Learnings from Book 6 part 3

(Section 1-35     pages 84-146)

The Act of Teaching

Purpose:
To become familiar with some of the approaches and methods of personal teaching endeavors and collective campaigns.

Practice
To design and implement your own personal teaching plan and to participate in at least one teaching campaign.  Pg. 83
Some comments and disclaimer

I want to make mention first that this is an individual effort to assist with some of the “How To” aspects of getting started with your personal or community teaching campaigns.

I added some visuals to help with an overview of ideas and concepts.

Due to the fact that there are so many aspects of “getting ready” we added some worksheets for those who want to be more systematic in their approach or methods chosen.

I used “Heart to Heart” as a tool to engage in conversations and concept building. This tool is US National Review approved and has been sanctioned by the Universal House of Justice. Each slide has a numerical value and therefore can easily be identified and duplicated. This is important as it now is able to be used in our worksheets and is flexible to build a variety of concepts and ideas.

www.hearttoheart.co

I realize interpretation is an individual learning and look forward to hear added ideas...this is a work in progress and one day might serve further to become a more effective teaching aid for the Cause in Book 6 Part 3 in support of “The Act of Teaching”.

Zabine Van Ness
For added recommendations, solutions, deletions or suggestions please contact me at zabine123@gmail.com
Letter from the Universal House of Justice sanctioning (not endorsing) *Heart to Heart*

THE UNIVERSAL HOUSE OF JUSTICE
DEPARTMENT OF THE SECRETARIAT
12 July 2010

Mrs. Zabine Van Ness

U.S.A.
Dear Bahá’í Friend,

Your email letter of 11 June 2010 regarding reaction to the Heart to Heart project has been received by the Universal House of Justice, which has asked us to respond as follows.

Your sincere commitment to the Faith is acknowledged with gratitude, ......You are, of course, free to choose any particular method of teaching that you prefer and may offer the program on your Web site or to interested local friends and summer or winter schools. In this way, it can serve as a resource to those who seek it out. However, you should not feel disheartened if individuals or institutions do not take advantage of this offer. ......

With loving Bahá’í greetings,

Department of the Secretariat

cc:
International Teaching Centre
National Assembly of the United States
Bahá’í World Centre • P.O. Box 155 • 31001 Haifa, Israel
Tel: 972 (4) 835 8358 • Fax: 972 (4) 835 8280 • Email: secretariat@bwc.org
The National Spiritual Assembly was delighted to have received copies of your DVD, "Heart to Heart: A Spiritual Journey from Exploration to Transformation". We have been asked to convey its appreciation that you have designed "Heart to Heart" to be integrated with the core activities and study circles and to provide a bridge to that process.

Be assured of the appreciation of the National Assembly for your generosity in creating such a gift that it can be enjoyed by the Friends for generations to come. May your continued efforts to serve and advance the Cause of God be blessed and confirmed.

With loving Baha'i greetings,
Office of the Secretary
### Table of Contents

It is important to realize that this presentation has 35 chapters based on Book 6 Part 3 “The Act of Teaching”. Just like in any Study Circle take one chapter or section at a time. It is not to be rushed through at a rapid pace as it is designed to think through the various exercises and insights. Your expansion cycle comes around every 3 months....so take your time and learn from each campaign. Each cycle is made up of planning, actual teaching and reflecting. Learn what is entailed in each phase so that soon you will get into a rhythm of teaching our beloved Cause by fulfilling your most sacred duty and obligation.

All slides with the color background in light peach are sections or chapters.....all others are worksheets or insights.

This slide presentation is to be used only as a support with your study of Book 6 and NOT by itself as it has individual study insights.

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Slide</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Proclamation, teaching, conversation</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>Receptivity Conditions</td>
<td>9</td>
</tr>
<tr>
<td>3</td>
<td>Receptivity....Individual differences</td>
<td>11</td>
</tr>
<tr>
<td>4</td>
<td>Information versa Concepts</td>
<td>13</td>
</tr>
<tr>
<td>5</td>
<td>Information and Concept Practices</td>
<td>14</td>
</tr>
<tr>
<td>6</td>
<td>Understanding your seeker type</td>
<td>15</td>
</tr>
<tr>
<td>7</td>
<td>Building your concept within conversations</td>
<td>22</td>
</tr>
<tr>
<td>8</td>
<td>5 Aspects of Anna’s Presentation</td>
<td>23</td>
</tr>
<tr>
<td>9</td>
<td>The Oneness of Humanity</td>
<td>24</td>
</tr>
<tr>
<td>10</td>
<td>Analyzing 2 aspects of Anna's conversation</td>
<td>25</td>
</tr>
<tr>
<td>11</td>
<td>Two aspects of Baha’u’llah’s life.</td>
<td>27</td>
</tr>
<tr>
<td>12</td>
<td>Various aspects of Anna’s Presentation</td>
<td>28</td>
</tr>
<tr>
<td>13</td>
<td>Introducing the Bab</td>
<td>30</td>
</tr>
<tr>
<td>14</td>
<td>Concepts and information on the life of the Bab</td>
<td>31</td>
</tr>
<tr>
<td>15</td>
<td>Appointment of Abdu’l Baha and the Covenant of Baha’u’llah</td>
<td>32</td>
</tr>
<tr>
<td>16</td>
<td>Anna presents a number of facts(Information) in order to understand concepts</td>
<td>33</td>
</tr>
<tr>
<td>17</td>
<td>Anna presents Baha’i laws</td>
<td>36</td>
</tr>
<tr>
<td>18</td>
<td>Practices on how to inform each seeker about the laws</td>
<td>37</td>
</tr>
<tr>
<td>19</td>
<td>Conclusion remarks to Anna’s presentation</td>
<td>38</td>
</tr>
</tbody>
</table>
Anna’s remarks form the basis for responsibilities as an individual Section 20 slide 39
Building your personal teaching plan or support a project organized by our institution Section 21 slide 40
Certain steps to be taken in order to teach Section 22 part 1 and 2 slide 43
Various steps continued... Section 22 part 3 and 4 slide 45
Various steps continued .... Section 22 part 5 and 6 slide 50
Elements of a Personal Teaching Plan Section 23 part 2 slide 52
Elements of a Personal Teaching Plan Section 23 part 3 slide 54
Elements of a Personal Teaching Plan Section 23 part 3 slide 55
Initial plan of action for a certain period of time. Section 24 slide 56
Entry by Troops....Mass Conversion Section 25 slide 57
Entry by Troops.....Mass Conversion continued Section 25 slide 58
Nature of Systematic Collective Teaching Endeavors. Section 26 slide 61
Follow up on New Believers.........Section 27 slide 63
Avoiding disunity within the community Section 28 slide 65
Of witnessing firsthand the spiritual and numerical growth of the Baha’i community. Section 29 slide 69
Respect for other people’s customs and culture Section 30 slide 70
Time for prayer and meditation Section 31 slide 71
Deepening of the group Section 32 slide 72
Dedicated to the activities of the campaign. Section 33 slide 73
Evenings are for Firesides...and evaluation. Section 34 slide 74
Process of enrolling a few friends different from bringing in thousands and thousands of a region into the Faith. Section 35 slide 78
...Teaching includes proclamation, but its **main purpose** is to help others to **recognize Bahaullah**.... Pg. 85

