

Supporting material for syllabus *Light Upon Light*

## Technical details

Based on experience at Ferraby Bahá'í School, where numbers of students attending have normally led to there being five classes for an age range from just over 2 years old to about 18 years old, years of the syllabus (except the last four) are arranged with 3 year rolling programmes, i.e. repetitions of items are usually at least 3 years apart. Teachers of classes with 2 or 4 year rolling programmes should find no difficulty in using this syllabus. The lesson plans which follow it, however, are likely to be aimed at having 3 years per class, and may need some adjustment to suit other arrangements.

Some assumptions must be made in order to divide up the detailed contents of the strands of the National Bahá'í Curriculum into 16 separate years. For this syllabus it is assumed that a school has three terms of ten weeks, but that one week each term is a special day (e.g. near to a Holy Day) when teaching does not take place, and a total of one week each term (maybe in two or more parts) is taken up with revision and tests etc., thus eight weeks of teaching is assumed in each term. Also it is expected that, whereas it is important for very young children to have a start at formal education, the amount retained before the age of five will be minimal, so everything taught in years N1, N2 & 0 (probably taught together in one class) will be repeated later and is not counted in the following calculation.

With (3 terms times 8 =) 24 lessons per year, for 13 years, we have 312 lessons altogether. Since the Curriculum states that each AT (Attainment Target) should have equal weight, we need 104 lessons per AT. There being four strands in both AT1 and AT3, the average for those eight strands will be 26 lesson-equivalents; but the average for each strand of AT2 will only need 17½ lesson-equivalents, since there are six of them. (By a lesson-equivalent, we mean the time taken for a lesson, which may sometimes be all on one day, but is more likely to be spread over several days, and on each day the material will be mixed with some from another strand.) When work started on the syllabus, the items in the national curriculum were considered carefully. It was clear that a greater amount of time should be spent on some than on others. At first a complicated system was planned, stating what percentage of a lesson was to be used for each item. Further investigation showed that a combination of two simple factors would produce just as good a result, so this was then adopted. Firstly the number of items in both of strands 1c and 1d was about two-thirds of the other strands, so these were both weighted by 1½. Secondly a new numbering system was devised within the national curriculum, where the items deserving more time have more than one number. It was considered that every item should be taught at least twice (at different levels of understanding according to age), and repeating three times for strands 1c and 1d would give the 1½ weighting desired. The resulting number of sub-items was then adjusted slightly so that there were three times as many sub-items as lessons required. At first it was thought to have three sub-items per lesson throughout, but it was subsequently considered that 'devotional-type' items should be spread more thinly and others could have like treatment; thus in many lessons there are four sub-items to be given time in the ratio 2:2:1:1. As work progressed, some changes were considered necessary; in particular the items in Table 1 were added.

Table 1

Strand	New items.	Strand	New items.	Strand	New items.
1a	Pilgrimage	2a	Rules	3a	<i>How to meditate</i>
1b	Having a fear of God, Moral leadership	2b	Love Unity of mankind		Teaching in Bahá'í Community Schools
1d	Serving Bahá'í Community Schools		Equality of MEN United Nations, Agenda 21.	3c	Teaching the masses.
		2c	Pilgrimage.		
		2d	Making & keeping promises The Covenant of 'Abdu'l-Bahá		

However, the numbering system could not easily be changed, since it was already in the alphabetical index. Hence in some strands the new numbers themselves have been given various weightings, particularly for strands 1b, 2b, 2c and 3b. The final result is that more emphasis is given: in AT1 to 1a and 1b, in AT2 to 2b and 2c, and in AT3 to 3a and 3b. A spreadsheet was used to monitor the coverage as things changed during the development.

