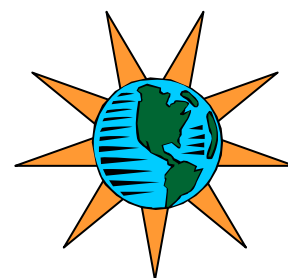


Handouts for










A WIDER VISION

An Introduction to the Five Year Plan (2011-2016)

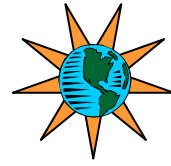


“A Wider Vision” presents an overview of the current Five Year Plan (2011-2016)—the fifth in a series with the explicit aim of advancing the process of entry by troops. The PowerPoint summarizes the text and uses vivid images to illustrate three key messages from the Universal House of Justice: the 2010 and 2011 Ridván messages, and the Dec. 28, 2010 letter to the Counselors. Please refer to the original letters for the exact wording of the text.

The following handouts are designed for use after the PowerPoint program. They may be copied as needed, and can be used for reference, to reinforce learning, or as a stimulus for discussion and further engagement with the Plan.

 An Artistic Response to the Five Year Plan.....	2
 Vital Role of the Auxiliary Board.....	5
 Development of the Local Spiritual Assembly.....	7
 Social Action and Public Discourse.....	9
 Some Vocabulary from the Messages.....	11
 Glossary of Bahá'í Terms and Acronyms.....	15
 Five Year Plan Song.....	19
 Five Year Plan Word Puzzle.....	20
 Coloring Page for Children.....	22

An Artistic Response to the Five Year Plan



There are a variety of options for organizing the artistic presentations:

1. Invite the participants to form groups based on the type of presentation they would prefer (musical, dramatic, etc.). In a large group, this can be done easily by cutting out the cards on the following page and taping each card to a different spot on the wall. Ask people to stand by the card of their choice. Then have each group select a topic to present.
2. Allow participants to work alone, each one choosing a topic and a form of presentation.
3. Assign a specific topic to each group or individual to ensure that all desired topics are covered.
4. Select one topic, and ask each artistic group to prepare its presentation on that same topic. For example, if you select “teaching the Faith,” all of the presentations (whether musical, dramatic or visual) would focus on teaching.
5. Cut up the list of topics and put each item in a hat. Have each group or individual pick one for their presentation.

* * * * *

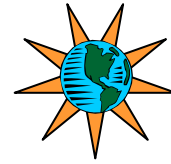
You might allow about 30 minutes for preparation and about five minutes each for the presentations. Set up tables and bring any necessary materials (craft supplies, musical instruments, props). Make copies of the handout, “An Artistic Response to the Five Year Plan” and the relevant House of Justice messages for each person.



Photocopy this page. Cut out and post the cards to form presentation groups.



Music



Drama



Art



Dance



Words



Other

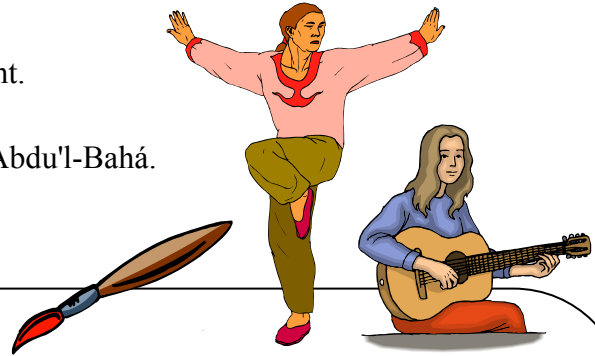
Copy and distribute the handout on the following page to all participants.

An Artistic Response to the Five Year Plan (2011-2016)



Based on Universal House of Justice messages outlining the Five Year Plan, our current mandate might be briefly summarized as follows:

1. Build spiritual communities in neighborhoods and villages around the globe.
2. Make learning the mode of operation in every cluster.
3. Strengthen the institute process and intensify programs of growth.
4. Develop the Bahá'í administrative institutions with a special focus on Local Assemblies.
5. Don't be rigid or paternalistic.
6. Lead a virtuous life, free from prejudice.
7. Cultivate clear and coherent habits of thought.
8. Make sure everyone has a part to play.
9. Teach the Faith, guided by the example of 'Abdu'l-Bahá.
10. Remain confident and persevere.



Develop an artistic presentation to illustrate one of the topics listed above, or any other aspect of the Five Year Plan.

You will have _____ minutes to work. Your presentation can be up to _____ minutes long.

Some ideas for your presentation:

- **Music** (instrumental, song, rhythmic interpretation with percussion instruments)
- **Visual Art** (drawing or painting, poster, Lego or clay sculpture, PowerPoint show)
- **Words** (poetry, rap, reader's theater)
- **Drama** (role play, skit, puppet show)
- **Dance** (interpretive movement)

Note: The words of the Báb, Bahá'u'lláh and 'Abdu'l-Bahá may be used, but it would not be appropriate to represent them in any human form, whether pictorially, dramatically or in sculpture. (Lights of Guidance, p. 97, 99)

* * * * *

Vital Role of the Auxiliary Board



A Wider Vision: Section 9

(Refs: Ridván 2010, ¶24; Dec. 28, ¶1, 5, 8, 19, 31)

Role of the Auxiliary Board

- Counselors and Board members have now assumed their natural place in the forefront of the teaching field.
- They have been given a vital role in assisting the community in this global development effort.
- Board members and their assistants have a special responsibility for helping the friends to visualize the first milestone on the path of organic development, and the multiplicity of ways it can be reached.