Purpose of proclamation is to make known **the fact and general aim of the new Revelation**. Pg. 85

...Teaching involves dialogue, conversations between confirmed believers and those who are willing to **listen and investigate**... Pg. 85

...teaching programs should be planned to confirm individuals from **all strata of society**. Pg 85

...one of the **best ways to teach** is through **Firesides**... Pg. 85
Teacher Preparation Worksheet to develop a concept(s).

<table>
<thead>
<tr>
<th>Question/Topic:</th>
</tr>
</thead>
</table>

This worksheet is provided to assist presenters in thinking through the organization of their presentations. It is recommended that each presentation be organized around a specific topic of interest to the Seeker...

(it is suggested that the organization include an 'Introduction', a 'Discussion' or 'Argument' with a pre-thought-out sequence of slides/pages, and a 'Conclusion'.) Use the boxes, below, to identify each of the slide/page numbers you are planning to include, in the appropriate sequence. Try to anticipate your Seeker's interest!

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Sequence of slide #’s in ‘Discussion’ to develop concept(s)</th>
<th>‘Conclusion’</th>
<th>General Comments</th>
</tr>
</thead>
</table>

Notes:

Introduction: Key Issue(s):

‘Discussion/Sequence: Key Issues:

‘Conclusion’: Key issue
The **ability to recognize receptivity** is crucial to success in teaching. 

Although it is hard to lay down hard and fast rules about what makes a person receptive, we **CAN identify some of the contributing factors**.

These (factors) often make people more receptive at certain points in their lives for a **particular length of time**.

This (factor) is true of both individuals and whole populations.

**Present conditions:**

- turmoil
- sorrows
- fears
- disillusionment
- perplexities
- indignation
- revolt
- grievances
- restlessness

Knowledge of the redemptive poser of the Faith of Bahaullah **should lead to enlisting fresh recruits in the ever army of His followers**.
Six questions that may help determine some receptivity

- Do you believe in God?
- Do you believe that God sends messengers?
- Do you believe that God’s messengers also brought a revelation to which you would turn in time of need?
- Do you believe in the existence of a soul?
- Do you believe in life after death?
- Are you interested in matters of spirituality?

“...It is impossible to lay down hard and fast rules about what makes a person receptive, we can identify some of the contributing factors. These often make people more receptive at certain points in their lives for a particular length of time...”

Ruhi Institute, Book 6 – Teaching the Cause, p. 86
Section 3

Receptivity....Individual differences

Enter into a conversation...sometimes relatively brief and sometimes ongoing...purpose of which is to recognize Baha’u’llahs station.

Pg. 87

There is no formula that we can learn and repeat to everyone in every situation.

Pg 87

Each in a particular spiritual state with varied needs and questions

Pg 87

As a teacher...we must reflect constantly on how the verities of the Faith are to be explained to every seeker ...and in what sequence.

Pg 87

Be aware of individual differences

Pg 87

The details of the presentation will change on each occasion, different questions are asked and different interests are expressed.

Pg.88

What information you offer to a person on given occasion will depend on the nature of your conversation.

Pg. 88

https://hearttoheart.co/PDFs/Your_campaign_and_receptivity.pdf
# Table of Contents

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>The Bahá’í Vision and Cause</td>
</tr>
<tr>
<td>18.</td>
<td>Bahá’í Principles</td>
</tr>
<tr>
<td>37.</td>
<td>Progressive Revelation</td>
</tr>
<tr>
<td>71.</td>
<td>Life After Death</td>
</tr>
<tr>
<td>117.</td>
<td>Prayer</td>
</tr>
<tr>
<td>158.</td>
<td>Meditations</td>
</tr>
<tr>
<td>192.</td>
<td>The Journey of the Soul</td>
</tr>
<tr>
<td>233.</td>
<td>Tests and Difficulties</td>
</tr>
<tr>
<td>267.</td>
<td>Health and Healing</td>
</tr>
<tr>
<td>303.</td>
<td>Family and Marriage</td>
</tr>
<tr>
<td>333.</td>
<td>Creativity and the Arts</td>
</tr>
<tr>
<td>349.</td>
<td>The Existence of God</td>
</tr>
<tr>
<td>366.</td>
<td>Science and Religion</td>
</tr>
<tr>
<td>387.</td>
<td>Peace and Justice</td>
</tr>
<tr>
<td>457.</td>
<td>Bahá’í Central Figures</td>
</tr>
<tr>
<td>513.</td>
<td>Christ and Bahá’u’lláh</td>
</tr>
<tr>
<td>544.</td>
<td>Authenticity of the Bible</td>
</tr>
<tr>
<td>564.</td>
<td>Bible Topics</td>
</tr>
<tr>
<td>670.</td>
<td>Becoming a Bahá’í</td>
</tr>
<tr>
<td>713.</td>
<td>Index</td>
</tr>
<tr>
<td>724.</td>
<td>Dedication</td>
</tr>
<tr>
<td>725.</td>
<td>Image Documentation</td>
</tr>
</tbody>
</table>

www.hearttoheart.co
Absorbing a concept involves understanding.

