

**The 3P Educator's Guide: Exploring Love
with Zahara**

in

ZAHARA ASKS "WHAT IS LOVE?"



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<https://www.acttraining.biz/post/af1-zahara-asks-what-is-love>

TO 3P EDUCATORS

This assistance package for *Zahara Asks “What Is Love?”* is offered as a resource for educators who would like questions or activities to accompany each chapter of the book.

As the writer of both the book, and this ChatGPT-assisted resource package, my purpose is not to tell you what to do or prescribe how to teach. On the contrary, I strongly encourage educators to create their own questions and activities that arise naturally from their understanding and from the unique dynamics of their classroom.

That said, I recognize that many educators appreciate having guidance or a more structured lesson plan to begin with. For that reason, this package is provided as a helpful framework. You may use it as is, adapt it, or simply let it spark your own creativity.

Personally, I do not teach from a fixed plan. My own approach is to respond to the feelings in the room, which means that no two classes unfold in the same way. This is simply my style. My hope is that, over time and at your own pace, you too will grow comfortable teaching from that place of responsiveness and presence.

Above all, use this package in the way that best supports your students and your own development as an educator.

Harry Derbitsky



Zahara asks “What is Love?”—Part 1

Discussion Questions for Students:

1. Who are Zahara and Biki Makena, and why do they love each other?
2. What question does Zahara ask Bibi, and what does it mean to you?
3. Why does Bibi say that to give love away makes it grow?
4. Can the love of God be the same as the love of a boyfriend?
5. What connection does Bibi make between forgiveness and happiness?
6. Why is this true-- When we have thinking of a darkish nature, that is what we must feel. Forgiveness is the ANSWER?
7. Is Happiness Free or are we a victim of life or our past negative experiences?

✿ Closing Circle Activities

- ☐ Think about a time when you felt real love inside you. How did it change the way you felt?
 - ☐ Recall a moment when you forgave someone (or yourself). What peace or freedom did it bring?
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Zahara asks “What is Love?”—Part 2

Discussion Questions for Students:

1. What does Bibi mean when she says, “I was always lying to myself when I was angry”?
2. How can realizing a “false thought” help you feel calmer?
3. In your life, when have you forgiven yourself or someone else? How did it feel?
4. Why does Bibi tell Zahara to “trust her feelings” instead of giving her a direct answer about her boyfriend?
5. How can positive feelings help guide your decisions?
6. If you were Zahara, what would you do to handle your temper with your boyfriend?

❁ Closing Circle Activities

- ☐ Go around and ask: “One insight or new thought you’re taking away from today.”
 - ☐ End with the Elder’s words: “Allow your thoughts to soar like the eagle, turning your dreams into reality.” What does this mean—group discussion?
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Zahara asks “What is Love?”—Part 3

Discussion Questions for Students:

1. Why do you think Zahara keeps going back to Bibi with her questions about love?
 2. What does Bibi say about the soul and its connection to God?
 3. According to *The Missing Link*, what happens when someone becomes grateful?
 4. How does Bibi describe the difference between pure love and insecure love?
 5. What does “contentment” mean to you in your own words?
 6. How do you know when your feelings of love (for family, friends, or others) are coming from security and not insecurity?
 7. Do you agree with Bibi that Love is an expression of God? Why or why not?
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Closing Circle Activities

Title: The Feeling of Contentment

- ☐ Silent Reflection (2 minutes): Ask each student to close their eyes and think about a moment when they felt truly grateful or content—when “life felt perfect,” even if just for a short time.
 - ☐ Sharing in the Circle: Invite students (one at a time, if they feel comfortable) to share: A word, phrase, or short image that describes that moment of contentment.
 - ☐ Closing Blessing: After everyone has shared, the group holds a moment of silence together, simply noticing the feeling in the room.
 - ☐ Then you can close with: *“Just like Zahara and Bibi, when we feel grateful and content, life can seem perfect. May we carry this feeling of love and contentment with us as we leave today.”*
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Zahara asks “What is Love and Alcohol?”—Part 4

Discussion Questions for Students:

1. Why is Zahara uncertain about alcohol, even though many of her friends see it as fun?
2. What did Zahara notice about her parents’ behavior when they drink?
3. How did Sydney Banks connect overthinking (a busy, non-silent mind) with alcohol and suffering?
4. According to Bibi, how can negative thoughts and feelings lead people toward alcohol use?