Additional Responsibilities

- Stand shoulder to shoulder with the friends
- Support them through their struggles
- Partake in their joys
- Nurture in every heart the fire of the love of God
- Assist all to develop an upright character
- Promote learning
- Elicit wholehearted participation in the Plan
- Identify obstacles to unified action
- Demonstrate how stumbling blocks can be made into stepping stones for progress
- Transform a yearning for excitement into a commitment to long-term action
- Help turn hesitation into courage
- Show support and encouragement to all

Qualities Essential to the Work of Auxiliary Board Members

- Breadth of vision
- Clarity of thought
- Flexibility
- Resourcefulness
- Unqualified love free of paternalism
- Calm determination
- Readiness to listen with heightened spiritual perception
- Faith in the capacity of every individual who shows a desire to serve

Relationship with Other Agencies and Institutions

- Focus on developing capacity in Local Assemblies, especially in clusters with large-scale growth.
- Board members, Regional Councils and other agencies should ensure that new cluster institutions take on the required characteristics:
 - Use of the recommend sequence of institute courses
 - A humble attitude of learning and accompaniment
 - Quieting the impulse to over instruct
 - Avoiding the tendency to reduce a complex process of transformation to simplistic steps
 - Endowing even the smallest steps with meaning
 - Recognizing the operation of spiritual forces in the arena of service
 - Continually reinforcing the bonds of friendship

* * * * *



Note: Admittedly, to reduce the functions of Auxiliary Board members to a list will be somewhat unsatisfying, as it cannot convey the dynamism and interplay among institutions and agencies, and the fluidity of their collaboration. This outline is intended to serve as a brief summary of points made in the Five Year Plan letters, and as a stimulus for further discussion on the vital role of the Auxiliary Board.

Development of the Local Spiritual Assembly



A Wider Vision: Section 11

(Refs: Dec. 28, ¶20-27; Ridván 2010, ¶22)

Station of the Assembly

- Trusted ones of the Merciful among men
- Shining lamps and heavenly gardens from which the fragrances of holiness are diffused
- Lights of knowledge from which the spirit of life streameth in every direction

Basic Administrative Functions

- Assembly meetings
- Feasts and Holy Days
- The Bahá'í Fund
- Annual elections

Some Key Responsibilities

- Teaching
- Mobilizing the believers
- Patiently nurturing the process of growth
- To grow in the ability to properly assess and utilize financial and other resources

Items for Assembly Consultation and Action

- The current Plan
- Issues related to community life:
 - Devotional character of the village
 - Spiritual education of children
 - Realizing the potential of junior youth
 - Use of home visits to strengthen the fabric of community life
- Other spiritual matters:
 - Instruction of children
 - Relief of the poor
 - Help of the feeble
 - Kindness to all peoples
 - Diffusion of the fragrances of God
 - Exaltation of His Holy Word

For Individual Assembly Members

- Disregard personal interests and desires
- Become personally involved in the core activities

Relationship to the Bahá'í Community

- Maintain unbending commitment to the best interests and spiritual well-being of the Bahá'í community.
- Be vigilant in guarding against the forces of moral decay.
- Create a vibrant, growing and spiritual community that welcomes constructive contributions from Bahá'ís and others.
- Learn to use the energies and talents of large numbers in unified action.
- Gain the confidence of the friends and learn to:
 - Help them put aside divisive ways
 - Nurture them slowly and lovingly
 - Find the seeds of unity in even the most difficult situations
 - Always uphold the standard of justice



Relationship to Individuals and Agencies

- Cultivate an affectionate and supportive relationship with the individual believer.
- In patiently nurturing this process of growth, the Assembly's relationship with the ATC and the training institute becomes cemented in a common purpose.

Relationship to the Wider Community

- Maintain a sense of responsibility for the entire population.
- Promote the greater good of all.

For Assemblies in Major Metropolitan Areas

- Divide the area into neighborhoods to administer the affairs of the Faith.
- Become familiar with different social spaces in order to offer people the teachings.
- Learn to engage a wide range of social, political and cultural institutions.

Role in Social Action

- The Assembly is not an executor of projects but the voice of moral authority.
- Ensure that the friends use a coherent process of action, reflection and consultation.
- Ensure that the integrity of their efforts is not compromised.
- Encourage consultation at Feast to allow the community to express its collective views.
- Steer the friends away from potential pitfalls:
 - Overly ambitious projects that would consume their energies
 - Financial grants that would compromise Bahá'í principles
 - Technologies that would strip the community of its cultural heritage and lead to discord
- Learn to interact with local social and political institutions.
- Gradually raise awareness of the Faith and its influence on the progress of the community.

Note: Admittedly, to reduce the functions of Local Assemblies to a list will be somewhat unsatisfying, as it cannot convey the dynamism and interplay among institutions and agencies, and the fluidity of their collaboration. This outline is intended to serve as a brief summary of points made in the Five Year Plan letters, and as a stimulus for further discussion.

* * * * *

Social Action and Public Discourse



A Wider Vision: Section 12

(Refs: Ridván 2010, ¶26-32; Dec. 28, ¶24-25)

What is the Purpose of All Social Action?

- To apply the teachings of the Faith to improve the spiritual and material life of the population.

Who Can Contribute to Social Action?

- Every human being, whether or not they are Bahá'ís, can take inspiration from His teachings.
- The future world civilization will not be built through the efforts of Bahá'ís alone.
- Many groups and organizations will contribute.

When Should the Bahá'í Community Participate?

- As the Bahá'í community grows in capacity, it becomes increasingly able to lend assistance.
- When a cluster has enough human resources, and its pattern of growth is firmly established, the community's engagement with society can and must increase.