Pg 89

What does Bahaullah mean by God?
What is the nature of His claim?

Pg 89

Once you have made a distinction between information and concepts, you will have no difficulty identifying a number of concepts.

Pg 89

Is teaching the same as giving out information?

Pg. 89

Baha’u’llah is a Manifestation of God!

Pg. 89
The declarants need not know all the proofs, history, laws, and principles of the Faith, but in the process of declaring themselves they must, in addition to catching the spark of Faith, become basically informed about the Central Figures of the Faith.

pg. 91

Concepts:

You will provide the listener with certain information and assist him or her in understanding several fundamental concepts.

pg 90

Information:
(Anna) she was raised a Catholic and became a Baha’i 5 years later...

Emilia attends the same school as Anna... was also raised a Catholic... not much concerned about religion... often talked about condition of the world

..you should study them well...

...how you will explain the Faith to different groups of people.
Widen the circle of those interested in the Faith

“The expansion phase,” the House of Justice added, “often a period of two weeks, demands the highest level of intensity. Its objective is to widen the circle of those interested in the Faith, to find receptive souls and to teach them.”

Learning and the Evolution of the Bahá’í Community  Paul Lample
Plenary talk given at the 32nd annual conference of the Association for Bahá’í Studies pg. 7– North America
29 August to 1 September 2008
Relate the Faith to a range of social issues....history, economics, philosophy, political science and sociology.

They would seek, rather, to relate the teachings of the Faith to a range of social issues, drawing on existing bodies of knowledge in such disciplines as history, economics, philosophy, political science and sociology.

Letter from the Universal House of Justice
4th January 2009 addressed to:
The National Spiritual Assembly of the Bahá’ís of Australia
Different conversations and ideas

Baha’u’llah – Prophet Founder of the Baha’i Faith

Heart to Heart

De Corazón a Corazón
I am trying to cope with life and hope to discover some answers
I’m spiritual, but not religious... [Soy espiritual, pero no religioso...]
My goal is to make the world a better place...
A Journey of Faith and Reason
Prophesies and Predictions

I’m looking for a mystical path...

Do Baha’is believe in Jesus? [¿Creen los bahá’ís en un Jesucristo?]
The Baha’i Faith and the Bible [La Fe Bahá’í y la Biblia]
Hinduism and the Baha’i Faith
Islam and the Baha’i Faith
Latter Day Saints Prophecies fulfilled by the Baha’i Faith
What do Baha’is believe about Racism?

www.hearttoheart.co
Some of us are “Head People” and some of us are “Heart People”

Who is this “Baha’u’llah”? I have never heard of him before.

Why is Faith so complicated?

The first time I heard it I knew I have always been a Baha’i.

I feel loved and accepted

I hear the name “Baha’u’llah” and I am ready to follow

I have so many questions and it needs to make sense to me. There are many pieces of this puzzle that I hope to get answers to.

It is said that the longest journey is from the head to the heart.
Eleven seeker types

- Agnostic
- Atheist
- Social Activist
- Mystical Seeker
- New Age Enthusiast
- New Immigrant /barely surviving
- Broken Winged Bird
- Disillusioned Christian
- Confirmed Christian
- Believers of different Faiths
- Friendship Seeker

- We are sure there many more but this is just a beginning attempt.

“Familiarizing oneself with an individual interested in the Faith, deciding how best to present the Message to him with kindness, nurturing him and aiding him to proclaim his acceptance of Baha’u’llah…”

Ruhi Book 2 “Arising to Serve” section 7 page 17
1. Receptivity Indicators (these are just some and you may think of more.) Ask your seekers if they “believe in” or “have”:

- Believe in the Existence of God
- Believe in a Messenger sent by God
- Believe that answers are given in Revelation sent from God
- Believe in Life After Death
- Believe in the Existence of a Soul
- Have a Desire to explore their Spiritual Path

See if you can identify your seeker type

2. Seeker Type(s): check one or more below

- Agnostic
- Atheist
- Social Activist
- Mystical Seeker
- New Age Enthusiast
- Broken Winged Bird
- Disillusioned Christian
- Confirmed Christian
- Friendship Seeker
- Recently arrived immigrant or struggling with survival
- Believers of different Faiths

Core issues that are of interest to your seeker:
...the Baha’ Faith is a world religion who purpose is to unite all the races...

Pg 94

...The Promised One has come

Pg. 94

God is the creator....and your relationship with Him

Pg. 94

...Manifestation....means to reveal...to bring forth...the sun does not descend to earth...image of the mirror

Pg.94/5

“This is the day in which God’s most excellent favors have been poured out upon man...”

Pg.95

The time is right for another Manifestation

Pg. 95
Step 1
Introduce
Baha’u’llah as the Promised One of all Ages
Pg. 95

Step 2
God and man’s relationship with Him
Pg. 96

Step 3
How do you explain the term “Manifestation”?
Pg 96/97

Step 4
Using quotes directly from the Writings
Pg. 97

Step 5
Using 2 analogies to explain difficult concepts such as “sun” and “mirrors”
Pg. 97
The Oneness of Humanity

Section 9

Anna stops her presentation to give her friend a chance to express her feelings and ask questions......but Emilia says little....Anna continues her presentation

Pg 98

The aim of the Baha’i Faith is to unify humanity.

Pg 98

Conversations

https://hearttoheart.co/H2Html/slide3.html

Pg 98

When a thought of war enters our minds, replace it with a thought of peace.

Pg 98

We should do everything possible to overcome our prejudice

Pg 98
Analyzing 2 aspects of Anna’s conversation

Anna knows Emilia and finds a more appropriate sequence of ideas.

Would the order of ideas you choose to present the Faith depend on whom you were teaching?

Anna expresses the hope that Emilia will become a Baha’i.