Nehemia’s Story

5. What life challenges did Nehemia face in the Democratic Republic of Congo that led him to flee to Nakivale Refugee Camp?
6. How did alcohol become a problem for Nehemia after he arrived at the camp?
7. What insight did Nehemia gain about Thought, God, and healing from alcohol?

Personal Connection & Critical Thinking

8. What dangers do young people face when drinking alcohol at parties?
9. Do you agree that alcohol only has power when we give it power through our thinking? Why or why not?
10. How does Nehemia’s story show that even painful past experiences can become a steppingstone to healing?
11. If you had a friend struggling with alcohol, what lesson from Zahara, Bibi, or Nehemia’s story would you want to share with them?

✿ Closing Circle Activities

☐ Option 1: The Candle of Love

- Place a candle (or symbolic light) in the center.
- Each student shares one insight they gained about love, alcohol, or healing.
- After sharing, the group sits in silence for one minute, holding the thought of love as healing light.

☐ Option 2: Reflection Stones

- Give each student a stone (or paper cut-out shaped like a stone).
- Ask them to write one word that represents what they want to let go of (e.g., fear, pressure, anger) and one word they want to keep (e.g., love, peace, wisdom).
- Place the stones in a shared bowl as a symbol of collective healing.

☐ Option 3: Circle of Encouragement

- Each student turns to the person on their right and shares a sentence of encouragement such as:
 - “You are strong enough to... ”
 - “I see wisdom in you because... ”
 - Continue until the circle is complete, so everyone both gives and receives encouragement.
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Zahara asks “What is Love?”—Part 5

Discussion Questions for Students:

1. Why did this key teaching from Sydney Banks puzzle Zahara? -- “Bibi, can that be true? How can all negativities only originate from a human’s thoughts?”
2. Why does Bibi say that parents sometimes pass down negative thoughts to children without meaning to?
3. What example from Zahara’s own friendships shows that love can rise above tribal differences?
4. Do you agree that all negativity comes from human thought? Why or why not?
5. What might happen in a community if one young person chooses forgiveness instead of hatred?
6. What is the difference between pretending to like someone and truly feeling love and understanding for them?
7. Have you ever felt weighed down by “weeds” of negative thinking? How can you clear them?
8. What makes you feel the same kind of warmth and joy that Zahara felt when she and Bibi laughed together?

❁ Closing Circle Activities

☐ Circle of Understanding

- Sitting in a circle, each student shares a short sentence beginning with: “I understand that people sometimes... but love helps me...”

For example: “I understand that people sometimes fight, but love helps me forgive.” Continue until everyone has shared.

☐ Silent Smile Connection

- Students pair up, sit quietly facing each other, and share one silent smile.

Afterward, invite them to describe how the smile made them feel inside.

This mirrors the moment Zahara and Bibi laughed together in love and understanding.

Zahara asks “What is Love?”—Part 6

Discussion Questions for Students:

1. Why did Zahara feel happier and more content, even with the daily challenges of Nakivale Refugee Camp?
2. What insight did Zahara have when she realized the “divine light” inside herself?
3. How did Ancient Africans experience silence and nature as a connection to God?
4. Why do you think the “portal” to silence and divine connection can be open in some people and closed in others?
5. Bibi mentions that some people “worship false Gods such as status, money, power.” What do you think she means by this?
6. How can silence help you feel more love and understanding for others?
7. How can you share love from your heart with others in your own community, like Zahara shares with Bibi?
8. Why do you think Zahara cried tears of joy at the end of this chapter?

