# **Disposition:** Creating Unity and Harmony

## **Lesson:** Three

### **Question/LO:** How do followers of the Baha’i faith seek to restore unity and harmony?

| **Dimension of learning** | **Activities** | **Resources** |
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| Learning about religious traditions and non-religious world-views  *Explore the beliefs and practices of one or more religious traditions (RT’s) of choice.* | Recap on previous lesson and how hard it is to sometimes create unity and harmony.    *Several of the religious traditions found in Birmingham consider unity and harmony to be very important. We suggest that users of this route teach from the Baha’i tradition.*  *For those teachers who are less familiar with Baha’i faith, see resource ‘The Story of Faith’.*    Watch the video. It shows a Baha’i 19 Day Feast where the faith community gathers with an emphasis on unity and harmony.  Discuss with the children what it is that Baha’is believe.  **Bahá’í** – Bahá’í s believe that humanity is afflicted by the disease of disunity which brings inequality, injustice, pollution etc. They believe we need to work towards an understanding of interdependence of all things and in unity and diversity. Unity does not mean the same. Unity in diversity is when the uniqueness of each individual contributes to the complete value of the whole.  Watch the video. At a Baha’i youth event, we meet Victoria and Collis who explain the importance to the Baha’i’s of bringing peace and unity to the world.  Display the following quotation:  ***“An orchard full of trees is a delight. So is a plantation planted with many species of shrubs. It is just the diversity and variety that creates its charm; each flower, each tree, each fruit, besides being beautiful in itself, brings out by contrast the qualities of the others and shows to advantage the special loveliness of each and all. Thus it should be among children of men”*** Bahá’u’lláh.  Discuss the meaning of the quotation. | One chart ‘Baha’i Story of Faith will have downloaded into the same folder as this lesson plan. These will help teachers who are less familiar with the Baha’i faith.  KS2\_Y6\_Unit\_03\_Aut\_Wk\_03\_of\_03\_R123\_Resource\_Bahá’í\_Story\_of\_  Faith\_v1  A Video: Baha’I : Unity the 19 day feast will have downloaded into the dame folder as this lesson plan.  KS2\_Y6\_Unit\_03\_Aut\_Wk\_03\_of\_  03\_R123\_Video\_Baha’i\_v1  A video ‘Creating unity and harmony’ will have downloaded into the same folder as this lesson plan.  KS2\_Y6\_Unit\_03\_Aut\_Wk\_03\_of\_03\_R123\_Video\_Creating\_unity\_and\_Harmony\_v1.doc |
| Learning from faith and non-religious world-views | Closing Activity  In groups children to complete “Inside the Circle”. Try to engineer this so that each group is made up of a mixture of children from different faiths or backgrounds.  Give each group a sheet of flipchart paper and a pen. Tell the groups to draw a large circle on the paper. Inside the circle they should write down four things that the whole group has in common. Outside the circle they should write something that is unique to each member, see below for an example. Feed back to the whole group. What a unique class!  **“The diversity in the human family should be the cause of love and harmony, as it is in music where many different notes blend together in the making of a perfect chord.”** Abdu’l-Bahá  Question:  Must everyone be the same to be able to get along?  How do I deal with difference / conflict? | A resource, “Inside the Circle”, will have downloaded into the same folder as this lesson plan.  KS2\_Y6\_Unit\_03\_Aut\_Wk\_03\_of\_03\_R123\_Resource\_Inside\_The\_Circle\_v1 |
| Learning to discern | Does following a faith, or a non-religious world view put an end to conflict or disagreements?  If a group want harmony, what happened to people who disagree?  Is the majority always right?  Are the people who speak the loudest always right? | n/a |