

SUMMER SCHOOL LESSON PLANS: CHILDREN'S CLASSES, JUNIOR YOUTH & FAMILY STUDY

Welcome to the 2021 Colorado East Baha'i School! We invite you to join our collective study in your children's class or Junior Youth group! The focus of this program is exploring (a) race amity and (b) 'Abdu'l-Baha's example of race amity while in America. The program mirrors the adult materials and all are encouraged to discuss the stories and reflect on your learnings as a family.

Stories: Each week includes a story of 'Abdu'l-Baha and his race amity work in America. You are also encouraged to bring other stories of the Master into your group.

Format:

- Each week includes a prayer, song, quote, story, art, and other games/activities.
- Look for the age level suggestions:
Pre-K/Kindergarten | Early Elementary | Late Elementary | Junior Youth
 You may skip over activities and questions that are not relevant for your age levels, or you may choose to use & modify them to best meet your group's needs.
- You may not have time to complete all activities in each lesson - this is okay! Please choose what works best for your group.
- Not all groups will be able to complete all 4 weeks before the September 25th celebration - this is okay! We encourage you to do what you can, keeping in mind the importance of participation in the share-back activity. We encourage you to work on share-back ideas/art each week.

Share-back: We invite your group to prepare a short (1-5 minute) video or live presentation to share a story of 'Abdu'l-Baha, a quote you learned, or other lesson insights. The nature of this sharing can take many forms, be creative!

- Drama, story-telling, music and the visual arts are encouraged. See week 4 for more ideas.
- Consider signing up for the Celebration day on Sept. 25th! This is an opportunity to share your art, story, drama, music, and/or learnings with all School participants via a "community visit".
 - You may gather in-person and join the virtual program, or you may join virtual-only.
 - Pre-recorded videos are encouraged. Please email a link to download your video presentation to: coloradoeast@nbs.usbnc.org.

Craft Supply List:

Every week: Colored paper Scissors Glue Crayons/markers/colored pencils
 Week 1: Desserts from other cultures to sample Ingredients & supplies to make chosen recipe
 Diverse Desserts printout Recipe printout
 Week 2: Change Maker quiz printouts Garden template printouts
 Week 3: Honesty Spot printouts (for younger children) Glass jars Mod Podge glue Tissue paper
 Tea light candles (battery ones are best)

WEEK ONE

PRAYER: "O my God! O my God! Unite the hearts of Thy servants, and reveal to them Thy great purpose. May they follow Thy commandments and abide in Thy law. Help them, O God, in their endeavor, and grant them strength to serve Thee. O God! Leave them not to themselves, but guide their steps by the light of Thy knowledge, and cheer their hearts by Thy love. Verily, Thou art their Helper and their Lord." (*Baha'u'llah*)

MUSIC: [Unite](#) (5:16)

QUOTE: Read the excerpt below.

Junior Youth

"...Whatever the immediate outcome of contemporary events, you need not be deterred, for you are cognizant of the "long and thorny road, beset with pitfalls" described by the Guardian that still lies ahead. Your commitment to tread this road with determination and insight, drawing upon what you have learned in recent years about translating Bahá'u'lláh's teachings into reality, will have to be sustained until the time, anticipated by Shoghi Effendi, when you will have contributed your decisive share to the eradication of racial prejudice from the fabric of your nation." (*Universal House of Justice 22 July 2020 message to the United States*)

Pre-K/Kindergarten | Early Elementary | Late Elementary

"...the power to transform the world is effected by love, love originating from the relationship with the divine, love ablaze among members of a community, love extended without restriction to every human being." (*Universal House of Justice 22 July 2020 message to the United States*)

STORY & DISCUSSION:

Pre-K/Kindergarten | Early Elementary – Watch [The Black Rose](#) (6:40)

- How do you think the boys felt before and after meeting 'Abdu'l-Baha?
- How did 'Abdu'l-Baha show love to the boy who was different?
- What are actions that show love to a friend? A family member? Someone you do not know?
- Share a time you helped someone feel welcome or loved.

Late Elementary | Junior Youth – Watch [The Memorable Dinner](#) (timestamp 8:08 to 16:16)

[Also see a written version.](#)

- Why did Louis Gregory try to slip away?
- How did 'Abdu'l-Baha work to correct an injustice at the dinner?
- Can you think of a time you saw or noticed an insensitive or unjust thought or action? What could you have done to make a positive impact?
- Can you think of a time you saw positive words or actions change a situation? What impact did it have on those involved or those watching?