Anna conveys the idea ...she will work for the establishment of unity.

Talk to her how wonderful it is to be a member of the Baha’i community ....love and fellowship.

When she becomes a member of the Baha’i community she will be a passive observer, but an active worker for the Cause.
Teacher Preparation Worksheet to develop a concept(s).

**Question/Topic:**

---

This worksheet is provided to assist presenters in thinking through the organization of their presentations. It is recommended that each presentation be organized around a specific topic of interest to the Seeker. (It is suggested that the organization include an 'Introduction', a 'Discussion' or 'Argument' with a pre-thought-out sequence of slides/pages, and a 'Conclusion'.) Use the boxes, below, to identify each of the slide/page numbers you are planning to include, in the appropriate sequence. Try to anticipate your Seeker's interest!

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Sequence of slide #’s in ‘Discussion’ to develop concept(s)</th>
<th>‘Conclusion’</th>
<th>General Comments</th>
</tr>
</thead>
</table>

**Notes:**

- **Introduction**: Key Issue(s):

- **‘Discussion’/Sequence**: Key Issues:

- **‘Conclusion’**: Key Issue
Two aspects of Baha’u’llah’s life.  

Section 11

One is the **suffering** He endured.  

Pg. 100

Here are some **passages you can keep in your ONLINE notebook or tablet.**  

Pg. 101

Remember My days during they days, and My distress and **banishment in this remote prison....**  

Pg. 100

I always carry in my bag a **small notebook** in which I write my favorite passages from the Baha’i Writings.  

Pg. 101

The other is the **tremendous influence** He had on the **hearts and minds of people.**  

Pg. 100

Letters to the **Kings and Rulers**...the further He was banished  

Pg. 101

The Ancient Beauty hath consented to be bound with chains that **mankind maybe released from bondage.**  

Pg. 101
Various aspects of Anna’s Presentation

She presents several facts about His life, but clearly not her intention to convey a great deal of information. 

Pg. 101

Besides trying to convey 2 main concepts and some information 

Pg. 103

Do you think it would have to be modified if you were speaking to someone of a different religious background? 

Pg. 103

http://www.hearttoheart.co/H2Html/slide37.html
Different conversations and ideas

Baha’u’llah – Prophet Founder of the Baha’i Faith

Heart to Heart

De Corazón a Corazón
I am trying to cope with life and hope to discover some answers
I’m spiritual, but not religious… [Soy espiritual, pero no religioso…]
My goal is to make the world a better place…
A Journey of Faith and Reason
Prophesies and Predictions

I’m looking for a mystical path…
Do Baha’is believe in Jesus? [¿Creen los bahá’ís en un Jesucristo?]
The Baha’i Faith and the Bible [La Fe Bahá’í y la Biblia]
Hinduism and the Baha’i Faith
Islam and the Baha’i Faith
Latter Day Saints Prophecies fulfilled by the Baha’i Faith
What do Baha’is believe about Racism?

www.hearttoheart.co
Thousands upon thousands of people accepted the Message of the Bab and began to follow His teachings.

His followers were persecuted and large numbers were put to death.

The Bab Himself at the age of 31 was martyred by a regiment of soldiers.

Here I have some postcards that I would like to show you of His shrine on Mount Carmel.

http://www.hearttoheart.co/H2Hhtml/slide457.html
### Concepts and Information on the Life of the Bab

Section 14

**Make a list of concepts and information on the life of the Bab**

Pg. 104

**List of concepts on the life of the Bab**

Pg. 105

Important to **introduce the figure of the Bab** at an early stage

Pg 105

<table>
<thead>
<tr>
<th>Concepts and Information</th>
<th>Concepts on the life of the Bab</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Introduce the figure of the Bab**

_______________________________________________________________________________________

_______________________________________________________________________________________
Appointment of Abdu’l Baha and the Covenant of Baha’u’llah

Section 15

By focusing on Abdu’l-Baha as the Center of Baha’u’llah’s covenant, the Baha’is of the world remain united in their efforts to live a Baha’i life and create a new civilization.

Pg. 106

Shoghi Effendi became the authorized interpreter of the Teachings.

Pg 106

Five and a half years after the passing of Shoghi Effendi the Baha’is of the world elected the Universal House of Justice.....to which all Baha’is of the world turn to now.

Pg. 107

http://www.hearttoheart.co/H2Html/slide457.html
http://www.hearttoheart.co/H2Html/slide670.html
Anna presents a number of facts (information) in order to understand concepts.

Anna explains some extremely profound concepts.

Anna speaks about the Station of the Forerunners to help understand the concept of the Station and the covenant.

Worksheet to understand Concept building

Key Concept: (God, Manifestation, Soul, life after death, Free Will, covenant etc)  www.hearttoheart.co

Sequencing ideas to build concept

1. ______________________________  Introduction
2. ______________________________
3. ______________________________  Discussion
4. ______________________________
5. ______________________________  Conclusion

Final summary of conceptual presentation (slide numbers)  www.hearttoheart.co

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Discussion</th>
<th>Conclusion</th>
</tr>
</thead>
</table>
Worksheet to understand *Information* ideas

Key or central topic: (Central Figures, Life after Death, Life style issues etc)  

___________________________________________________________________________________

Information details on above
1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________
5. ____________________________________________
6. ____________________________________________
7. ____________________________________________
8. ____________________________________________
9. ____________________________________________

Slide number choices for information details

Final information choices from above
1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________
5. ____________________________________________

Slide number choices for final choices
Worksheet to understand Concept building

**Key Concept:** (God, Manifestation, Soul, life after death, Free Will, covenant etc)  

Sequencing ideas to build concept

1. ________________________________________________
2. ________________________________________________
3. ________________________________________________
4. ________________________________________________
5. ________________________________________________

Decide on which ideas are relevant:

Introduction
Discussion
Conclusion

Final summary of conceptual presentation (slide numbers)

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Discussion</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Anna presents Baha’i laws  

Section 17

Emilia is somewhat overwhelmed...Anna can take time to discuss the subject further or to continue her presentation....she decides to go on with her presentation to present some other ideas.