References were first entered into the strand items in Section 6; this allowed the progression from early years upwards to be arranged and, with the cross-referencing, similar items to be covered in a reasonable manner. When most items had a reference, these were then copied into the syllabus for each year. The priority for lessons in years 1 to 9 having less than two items with references then became clear, and further references for these were found. References for some items were not easy to find in the time available, so there are a few which have only a slight relevance to the item. In a very few cases, mainly when allocating spare E lesson plans to early years, an additional item has been added to a lesson, leaving an item without a reference. It is possible that better/additional references will be found for these as the lesson plans are produced over the next four years. The plan to cover the National Bahá'í Curriculum was made first, then the references (including E lesson plans) were allocated. This means that the E lesson plans are not normally used in sequence, so the plans will often need adapting (e.g. revision of previous lesson is not sensible if that lesson is not scheduled until later!). Thus it may be helpful to refer to the following table, which shows the usage of Enlighten lessons. [Note: Table entries consist of year number in syllabus followed by a '#', then by the lesson number(s) within that year.]

Table 2

book lesson	P	K	1	2	3	4	5	6
1	N1#1	N2#1,1#1	2#24	1#3	---	6#3	6#15	4#17
2	N1#2	0#1	0#4	3#8	---	7#4,16	4#5	10#11
3	N1#4	0#10,1#6	1#5	5#2,9#2	---	9#23	5#14	8#17
4	N1#11	N1#17,N2#11	1#9	2#1	4#7	7#17	3#11	9#7
5	N2#21	N2#15	4#11	5#4	4#8	5#22	7#8	8#13
6	N1#19,21	N1#10	1#18	1#10	5#5	4#22	3#20	4#21,9#4
7	N1#3,N2#17	N2#9	6#1	N2#3	5#23	6#21	4#6	12#3
8	N1#5	0#8,9	N1#24	N2#24	6#7	7#10	8#7	9#1,12#24
9	N1#20,22	0#14	1#16	2#20	6#9	6#10,22	7#23	6#24
10	N2#20,22	N2#2	7#19	1#1,23	7#11	6#13	8#1	7#1
11	0#18,23	N2#8	3#3	1#22	7#15	3#12	8#3	7#2
12	N1#18	N1#9	3#6	8#24	6#20	7#7	9#3	7#3
13	0#2	0#5,6	1#8	3#1	4#23	9#9	9#5	5#18
14	N1#23	N1#13	3#7	4#20	1#15,17	4#3	---	8#2
15	N2#7	N2#4	4#19	3#21	5#19	5#1	6#16	7#21
16	N1#8	N2#5	2#5	3#22	3#14	6#8	3#24	6#17
17	0#15	N2#10	---	5#15	3#6,19	8#5	4#1	8#21,6#14
18	N1#12,15	0#12	0#16,17	2#8	3#17,23	2#7	5#16	9#19,4#9
19	N2#6,0#22	0#19	1#7	N2#14	5#7,13	5#9	7#5	6#3
20	N1#7	0#3	N1#6,16	8#18	5#12	6#5	9#16	6#19
21	N2#13	0#20	N2#16	4#10	9#13	3#10	4#14	7#24
22	0#11,24	2#3,2#16	1#19	3#18	2#2,8#8	2#14	4#15	7#13
23	0#7	N2#23	1#14	2#10,13	3#4	1#6	5#11	6#23
24	N2#19	N2#18,0#21	2#22	0#13	N1#14	4#13	7#22	9#14

A suggestion for which virtue will be studied in each lesson is given, but this is fairly arbitrary and is the first point of flexibility in this syllabus. It is based on the Virtues Guide, (those not in the Guide will be the subject of a document to be produced later) and with 12 virtues for each year (experience has shown that it is best to introduce a virtue in one lesson and complete its study in the next), those in the Guide will mostly be dealt with three times at different levels of understanding according to age. (See Table 8 at the end of this section for details of which lessons each virtue is used in.)

Table 3 shows the coverage of the national curriculum for the early years, which are not included in the main spreadsheet.

