Universality, collective salvation = WOB 35-41  
 Profit-sharing = ECO 122.  
 Teacher training. – first observe a class, then discuss what was seen, then study some of the UK national curriculum.
  
7. Theme: Marriage. V: Orderliness. W: KIA 8 (top).  
 [alternative programme: BMP p.34 Bahá'í Marriage and Service.]  
 Choosing a partner for life + Courtship and preparation for marriage = BPP 49,50+FHS 21-6.  
 Keeping the balance of integration and independence = LOG #772.  
 Marriage = BMP 32
  
8. Theme: Proper use of sexuality. V: Orderliness W: UHJ24 #31  
 Remaining chaste in a promiscuous environment = LTL 44-6, UHJ24 #31,39.  
 Homosexuality = j97jan 2.  
 Teacher training. – Firstly continue study programme:- material available, including 'O God guide me', IHSP and E. Secondly choose a class to teach & a topic to teach them, from any of the 3 sets of material provided.

9. Theme: Bahá'í history. V: Excellence = UHJ13. W: SWB 24.  
 The Life and Ministry of 'Abdu'l-Bahá, = H341  
 The end of the Heroic Age, etc. = H318  
 The history of the Bahá'í Faith in the U.K. = H837, j98oct.12.
10. Theme: The Learned Arm. V: Excellence W: TC 74 #2 (UHJ letter'75)  
 Being appointed. = LOG #1106.  
 Human resource development skills = LOG #1118  
 Teacher training. - making a plan, for a 20 minute lesson, on the topic chosen in week 8, using any of the 3 sets of material provided..
11. Theme: Scripture.  
 V: Honesty = PBL 31. W: TWG 61 (WG 87-88).  
 A survey of religious expression in prehistoric and ancient times = SAQ 270  
*Relating to the Word of God* = TWG 25.  
 The relationship of Bahá'í scripture to other scripture.,(apart from the Bible & the Qur'an) =  
 = *TPB 64 (Zoroastrianism), 87 (Taoist), 100 (Hindu).*  
 [teacher training. – just check ready for teaching next time]
12. Theme: Personal problems. V: Honesty W: ESW 23 (PBL 31)  
 Concept of Martyrdom:- Physical Martyrdom = RVG 324.  
 Coping with bereavement, disabilities, divorce, etc. = j98oct.19, CMI 90.  
 Teacher training. – optionally teach a class for about 20 minutes(supervised by the class teacher), then do individual research until everyone has finished, then discuss the teaching which has been done. [if more youth want to teach than classes available, some can do it in week 14 or 19 etc. and maybe observe those who do it this week.]
13. Theme: Marriage (Parenting).  
 V: Tact. W: KIA 150 up to i.  
 [alternative programme: BPP p.41 Literature in the home.]  
 Marriage laws = EOC 75, PFL 61.  
 Family decision-making = BPP 22-24  
 Encouragement and reward + Training and punishment = BPP 18 + BPP 26.
14. Theme: Consolidation. V: Tact W: LOG #1106  
 Consolidating the Faith. = LOG #2006-12.  
 Deepening of fellow adults. = RH7 (becoming a tutor.)  
 Teacher training. – studying a traditional syllabus.
15. Theme: Other religions.  
 V: Generosity = PBL 30. W: TC 17 (3 references to GWB.)  
 Other religious ideologies = WMB 1-5 (primitive), 145-6 (Sikhs) & 147-8 (Jains)  
 Zoroaster, Zoroastrians & The sacred scriptures of Zoroastrianism =  
 = WMB 148-50 (Parsees), SZ  
 The relationship of Bahá'í scripture to other scripture.,(apart from the Bible & the Qur'an)=  
 = *PDC 79 (re: Zoroastrianism.)*
16. Theme: Sacrifice. We often have to make sacrifices to be of service to people. Discuss what sort of service project the class can do in week 18.  
 V: Generosity. W: KIA n56 (Shoghi Effendi quote)  
 Youth Year of Service = j96jan.8.  
 Concept of Martyrdom:- Spiritual Martyrdom = LTL 16

Willing – to forgo status & public praise, to accomplish task = RVG 319

(Year 12.)

17. Theme: Service. Complete the planning for a service project in week 18. It should be about some concern of humanity. Include discussion of the following:

V: Detachment = Th 51. W: KIA K30.

Care of the sick, elderly and very young = H357.

Avoiding pigeon-holing / categorising people - seeing everyone afresh = ORP 18-21.

Giving public talks = H655, UHJ9'21.