Law of obligatory prayers and nourishing our soul.

No backbiting and alcohol

Obligation of parents and society to educate children

Invitation to come and help with children’s classes

---

Law of obligatory prayers and nourishing our soul.

No backbiting and alcohol

Obligation of parents and society to educate children

Invitation to come and help with children’s classes

---

www.hearttoheart.co
Practices on how to inform each seeker about the laws

Choose from a variety of statements and guidance from the Universal House of Justice of laws that must be followed.

Pg. 110

12 different statements to understand how to make these presentations more accurately.

Pg. 111/2

How would you present the law of prayer to somebody who does not believe in God?

Pg. 112

www.hearttoheart.co
Three Participants in building a world civilization

1. The individual
2. The community and local national institutions
3. The Universal House of Justice

Pg. 112/3

I am sure you are aware that I am inviting you to join a religion, not just accept a set of nice ideals

Pg. 112.

This presentation is based on the experience of thousands of Bahai’s around the world...we can confidentially say that in a few says and after one or two more conversations Emilia will join the Baha’i community.

Pg. 114

https://hearttoheart.co/PDFs/Annas_Conversation-For_H2H.pdf
Anna’s remarks form the basis for **responsibilities as an individual**

Section 20

**Some characteristics as an individual** images

Pg. 114

What are some of the images of a **community** characteristics?

Pg. 114

What are some of the characteristics of the **institutions of the Faith**?

Pg. 114

Anna is trying to help Emilia to **accept the Baha’i Faith**.

Pg. 115

www.hearttoheart.co
https://hearttoheart.co/H2Html/slide670.html
Building your personal teaching plan or joining a project organized by our institution  

Section 21

Ability to recognize receptive souls....several characteristics of the content convey to those we teach.

Be not grieved if thou performest it thyself alone.

If any one reject thine offer, turn thou away from him.

What are some of the things that lie hidden in the depths of this ocean....would enable us to become effective of the Cause.

I try to meet as many people as possible and tell them something about the Faith.....until I finally invite them to join the Faith.
My Personal Teaching Plan and Goals

My vision statement for the year:

This year I will try and memorize:

Some of the books that I want to read:

Core Activities:

☑ Completion of the following books:
☑ A devotional that I will start:
☑ Children’s classes that I will assist with:
☑ A Junior Youth activity that I can help with:
☑ Home Visit or Firesides with my team
☑ Home Front Pioneer: Travel Teach:

Teaching and Registration goals

☑ Start a campaign for my seekers:
☑ Attend activities to find and invite new seekers:
☑ Learn and practice my presentation(s)
☑ Learn to respond to my seekers questions:
☑ Learn to enroll _______ new believer(s)
☑ Consolidate and accompany my new believer(s)
**Cycle Dates for 2016/2017** (Divided into 4 cycles per Baha'i year)

- Nov 20th 2016 to Jan 20th 2017  
  Jan 21st 2017 to April 20th 2017
- April 21st 2017 to July 20th 2017 
  July 21st 2017 to Sept. 20th 2017
- Sept 21st 2017 to Nov 20th 2017  
  Nov. 21st 2017 to Jan 20th, 2017

**Cycle Goals for 2016/2017**

Personal goals: Nov – Jan 2017

---

**Eleven seeker types**

- Agnostic
- Atheist
- Social Activist
- Mystical Seeker
- New Age Enthusiast
- New Immigrant / barely surviving
- Broken Winged Bird
- Disillusioned Christian
- Confirmed Christian
- Believers of different Faiths
- Friendship Seeker

- We are sure there many more but this is just a beginning attempt.

---

[https://hearttoheart.co/teaching/neighborhood-services/](https://hearttoheart.co/teaching/neighborhood-services/)

Neighborhood Service presentations
Certain steps to be taken in order to teach  Section 22 part 1 and 2

Think about your OWN life and respond to your OWN personal circumstances.  Pg. 118

Make concrete efforts in your daily life to find receptive souls....obstacles inevitably arise  Pg 118

Some hindrances...the pessimism of those...who have not been successful in teaching...  Pg 119

Make list of obstacles arising from conditions of the world.  Pg.119

Think about situations in your own life. Write down a paragraph of your situation in life, your occupation, where you live, what kind of people you meet and what your resources are.  Pg. 119

Write down various possibilities in your life for systematic teaching.  Pg.120

https://hearttoheart.co/PDFs/Reflecting_on_teaching-Getting_started.pdf
Situation in your own life worksheet

<table>
<thead>
<tr>
<th>Situation in life and occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where you live and culture of your community:</td>
</tr>
<tr>
<td>Total size of population</td>
</tr>
</tbody>
</table>

Include map of your neighborhood taken from City Town Hall websites

Cultures and languages mostly spoken in your community: __________________________

Annual fund/budget requirements to support personal or community teaching plan:

Rental of locations such as a fair, community center, materials, etc.

- Fair __________________________ Community Rental: __________________________ Printing: __________________________
- Equipment: __________________________ Speaker support/fare/gas: __________________________ Refreshments: __________________________
Various steps continued...

Proclaim to as many people as possible...you will need to devise various ways in which you can constantly meet new people, some of which will prove to be receptive...

Pg. 120

Extremely important!...If you do not meet new people you will end up focusing your attention on the same few individuals year after year. ...write down some of the ways

Pg. 120

Think about what kind of people you will meet.
Pg. 120/1

Put down initial ideas..will ONLY know when you are in the ACTUAL situation. Your ideas will change as you gain experience...to more and more people in VARIOUS situations.
Pg. 121
<table>
<thead>
<tr>
<th>Date</th>
<th>First Name</th>
<th>Last Name</th>
<th>Email/Social Media</th>
<th>Phone</th>
<th>City</th>
<th>How did we meet</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Your Personal Campaign Tracker

<table>
<thead>
<tr>
<th>Date</th>
<th>Nat’l Newsletter</th>
<th>YouTube video #1</th>
<th>#2</th>
<th>#3</th>
<th>#4</th>
<th>#5</th>
<th>Articles on the Faith</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Results/Comments:**

Teacher(s):  

**Unit #:**
Some additional ideas on finding like minded friends

Craigslist
Look for recent arrivals in town who are hoping to connect with a new community

Meetup.com
• Join FREE several groups and meet people in YOUR neighborhood. Choose some groups whose activities include conversations on spirituality.

