

### FEZANA Age-Appropriate Lesson Plan

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

Comparative      Shahnameh

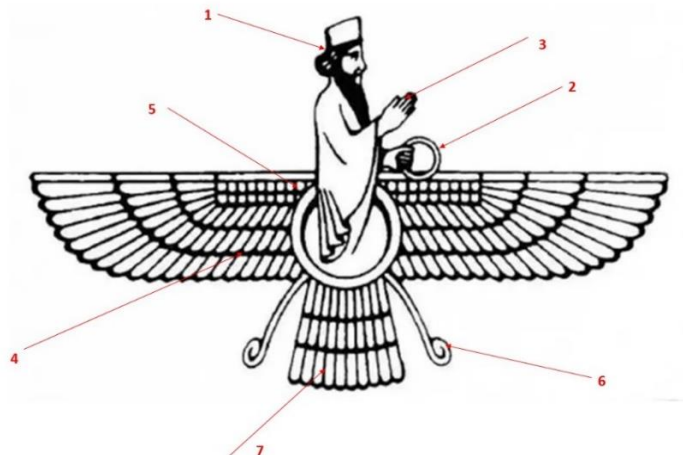
**Age Group** (circle one): PreK-K      Grades 1-3      **Grades 4-5**      Grades 6-8      Grades 9-12

**Lesson #** (if applicable):

**Subject of the Lesson:** Fravahar

#### Background Knowledge for the Teacher:

- Fravahar is a symbol reminding us to be a good Zoroastrian. The many parts of the fravahar hold deeper symbols:
  - 1 Faravahar is shown as an old man (wise) with wings as a symbol of its flight up toward progress
  - 2 The ring in its hand signifies the ring of promise. A person should always keep his/her promise
  - 3 The hand pointing upward signifies that there is only one God, and we should always remember Ahura Mazda
  - 4 The three parts of the wings signify good thoughts, good words, and good deeds
  - 5 The circle at the waist symbolizes that the soul is eternal
  - 6 The two strings joined to the circle signify the existence of the two forces for Spenta Mainyu and Angra Mainyu
  - 7 The lower three parts represent bad thoughts, bad words and bad deeds



- Fravahar is one of Zoroastrian religion symbols (like Cross, Star of David, etc.)



- Fravahar is made of two words: 1) “Fra” = ahead, forward 2) “Vahar” = pulling force  
“Fravahar” = Forward pulling force.
- Fravahar lives with us when we are born and goes back to its source when we are no longer alive
- Fravahar is motivating force and help us to progress
- Fravahar was depicted on the tombs of Achaemenid kings, such as Darius the Great (r. 522–486 BC) and Artaxerxes III (r. 358–338 BC).[10] The symbol was also used on some of the coin mints of the frataraka (ancient Persian title interpreted variously as “governor, leader, or forerunner”) of Persis in the late 3rd and early 2nd BC centuries.
- This symbol was adopted by the Pahlavi dynasty to represent the Iranian nation.

#### Material

- Pictures or slides from Persepolis
- Hand out about Fravahar and references

#### Lesson for students:

##### Option 1:

- Have Children look an image of Fravahar and point out what they notice and what they wonder about.
- Hand out of Fravahar symbol and go over its different parts (Fravahar-Activity 2-Prek-Grade 12)
- Invite students for Q&A, start with: how can we use the various sections of Fravahar to be good Zoroastrians?

#### Activity for Students:

- Participate in Q&A (provoking thoughts)
- Use “Fravahar-Activity 2-PreK-Grade 12” and write the correct number for each body part of Fravahar
  1. ) Eternity of soul
  2. ) Wisdom of age
  3. ) Good thoughts, good words, and good deeds
  4. ) Two forces for Spenta Mainyu and Angra Mainyu
  5. ) To show one God to always remember Ahura Mazda
  6. ) Bad reflection, bad words and bad deeds
  7. ) A person should always keep their promise

- Make a Fravahar bookmark
  - Supplies for Tassel Bookmark
    - Bookmark with Fravahar print
    - Scissors
    - Hole Punch
    - Markers, Stickers, Paint Sticks, anything to color with
    - Stickers
    - Embroidery thread or yarn for the tassel
    - Beads





## Option 2:

### Lesson Plan: Exploring the Farvahar Symbol

#### Lesson Objectives / Learning Targets:

- Students will understand the history and significance of the Fravahar symbol in Zoroastrianism.
- Students will interpret the different components of the Fravahar symbol and their meanings.
- Students will connect the teachings of the Fravahar symbol to personal actions and behaviors.

