Animators of Junior Youth Groups

Detailed Outline of Book 5

12/22/2009
# Unit 1 – Reflecting on what kind of young people that the Writings of the Faith suggest them to be.

<table>
<thead>
<tr>
<th>Section 1: What results do I hope for?</th>
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<tbody>
<tr>
<td>- What will motivate the Junior Youths?</td>
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<td>- Attitude towards learning</td>
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<td>- Conduct</td>
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<td>- Implications of a pure and chaste life</td>
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<td>- Willpower/Resolve</td>
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<tr>
<th>Section 2: Characteristics of a Bahá’í Youth I</th>
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<tr>
<td>- Spiritual Powers</td>
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<td>- Crush the forces of evil and ignorance</td>
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<td>- Unfurl the standard of Fellowship and Guidance</td>
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<th>Section 3: Characteristics of a Bahá’í Youth II</th>
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<tr>
<td>- Prime of life is a special time for service</td>
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<td>- Service of the youth indispensible</td>
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<td>- Characteristics that make youth specifically suited for service</td>
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<tr>
<th>Section 4: Spiritual Maturity and Capacity</th>
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<tr>
<td>- Aspects of Faith</td>
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<th>Section 5: Service of the Youth</th>
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<td>- Family versus work</td>
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<td>- Education versus service to humanity</td>
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<td>- Intellectual development versus development of spiritual qualities</td>
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<td>- Material life versus spiritual life</td>
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<th>Section 6: Preparation in the context of Service</th>
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<td>- Integrated versus Fragmented view of Life</td>
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<th>Section 7: Twofold Purpose</th>
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- Acquire the gemlike qualities that “lie hidden within the mine of their true and inmost selves”
- Contribution to the creation of a world civilization as envisioned by Bahá’u’lláh

**Section 9  Acquisition of Spiritual Qualities**

- Truthfulness, sincerity and trustworthiness
- Forbearance and kindliness
- Wisdom
- Resignation and submissiveness to the Will of God
- Principle aim is to contribute to the betterment of the world
- Role of faith, prayer and divine assistance

**Section 10  The link between Individual and Social Transformation**

- Society and the individual
- View of life and attitudes nurtured by our environment
  - Home
  - School
  - Peer group
  - Media
  - Entertainment
  - Community life

**Section 11  The Nature of Change**

- Bahá’u’lláhs vision versus statements that are considered praiseworthy in the world as it is today

**Section 12  Heroes of the Time of The Báb**

- Motivation to engage in the spiritual contest
- Resemblance of that spiritual contest today

**Section 13  Significant Role of the Youth**

**Section 14  Challenges today for the Youth**
Unit 2 – To explore the immense potentialities of junior youths.

Section 1: The Junior Youths
- Special needs of this special group
- Characteristics of such programs

Section 2: Period of Transition from Childhood to Youth
- Faculty of observations
- Intellectual capacities
- Limitations of childhood

Section 3: Few Years before age of 15 of particular significance

Section 4: Rising Awareness can be channeled in two opposite directions – the insistent self.
- Self-sacrifice
- Self-realization
- Self-discovery
- Insisting self asserting itself

Section 5: Our True Self

Section 6: Consequences of Indulging in Self

Section 7: How to treat the Insistent Self

Section 8: Reciprocal relation between Self-sacrifice and ability to contribute to the transformation of Society

Section 9: Excerpts from Prayers on Selflessness
Section 10: Theories on Adolescence

- Crisis
- Studies within the framework of the “self”

Section 11: Social Environment

Section 12: Effects of Materialistic Civilization

- Permissive society
- Moral downfall
- Marriage
- Family solidarity
- Parental control
- Cravings for pleasure
- Pursuit of worldly pleasures
- Luxuries indulgences
- Art and music
- Literature and press
- Racial animosity
- Patriotic arrogance
- Lawlessness

Section 13: Message of Advertisement

Section 14: Interact with Society as an Active Agent of Transformation

Section 15: Example of “Peter”

Section 16: Example of “Mary”

Section 17: Further examples

Section 18: The example of Ruhullah
Section 19: The Junior Youth Group

Section 20: Relationship of the Animator and the Juniors

- Love
- True friend
- Encouragement
- Creating joyful environment

Section 21: Detachment from Gross Materialism
Unit 3 – Junior Youth Groups.