Zabine Van Ness
Organizer of Cafe Baha'i – The Earth is just One Country
- List your fireside or activity here for members on this list to find you.
- There is a minimal charge for this.
List of Media, Community Centers, Networking neighbors, Organizations, and outward looking contacts.

<table>
<thead>
<tr>
<th>Date</th>
<th>Organization</th>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
<th>Address</th>
<th>Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Community _____________________ Cycle _____________________ LSA email _____________________
Depending on the degree of receptivity you will decide to use the **direct OR indirect** method.
Pg. 121

Keeping in mind the **GROUPS of people** you identified make a list of things you will do to **teach those who respond**.
Pg. 121

You may decide to hold **regular Firesides**
Pg. 121

**Newly enrolled believers have to be nurtured** so that the spark of Faith that has been lit in their hearts is not put out by the first contrary wind
Pg. 122

Helping them to become strong and confirmed believers.....and **eager to dedicate their energies to the teaching of others**.
Pg. 122
Carefully consider every avenue of approach...capture the attention...maintain the interest...
Survey the possibilities which particular circumstances in which he lives offer him.....evaluate their advantages...proceed intelligently and systematically for the achievement of the object he has in mind.

Pg. 123
Elements of a Personal Teaching Plan
taken out of “Advent of Divine Guidance” by Shoghi Effendi

Section 23  part 2

Attempt to devise such methods as associations with

- Clubs
- Exhibitions
- Societies
- Lectures akin to the teachings such as
  - Temperance
  - Morality
  - Social Welfare
  - Religious Tolerance
  - Racial Tolerance
  - Economic Co-operations
  - Islam
  - Comparative Religions
  - Participation in social organizations
  - Cultural
  - Humanitarian
  - Charitable
  - Educational

Whereby he can enlist successively the sympathy, and ultimately allegiance of those whom he comes in contact.

Pg. 123
My Personal Teaching Plan and Goals

My vision statement for the year:

This year I will try and memorize:

Some of the books that I want to read:

Core Activities:
- Completion of the following books:
- A devotional that I will start:
- Children’s classes that I will assist with:
- A Junior Youth activity that I can help with:
- Home Visit or Firesides with my team
- Home Front Pioneer: Travel Teach:

Teaching and Registration goals:
- Start a campaign for my seekers:
- Attend activities to find and invite new seekers:
- Learn and practice my presentation(s)
- Learn to respond to my seekers questions:
- Learn to enroll _______ new believer(s)
- Consolidate and accompany my new believer(s)
Elements of a Personal Teaching Plan  
Section 23  
part 3  
taken out of “Advent of Divine Guidance” by Shoghi Effendi

Preserve its dignity ...safeguard the integrity of its laws and principles...defend fearlessly its manifold and interests...

Pg. 124

Consider the degree of his hearer’s receptivity and vital interests...

Pg. 124

Persuade him to throw in his lot with those who have already embraced it

Pg. 124

https://hearttoheart.co/H2Html/slide670.html
Shower him with kindness...that the recipient will be spontaneously impelled to identify himself with the Cause...

Pg. 125

Let him refrain from insisting on such laws and observances as might impose too severe a strain on the seeker’s newly awakened faith...

pg. 125

Aid him to proclaim his unqualified acceptance of whatever has been ordained by Baha’u’llah.

Pg. 125

Let him, as soon as that stage has been attained, introduce him to the body of the fellow believers...to enable him to contribute his share to the enrichment of it’s life.

Pg. 126

Let him not be content until he has infused into his spiritual child so deep a longing as to impel him to arise independently, in his turn. And devote his energies to the quickening of other souls.

Pg. 126

https://hearttoheart.co/H2Hhtml/slide670.html
Your plan will be most helpful if it is specific...mentioning the **names of people** you know and indicate **definite things you intend to do**.

Pg. 127
Personal teaching plans are not sufficient by themselves as a means to bringing in vast numbers of people into the Faith...participate in teaching projects devised by our community and institutions...designed to enroll large numbers...essential for the growth of the Faith.

...necessity of systematic teaching planned by the Institutions of the Faith.

An already properly functioning Administrative Order, whose ramification have been extended to the four corners of the Western Hemisphere...systematically brought to the attention of the masses in their hours of grief, misery and confusion. (1945)

...must be actively carried forward so that there will be growing numbers of believers, leading to more countries to the stage of entry by troops and ultimately to mass conversion. (1979)
The individual believer has to take initiative and at the same time participate in the projects of the community.

The role of the Local Spiritual Assembly is to welcome, encourage and accommodate the initiatives of individual believers to the maximum extent possible:

And there is the responsibility of the Assembly to devise or promote plans that will employ the talents and abilities of the individual members of its community....in collective action, such as teaching and developments projects. Institutes, and other group activities. (UHJ 1995)

Systematic approaches to collective teaching activities and well focused long term teaching projects...evident in a number of countries. (UHJ 1996)
# LSA Teaching or Campaign Planning

- **Establish Cycle dates till:**
- **Engage during planning, expansion and evaluation aspect of each cycle:**
  - **Planning dates:**
  - **Expansion phase/dates:**
  - **Evaluation period:**

**Budget:**
- Materials/printing
- Refreshment
- Equipment

- **Neighborhood(s) to be identified:**
- **Receptivity identifiers:**

- **Teaching Team members:**
- **Teacher/conversation training:**

- **Activities planned:**
  - Devotional(s)
  - Firesides
  - Marketing or promotion of activities: **who?**
  - Update of website:
  - Update IPAD for share docs: **Calendar:**
  - Seeker Follow Up:
  - LSA contact information:
  - Facilitator contact informations:
...bringing to bear relevant experience, identifying remedial steps, and assessing progress...