18. Could all go outside the school this week to perform some service, If not possible, or if time after, study the following:

V: Detachment W: PTS 177 (top)

Carrying out service projects: Service in the community = CMI 118.

Working - to earn the things you want in life = BWF 375 (livelihood)

[If a 4-year rolling programme is being followed, there may be students from years 11 and 13 with this class, in which case they could miss lessons 19 to 23 below, due to exam pressure; this is allowed for by repetition – next year for year 11, or 3 years ago for year 13.]

19. Theme: The Word of God. V: Trust W: TWG 49 #3 (Gather...)

Using the Revealed Word = TWG 45-56

Avoiding Pitfalls = TWG 57-66

Option of more teacher training or another service project.

[teacher training could be spread over 3 weeks, whereas service project could take place in week 21 and the 2 items there brought forward to weeks 19 & 20.]

20. Theme: Our response to plans. V: Trust W: SCP 63 #24

Vision and Systematic Planning = SCP 57-66

Characteristics of Mature Action = SCP 79-90

Option of more teacher training or another service project.

21. Theme: Bahá'u'lláh's Revelation. V: Mercy = PBL 36. W: ADJ 85 (SBR 68 #12)

A New Race of Men = SBR 63-72

The Kingdom of God on Earth = SBR 73-82

Option of more teacher training or another service project.

22. Theme: Youth can Move the World. V: Mercy W: ESW 29 (PBL 36)

What the youth can do for the Faith. = YMW

How the youth could prepare themselves to serve the Cause. = YMW

*Learning to deepen effectively* = RH2 (deepening themes).

23. Theme: The Journey of the Soul. V: Modesty = PBL 16. W: BNE 227 (1904)

Part 1 = JOS.

Part 2 = JOS.

Conducting funerals, arranging marriage ceremonies = LOG #1294-6,660-4, PSO 39

(ALSO IN 8#8).

24. Theme: Prohibitions. V: Modesty. W: TOB 24.

Shunning vices (prostitution) = KIA n36, n77, 6E7[uses ADJ 24(chaste & holy life), PHW #76] .

NO Asceticism, Monasticism , Begging , Priesthood & Confession = ½6E8, LOG #410.  
[also in 9.1]

A review of this year, consulting on the programme for next year and, for students continuing next year, topics can be given for next lesson so that they can do preparation.

### **Year 13.**

[A new teacher should be aware that (a) an alternative programme could have started in year 7; if so, it should be continued this year; if not then ignore the alternative programme entries below, & (b) special arrangements must be made for youth. See pages 7 & 8 for details of these.]

On this page is a **summary** of the topics covered this year; most of these are themes for a whole lesson or the majority of a lesson.

Teacher training this year is mostly following the 12 hour programme prepared by the Training Institute for Scotland in 2000, plus practical observing and teaching of other classes; it appears in 7 of the lessons, normally taking about one third of the lesson time, and is an option (instead of a further service project) in another 3 lessons.

1. Spirituality.
2. The individual.
3. Marriage.
4. The community at large.
5. Bahá'í administration.
6. Moral decisions.
7. History.
8. God's kingdom on earth.
9. The Covenant.
10. Associate with spiritual people.
11. Voting in the Bahá'í Faith.
12. Socialising.
13. Other religions.
14. Bahá'ís and the world of humanity.
15. Laws.
16. Sacrifice.
17. Service.
18. Service Project.
19. The Word of God, part 3.
20. Our response to plans, part 2.
21. Bahá'u'lláh's Revelation, part 2.
22. Youth can Move the World.
23. The Journey of the Soul.
24. Relationships with people.

(Year 13.)

1. Theme: Spirituality. (facilitator be prepared, since first lesson of the year!).  
 V: Purposefulness. W: SAQ 187.  
 The human soul = SAQ 218.  
 The nature of spirituality = SAQ 187.  
 Consult on the programme for this year. Don't forget to tell students what will be studied next time so students can do preparation (=homework).
  
2. Theme: The individual. V: Purposefulness. W: KIA n7.  
 Living alone = LOG #1958.  
*Getting the best out of the obligatory prayers = H474,482, PSO 9.*  
 Teacher training. Give introduction and start the study of the first part:  
 1. What we are trying to achieve.
  
