

Set 2: Adhering to the Laws of God

Lesson 4 – The Nature of God’s Commandments:

A. Reciting and memorising prayers:

Learn from “O my God!...” to “...Thy law.”

reveal (e.g. curtains), commandments (elicit examples from the children, e.g. prayer), abide (e.g. forward reference to the people who stay inside the stronghold) and possibly law (e.g. traffic lights/gavel) will need explanation/concrete examples, as will, “Who are God’s servants?”, “What is God’s great purpose?” and what it looks like to follow God’s commandments (images of traffic lights, a traffic jam and free-flowing traffic work well for this).

The children can draw a symbol for each phrase of the prayer they have learnt so far.

<https://soundcloud.com/su-ellis/unite-the-hearts-1?in=su-ellis/sets/grade-2-set-2>
<https://soundcloud.com/emily-foye/unite-the-hearts?in=su-ellis/sets/grade-2-set-2>
<https://soundcloud.com/bahai-blog/unity-prayer-the-cocker-brothers?in=su-ellis/sets/grade-2>

Reggae Style: <https://www.youtube.com/watch?v=UW6JGCxido0>

B. Memorising quotations:

i) Intro:

Can use a lego/cardboard (or similar) model or a picture of a fortress with paper people both inside and outside the fortress. Ask concept-checking questions of the children about the strength of the fortress and the safety of the people.

Pictures of a bird with mud/sludge on its wings and another one of a bird soaring can also be useful.

A jar full of clear honey.

Have a picture of ‘Abdu’l-Baha smiling & a mirror.

ii) Presentation of Quote:

Written within a castle frame.

iii) Concrete examples: stronghold, safe and secure, perish

Using the castle, place some paper people outside and others inside the castle.

Introduce a storm and get all the children to blow. The people inside the stronghold are safe and secure, yet those outside get blown away and perish.

A second example of perish which links to Set 1 is a plant that people have forgotten to water.

iv) Memorisation:

Collaborative acting of the quote:

- * All the children stand as individuals and point at themselves for '*O Son of Being!*';
- * Pairs of children make a heart shape for '*My love*'; (or the whole group forms a circle and transforms it into a heart)
- * The pairs stand back and put up their hands above their shoulders to represent the crenellations of the fortress for '*is My stronghold*' (or the group faces out and raises their hands);
- * The children form a square/circle facing inwards, smile and fold their arms for '*he that entereth therein is safe and secure*' (or some represent the castle and others seek refuge inside);
- * The children turn outwards for '*and he that turneth away*';
- * They wander away in different directions and flop down for '*shall surely stray and perish*'.

<https://soundcloud.com/larrymagee/04-my-love-is-my-stronghold?>

<https://soundcloud.com/bahai-blog/love-is-my-stronghold-jordan-raj>

C. Songs

"We are the People of Baha" (<https://songs.ruhi.org/>) (Firmly we walk the path of God)

"I want to be happy" (<https://songs.ruhi.org/>)

D. Story

Have the children act the story out together in pairs or make it into a puppet show. Add in the character of the cook (and other courtiers and kitchen staff) to extend it so that the whole group can do it together. A cabbage puppet and a dish of cooked cabbage puppet can also be used.

E. Drama

1. Squares
 2. Stretching
 3. "What are you doing?" (link 'Freeze' to the concept of a command)
 4. Praiseworthy actions scenarios (could be linked to 'God's purpose')
- Could return to acting out the quote to review it as the final portion of the drama.

Can also play the traffic light game: Green means children can move freely around the space, Orange means they move slowly and Red means they stop. Discuss how road rules are there to keep everyone safe just like when we follow God's commandments.

Pics of a crazy traffic jam and free-flowing traffic help the children to remember the concepts. Can start by asking what is happening in each picture and why.

F. Drawing

Get the children to make a lego fortress, or draw or collage one with happy safe people inside.

Make a cardboard fortress of construction paper or craft corrugated cardboard. Or use one of these to make a 3D crenellated heart. On the outside can be written the first part of the quote: 'O son of spirit! My love is my stronghold...' and on the inside can be written the second part of the quote: '...he that entereth therein is safe and secure.'

The children could also make some small people to occupy the castle if they finish early (and experiment with blowing on them when they are inside and outside).

Another option is to make a fortress card that opens with the quote written inside, or to make a layered cardboard collage.