The **introduction of quarterly cycles of activity** capitalizes on this emerging capacity and allows it to be steadily reinforced. Although this capacity is specifically associated with the reflection and planning phase of a cycle, especially the reflection gathering that regulates its pulsating heartbeat, it also comes to be exercised at all other points of the cycle by those pursuing related lines of action. We note that, as learning accelerates, the friends grow more capable of overcoming setbacks, whether small or large—diagnosing their root causes, exploring the underlying principles, bringing to bear relevant experience, identifying remedial steps, and assessing progress, until the process of growth has been fully reinvigorated.

To the Conference of the Continental Boards of Counsellors December 29, 2015
Nature of Systematic Collective Teaching Endeavors.  

(During a campaign or expansion cycle..) Every individual mention the Faith of at least **ONE person EVERY DAY**.....
And every family have a fireside at least once every nineteen days.

IF the believers in the region now follow its recommendations with devotion and enthusiasm, we can assume that the communities will witness growth both in numbers and capacity.

To be successful, a campaign has to be aimed at a specific population...with a particular social and cultural reality in mind.

They should be an outcome of diligent work over an extended period of time.....study, consultation, experimentation and reflection on the methods and results of action...not unusual it would take one or two years to work out the details...a few small pilot project would be launched....then an increasing number of teachers would be trained.
Strengthening the pattern of action

Before long, there forms a nucleus of friends in a cluster who are working and consulting together and arranging activities. For the process of growth to advance further, the number of people sharing this commitment must rise, and their capacity for undertaking systematic action within the framework of the Plan must correspondingly increase. And similar to the development of a living organism, growth can occur quickly when the right conditions are in place.
Confirm souls from every strata of society... aims at enrolling large numbers ...at a reasonable quick pace.

You should become familiar with the type of campaign that focuses on a very receptive population and aims at enrolling relatively large numbers of believers at a reasonable quick pace.

Witness the emergence of Christianity and of Islam.....steeped in traditions of their own...but receptive to the new Word of God.

Never intended to reach on land or one people only....."He had endowed every soul with the capacity to recognize the sign of God."  

The unsophisticated people of the world ...and they form the large majority of its population...have the same right to know of the Cause of God.

Is it wise to concentrate your efforts of a small section of society which we have easy access?

https://hearttoheart.co/PDFs/Now_that_I_am_a_Bahai.pdf
Different conversations and ideas

Baha’u’llah – Prophet Founder of the Baha’i Faith

Heart to Heart

De Corazón a Corazón
Una excursión espiritual de exploración y transformación

Heart to Heart as an ePUB format eBook

I am trying to cope with life and hope to discover some answers
I’m spiritual, but not religious... [Soy espiritual, pero no religioso...]
My goal is to make the world a better place...
A Journey of Faith and Reason
Prophesies and Predictions

I’m looking for a mystical path...
Do Baha’is believe in Jesus? [¿Creen los bahá’ís en Jesucristo?]
The Baha’i Faith and the Bible [La Fe Bahá’í y la Biblia]
Hinduism and the Baha’i Faith
Islam and the Baha’i Faith
Latter Day Saints Prophecies fulfilled by the Baha’i Faith
What do Baha’is believe about Racism?

www.hearttoheart.co

https://hearttoheart.co/teaching/special-topics/
Follow up on New Believers.........Section 27

After declaration, the new believer must not be left to their own devices. Through:

- Correspondence
- Dispatch of visitors
- Conferences
- Training courses
- Duties of the Baha’i Assemblies in assisting the newly declared in gradually win him over to the unreserved acceptance of whatever has been ordained in the teachings.

Pg. 134/5
# Your Personal Campaign Tracker

<table>
<thead>
<tr>
<th>Seeker Name:</th>
<th>Contact date and how you met:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td></td>
</tr>
<tr>
<td>Email Address:</td>
<td>Ph#:</td>
</tr>
<tr>
<td></td>
<td>Skype/ Conference#:</td>
</tr>
<tr>
<td></td>
<td>Password</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Nat’l Newsletter</th>
<th>YouTube video # 1</th>
<th>#2</th>
<th>#3</th>
<th>#4</th>
<th>#5</th>
<th>Articles on the Faith</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
List of Campaign Tracker Publications

Some YouTube videos

Baha’u’llah and the Bahai Faith
http://www.youtube.com/watch?v=Rsq9T81hWiO

Rainn Wilson talks about the Baha’i Faith
http://www.youtube.com/watch?v=cZrOVtqQDIE

The Baha’i House of Worship
http://www.youtube.com/watch?v=NcTO001khrc

Baha’i World Center-Haifa
http://www.youtube.com/watch?v=kz0wGx1DZ_M

Baha’u’llah...The Glory of God
http://www.youtube.com/watch?v=XsIMrhGMJJ4&feature=related

News Paper articles

Baha’i Seeker News:
http://news.bahai.org

Baha’i International Community NY:
http://info.bahai.org

One Country (BIC newsletter):
http://www.onecountry.org

Official website of the US Baha’i community
http://www.bahai.us
Avoiding disunity within the community  

A most important idea, that you would keep in mind throughout the campaign, is that the success of such an endeavor depends entirely on the unity of the group......if there is strife and contention in the group, its efforts will yield little fruit.

Pg. 137

Fix your gaze on the mighty possibilities, the incalculable blessings...vision of the resplendent glories which the future of the Cause has in store for its steadfast and valiant supporters.

Pg. 138

If any differences arise amongst you, behold Me standing before your face, and overlook the faults of one another for My name's sake.

Pg. 138

An experienced coordinator also knows that unity is easier to maintain when everyone is aware of the significance of the work to be done.

Pg. 138
Of witnessing firsthand the spiritual and numerical growth of the Baha’i community.  