3. Theme: Marriage. V: Assertiveness. W: KIA 152.  
 [alternative programme: BPP p.45 Equality of the sexes.]  
 Being a good marriage partner = BMP 8  
 Child rearing + Duties and rights of a Bahá'í parent = BPP 34,36,42., TBE 114 + BPP 20,34  
 Resolving difficulties and disputes = BMP 12,20-27, BPP 35, RVG 142
  
4. Theme: The community at large. V: Assertiveness W: UHJ8'24 #4 (It becometh...)  
*Community worship = UHJ8'24.*  
 Publicity and contact with the media = UHJ28 #1,45.  
 Teacher training.- 2. Spiritual Preparation. (sections a and b.)
  
5. Theme: Bahá'í administration. V: Compassion = PBL 26. W: KIA n3.  
 The nature of divine institutions, etc. = TOM 23-5,37-9, LOG #1102.  
 The institutions of the Bahá'í World Centre = SED 92-93, LOG #1087.  
 Counselling and leadership skills [The Learned Arm] = LOG 1116.
  
6. Theme: Moral decisions. V: Compassion W: GWB XXVII, p.65 (Upon...)  
 How to make moral decisions = TYE 106- , CMI 18.  
 The test of the true believer = BWF 395-6  
 Teacher training. – first observe a class, then discuss what was seen, then study: 2. Spiritual Preparation. (sections c to f.)
  
7. Theme: History. V: Thankfulness = PBL 57. W: LOG #1048.  
 The Life and Ministry of Shoghi Effendi, = TPP  
 The beginning of the Formative Age, etc. = H246, TOM 77-9.  
 Erroneous histories of the Faith and how to deal with them = TOM 53-4.
  
8. Theme: God's kingdom on earth. V: Thankfulness W: UHJ7'45 (The subjects...)  
 The establishment of God's kingdom on earth = BNE 226.  
 Prison reform = SAQ 250-252.  
 Teacher training. – Firstly continue study programme:- 3. What are we to teach?  
 Secondly choose a class to teach & a topic to teach them.

9. Theme: The Covenant, & how it helps us deal with problems regarding the Faith.  
 V: Steadfastness = PBL 57. W: UHJ23 #15.  
*The Covenant of Bahá'u'lláh = H748, TOM 17-19, UHJ23 #15.*  
 Defending the Faith against attack - from within and without = UHJ22 #97-101.  
 The relationship of what we do in the administrative system to the Covenant = TOM 31-2.
10. Theme: Associate with spiritual people. V: Steadfastness W: SWA 111.4  
 Avoiding secularism = ORP 13.  
 Eschewing the company of the ungodly = RVG 330 (top)<sup>[last part PHW #3]</sup>, RVG 331 (top)  
 Teacher training. – First continue the study programme:- 4. Achieving a Bahá'í Ethos. Then start preparing a plan, for a 20 minute lesson, for teaching in week 12.
11. Theme: Voting in the Bahá'í Faith.  
 V: Justice = PBL 32. W: UHJ27 #18.  
 Voting rights and their loss = PBA 65-67.  
 Voting, elections and conventions = PBA 61-65.  
 Conducting unit conventions, being a teller or delegate = PBA 69-72.
12. Theme: Socialising. V: Justice W: UHJ7'71 (Discipline...)  
 The socialising of the young: importance and methods = SIC 1-7.  
 Human beings as social creatures = CMI 30  
 Teacher training. – optionally teach a class for about 20 minutes (supervised by the class teacher), then do individual research until all finished, when discuss teaching done. [if more youth want to teach than classes available, some can do it in week 14 or 19 etc. and maybe observe those who do it this week.]
13. Theme: Other religions.  
 V: Reverence. W: SWB 60.  
 Non-religious ideologies = SAQ 260-1, TBW95-6'203-4.  
 The sacred scriptures of Islam = TK, DSY 69-72.  
*The relationship of Bahá'í scripture to other classical or seminal writings of humanity = WSC 214-6, TYE 196-*
14. Theme: Bahá'ís and the world of humanity. V: Reverence W: PHW #56  
 Parallel events in Bahá'í and world history = j98sept.12, H43  
*The relationship of Bahá'í scripture to other authoritative writings of humanity = TPB 22-3 (1953), 44-6 (1982).*  
 Teacher training. – 5. Drawing up lesson plans, section a: deriving lessons from the national curriculum.
15. Theme: Laws, for which we need to refer to the Bahá'í Writings.  
 V: Love = PBL 33. W: KIA 8-9.  
 Laws as liberation, As basis of a new civilisation = LTL 40-41.  
 Burial laws, Making a will = KIA K109, Q69.  
*Learning to study the Writings = RH1'7.*
16. Theme: Sacrifice. [ should enter into our plans for service.]  
 V: Love. W: TDP 105.  
 Willingness - to forgo personal pleasures, physical desires, = RVG 316  
 Altruism and the greater good = LPJ 64  
 Personal goals or plans to enhance the spirit of sacrifice = EOC 71

Also discuss what sort of service project the class can do in week 18.