GAME: All Ages Animal Guess Who

- Teacher chooses a [digital photo from this document](#).
- Zoom in on the photo before sharing the screen (an in-person group can use a laptop or tablet).
- Guess what the animal is! Gradually zoom out of the photo while children continue to guess.
- Once you know the answer - think about your first guesses. Why did you guess that? Did we judge what it was before knowing? What clues did we find to get the right answer?

ACTIVITY OPTION: All Ages Diverse Desserts!

[Read & discuss the worksheet together](#) in your circle or virtually on screen.

In-person class option: Bring some foods or snacks from around the world for kids to try.

Discussion:

Pre-Kindergarten | Early Elementary

- Have you tried any of the treats on this page? What were they like?
- What is your favorite food or your favorite dessert? Why?
- Have you ever tried food from another country? What was it? Did you like it?

Late Elementary | Junior Youth

- Have you tried any of the treats on this page? What were they like?
- What is your favorite food or your favorite dessert? Why?
- Why is food an important part of someone's culture?
- What foods are part of your family's culture? Have you shared these with friends and if so, what did they think?
- How can food help us build unity in our communities?

Food Fun! All Ages

In-person class:

- Make a simple recipe together (ideas below). (Note: Check for allergies/dietary restrictions.)
- Make sure everyone has a job to do.
- Discuss how preparing and enjoying food together builds unity.
- *Alternate Option (great for younger kids):* Make a crafty fruit salad using [this printout](#). Discuss how preparing and enjoying food together builds unity.

Virtual class:

- Choose a recipe and ingredient list & instructions to parents in advance.
- *Option A:* Make the recipe together over Zoom. Make sure children will have appropriate parent supervision during this portion. Discuss how preparing and enjoying food together builds unity.
- *Option B:* Make a virtual fruit salad using [this printout](#). Discuss how preparing and enjoying food together builds unity.

Recipe ideas:

[Guacamole](#)

[Almond butter and apple wraps](#)

[No-bake energy bites](#)

[Fruit pizza](#)

[Flatbread pizza](#)

OPTIONAL CRAFT: All Ages Unite the Hearts

- Draw two heart outlines on paper, one inside the other. Cut out both lines to get an open heart.
- Repeat in different sizes and colors.
- Intertwine two or more hearts together by cutting through one heart, allowing them to wrap around each other.
- Glue or tape your creation on paper, add additional decorations.
- Add the quote “Unite the hearts of Thy servants.”

Don't forget to take photos and [share with the Summer School team!](#)



WEEK TWO

PRAYER: “I am, O my God, but a tiny seed which Thou hast sown in the soil of Thy love, and caused to spring forth by the hand of Thy bounty.” (*Baha’u’llah*)

[Musical version here](#) (4:07)

MUSIC: [Power to Change the World](#) (2:25) and/or [The Photograph](#) (5:23)

QUOTE: Late Elementary | Junior Youth Read the excerpt below.

“A tremendous effort is required by both races if their outlook, their manners, and conduct are to reflect, in this darkened age, the spirit and teachings of the Faith of Bahá’u’lláh,” [The Guardian] stated. “Let neither think that the solution of so vast a problem is a matter that exclusively concerns the other. Let neither think that such a problem can either easily or immediately be resolved.” “Each one should endeavor to develop and assist the other toward mutual advancement,” ‘Abdu’l-Bahá explained. “Love and unity will be fostered between you, thereby bringing about the oneness of mankind.” (*Universal House of Justice 22 July 2020 message to the United States*)

STORY & DISCUSSION: [Watch the video of ‘Abdu’l-Baha’s time in Colorado](#) (6:24)

Pre-K/Kindergarten | Early Elementary Use timestamp 0:00 to 2:05 if you need to shorten the story.

All Ages Discussion

- Did you know that ‘Abdu’l-Baha visited our state? What year was he here? Do you know what month?
- Invite students to share their favorite part of the video.
- Imagine how it would have been to travel by train in those days.
- What question would you have asked ‘Abdu’l-Baha if you were a reporter then?