Table 3

Strand	Lesson numbers for each year			Total Lessons
	Year N1	Year N2	Year 0	
1a	#2, #12	#1, #11, #15	#1, #7	7
1b	½#10	#2, #10	#13, ½#20, ½#24	4½
1c	#18, #22	#8, #22	½#16, ½#22	5
1d	#3	#17	½#12	2½
2a	#1, #5, #19	#3, #7	½#8, #10	6½
2b	#13, #23, ½#14	#23, #21	#2, #15, ½#19, ½#22	7½
2c	#4, ½#10, #11, #20	#5, ½#9, #13, #20	½#4, ½#8, ½#9, #11, ½#12, ½ #14, #18, ½#19, ½#20.	12½
2d	#16, #17	#16	#5, ½#4	4½
2f	#24	#14	½#9, ½#16, ½#17	3½
3a	#7, #21	#19, #6	#3, ½#14	5½
3b	#8, ½#14	½#4	#2, #23	3
3c	#9, #15	½#4, ½#9, #24	#6, ½#24	5½
3d	#6	#12, #18	½#17, #21	4½

### Notes about Table 3

- 1 Strand 2e is not appropriate at these ages, students are too young for discussion of the implications of sacred scriptures, but some actual Bahá'í Writings will be used in every lesson.
- 2 The lesson titles show a reasonable spread over the other strands, but this does not give the whole picture. A greater emphasis on the central Figures, with lots of stories, is appropriate at this age. Where halves are indicated, this is because a lesson plan listed is about a central Figure rather than about the lesson title. A lesson for the early years will no doubt cover more than one strand, but the details will depend very much on the students and the teacher, so no attempt is made here to be more specific. Although many activities will take place in a lesson, not a lot will be remembered at this age, so the lesson title gives the teacher something to focus on, keep coming back to in the lesson, and revise in future lessons.

The next table shows the coverage of the national curriculum for years 1 to 13, and was extracted from the spreadsheet used to prepare the draft syllabus. Following use of lesson plans during 2001/2 and evaluation, the number of items in most lessons for years 1 to 3 has been reduced by one; this has been done in a careful manner such that a balance between attainment targets and strands has been maintained – the old and new number of lesson-equivalents for each Attainment Target in each year is in this table:

Table 4

Year	Old AT1	New AT1	Old AT2	New AT2	Old AT3	New AT3
1	21	21	24	28	27	23
2	22	24	22	25	28	23
3	20	26	24	23	28	23
TOTAL	63	71	70	76	83	69

Table 5

Strand	Number of sub-items, for each strand, for each of the 13 years													No. of mentions in National Curriculum	
	1	2	3	4	5	6	7	8	9	10	11	12	13	Virtues	Writings
1a	6	6	5	5	4	5	4	3.5	3.5	6	5	5	5	17	
1b	5	6	4.5	5	5	5	4.5	5	5	5	5	5	5	14	
1c	4	4	4.5	4.5	5	5	5	5	5	4	5	4	5	5	
1d	6	6	6	6	7	6	6	5.5	6	6.5	6.5	6.5	6.5	2	
2a	3	3	2.5	3.5	3	3	3	3	3	3	3	3	3	2	8
2b	6	5.5	5	6	6	6	6.5	6.5	6.5	5	5	5	5		
2c	5	4	6	5	5	5	6	6	6	6	6	6	6		
2d	4	3.5	4.5	4	4	4	4	4	4	5	5	5	5		4
2e	2	2	2	2	2	2	2	2	2	2.5	2.5	2.5	2.5		13
2f	4	4	4	4	4	4	4	4	4	4	3	4	4		
3a	9	9	9	9	8	8	8	8	8	8	8	8	8	5	
3b	7	7	8.5	6.5	7	7	7	7	7	6	6	6	6		
3c	6	7	5.5	6.5	7	7	6	6	6	7	7	7	6	2	
3d	5	5	5	5	5	4.5	6	6	6	4	5	5	5		

**Notes about the Table 5**

- 1 Emphasis on some of the strands changes as students get older.
- 2 For each year there are three sub-items per lesson, so the total of each of columns 1 to 13 should be 72. In the complete spreadsheet the virtues and Writings mentioned in the national curriculum are given appropriate weightings before being added to the sub-item total for each strand, which is itself weighted. The total number of lesson-equivalents for each AT is 104 when about 10% of the time is spent on virtues and about 5% of the time is spent on the Writings. When 15% of the time is spent on virtues instead of 10%, the numbers of lesson-equivalents are 111 for AT1, 100 for AT2 and 101 for AT3, which is quite acceptable – indeed some people would argue that this is preferable, hence the suggestion that the teacher should spend between 10% and 15% of the time on virtues.
- 3 For the Bahá'í Writings component to cover the items in the national curriculum, i.e.,