Section 29

- Shall labor ceaselessly
- Shall heed neither trials nor woe
- Shall suffer no respite
- Shall seek no repose
- Shall disregard all ease
- Shall scatter in the world
- Shall raise their voices in every assembly
- Shall speak in every tongue
- Shall interpret every hidden meaning
- Shall burn brightly

pg. 139
Respect for other people’s customs and culture

One special element of every culture is its perception of **what is polite and courteous**... Humor which is closely related to courtesy, is another area of great sensitivity.

Pg. 140

The second point you will need to bear in mind...is the interaction between diverse cultures.

Pg. 140

...if each one of these peoples, is allowed to move along its own direct path towards Baha’u’llah, they will naturally come closer to one another.

Pg 141

http://filter.explorads.com/filter?q=www.hofstede-insights.com&i=NB7DDZmFUew_0&t=1129783581
The first block of time is made up of the early morning hours.....wake up in the morning when it is convenient for them....for one thing, the vast majority of the people of the world, among whom this type of campaign is usually conducted, are early risers.

Pg. 141

These couple of hours constitute a most intimate moment for each person to turn to God and commune with Him.

Pg. 141

http://www.hearttoheart.co/H2Hhtml/slide117.html
http://www.hearttoheart.co/H2Hhtml/slide158.html
Deepening of the group  Section 32

The second block of time is dedicated to deepening....this is an important activity and neglecting it would diminish the effectiveness of the campaign.

Pg.143

Attention of the group specific passages from the writings that speak to themes relevant to the work of the day....that would be appropriate for the group in an intensive teaching project.

Pg. 143
Dedicated to the activities of the campaign. Section 33

Several related activities have to be undertaken

1. Receptive individuals have to be sought
2. They have to be engaged in meaningful conversations
3. Helped to recognize Baha’u’llah
4. Enter into the stronghold of His Covenant.

The teaching of receptive souls cannot be hasty or superficial

Method of teaching left entirely to each individual or a campaign to follow more formal program. Many of those attending the classes will have been moved to declare their faith...and become members of the Baha’i community.

A secret that every experienced teacher has learned:
- They participate in the teaching of friends and family members.
  Initially with the help of the visiting teachers and then gradually by themselves.

Ask those who accept the Faith for the names of the other members of their family... Arrange to meet them.
Evenings are for Firesides...and evaluation.

Evenings are productive periods....well prepared talks are delivered...musical performances...skits and dramatic presentations...create a sense of community.

Pg. 144

Not the time to relax...making sure all feel welcomed....that everyone’s questions are answered.

Pg. 145

Before the end of the day...discuss the experience...be kept free from both false humility and boastfulness.

Pg. 145
# Reflection and Evaluation of Teaching Effort

<table>
<thead>
<tr>
<th>Cluster/Cycle #</th>
<th>Location</th>
<th>Reflection Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Personal Campaign

### Proclamation Event:
- Number of seekers overall in personal plan
- Number of seekers contacted in Follow Up activity or invitation(s)
- Number of seekers attended personal/community event:
- Number of seekers who attended once and came back again:
- General Seeker Types as per Book 6:
- General culture in my neighborhood or place of teaching most often:
- Social Media contacts:
- Most commonly requested concepts presented:
- Joined local group(s):
- Number seekers joined Core Activities:
- Number of seekers became Baha’is:

## Community Campaign

### Personal Teaching plan:

Comments:
Systematic planning, outreach and reflection

How can I find help
- Regional Baha’i Councils
- Area Teaching Committee
- Local Spiritual Assembly
- Veteran believers

Starting my Personal Teaching Plan
- How to make a personal teaching plan
- How can I become part of a teaching team
- What are my goals within the 5 Year Plan
- Where do I find new friends and seekers

Understanding meaningful conversations according to the ears of my seekers
- So many different seeker types and questions
- Learning to listen
- Answering questions with quotes and less personal commentary
- Practice, practice, practice opportunities

An outward looking campaign
- Learning to understand my own neighborhood
- Joining community builders around me
- Learning about my neighborhood cultures

Networking and follow-up
- Time to follow up with invites to a variety of activities
- Setting up your campaign of added friends and possible visitors
- Sharing of BIC statements and purpose of our children and JY classes

Invitations into the Process, Services and Activities
- Learning about Social Media invites
- Making attractive invitations to a variety of activities
- Do you have a community website, FB site or place where the community around you can find you
- Making a Mail Chimp newsletter for your community free
Around a table “Reflection” agenda

Teaching Team members:

- Expansion phase:
  Sector (teachers):
- Consolidation phase:
  Teaching area:

- Open with a prayer
- Review of personal teaching plan(s)
- Dialogue on Campaign mail-outs
- Discuss Seeker list
- Analyze Receptivity
- Network seekers into Core Activities
- Seeker Types
- Review fireside/home visit invitations
- Practice Presentation(s)
- Practice answering questions
- Practice Sequencing

- Conceptualize your “Registration Invitation”
- Make plans for Consolidation visits
- Network new believers into Core Activities
- Analyze/evaluate new believers journey that lead to enrollment
- Closing Prayer

All above topics have **worksheets** included in this presentation. Make sure you bring them to your Reflection Table meeting.

Comments or additional items:
With the growth in the number of enrollments, it has become apparent that such occasional courses of instructions are not sufficient as a means of human resource development...cannot attend to the needs of hundreds, much less thousands.

Systematic attention has to be given by Baha’i Institutions ... according to their God given talents and capacities.

To endow ever-growing contingent of believers with:
- Spiritual insights
- Knowledge
- Skills needed to carry out accelerated expansion...including teaching

As you require new knowledge and skills through these programs you will put into practice what you have learned.

https://hearttoheart.co/PDFs/Evaluation_tracking_and_retention.pdf
Our ATC support is standing by

# 11 ...”With a Committee in place, the efforts already under way to convene gatherings for worship, to carry out home visits, and to teach the Faith can now expand considerably.”

29 December 2015 letter from the Universal House of Justice
Reflect and evaluate your successes and improvements

Now that you have a new teacher

Accompaniment and consolidation

Asking your seeker to become a Baha’i

Preparing your personal presentation

Determine Receptivity

Your personal campaign of finding seekers

Personal Commitment and planning

Each One

Teach One

Click here for list of questions