G. Review

Quote 1:

<https://soundcloud.com/su-ellis/o-friend-in-the-garden>

<https://soundcloud.com/larrymagee/03-the-rose-of-love-sung-by?in=su-ellis/sets/grade-2-set-2>

Image prompts to elicit quote. Can be linked back to the introduction and to the praiseworthy actions drama exercise.

Quote 2:

<https://soundcloud.com/larrymagee/09-humble-thyself-sung-by?in=su-ellis/sets/grade-2-set-2>

Can be linked back to concepts in the story.

H. Closing Prayers

Use the picture of smiling 'Abdu'l-Bahá to remind the children that this life is for joy and that prayer is one of the commandments of God to bring sweetness and joy to our hearts.

Lesson 5 - Why We Obey the Laws of God:

B. Reciting and memorising prayers:

Learn from "Help them..." to "...serve Thee."

Endeavour and grant will need explanation/concrete examples.

The children can draw a symbol for each phrase of the prayer they have learnt this week.

<https://soundcloud.com/su-ellis/unite-the-hearts-1?in=su-ellis/sets/grade-2-set-2>

C. Memorising quotations:

i) Intro to the spiritual concept:

* Twin images of a path over deep water/a swamp – one darkened, and one light or with lights.

* Show the children the dark path, explain that they haven't been this way before and ask if they would feel safe crossing the swamp in the darkness.

* Show the lighter path and ask the questions again. Explain that God's laws are like they lights that show us the way in this world – they give us a clear path to follow and thus keep us safe and secure.

Show a picture of 'Abdu'l-Bahá on Haparsim St. when explaining how He demonstrated obedience to God in His actions.

ii) Presentation of Quote:

Written between strings of lights, or with stars above and the earth below.

Phases can also be written on strips of card and these can be placed along a path with fairy lights on each side guiding the way.

Parts of the quote can be blu-tacked on the wall in a darkened hallway or similar. The children enter the hallway with a torch (to guide them) to find the sections of the quote.

iii) Concrete examples: address, observe, commandments

address – could have a picture of 'Abdu'l-Baha in the West speaking to (addressing) a crowd. When 'Abdu'l-Baha travelled to the West, He spoke to many large groups of people. As He addressed them, He spoke to them of many of the wonderful Teachings of Baha'u'llah for this Day.

observe – We follow (observe) the road rules when we cross the road. Which road rules do we need to observe when we are crossing the road to keep ourselves safe?

commandments – One of the laws of God is to pray each day to bring joy to our hearts and strengthen them. This is one of the many wonderful commandments of God.

iv) Memorisation:

One child walks the path at a time, and the others stand along each side. As the children progress along the path, they read out each phrase they pass over. The children along the sides demonstrate mutual support by also reading each phrase. The sections of the quote can be written on a jigsaw that the children do together (and have one each in an envelope to take home and practice).

D. Songs

'Where there is love' <https://soundcloud.com/veronifalahifirouzi/where-there-is-love-kc2014>

'Leave All Thought of Self' <https://soundcloud.com/jtdubss/leave-all-thought-of-self?in=su-ellis/sets/grade-2>

'Rely upon God' <https://soundcloud.com/bahai-blog/rely-upon-god-sabria-efe-rafael-maarten>

'Path of Thy love' <https://soundcloud.com/jtdubss/isgp-qld-2018-path-of-thy-love>

E. Story

The classroom can be set up with labels (& perhaps pictures, e.g. of the sea gate of Akka) around the room for each location in the story, and the children and teacher move to each location as the story unfolds, i.e. Haji Muhammad's shop, the port, the ship, Jeddah. As lots of anticipation questions as the story is told. The children can use simple actions or facial expressions linked to events as the story progresses.

F. Drama

1. Squares & stretching
2. Arm circles
3. Collaborative shapes
4. The passengers on the ship in the storm (seated or standing)
5. Assured like Hají Muhammad on the ship in the storm.

Supplementary Games:

- * Lighthouse & Ships
- * Blindfold Maze (either paper & pencil or real life)

G. Drawing

* The children can make glass jar lamps with coloured tissue paper or cellophane patterns glued on the outside and a tealight candle blu-tacked inside.

* Alternatively, they could make paper lanterns, or draw/collage/make a 3D lighthouse.

* Draw Haji Muhammad and the other passenger on the ship in the storm – focusing on the facial expressions.