How Should We Proceed?

- The friends everywhere are asked to reflect on the contributions which their growing, vibrant communities will make to the material and spiritual progress of society.
- Bahá'ís will be challenged to use the systematic approaches they have developed so far, to respond to the material and spiritual issues facing their communities.
- Efforts generally begin on a small scale, perhaps with a few friends concerned with a specific social or economic need.

What Are Some Examples of Social Action?

- Social action includes a spectrum of activity ranging from short-term informal efforts by individuals or small groups of friends, to complex programs of social and economic development carried out by Bahá'í-inspired organizations.

What Experience Can We Draw On?

- Many individual Bahá'ís work in these fields.
- A number of Bahá'í-inspired organizations have developed proven methods and programs.
- The Bahá'í UN Office and other Bahá'í agencies are working to address the concerns of society.

What Are Some Potential Pitfalls?

- Overly ambitious projects that would consume our energies.
- Financial grants that would compromise Bahá'í principles.
- Technologies that would strip the community of its cultural heritage and lead to discord.

What Basic Concepts and Principles Should Inform Our Efforts?

- The world civilization now on humanity's horizon must achieve a dynamic coherence between the material and spiritual requirements of life. This has profound implications for any social action pursued by Bahá'ís.
- Knowledge is essential to social existence. Ignorance is a form of oppression that reinforces the prejudices that are barriers to the oneness of humankind.
- Every human being has the right to knowledge, and all are responsible for generating, applying and sharing it.
- Justice demands universal participation—each according to his or her talents and abilities.
- Social change is not a project that one group of people carries out for the benefit of another.
- Although goods and services may be provided, the primary goal is to build capacity in the local population, enabling them to participate in creating a better world.
- Efforts should begin on a modest scale and grow organically, based on the increasing capacity and availability of local human resources.

What Are Some Areas of Caution?

- Social action and public discourse should not be judged by enrollments. That is not their purpose. We must be sincere in this.
- We should not exaggerate the Bahá'í experience or project an air of triumphalism.
- We should not draw undue attention to fledgling efforts, such as the junior youth program.
- The watchword in all cases is humility.

What is the Role of the Local Assembly?

- The Assembly is not an executor of projects but the voice of moral authority.
- Ensure that the friends use a coherent process of action, reflection and consultation.
- Ensure that the integrity of their efforts is not compromised.
- Encourage consultation at Feast to allow the community to express its collective views.
- Steer the friends away from potential pitfalls:
 - Overly ambitious projects that would consume their energies.
 - Financial grants that would compromise Bahá'í principles.
 - Technologies that would strip the community of its cultural heritage and lead to discord.
- Learn to interact with local social and political institutions.
- Gradually raise awareness of the Faith and its influence on the progress of the community.

What Are Some Examples of Public Discourse?

- Introducing Bahá'í ideas into everyday conversation.
- Meaningful dialog with civic groups and local organizations.
- Writing articles and attending gatherings on themes of social concern.



What is the Relationship Between these New Areas of Learning and the Plan?

- The House of Justice is not asking us to alter our course.
- Social action and public discourse should not be seen as alternative types of service, in competition with the expansion and consolidation work.
- We should continue to teach the Faith and strengthen the institute process.
- Involvement in the life of society will proceed naturally as we carry out the Plan.

* * * * *

Some Vocabulary from the Messages



A Wider Vision

(Refs: Ridván 2010, Ridván 2011, Dec. 28, 2010)

This vocabulary list is offered as an aid to comprehension of the messages of the Five Year Plan. It contains a selection of words that are not commonly heard in everyday speech, along with a brief definition for each. For words with more than one meaning, the definitions which seemed to best fit the context were selected. British and American English spellings are both included.

A

accrued – Accumulated, built up
acuity – Insight, perception, keenness, sharpness
adherence – Compliance, obedience, devotion, loyalty, faithful support
admonish – To reprimand, to correct or caution, remind one of an obligation, rebuke, warn
agility – The state of being quick and nimble, liveliness
allurements – Temptations, enticements, attractions
aloof – Emotionally distant, reserved, remote, unfriendly, cold, unapproachable, standoffish
altruism – Unselfishness, sacrificing one's own desires in order to help others
ardent – Intensely enthusiastic, passionate, fervent, eager, devoted
aspirations – Goals, objectives, hopes, desires
assiduous – Diligent, industrious, tireless, persistent
august – Inspiring reverence or admiration, majestic, dignified, noble, profoundly honored
auspicious – Favorable, promising, likely to bring good results

B

averred – To affirm positively, assert, declare, state, pronounce
beleaguered – Harassed, besieged, under attack, tormented, plagued
breach – A tear or rupture, disruption of friendly relations, separation, estrangement
catalyst – Something that causes an event to happen, a means, channel, vehicle, mechanism

