



FEZANA Age-Appropriate Lesson Plan

Subject Category (circle one): Iranian Religion/Celebration History Prayer Gathas
Comparative Religion Shahnameh

Age Group (circle one): PreK-k Grades 1-3 Grades 4-5 Grades 6-8 **Grades 9-12**

Lesson # (if applicable):

Subject of the Lesson:

Collaboration, consultation and working together

Background Knowledge for Teacher:

Goal: To help students realize the value of working together as a group.

- a. In our daily lives we have tasks that we need to do by ourselves. For example, we clean our room, make our bed, get our backpack ready for the following day, organize our clothes in the closet, ... However, sometimes we need to work with others. Each person in the group will take responsibility for a task. At the end we will see favorable results. This is similar to people working together to put together pieces of puzzle. Once everyone works together, the result is always beautiful. (ex. Members of a family each performing a task).

If we wish to make a wall collage, one person can draw the images, another takes photos, etc. Everyone will take part in this good project.

Why do we work together?

- The task will be completed in a timely manner with better end results.
- Each of us will benefit and learn from others' experiences and knowledge.
- Each person will conserve more energy and will not get worn out.

What do we have to do for our group work to be more productive?

- Learn more about the task we would like to accomplish.
- Talk and collaborate with one another.
- Each person will complete the task they are responsible for and help others as much as possible.
- Each person will do their task as best as possible.
- Each person will accept the task that they are familiar with and can do their best in (Either ourselves or the leader of the project may have a good recognition of our abilities).
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- b. Ashu Zarathushtra encourages collaboration with wise, knowledgeable, righteous, and benevolent individuals. He teaches us to evaluate the information before deciding. Sometimes in doing group or individual activity we may need the experience and wisdom of people who are knowledgeable in the given task.
Gathas Yasna 30-2 says:

Hearken with your ears to these best counsels,
Reflect upon them with illuminated judgement.
Let each one choose his creed with that freedom of choice each must have at great event...
Gathas Yasna 30-2

Lesson for students:

The lesson for students section includes two options for presenting the lesson to students.
Pick the one that best fits your class needs.

Lesson for students-Option 1:

Lesson Objectives

- Students will understand the value of teamwork and the role each team member plays in accomplishing a group task. They will experience both the positive aspects and the challenges of working in a group.

Essential Questions:

- How can we effectively work in teams?
- What are the challenges and benefits of group work?

Materials Needed:

- see below

Introduction / Anticipatory Set (5 minutes):

- Divide students into groups. Explain the group task, which could be creating an art piece or mural (See activity below)

Lesson Procedure:

Direct Instruction & Group Work (20 minutes): The groups start working on their projects, with the teacher observing the process.

Guided Practice (10 minutes): After 20 minutes, halt the group work and bring everyone together for a discussion. Ask students about the challenges they faced during the group work and how they attempted to overcome them.



Introducing Yasna 30-2 (5 minutes): Introduce Yasna 30-2 and explain how it provides wisdom on the principles of teamwork and collaborative decision-making.

Independent Practice (5 minutes): Have students reflect on how the principles from Yasna 30-2 could have improved their group work if they had applied them during the task. Ask them to share their thoughts.

Summary/Closing Activity:

- Ask students to discuss what they would do differently in their next group work assignment, based on their experiences during the class and the insights from Yasna 30-2.

Learning Extensions: Implementation of a group task in a real-world context, such as planning the **Mehregan Celebration** with younger kids.

Assessment: The teacher evaluates the day's lesson, assesses student understanding through their group tasks, discussions, and reflections, and identifies aspects of the lesson that can be improved.

GROUP ACTIVITY: (Source Internet)

<https://www.startwithabook.org/content/pdfs/muralguide.pdf>

Create a large, cohesive mural on a chosen theme, where each student is responsible for a specific section. The goal is to encourage students to communicate and work together to ensure the sections connect seamlessly, creating a unified piece of art.