(Year 13.)

17. Theme: Service. Complete the planning for a service project in week 18. It could be Service to a Bahá'í Institution or to a Bahá'í individual. Include discussion of the following:

V: Self-discipline W: LOG #406.

Carrying out service projects: Service to Bahá'í Institutions or to Bahá'í individuals =  
= RVG 186 (bottom), LOG #418.

Care of pets, animals, plants, nature and the environment = H58

Conversing at non-Bahá'í functions = H744, UHJ9'15.

18. Could all go outside the school this week to perform some service, If not possible, or if time after, study the following: V: Self-discipline W: BNE 69 (To be a Bahá'í...)

Carrying out service projects: Service to the environment = CMI 180.

Arranging *prayer meetings, deepenings* = UHJ8'25.

[Year 13 are likely to be busy revising for A-level exams during the time that lessons 19 to 23 are scheduled. Plans for these lessons are largely identical to those for year 12. If a 4-year rolling programme is being followed, the same applies to year 11 students taking GCSE, whereas any students in years 10 and 12 will just follow lessons 19 to 23 below - and then could miss them next year.]

19. Theme: The Word of God. V: Idealism W: TOB 188 (TWG 62)

Using the Revealed Word = TWG 45-56

Avoiding Pitfalls = TWG 57-66

Option of more teacher training or another service project.

[teacher training could be spread over 3 weeks, whereas service project could take place in week 21 and the 2 items there brought forward to weeks 19 & 20.]

20. Theme: Our response to plans. V: Idealism W: SCP 73 #18

Vision and Systematic Planning = SCP 57-66

Characteristics of Mature Action = SCP 79-90

Option of more teacher training or another service project.

21. Theme: Bahá'u'lláh's Revelation. V: Reliability W: SWA 310 (SBR 77 #7)

A New Race of Men = SBR 63-72

The Kingdom of God on Earth = SBR 73-82

Option of more teacher training or another service project.

22. Theme: Youth can Move the World. V: Reliability W: LTL 17 (Oct.26)

What the youth can do for the Faith. = YMW

How the youth could prepare themselves to serve the Cause. = YMW

*Learning to deepen effectively* = RH2 (*deepening themes*).

23. Theme: The Journey of the Soul. V: Gentleness W: PSO 58.

Part 1 = JOS.

Part 2 = JOS.

Conducting funerals, arranging marriage ceremonies = LOG #1294-6,660-4, PSO 39

(ALSO IN 8#8).

24. Relationships with people. V: Gentleness. W: RVG 128.

Putting oneself in the place of others = RVG 128

Facilitating training institute courses = GTI.

A review of year, and consult on the programme for next year. [although, for year 13 students, this is their last year, they may have ideas which will be helpful for other students.] If a rolling programme is

being used, then (for students continuing next year) topics can be given for the next lesson so that they can do preparation.

## **Supporting material**

While this syllabus was being written, a lot of supporting material was produced, which most teachers will probably only need to refer to occasionally, if at all. This supporting material is in a sub-folder and includes:

1. Alphabetical index of items,
2. Alternative programme for marriage & parenting,
3. Lists of items for each strand of the national curriculum, and
4. Technical details (mainly how the syllabus was derived from the curriculum, with tables of strand coverage, virtues used, and a summary of the sources of the quotes from the Bahá'í Writings selected for balanced coverage).

## **Lesson plans**

The lesson plans will be added to, when time permits, until each lesson has at least a skeleton plan, including handout(s) where possible. The aim is to complete this task by September 2005, with lesson plans being produced in time for teachers to use (in schools which decide to implement this syllabus in 3-year rolling programmes) from September 2002 onwards.

During 2001/2 the plans for years N1,1,4,7,10 have been produced and most of these have been evaluated at the author's school.

During 2002/3 plans for N2,2,5,8,11 will be similarly produced and tested, with the aim of making them available by September 2003.

Likewise during 2003/4 for 0,3,6,9,12 & during 2004/5 for year 13.

It will not be practical to make these available in printed form in the foreseeable future. It is expected that, especially for the student handouts, teachers will often want to edit the contents before printing them.

Later, they might be amended in the light of feedback from teachers who have used them.