C

centenary / centennial – 100th anniversary
cleavage – Split, division, breaking of a bond
coalesce – To grow together, to combine into one whole, merge, fuse, blend, unite
coherence – Logical or natural connection, orderly, consistent, unified, rational, in harmony
cohesion – Holding together, being unified
commensurate – Equal to, corresponding, proportionate, adequate to, matching
complacency – Being self-satisfied, smug or unconcerned, especially when unaware of danger
complement – Something that completes or makes up a whole, a crew, team, group
complementarity – Reciprocity, mutual dependence, interrelationship
concerted – Planned or accomplished together, collaborative, combined, cooperative
concomitant – At the same time, simultaneous, parallel, concurrent
concurrently – At the same time, simultaneous, alongside
condone – To overlook, forgive or disregard an offense; to excuse or ignore negative behavior
consensus – Agreement, accord

contingent on – Dependent on

contingents – Groups, teams, troops

continuum – A continuous series or whole whose parts cannot be separated or separately discerned

corrosion – Slow deterioration by being eaten or worn away, breakdown or destruction of a material, especially a metal, through chemical reactions, e.g., rusting, thus reducing quality and strength

crystallize – Come together, take shape, solidify, to take on a definite and usually permanent form

decentralize – Disperse, spread out, distribute

D

devoid – Lacking, without

devolve – Pass to, hand to, transfer, delegate, entrust

dexterity – Skill, grace, nimbleness, agility, with speed and precision

dialectic – Change through the conflict of two opposing forces

dichotomy – Division of something into two contradictory parts, mutually exclusive options

discourse – Dialogue, conversation, discussion, talk

dissonance – Discord, disagreement, conflict, disunity

distinctive – Unique, different, noticeable, conspicuous, striking

draught – A breeze, light wind or current of air; a drink of liquid medicine or spirits

dynamic – An interactive system or process characterized by continuous activity or progress, marked by intensity and vigor

dynamism – Vitality, vigor, energy, enthusiasm

E

edifice – A building, especially one of impressive size or appearance

edify – To instruct so as to encourage intellectual, moral or spiritual improvement; to educate, enlighten, enrich, civilize

efficacy – Effectiveness, usefulness, value

efflorescence – A time of flowering or blossoming, gradual process of unfolding or developing

embosomed – Embraced, protectively enclosed or surrounded

emergent – Coming into existence or notice

emulating – Imitating, following, copying

engender – To cause, create, bring about, lead to, stimulate

equilibrium – A stable situation, balanced

erelong – Before long, soon

eschew – Avoid, abstain from, have nothing to do with

ethos – The distinctive character, spirit and fundamental values of a people, culture or era

exemplify – Illustrate by example, embody, demonstrate, personify

exhortation – An earnest attempt to persuade, encourage or advise, pep talk, warning

exigencies – Necessities, urgent requirements, pressing needs, demands

expedite – Speed up, accelerate

exposition – Explanation, description

expound – Explain, talk about, set forth an argument, to add details and clarify a thesis

extraneous – Coming from outside, unessential, unrelated to the topic, irrelevant

F

ferrous – Relating to or containing iron

fervour / fervor – Passion, enthusiasm, eagerness, zeal

fitful – Occurring in intermittent bursts, irregular, sporadic

fledged – Fully developed, mature, as a bird having acquired the feathers necessary for flight

fledgling – New to a field or activity, young or inexperienced, beginning, emerging

forge – Create, build, fashion

fortitude – Strength, courage, resilience, determination, endurance

fragmentary – Incomplete, disconnected, partial

frivolous – Trivial, unimportant, insignificant, unworthy of serious attention, vain, superficial

G

galvanize – Rouse to action, stimulate, spur, electrify, excite, fire up

hallowed – Sacred, holy, blessed, sanctified

H

hamlet – Village, small rural community

harbinger – Herald, something that indicates or foreshadows what is to come

I

imperative – Essential, vital, crucial, necessary; also a command, order, obligation or duty

impetus – Forward motion, force, thrust

inculcate – Instill, impress upon the mind of another by frequent instruction or insistent repetition

indigenous – Native, local

indignation – Righteous anger, resentment, rage over something felt to be unfair

indispensable – Essential, obligatory, absolutely necessary

inestimable – Immeasurable, great, enormous, vast, immense

inexorably – Inevitably, inescapably, unavoidably

inextinguishable – Impossible to extinguish or put out

inherent – Innate, intrinsic, built-in, part of the essential nature of something

injunction – A command, directive or order, authoritative instructions

institutionalized – To make part of a structured and well-established system

intimation – Indication, hint or suggestion

intrinsic – Inherent, built-in, part of the essential nature of something, fundamental

irrepressible – Impossible to control or restrain, uncontainable

J

irrespective – Without regard to, without taking into account

judicious – Showing wisdom and good sense, careful, sensible, well thought-out

L

lethargy – Weariness, tiredness, sluggishness, laziness, indifference, inactivity due to lack of interest

lustre / luster – Sheen, shine, gleam

M

milestone – A significant event, turning point, stone marker at the side of a road to indicate distances

moribund – Declining, decaying, run down, falling apart, dilapidated, on the way out

multiplicity – A large number or great variety, diversity, various, manifold

myriad – Many, innumerable, countless

N

nascent – Coming into existence; emerging, starting to grow or develop, being born

nucleus – Center, core, heart, hub, an essential part around which other parts are gathered, something regarded as a basis for future development and growth

O

organic – Like a living organism in its development or organization; interconnected, natural, whole

paramount – Of chief concern or importance, greatest, highest, utmost

P

partisan – Supporter of a particular party, group, cause or idea

passivity – Inactivity, apathy, indifference, submissiveness, meekness, compliance

paternalism – An attitude of “father knows best,” treating people in an overprotective manner, providing for their needs without giving them rights or responsibilities, taking away individual initiative and freedom of choice, making decisions for them for their own good

periphery – Outer margin, edge, sideline, fringe, perimeter

pernicious – Evil, destructive, causing great harm, spreading in a hidden and usually injurious way

perpetual – Continuous, permanent, everlasting

perpetuation – Continuation, maintenance

pointedly – Conspicuously, in such a manner as to make something clear and evident

potentialities – Inherent capacity for growth and development, possible but not yet actual

precedence – Priority, going first, in order of rank or importance

predetermined – Decided in advance, carried out according to a pre-set plan

preeminent – Superior to, above all others, outstanding, greatest in importance or significance

prerequisites – Something that is required in advance, essential, necessary, a prior condition