* Make a collage or a 3D ship on a stormy sea. Make an origami boat.

* Extension craft: The children could make costumes based on historical pictures before acting out the story.

Play *'Rely upon God', 'O God, my God, my Beloved!'* or similar, or a playlist around this theme in the background during the art period.

H. Review

Quote 1: Contentment

<https://soundcloud.com/larrymagee/15-the-source-of-all-glory?in=su-ellis/sets/grade-2-set-2>

Can be linked to the contentment Haji Muhammad felt despite the perils and uncertainty of the journey.

Quote 2: Trustworthiness

<https://soundcloud.com/larrymagee/19-trustworthiness-is-the?in=su-ellis/sets/grade-2-set-2>

Can be linked to how trustworthy Haji Muhammad was in discharging the task set for him.

Can show a portal leading into a fortress to help link the concepts.

I. Closing Prayers

Review one of the songs and encourage the children to feel the sense of trust in God and His protection like Haji Muhammad during the closing prayer.

Lesson 6 – What are some laws & how can we adhere to them?

A. Reciting and memorising prayers:

Learn from "O God! Leave them not..." to "...and their Lord."

The children can draw a symbol for each phrase of the prayer they have learnt this week.

<https://soundcloud.com/su-ellis/unite-the-hearts-1?in=su-ellis/sets/grade-2-set-2>

D. Memorising quotations:

i) Intro:

The teacher can have a beautifully decorated gift box, and have pictures or phrases inside related to each of the commandments inside that they draw out as they are discussed. This will help reinforce the idea that God's commandments are given to us out of His love and mercy.

A photo of 'Abdu'l-Bahá with some children would be useful for the second part of the introduction.

ii) Presentation of Quote:

Each phrase could be written on the step of a staircase/ladder, or along a path with a new sun above each part representing each new day.

iii) Concrete examples: neglect

Could refer back to the plant that the owners neglected to water. (Krista's plant)
A second example could involve a child who neglected to do their homework.

iv) Memorisation:

Actions work well with this quote.

E. Songs

'Kam Kam' (<https://songs.ruhi.org/>)

'Strive That Day By Day' <http://bahai-song-project.de/strive-that-day-by-day/>

'Strive' <https://soundcloud.com/su-ellis/strive?in=su-ellis/sets/grade-2-set-2>

'Looking for Good' (<https://songs.ruhi.org/>)

F. Story

The illustrated storybook pictures could be cut out and glued on individual cards, or a picture of a large white bird such as a heron can be used. The children might like to clap or slap their knees with each shot Haji Muhammad made.

Questions such as 'Did this make Haji Muhammad happy at the time?', 'Did it help him learn to be a better person?' and 'Did it help him to have a happier life in the end?' can help the children see how situations that feel difficult at the time can actually be of benefit to us.

G. Drama

1. Squares & stretching
2. Body communication exercise
3. Driver & buses
4. Going to the market – the two paths

H. Drawing

A picture related to one of the commandments from the introduction or of the child choosing the correct path and the mother happily greeting them home from the market.

The children can also make an origami gift box and put the printed sample commandments/symbols of the commandments inside it.

I. Review

Quote 1: Steadfastness

Have a picture of Bahiyyih Khanum available and remind the children of how steadfast she was. Link back to the story and how Haji Muhammad decided he would be steadfast from that time forward.

Can be revised with actions.

Quote 2: Faithfulness

Link back to the drama exercise with the child who was faithful to their mother's instructions returning home by the shortest path.

The children can draw and cut out a superhero cape or T-shirt or similar and write the quote around the edge of it. This can be glued onto a cardboard person with a smiling face.

<https://soundcloud.com/larrymagee/22-happy-is-the-faithful-one?in=su-ellis/sets/grade-2-set-2>

J. Closing Prayers

If there is time, revisit the song for the lesson.

Remind the children that as we pray, we ask God to guide us on our path and to become more able to follow His teachings and reflect His light a little more each day.

Other Songs for Set 2:

An evolving playlist for this set: <https://soundcloud.com/su-ellis/sets/grade-2-set-2>

'Speak No Evil' - <https://soundcloud.com/jtdubss/speak-no-evil>

Other Ideas for Set 2:

This set lends itself to playing games involving commands, lights/beacons and avoiding hazards, such as 'Lighthouse and Ships'.