(Strand 2a) The Kitáb-i-Aqdas, Other tablets and writings of Bahá'u'lláh,  
Writings of 'Abdu'l-Bahá, Writings of Shoghi Effendi,  
The Universal House of Justice,

(Strand 2d) The sources of the Covenant,  
The source of the plans in the Tablets of the Divine Plan,

(Strand 2e) The writings of the Báb, The writings of Bahá'u'lláh,  
The writings and pronouncements of 'Abdu'l-Bahá,  
The writings of Shoghi Effendi,  
The messages & pronouncements of the Universal House of Justice,

there are a total of 384 quotations, 24 in each of the 16 years. Of the 312 in years 1 to 13, which are all different,

35 are about laws (mostly by Bahá'u'lláh, but some others), and of the rest,  
73 are by Bahá'u'lláh, 70 are by 'Abdu'l-Bahá, 43 are by Shoghi Effendi, 39 are by the Universal House of Justice, 11 are about the Covenant, 11 are about teaching plans (mainly from Tablets of the Divine Plan), and 30 are by the Báb.

The quotations in each of the eight groups above are more or less evenly distributed over years 1 to 13, as shown in Table 6 below, which shows the lesson numbers for each group for each year.

Year	1	2	3	4	5	6	7	8	9	10	11	12	13
Laws	9 10 21	2 3 7	14	1 4	7 8 9 11		6 11 14	9 22	4 9 10 14 24	3 12	3 5	7 13 16 17	2 3 5 15
Bahá'u'lláh	1 13 16 18 20	1 4 5 9 13 19	1 4 8 20 24	5 11 15 17 20 23 24	5 15 17 20 23	5 7 8 13 16 20 21	9 10 13 15 17 22	8 13 16 21 23	16 19 20	10 11 15 18 19 20 21 24	6 8 16 17 19	4 12 19 21 22 24	6 14 19 23 24
'Abdu'l-Bahá	3 5 8 11 12 15 17 23	4 8 12 16 17 21	6 11 12 18	2 8 12 18 22	3 6 13 21	4 6 11 12 14 17	5 8 23	1 4 11 14 18 24	5 6 8 11 23 14 16	2 6 7 8 14 16	4 10 11 14 20 24	2 6 18 23	1 4 8 10 18 21
Shoghi Effendi	4 24	15 23	3 13 19 22 23	4 9 19 21	2 16 24	10 15 24	4 16 18 24	6 15 20	2 12 22	1 9	1 9 22 23	3 8 14 20	12 17 20 22
UHJ	2 6 22	10 18 24	5 9 15 21	3 7 10	4 10 22	1 18 23	12 19 20 21	3 12 17	1 15 18	5 17 22	7 21	1 10 11	7 11
Covenant	19		7		14	22	3	10	21	23	15	5	9
TDP		22	17	16	19	9		2	7	13	13	15	16
The Báb	7 14	6 11 20	2 10 16	3 6	1 12 18	2 3 19	1 2 7	5 7 19	3 13 17	4	12 18	9	13

The 72 quotations for years N1, N2 & 0 follow a different pattern. There are repetitions within each year and across the years, and smaller extracts are specifically given for memorisation, sometimes building up a complete prayer over several lessons. Groups and lesson numbers are shown in Table 7 below.

Year	N1	N2	0
Prayers by Bahá'u'lláh	12, 15	6, 13, 20-24	8, 9, 13
Hidden words of Bahá'u'lláh	2, 6, 16	2, 4, 9, 19	1, 5, 10, 14, 19
Other Writings of Bahá'u'lláh	3, 9, 13, 14, 19	3, 12, 14, 17	4, 11, 16
Prayers by 'Abdu'l-Bahá	1, 5, 7, 20-24	7, 16	15, 20-24
Writings of 'Abdu'l-Bahá	8, 10, 17	8, 10, 11, 15	2, 6, 12, 18
Prayers by the Báb	4, 11, 18	1, 5, 18	3, 7, 17

## Virtues

Virtues in the syllabus are listed in Table 8 below, together with the lessons in which they appear.