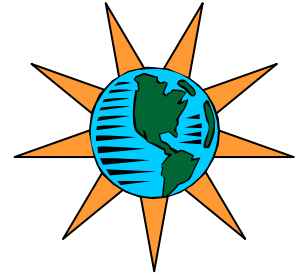
prevalent – Common, widespread

proliferate – Multiply, flourish, increase

	propagated – Spread, disseminated
	protagonist – Hero, main character, a leading or principal figure
Q	qualitative – A subjective judgment concerned with meaning rather than measurement; relating to the abstract quality of something such as feel, taste, expertise, image, leadership, reputation
	quantitative – Something that can be measured; relating to number, quantity, amount or size
R	ramifications – Implications, connotations, consequences, results, effects, outcomes
	reciprocity – Mutual interchange, especially the exchange of rights or privileges; cooperation, interdependence, give-and-take
	rectitude – Uprightness, righteousness, morality, goodness, correctness, decency
	relentless – Constant, continuous, persistent, unrelenting, sustained
	requisite – Requirement, necessary, mandatory, essential
	resourceful : Acting effectively or imaginatively in difficult or unusual situations, clever, inventive
S	severally – Separately
	social constructs – Shared human agreements that are invented or “constructed” by a particular culture or society (e.g. social status, language, the value of money or the idea of separate races), where people follow certain rules which exist only because they agree to act as if they do; social reality as opposed to physical reality
	solidarity – Harmony, cohesion, shared aims, commonality
	spectrum – A broad range of options, a continuum, an orderly arrangement
	stimulus – An incentive, inducement, spur, something that rouses to action
	subordinate – Secondary, of lesser importance, lower
	suffused – Bathed, covered, spread throughout, flooded over or through
	supernal – Heavenly, celestial, divine, lofty
	supplication – A humble entreaty or petition, earnest prayer
	sustainable – Capable of continuing at a steady level without exhausting resources
	synchronizes – Occurs at the same time, simultaneous
	systematic – Methodical, organized, efficient, logical, orderly, well planned
T	tempered – Adjusted by adding a counterbalancing element, moderated, softened, toned down
	tentative – Uncertain, hesitant, cautious, timid
	throes – A condition of agonizing struggle or trouble, feelings of great mental or physical pain
	trajectory – Route, path taken by an object moving through space, a chosen or taken course
	tribulation – Great affliction, evil, trouble, distress or suffering
	triumphalism – The attitude or belief that a particular doctrine, especially a religious or political theory, is superior to all others; excessive celebration; over-confidence and pride
	tumultuous – Turbulent, confused, chaotic, disorderly
U	undeviating – Unswerving, going directly from one point to another without turning aside
	unequivocal – Clear, unambiguous, unmistakable, explicit, obvious, admitting of no doubt, having only one meaning or interpretation and leading to only one conclusion
	unfettered – Unregulated, unrestrained, uncontrolled, free from restrictions or bonds
	unqualified – Not conditioned on anything, unrestricted, with no reservations, absolute, complete
	unsullied – Unstained, pure, spotlessly clean, free from dirt, unblemished moral record
	untenable – Impossible to justify, unreasonable, unsupportable, unsustainable
V	vitality – Energy, liveliness, strength, vigor
	volition – The capacity of making a conscious choice or decision, exercising one’s will
W	watchword – Catchphrase, motto, rallying cry, refrain
	weal / commonweal – Prosperity, happiness, welfare of the community, the general good
	welter – Flurry, jumble, confusion, turmoil

* * * * *

Glossary of Bahá'í Terms and Acronyms



A selection of terms related to the current series of Five Year Plans.

Note: Some terms may differ across regions, so an attempt has been made to list the most common ones. The acronyms included below are generally not used in formal documents, although they are often heard in conversation and seen in text references or charts.

Animator – The facilitator of a junior youth group.

Area Teaching Committee (ATC) – A cluster-level team appointed by the Regional Bahá'í Council to plan and coordinate an intensive program of growth. The ATC analyzes resources in preparation for cycles of growth, organizes regular cluster reflection meetings, promotes devotional gatherings and home visits, maintains cluster statistics, and helps to mobilize the believers in support of the Plan. As part of the core team, the ATC works closely with Auxiliary Board members and institute coordinators, and collaborates with Local Spiritual Assemblies in the cluster.

Auxiliary Board member (ABm) – An individual appointed by the Continental Counselors for the propagation or protection of the Faith in their area of service. Auxiliary Board members have no direct authority, but serve to advise and encourage the friends, stimulate activity and promote the current Plan.

Children's Classes – One of the four core activities of the Five Year Plan, this program of spiritual education for children is designed to develop virtues such as courtesy and service to humanity, along with study of Bahá'í history, teachings and spiritual principles. The lessons incorporate stories, crafts, drama, music and games. Classes are offered at the neighborhood level as a service to the community, and are open to all.

Cluster – A small geographic region within a country, usually consisting of a few bordering counties or localities, or in some cases, a single metropolitan area. Clusters serve as the arena within which the teaching and consolidation work can be organized on a manageable scale. Cluster boundaries are based on geography and the social conditions of the wider population.

Cluster Institute Coordinator – Appointed by the Regional Training Institute to promote and strengthen the institute process in the cluster. Also known as Area Coordinators, their role includes training tutors, assisting individuals to progress through the series of institute courses, and coordinating the multiplication of study circles, children's classes and junior youth groups. As these core activities multiply, higher levels of organization are needed, and may include the appointment of separate coordinators for each type of activity.