STORY: Pre-K/Kindergarten | Early Elementary

[I Am One](#) (Read-along book) (2:33)

QUIZ: Late Elementary | Junior Youth [Are You a Change Maker?](#)

[Print a copy](#) for each student, or show on screen. Give students time to complete the quiz on their own, or read the questions together.

- Were you surprised by any of the questions or answers?
- What are some real life situations where you can be a change maker?
- What would you do to be a change maker in these scenarios?
 - A new student joins your class at school. They do not know anyone and may feel left out.
 - A friend says something negative about someone from another race or culture.
 - The newest song or movie you and your friends love has lyrics or a scene that may be prejudiced.

CRAFT: All Ages Garden of Change

In-person - [Print out this garden template](#) for each student.

Pre-K/Kindergarten | Early Elementary

- Start with the grass (page 1). Discuss: How does this garden look? How would it be if our gardens were all the same?
- Everyone create their garden. Use the printouts or draw your own, be creative!
- Share your creations with each other. Discuss how the gardens are the same & different.

Late Elementary | Junior Youth

- Start with the grass (page 1). Discuss: How does this garden look? How would it be if our gardens were all the same?
- Add **only one** (1) item to your picture (use clipart, draw, etc.)
- Pass the papers to the left - now add one item to that picture. Continue passing the papers and adding to them, until the group agrees the gardens are finished.
- Share the creations and discuss:
 - How are the gardens the same? Different?
 - How did they come to be? (eg. through collaboration, making small changes, etc.)
 - What role does a gardener play? How does this relate to our work towards unity?
 - Discuss how we can all make small changes yet see a bigger impact when there is unity.



Virtual All Ages

- Teacher [shares page 1](#) of the garden on the screen. Discuss: How does this garden look? How would it be if our gardens were all the same?
- Activate the “[annotation](#)” feature in Zoom. Students take turns each adding one item to the garden (by drawing on the screen).
- Discussion:
 - How did the garden come to be? (eg. through collaboration, making small changes, etc.)
 - What role does a gardener play? How does this relate to our work towards unity?
 - Discuss how we can all make small changes yet see a bigger impact when there is unity.

Don't forget to take photos and [share with the Summer School team!](#)

WEEK THREE

QUOTE: “Truthfulness is the foundation of all the virtues of mankind. Without truthfulness, progress and success in all of the worlds are impossible for a soul. When this holy attribute is established in man, all the other divine qualities will also become realized. Let the light of truth and honesty shine from your faces so that all may know that your word, in business or pleasure, is a word to trust and be sure of. Forget self and work for the whole.” (*‘Abdu’l-Baha*)

MUSIC: [Truthfulness \(Red Grammer version\)](#) (1:03) and/or [Truthfulness is the Foundation](#) (in Swahili) (2:34)

QUOTE Late Elementary | Junior Youth Read the excerpt below:

“Racism is a profound deviation from the standard of true morality. It deprives a portion of humanity of the opportunity to cultivate and express the full range of their capability and to live a meaningful and flourishing life, while blighting the progress of the rest of humankind. It cannot be rooted out by contest and conflict. It must be supplanted by the establishment of just relationships among individuals, communities, and institutions of society that will uplift all and will not designate anyone as “other”.

(Universal House of Justice 22 July 2020 message to the United States)

STORY & DISCUSSION: All Ages [The Dinner](#) (*timestamp 1:48 – 3:58*).

Pre-K/Kindergarten | Early Elementary

- How might you have felt if you weren’t included in the first dinner?
- What did ‘Abdu’l-Baha do when he saw that his friends of color were not included in the dinner?
- How do you think his friends felt after the second dinner?

Late Elementary | Junior Youth

- How might you have felt if you weren’t included in the first dinner?
- What did ‘Abdu’l-Baha do when he saw that his friends of color were not included in the dinner?
- How can this story inspire ideas on how to remedy unjust situations you might come across today?

GAME All Ages **Two Truths and a Wish**

- In this game, each person will share 3 things about themselves - 2 are true, and 1 is a wish.
- On your turn, share 2 truths and 1 wish. Everyone else guesses which is the wish.
- Discuss:
 - Was it easy or hard to figure out which statements were true? How did you discover the truth?
 - How can lies lead to misunderstandings or stereotypes?
 - What are some examples of prejudice or stereotypes about a race or culture that we see?
 - What can help us discover the truth about these?