❁ Closing Circle Activities

☐ Option 1: The “Divine Light” Exercise

- Give each student a small paper heart.
- Ask them to write one way they can “share love from their heart” this week (a kind action, encouraging someone, helping at home).
- Place all hearts in a basket as a symbol of the group’s shared love.

☐ Option 2: Nature Visualization

- Guide students in a brief visualization: “Imagine you’re sitting in a quiet, beautiful place in nature. You can feel the sun, hear the birds, smell the trees. Breathe slowly.”

- After a minute, ask them to open their eyes and share what they “saw” or “felt” in their heart.
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Zahara asks “Why is Sharing Important in Love?”—Part 7

Discussion Questions for Students:

1. How did Zahara feel when she started caring more about others and sharing with Bibi?
2. What did Sydney Banks mean by: “*What you give in life is what you receive*”?
3. What are the “two secrets of life” that Bibi explained to Zahara?
4. What made James decide to donate his kidney to Abigaël?
5. How did James’s act of sharing love change the outcome of the story?
6. How is James’s action an example of “Do not talk love, show love”?
7. Why is it important to first love ourselves before we can fully share love with others?
8. Why do you think sharing connects us more deeply with others?

✿ Closing Circle Activities

☐ Gratitude Stones

- Give each student a small stone (or piece of paper shaped like a stone).
 - On one side, they write one thing they are grateful someone shared with them.
 - On the other side, they write one thing they will share with others.
 - Place all stones in a basket to symbolize building a foundation of love in the community.
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Zahara shares “Fighting with her Boyfriend and Love”— Part 8

Discussion Questions for Students:

1. How was Zahara’s response to her boyfriend different this time compared to the past?
2. What role did Zahara’s positive thinking play in the situation?
3. Why do you think her boyfriend apologized the next day?
4. How does living “in the now” help us deal with negative situations?
5. Zahara said, “It takes two to fight.” What does this mean in your own words?
6. What does “HAPPINESS IS FREE” mean?
7. Can you think of a time when you chose to stay calm instead of reacting negatively? How did it turn out?

✿ Closing Circle Activities

☐ **Group Discussion – “The Power of Not Reacting”**

- Discuss how not reacting to negativity can change the outcome of a situation.
- Share personal experiences or ideas.

☐ **Closing Circle Activity**

- Everyone sits in a circle.
 - Each student shares one sentence beginning with:
 - One way I can choose positivity is...”
 - or “Happiness is free when....”
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Zahara asks about “The Mystical Nature of Love?”—Part 9

Discussion Questions for Students:

1. Why was Zahara surprised to hear about homelessness in Canada?
2. How were African People traditionally connected to the earth and nature?
3. Bibi warns Zahara not to become a “follower.” What does she mean by this?
4. Why does Bibi think the western world has become “a victim of their success”?
5. How does Bibi say these mystical gifts come to a person (through intellect or beyond intellect)?
6. What is the prayer Bibi suggests Zahara say to God? How does this prayer connect to trust and love?
7. In your own words, what does “I TRUST THIS FEELING” mean?

✿ Closing Circle Activities

☐ **Reflection Writing Prompt**

- “What is one mystical gift you think you may have (intuition, vision, creativity, empathy)? How can you use it for good in your community?”
- Or, “Describe a time when you felt guided by a strong inner feeling. What happened when you trusted it?”