Cluster Reflection Meeting – Quarterly gathering where the friends consult together about the process of growth in their cluster, evaluate progress, set goals, make plans, and support each other in multiplying the core activities and advancing the teaching work.

Community of Interest – A widening circle of people who, although not enrolled as Bahá'ís, are regularly involved in one or more core activities of the Plan.

Consolidation Phase – This follows the expansion phase of an intensive program of growth. It involves nurturing seekers and accompanying them on their spiritual journey until they are confirmed in their faith. A primary purpose of the consolidation phase is to bring a percentage of these new believers into the institute process so that an adequate pool of human resources is available to sustain growth.

Continental Board of Counselors – The Institution of the Counselors, also known as the Institution of the Learned, is a branch of the Bahá'í Administrative Order. It is composed of the International Teaching Centre, the Continental Boards of Counselors, the Auxiliary Boards and their assistants—institutions of exalted rank that play a vital role in the propagation and protection of the Faith. The individuals who are appointed to these roles have no legislative, executive or judicial authority. They serve to advise and encourage the friends, enhance the capacity of institutions and individuals, stimulate activity and promote the current Plan. (Institution of the Counsellors, p. 3)

Core Activities – The four core activities are study circles, devotional gatherings, children's classes and junior youth groups. These fundamental building blocks of community life are open to all, and can be complemented by firesides, deepening classes, and other teaching activities.

Core Team – Collective term for the Auxiliary Board members and their assistants, the Area Teaching Committee, and the cluster institute coordinators, working in collaboration to promote systematic growth at the cluster level. Also referred to as the *core group* or the *cluster agencies*.

Cycle of Growth – An intensive program of growth, once established in a cluster, is composed of recurring cycles of activity that include phases of expansion and consolidation, punctuated every three months by a meeting for reflection and planning.

Deepening – “To deepen in the Cause means to read the writings of Bahá'u'lláh and the Master so thoroughly as to be able to give it to others in its pure form.” (On behalf of Shoghi Effendi, Lights of Guidance, p. 565)

Devotional Meeting – One of the four core activities of the Five Year Plan, this is a gathering of two or more people who come together to share prayers, meditations and passages from scripture. Devotional meetings are designed to create an atmosphere where people of different faiths can experience the common spirit of love and fellowship which flows through all of the world's great religions. Since there are no clergy in the Bahá'í Faith, these gatherings often take place in homes and all are welcome to participate.

Expansion Phase – One of the phases of an intensive program of growth, this is a period of intensified teaching activity, often lasting about two weeks. Its objective is to widen the circle of those interested in the Faith, to find receptive souls and to teach them.

Fireside – An informal gathering designed for seekers who wish to learn about the Bahá'í Faith. Shoghi Effendi calls this type of introductory meeting “the most effective method of teaching” and urges every believer to hold a fireside in his or her home once every 19 days, where new people are invited, and where some aspect of the Faith is discussed. People should be shown Bahá'í hospitality, and encouraged to ask all of the questions which trouble them. This will gradually attract them to the Cause. The House of Justice calls the personal fireside an example of an individual teaching goal. (Lights of Guidance, p. 246-47; Messages from the Universal House of Justice, 1968-1973, p. 35)

Home Visit – An act of service arising from Book 2 in the Ruhi sequence, home visits provide an opportunity to enter into deep conversations on spiritual themes. Conceived as a means for introducing the fundamentals of the Faith, these visits to seekers and new believers alike, reinforce ties of fellowship and foster new patterns of community life.

Intensive Program of Growth (IPG) – A systematic approach to growth with distinct cycles of expansion and consolidation, punctuated every three months by a meeting for reflection and planning. This ever-expanding, self-sustaining system is characterized by a steady stream of friends proceeding through the institute courses and engaging in the corresponding activities.

Junior Youth Spiritual Empowerment Program – This program is one of the four core activities of the Five Year Plan. It is designed to assist young people from ages 12-14, as they move from childhood through adolescence. Junior youth groups meet regularly, and offer a positive environment where participants can form a strong moral identity, develop their spiritual and intellectual capabilities, enjoy fellowship and learn how to serve their communities. The program explores a variety of themes from a Bahá'í perspective, but not in the mode of religious instruction.

Local Spiritual Assembly (LSA) – A divinely-ordained, nine-member local governing council, elected annually by secret ballot, in every community where there are nine or more adult Bahá'ís. The Assembly oversees the affairs of the local Bahá'í community and makes decisions through a consultative process.

National Spiritual Assembly (NSA) – A divinely-ordained, nine-member governing council, elected annually by secret ballot. The National Assembly has authority over all Bahá'í activities and affairs throughout its area.

Office of Cluster Advancement – Some Regional Councils have established an office tasked with facilitating growth in the region through their work with Area Teaching Committees. Also known as the *Office of Cluster Development*, or sometimes a single *Cluster Development Coordinator* or *Secretary for Cluster Advancement*, they recommend ATC appointments, orient new members, provide ongoing training and support, collect data on cluster progress, document and share learning, and suggest strategies to accelerate growth in the region.

Regional Bahá'í Council (RBC) – Elected annually by the members of all Local Assemblies in the region, Councils are “the executive instruments of the National Spiritual Assembly authorized to act on its behalf in devising and promoting programs dedicated to fulfilling the aim of advancing the process of entry by troops.” (Universal House of Justice, 5 Jan. 2006) Councils supervise the Regional Training Institute, direct and coordinate the work of Area Teaching Committees, and help to create strong Local Spiritual Assemblies, ensuring their collaborative involvement in cluster activities.