STORY: [Pre-K/Kindergarten](#) | [Early Elementary](#)

A Little Spot of Honesty read-along story (5:59)

Following the story, discuss as you make this craft:

- [Print this file](#) for each student.
- Color the page then cut out the pieces.
- Create an accordion fold for each arm & leg piece.
- Glue arms & legs to the body and share your Spot friend with the group.

CRAFT: [All Ages](#) **The Lighthouse**

Read this Quote: “The light of truth kindled in your hearts will shine out to the distant horizon!”
(‘Abdu’l-Bahá)

- Each student needs a jar (with or without lid)
- Using Mod Podge glue (or similar), add tissue paper pieces to the jar (layer of glue, place paper on top, then add another layer of glue over the paper).
- Work in layers of paper until you like the result. Finish with a thin layer of glue over all tissue paper. Let dry.
- Add a tea light candle (or battery-operated one) inside.



Discussion:

[Pre-K/Kindergarten](#) | [Early Elementary](#)

- How do lighthouses help guide sailors?
- What does having “the light of truth” in our hearts look like?
- How can we share the light of truth to help others?

[Late Elementary](#) | [Junior Youth](#)

- How do lighthouses help guide sailors?
- What does having “the light of truth” in our hearts look like?
- How is telling the truth like a light or lighthouse? (e.g., The truth can help us see clearly what’s happening. It’s easier to see obstacles we need to overcome with the light of truth.)
- Why do you think it is important to talk about racism and prejudice, even if it’s challenging? What virtues can help?
- How can you be respectful when people share their truth & experience with racism and prejudice?

Don't forget to take photos and [share with the Summer School team!](#)

WEEK FOUR

QUOTE: "O SON OF SPIRIT! The best beloved of all things in My sight is Justice; turn not away therefrom if thou desirest Me, and neglect it not that I may confide in thee. By its aid thou shalt see with thine own eyes and not through the eyes of others, and shalt know of thine own knowledge and not through the knowledge of thy neighbor. Ponder this in thy heart; how it behooveth thee to be. Verily justice is My gift to thee and the sign of My loving-kindness. Set it then before thine eyes." (*Bahá'u'lláh*)

MUSIC: [Where There is Love \(2:56\)](#)

QUOTE Junior Youth - Read the excerpt below:

“Ultimately, the power to transform the world is effected by love, love originating from the relationship with the divine, love ablaze among members of a community, love extended without restriction to every human being. This divine love, ignited by the Word of God, is disseminated by enkindled souls through intimate conversations that create new susceptibilities in human hearts, open minds to moral persuasion, and loosen the hold of biased norms and social systems so that they can gradually take on a new form in keeping with the requirements of humanity’s age of maturity. You are channels for this divine love; let it flow through you to all who cross your path. Infuse it into every neighborhood and social space in which you move to build capacity to canalize the society-building power of Bahá’u’lláh’s Revelation. There can be no rest until the destined outcome is achieved.” (*Universal House of Justice 22 July 2020 message to the United States*)

STORY: [Pre-K/Kindergarten](#) | [Early Elementary](#)

[How Do We Embrace Unity? \(2:01\)](#)

SHARE-BACK [All Ages](#)

We invite your group to create art to share what you have learned this month.

- Review together the stories of ‘Abdu’l-Baha learned in previous weeks. Which most inspired you? Which story would you like to tell?
- Plan together how to tell the story using the arts. Some examples:
 - Tell the story while showing photos, artwork, or a storybook.
 - Re-tell a story one line at a time (each person recites the next piece of the story).
 - Create & perform a short skit or drama of a story. *Drama reminder: Manifestations of God and the Master are not to be directly portrayed on stage.*
 - Narrate a story while creating a living statue showing the scene.
 - Compose a song, rap or spoken word based on a story or quote.
 - Create an art piece showing the story or quote.
 - Create a skit showing racial injustices and how to use ‘Abdu'l-Baha's example to correct them.

- Create it, practice, and record it on video if you can (or send photos).
- We invite you to also present your creation(s) live (virtual and/or in person) during our Sept 25th celebration by signing up for a “Community Visit” slot. You could also share at an upcoming Feast or Cluster Reflection Meeting!
- Please send videos & photos by September 23rd to coloradoeast@nbs.usbnc.org.