Materials needed:

- Large sheets of paper
- Drawing or painting supplies (markers, colored pencils, paint, brushes, etc.)
- Masking tape
- A common theme (could be based on a book, a historical event, a concept, etc.)

Procedure:

1. Divide the students into groups
2. ****Explain the Task: **** The group is going to create a mural around a specific theme. Each person is responsible for a section of the mural, but they need to collaborate so that each section connects seamlessly to the ones around it.
3. ****Brainstorm and Sketch:**** Have the groups brainstorm about their theme, deciding how they want to represent it and how the sections will connect. They should sketch their ideas onto their sections, considering how they will blend into the neighboring sections.



4. ****Paint/Drawing Time:**** Set aside a good amount of time for students to draw/paint their sections, consulting with their teammates to ensure cohesion.
5. ****Mural Presentation:**** Once all the groups have finished their murals, have them present their work to the class, explaining their theme, how they worked together, and how each section connects to the next.
6. ****Reflection:**** Spend the remaining time reflecting on the process. Discuss the challenges and benefits of relying on each other, how they communicated, and how they resolved any issues.
7. ****Link to Yasna 30-2:**** At the end, link the activity back to the verse Yasna 30-2. Discuss how this exercise of interdependence and collaboration mirrors the verse's call for thoughtful judgement and collaboration.

Lesson for students-Option 2:

- Lesson Objectives / Learning Targets:
Working together to accomplish a task is a valuable tool. It not only makes the task more enjoyable, but everyone's collaboration and participation makes the outcome more valuable.
- Essential Questions:
 - Have you ever worked with a group to accomplish a task? What were the positive and negative aspects of working with a group?
 - How should tasks be assigned to participants in a group project to achieve optimal results?
 - Why do we work together?
- Materials Needed:
 - Whiteboard
- Introduction / Anticipatory Set:
 - There are tasks that we need to do by ourselves, such as cleaning our room, and making our bed. However, sometimes we need to work with others. Each person in the group will take responsibility for a task. At the end we will see favorable results.
- Vocabulary: Collaboration, Illuminated judgement
- Lesson Procedure:
 - Direct Instruction: Around 10 - 15 minutes



Ask students what they think we have to do for a group project to be more effective. What are the first, second, etc. steps to take? How do we assign tasks? Write the answers on the whiteboard or ask students in a virtual setting to type it on Zoom's whiteboard.

- Guided Practice around 15 minutes:
Give students a scenario. For example, have them imagine that they are planning the Mehregan celebration for all the classes. What would they do first? Brainstorm on the programs they want to have. Who will be assigned to what task and why? Make an outline of the findings on the whiteboard.
- Independent Practice:
Give students a copy of Yasna 30-2 or have it on the Zoom screen or on the class projector screen. Then ask each student to read the verse and make a note of the key concepts or words in the verse that would make the group task a success.
- Summary/closing activity:
Ask students to share their findings from reading Yasna 30-2 and ask them after reading the verse, what steps they would change or add to their Mehregan plan to improve it. For example, some key words in Yasna 30-2 are "best counsel" and "illuminated judgement". The students may decide that they should consult with someone who has planned a Mehregan celebration for previous years and use his/her experiences.
- Learning Extensions: Implementation of a group task
- Assessment: The teacher evaluates the day's lesson and reflects on which portions were effective and how to improve the lesson.

Activity for Students:

1. Have students use their planning strategy for a Mehregan celebration for all the classes.
2. Use a fundraising (or a camp for lower grades) scenario in the Lesson section instead of Mehregan and have students implement the fundraising (or a camp for lower grades).
3. The virtual class students can work on a flyer to enhance awareness about a subject they care about. An example can be encouraging community members to switch to electric cars or use less plastic. FEZANA has a monthly newsletter which can be a great platform for them to share their flyers.



Sources:

1. Din Amooz 4th and 3rd grade 3752 Zoroastrian year
2. The Gathas, Translated by DJ Irani

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