Regional Institute Coordinator – A member of the Regional Training Institute whose focus is the selection, training and accompaniment of Cluster Institute Coordinators throughout the region. Also known as the *Regional Coordinator*.

Regional Training Institute (RTI) – An agency appointed by the National Spiritual Assembly to oversee the process of systematic training in the main sequence of institute courses within a particular region. Training institutes work closely with the Counselors and are supervised by the Regional Bahá'í Council. The RTI appoints the Cluster Institute Coordinators and may select or create supplementary training materials based on the needs of particular clusters.

Ruhi Institute – Source of the main sequence of institute courses. The Ruhi Institute began in Colombia and its educational materials have been selected by the Universal House of Justice for use in training institutes throughout the world.

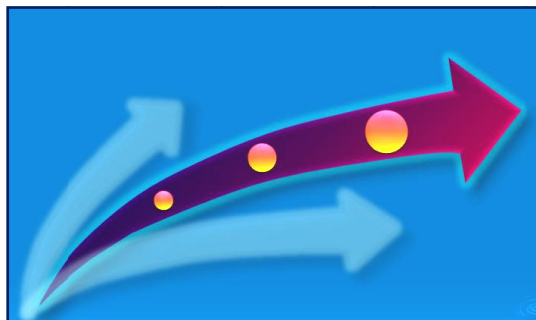
Sequence of Courses – A curriculum developed by the Ruhi Institute, aimed at progressively building capacity for community service. Participants learn to organize devotional gatherings, conduct home visits, teach children's classes, animate junior youth groups, share the Bahá'í Faith with others, and serve as tutors for other study circles. Eight courses have been produced to date in the main sequence, with additional courses under development.

Study Circle – Small groups that meet regularly to discuss the Holy Writings through study of one or more institute courses. The goal is to increase our understanding of God's purpose for humankind and to incorporate His teachings into our daily lives. Courses may last from several weeks to months, and are occasionally completed in one or two weekends using an intensive format. Study circles are open to the public, and are one of the four core activities of the Five Year Plan.

Tutor – Every study circle is guided by one or more trained tutors, whose role is to assist the participants in a cooperative learning process.

Universal House of Justice – The supreme governing institution of the Bahá'í Faith, composed of nine members elected every five years. The House of Justice is the legislative body with the authority to supplement and apply the laws of Bahá'u'lláh. It also has judicial and executive authority.

* * * * *



In the Five Year Plan



Liven up your cluster reflection meetings!
Sung to the tune of "For the Longest Time"
Words in bold type should be sung with emphasis.

Whoa.....In the Five Year Plan. (2x)

The House of Justice wrote to us to say,
The old world order's crumbling away,
We'll build a **new** one,
Come on let's **get** a move on,
All that we need is in the Five Year Plan.

Every cluster in a learning mode,
Everybody sharing in the load,
Systemization,
Bahá'í administration,
All that we need is in the Five Year Plan.

Whoa.....In the Five Year Plan. (2x)

Study circles, children's class and prayers,
Fellowship where everybody shares,
With junior youth groups,
Teaching and **entry** by troops,
All that we need is in the Five Year Plan.

Moving through the sequence of courses,
Learning to draw on spiritual forces.
Multiplying core activities,
We build communities, establish IPGs.

Neighborhoods and villages will bloom,
Each a beacon of light against the gloom,
So that our nation,
Will reach its spiritual station,
All that we need is in the Five Year Plan.

Passing milestones along the path,
We must grow in size; you do the math,
Focusing on receptive populations,
Everything starts with spiritual conversations.

The course is set, there **is** no time to lose,
In visiting homes and sharing the good news,
No vacillation,
So cancel **that** vacation,
All that we need is in the Five Year Plan.

Whoa.....In the Five Year Plan. (4x)



*Lyrics by R. Gottlieb, modified from an earlier version created for the previous Five Year Plan.
Check www.YouTube.com for various a cappella versions of "For the Longest Time"*

Five Year Plan Word Puzzle

Word Scramble

The following terms come from the Five Year Plan.
Unscramble each word, then write the correct letters in the box below.
A few of the letters are given to help you get started.

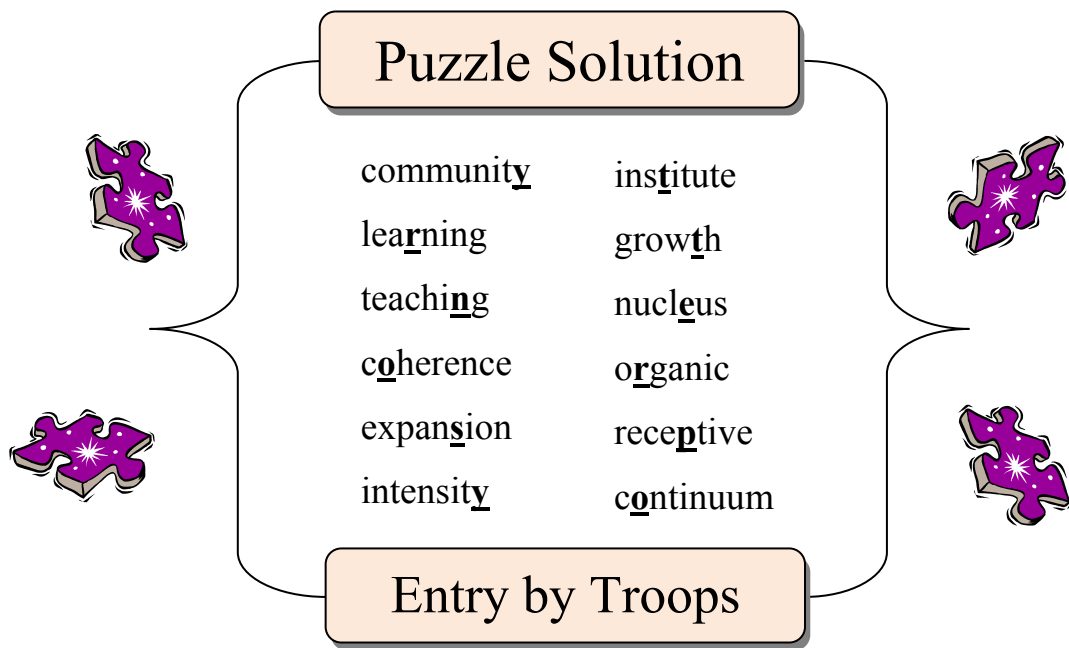
UNITYCOMM	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	5
REALNING	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	8
CHINGATE	<input type="text"/> <input type="text"/> <input type="text"/> C <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	2
HERCENECO	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> C <input type="text"/>	10
SPINEXOAN	X <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	12
INSENITTY	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	6
TINTTISUE	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	3
THROWG	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	7
CLUENUS	<input type="text"/> <input type="text"/> C <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	1
GRONICA	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> C	4
PRECETIVE	<input type="text"/> <input type="text"/> C <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	11
UMTUNICON	C <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	9