☐ **“I Trust This Feeling”**

- Everyone sits in a circle.
 - Each student finishes the sentence:
 - “When I trust my inner feeling, I can...”
 - “My mystical gift is...”
 - This builds confidence in their own inner wisdom.
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Zahara asks about “Choice in God & Love?”—Part 10

Discussion Questions for Students:

1. Zahara was confused about the role of human beings in life. What was her main question for Bibi?
2. Why did Bibi say it is “nonsense” to think God made the woman donate the money?
3. According to Bibi, what happens when “your will and God’s Will become One”?
4. What does it mean to be responsible for your own actions, feelings, and thoughts?
5. Sydney Banks said, “You must find it for yourself.” What do you think this means for Zahara—and for you?
6. How does Bibi describe the “path of the warrior”?
7. What do you think Bibi means by “stop pretending” and “accept your unlimited potential”?
8. If you were Zahara, how would you answer her own question now: *What role do we play in life if God is the Creator?*

❁ Closing Circle Activities

☐ **“The Warrior’s Choice”**

- Invite each student to close their eyes for a moment and think of one choice they made recently that came from their own heart (big or small).
- In the circle, each person shares their choice and whether it made them feel *closer to love or further away from love*.

End with everyone saying out loud, together:

***Dream Big and
Allow your Thoughts to Soar like the Eagles,
Turning your Dreams into Reality***

Zahara sees “The Gift of Love”—Part 11

Discussion Questions for Students:

1. What did Zahara notice about her boyfriend’s moods, and how did she respond?
2. According to Bibi, what makes humans different from all other animals in the universe?
3. How does Bibi explain the gift of free will?
4. What is the purpose of negative feelings, according to Bibi?
5. How can someone find balance within themselves?
6. What did the Spirit once say to Bibi, and how did that change her way of living?
7. Why did Bibi say Zahara’s questions had changed her life?
8. How did Zahara feel after this conversation with Bibi?
9. What do you think Zahara meant when she realized she had found the *Spiritual Love of the Universe*?

Closing Circle Activities

☐ **“Free Will and Balance”**

- Each student thinks quietly of one negative thought they have had recently.
- In their journals or on paper, they write the thought down and then write how they could *turn it around* using their free will (e.g., from worry → gratitude, from anger → understanding).
- In the circle, each person shares only the *positive version* of their thought with the group.
- As a class, reflect on the question: *How does using our free will to shift thoughts help us find balance and peace?*

- Close by repeating together:
“I let negative thoughts pass. I choose positive feelings. I live in balance.”
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Zahara asks “What about Love & Teen Pregnancy?”—Part 12

Discussion Questions for Students:

1. Why was Zahara so sad when she spoke with Bibi about her friend Masiko?
2. How did Masiko’s parents and the community react when they first found out she was pregnant?
3. What was the turning point in Masiko’s life that helped her move from despair to hope?
4. What did Bibi say was the most important first step for Masiko to take in her healing journey?
5. How did Masiko show self-love after the baby was born?
6. Why did the parents and community eventually accept Masiko again?
7. What role did forgiveness play in Masiko’s transformation?
8. Bibi said, “Children are a gift from God.” How did this teaching affect Masiko?
9. Zahara was troubled that many of her girlfriends were getting pregnant by choice. What advice did Bibi give her about this?
10. What do you think Bibi meant when she said: *“There is a time to have babies... in the right moment, with the right man, it is a gift to be cherished.”*

✿ Closing Circle Activities

☐ **“My Inner Voice”**

Students write a short personal reflection about a time they faced a difficult choice. How did they listen (or not listen) to their inner wisdom? What did they learn about themselves?