#### Essential Questions:

- What is the history and significance of the Fravahar symbol in Zoroastrianism?
- How do the different parts of the Fravahar symbol represent Zoroastrian beliefs and values?
- How can we apply the teachings of the Fravahar symbol to our everyday life?

#### Materials Needed:

- Whiteboard or flip chart
- Markers
- Pictures of the Fravahar symbol
- Art supplies for craft activity (paper, colored pencils, scissors, glue)

#### Introduction / Anticipatory Set:

Begin by discussing the importance of symbols in religion. Then, introduce the Fravahar as a significant symbol in Zoroastrianism.

#### Vocabulary:

- Fravahar
- Wisdom
- Choice
- Good Thoughts, Good Words, Good Deeds

#### **Lesson Procedure:**

- Direct Instruction (8 minutes):

1. Present the Fravahar symbol and ask if students have seen it before and where. Introduce it as an ancient symbol that represents the Zoroastrian faith.



2. Break down and explain each component of the Fravahar symbol. For example, discuss how the old man represents wisdom and experience, the wings and tail symbolize the principles of good and evil, the circle symbolizes the eternal soul, the two loops represent choices between good and evil, and the upward pointing figure signifies progress and advancement.

3. Introduce and read a story about a boy named Farzad to help students understand the symbol better. Ask questions for comprehension during the story reading.

**The Story: “Farzad and the Fravahar” (Source: AI Generated), you can use your own story if you have one.**

Once upon a time, there was a young boy named Farzad. One day, Farzad's grandmother gave him a pendant in the shape of a peculiar symbol. This symbol, she explained, was the Fravahar, a special symbol in their Zoroastrian faith.

Farzad studied the pendant closely. "What does this symbol mean, grandma?" he asked. She smiled and began to explain each part of the Fravahar.

"The old man symbolizes wisdom, Farzad," she said. "His wings allow him to fly towards progress. The ring he holds is a promise that we should always keep our word. The hand pointing upward means we should always remember Ahura Mazda, the one God."

Farzad listened closely, his eyes wide with wonder. His grandmother continued, "The wings are divided into three parts, which signify good thoughts, good words, and good deeds. The circle at the man's waist symbolizes the eternal soul, and the two strings joined to the circle signify the existence of the two forces, Spenta Mainyu and Angra Mainyu."

Over the next few days, Farzad wore his Fravahar pendant to school. Each time he faced a challenge, he thought about the Fravahar and what it symbolized. When he was tempted to take a toy that belonged to his classmate, he remembered the promise ring and chose to respect his friend's belongings. When he saw a new student sitting alone at lunch, he thought about the good deeds part of the wings and invited the new boy to sit with his friends.

Over time, the Fravahar pendant became more than just a symbol to Farzad. It was a daily reminder of the values he wanted to embody: wisdom, honesty, kindness, and respect for the divine. Through the symbol of the Fravahar, Farzad learned more about his faith and how to be a good person.

- Independent Practice (10 minutes):



4. After discussing the symbol, guide students in creating their own Fravahar symbol with the provided art supplies. Encourage them to think about what each part means as they draw.

Summary/closing activity (5 minutes):

5. Encourage students to share their Fravahar symbols and discuss how its teachings can guide us in our everyday life.

Learning Extensions:

- Assign students to write a short paragraph about how they can apply the teachings of the Fravahar symbol in their daily life for the next day.

Assessment:

- Assess students' understanding through their responses during the discussions, the questions they ask, and their Fravahar artwork.

Activity for Students:

- Creating a personal Fravahar symbol
- Sharing their Fravahar symbols and reflections with the class

**Sources:**

- Message of Zarathustra - Mobed Bahram Shahzadi
- The Zarthusti Religion – Mobed Fariborz Shahzadi
- Wikipedia
- <https://www.iranicaonline.org/articles/frataraka>

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