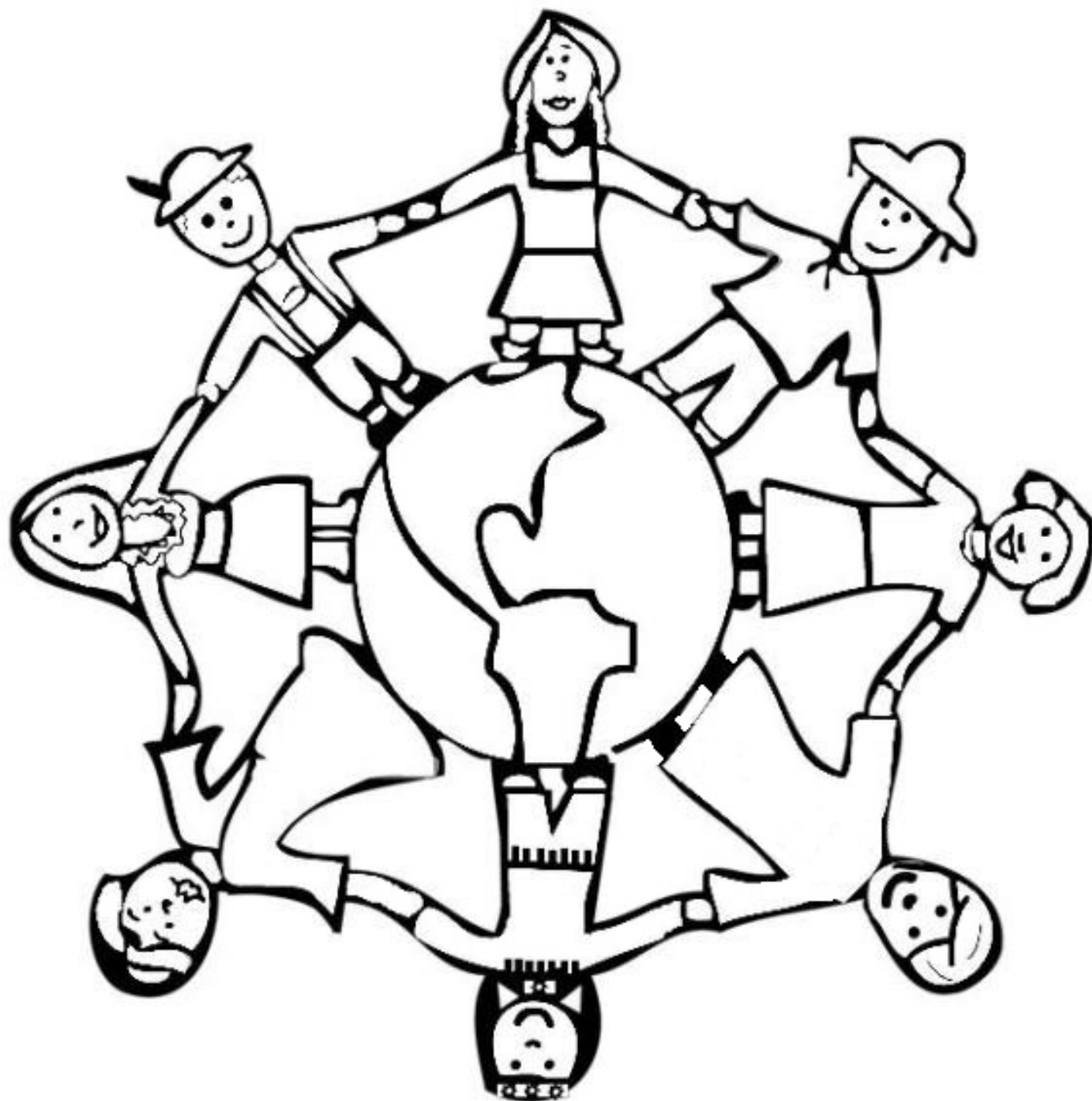


<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	B <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
1 2 3 4 5	6	7 8 9 10 11 12

If you need a hint, turn this page upside down.

This process is the hallmark of a 25-year series of plans lasting until 2021.





**Bahá'u'lláh came to unite
all the peoples of the world.**

Image courtesy of www.clipsahoy.com