



FEZANA Age-Appropriate Lesson Plan

Subject Category (circle one): Religion/Ceremony 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:

Yasna 28.1-Good Mind

Background Knowledge for the Teacher:

Yasna 28.1

Transliterated Text:

*ahyâ ýâsâ nemanghâ
ustânazastô rafedhrahya
manyêush mazdâ pourvîm speñtahyâ
ashâ vîspêñg shyaothanâ
vanghêush xratûm mananghâ
ýâ xshnevîshâ gêushcâ urvânem.*

(The Gathas: Yasna 28.1)

Translated Text:

By Dr. AA Jafarey

Mazda, Wise God, with a bow and uplifted arms, I pray.
First, I ask for support through progressive mentality.
Then I pray that I may perform all my actions,
based as they are on the wisdom of good mind,
precisely according to the laws of righteousness
so that I please You and the soul of the Living World.

By Dinshaw J. Irani

In humble adoration, with hands outstretched I pray to Thee, O Mazda! First of all, through Thy Holy spirit vouchsafe to me All righteousness of action, all wisdom of the Good Mind, That I may thereby bring joy to the Soul of Creation.



Vocabulary:

speñtahyâ manyêush - spenta-mainyu - progressive mentality

mazdâ - mass knowledge - wisdom

ashâ - righteousness, what fits, what is right

xshnevîshâ gêushcâ urvânem - pleasing soul of the living world, benefiting the living world which is possible when the best result is achieved.

Learning target

Students will learn strategies to use their good mind.

Lesson for students:

Fandogh and Pesteh are brothers playing hide and seek in the yard. It was Pesteh's turn to count Fandogh's turn to hide. one, two, ...

Then, all of a sudden Fandogh shouted, "oh no," and then he went quiet. Pesteh stopped counting and rushed to see what was going on with Fandogh. When he got closer, he saw Fandogh standing close to a newborn chick who had fallen out of the nest. They looked up and saw the nest with two more chicks in it. They had two choices: either forget the fallen chick and continue with their play OR to help the chick. They chose the latter choice (spenta mainyu). How should they help? Their first thought was to put the little chick back in the nest, but was that the right thing to do (Asha)? Was that according to laws of righteousness? They called on their mom. Mom told them not to touch the chick because she had heard by touching, the chick could take on human scents and the mother chick might abandon her. So, what was the right thing to do?

If they choose all the right actions, they will be able to save the chick from dying.

Activity for Students:

1. Ask students: What do you think the two brothers should do?
look into the right ways to save the chick.

Example response:

Mom suggested to call the veterinarian....

2. Make the class into teams and have them play out the story.

Take away lesson:

It is acceptable to seek help to acquire knowledge to do the right thing as the two brothers need to do



Sources:

1. The Gathas Our Guide translated by AA Jafarey
2. Gathas Hymns of Zarathushtra translated by DJ Irani

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