Section 1: What is a Junior Youth Group

- Components of a Junior Youth Group
  - Studying
  - Artistic Activities
  - Service Projects
  - Participate in Sports
  - Outings
- Three levels of age groups
- Difference in
  - Age
  - Intellectual ability
  - Upbringing
  - Degree of maturity
- Flexibility and Creativity Required

Section 2: Material for Continuation of Spiritual Education

- Text explicit in their treatment of fundamental Bahá’í beliefs
- Way of these beliefs are to be translated into action in the context of the life of a community of believers in Bahá’u'lláh
  - Recognition of Bahá’u'lláh as the Manifestation of God for this age
  - Identification with His Purpose for Humanity
  - Obedience to His laws
  - Firmness in the Covenant
  - Active participation in the life of the community
- Looking at a lesson from “Spirit of Faith”

Section 3: Bahá’í Inspired Materials

- Ocean of Bahá’u'lláh’s Revelation has innumerable pearls of wisdom that can be offered individuals even when they do not recognize His station.
- Third unit in book 2 – Introducing Bahá’í Beliefs
- Looking at a lesson from “Breezes of Confirmation”
Section 4: Spiritual Perceptions

- Need of Spiritual Perceptions
- Should be assisted to recognize spiritual forces
- Identify relevant principles and
- Apply them

Section 5: Factors to Develop Spiritual Perceptions

- To know God
- See himself as ever-living (life after death)
- Inner eye can perceive the bestowals of God which are manifest
- Pure and sanctified heart

Section 6: Glimmerings of Hope

- Looking at a lesson from “Glimmerings of Hope”
- Hope vs Despair in;
  - Persistence and purposefulness
  - Friendship
  - Love
  - Forgiveness and Indulgence

Section 7: Developing the Power of Expression

- Intimate connection between language and thought
- Through the instrument of the “word”
- Assisting them to scale higher degree of consciousness
- Elevate understanding of concepts to be more close to the Writings
- Example from “Drawing on the Power of the Word”

Section 8: Quality of Utterance

- Desired Quality of Utterance described as;
  - Crystal clear
  - Eloquent
  - Penetrating
  - Impressive
  - Moderate
  - Wise
Laden with “excellent meanings”

Effects of words with such qualities
- Consuming the veil of self and passion
- Quenching the fire of enmity and hatred

Section 9  Power of Speech directed to the Realization of Lofty Goals

Section 10  Word of God infuses Power into Human Speech

Section 11  Language and Moral Structure

- Moral Structure
  - Volition
  - Courage
- Intimate connection between moral structure and structure of language
- Language should be
  - Open
  - Explorative
  - Avoiding relativism
- Looking at a lesson from “Walking the Straight Path” to illustrate these points

Section 12  Learning about Excellence

- Importance of lessons being close to reality
- Looking at a lesson from “Learning about Excellence”

Section 13  Spiritual and Moral Empowerment

- Current image when discussing Power
- Fostering juniors to develop a different kind of power
  - Moral power
  - Spiritual power
- A power that;
  - Love
  - Justice
  - Knowledge
  - Understanding
Section 14  Other Components of a Junior Youth Group

- Make use of newspaper and magazine articles to be discussed in order to develop capacity to analyze the world around them
- Special events in which junior youths from larger areas come together to (one or twice a year)
  - Make dramatic presentations
  - Sing
  - Recite poetry
  - Give talks
- Ecological camps

Section 15  Example of using Media for Social Good

Section 16  How to start a Junior Youth Group

- One or two junior youths with innate ability to rally their friends
- Inviting young members of the neighborhood to a series of events before the formal establishment of a group
- Introduce the program to a school

Section 17  First Four Meetings

Section 18  Reading the Texts with Junior Youths

- The material seek to impart essential moral concepts and build attitudes required to live a rewarding and fruitful life
- Theme that runs through Breezes of Confirmation is that of making an effort and receiving God’s confirmations
- Try to maintain a certain level of simplicity
- Importance of reading with good comprehension and power of effective expression
- Should read and carry out the exercises relatively quickly
- Members of the group are to be treated as friends, not students
- They are participating in a gathering, not a class
- Avoid homework
• The schedule of gathering and the program for each meeting should be worked out in consultation with the group
• When the group wishes to engage in acts of service, it should be helped to choose projects of short duration whose goals are easily achievable.