□ **Circle Activity: “Forgiveness and Self-Love”**

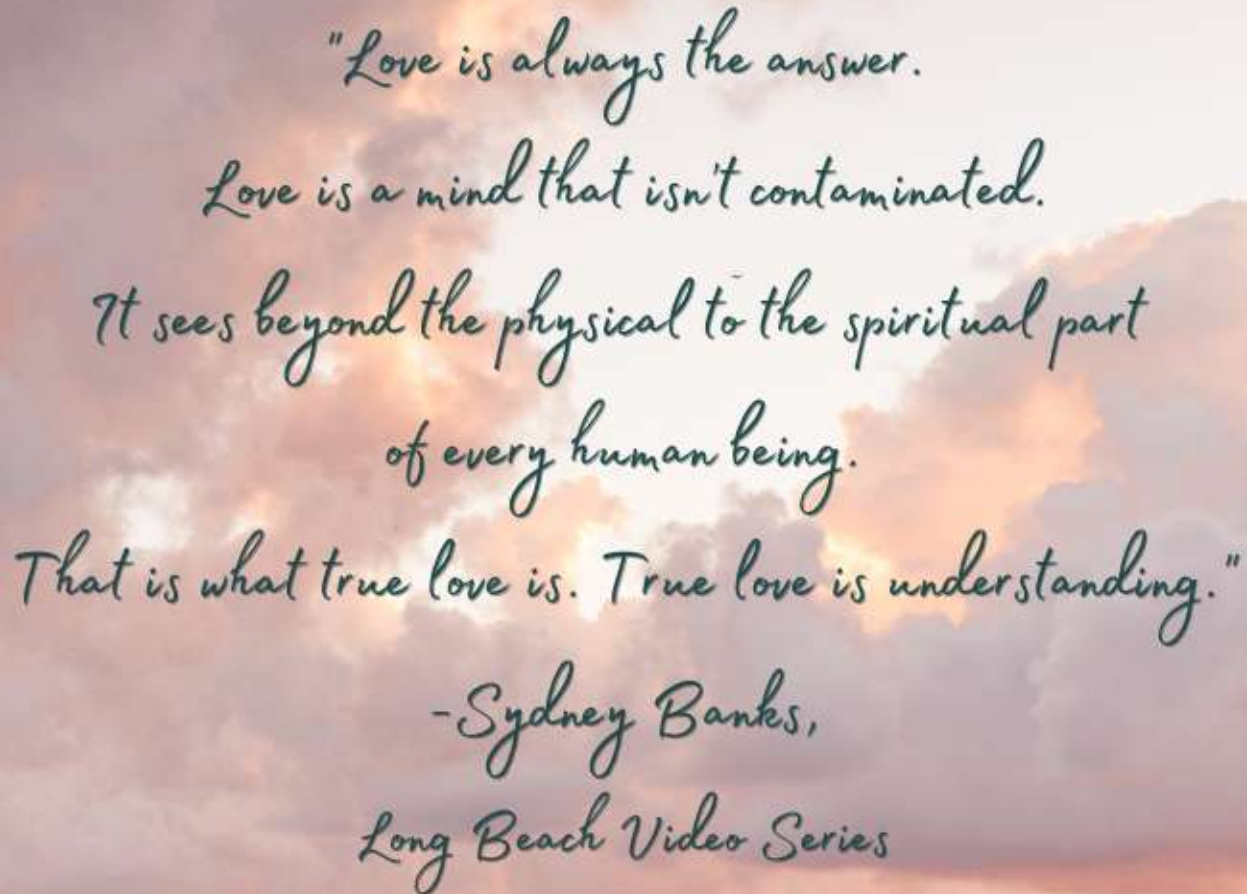
- Each student shares (without details if too personal) one situation where forgiveness or self-love helped them move forward.
- If someone doesn’t have a story, they can share how forgiveness *could* help in a difficult situation.
- End by everyone saying together:
“I love myself. I forgive myself. I choose life and happiness.”

□ **Debate / Group Discussion**

Prompt: *“Should teenage girls wait until adulthood to have babies?”*

- Divide the class into two groups: one side argues for waiting, the other discusses reasons why teenage pregnancy happens.
- Afterward, bring the class together to share solutions that can help young women protect their future and reach their full potential.

What does the below quote by Sydney Banks mean????

The image features a quote by Sydney Banks set against a background of a sunset or sunrise sky with soft, orange and pink clouds. The text is written in a black, cursive script. The quote is: "Love is always the answer. Love is a mind that isn't contaminated. It sees beyond the physical to the spiritual part of every human being. That is what true love is. True love is understanding." Below the quote, the attribution reads: "-Sydney Banks, Long Beach Video Series".

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