There are 104 altogether, the first 52 (in columns 1 and start of 2) are titles in the Virtues Guide. Of the next 52, some are from the Curriculum, some from the "Thoughts..." textbook and others from the text of the Virtues Guide. All those in the curriculum are marked with a '\*', but note that it was not intended for study to be restricted to these, since the curriculum says, "etc.".

**Table 8**

Friendliness,	N1#9	1#1	9#17	Generosity	0#5	3#23	12#15	Sincerity,	6#19
Responsibility,		1#3	9#19	Detachment*		4#1	12#17	Forbearance,	7#3
Patience*	N2#13	1#5	9#21	Trust,	0#1	4#3	12#19	Restraint*	7#5
Moderation,	N1#15	1#7	9#23	Mercy,		4#5	12#21	Quietness,	7#7
Enthusiasm,	N1#19	1#9	10#1	Modesty*		4#7	12#23	Endurance*	7#9
Confidence	N1#23	1#11	10#3	Purposefulness	0#21	4#9	13#1	Carefulness,	7#11
Courtesy*	N1#5	1#13	10#5	Assertiveness	0#15	4#11	13#3	Fairness,	7#13
Respect,	N1#11	1#15	10#7	Compassion*	0#23	4#13	13#5	Graciousness,	7#15
Loyalty,	N2#3	1#17	10#9	Thankfulness,	0#7	4#15	13#7	Remembrance*	7#17
Unity,	N1#3	1#19	10#11	Steadfastness,		4#17	13#9	Predictability,	7#19
Prayerfulness*	N1#1	1#21	10#13	Justice,	0#9	4#19	13#11	Sensitivity,	7#21
Kindness*	N1#7	1#23	10#15	Reverence*	0#3	4#21	13#13	Tenderness	7#23
Service*	N1#3	2#1	10#17	Love	0#19	4#23	13#15	Other worldliness*	8#1
Cleanliness*	N2#11	2#3	10#19	Self-discipline,		5#1	13#17	Zealousness,	8#3
Obedience*	N2#7	2#5	10#21	Idealism,		5#3	13#19	Optimism,	8#5
Creativity,	N2#5	2#7	10#23	Reliability,		5#5	13#21	Independence,	8#7
Truthfulness*	N1#17	2#9	11#1	Gentleness	0#11	5#7	13#23	Bravery,	8#9
Helpfulness	N2#17	2#11	11#3	-----				Trueness,	8#11
Trustworthiness*		2#13	11#5	Meditativeness*		5#9		Praiseworthiness,	8#13
Honour*	N2#1	2#15	11#7	Hospitality*		5#11		Adaptability,	8#15
Joyfulness,	N2#15	2#17	11#9	Sacrifice*		5#13		Supportiveness,	8#17
Forgiveness*	N2#9	2#19	11#11	Integrity*		5#15		Uprightness,	8#19
Determination,		2#21	11#13	Radiance,*		5#17		Concentration,	8#21
Tolerance		2#23	11#15	Acquiescence*		5#19		Receptivity	8#23
Humility,		3#1	11#17	Dignity*		5#21		Affection,	9#1
Courage*		3#3	11#19	Selflessness*		5#23		Focus,	9#3
Consideration,	N2#21	3#5	11#21	Contentment*		6#1		Knowingness,	9#5
Faithfulness,	N1#21	3#7	11#23	Wisdom,		6#3		Understanding,	9#7
Flexibility,	N2#1	3#9	12#1	Cheerfulness,		6#5		Resolution,	9#9
Peacefulness	N2#23	3#11	12#3	Calmness,		6#7		Balance,	9#11
Caring,		3#13	12#5	Happiness,		6#9		Harmony,	9#13
Orderliness,	0#17	3#15	12#7	Purity,		6#11		Chastity.	9#15
Excellence,		3#17	12#9	Sharing*		6#13		Well-behavedness,	7#1
Honesty*	0#13	3#19	12#11	Co-operation,		6#15		Thoughtfulness	6#21
Tact,		3#21	12#13	Gratitude,		6#17		Tranquillity	6#23