

Ramadan



RAMADAN LEARNING ACTIVITIES

- Teachers and leaders can adapt the following to suit their own needs.
- The methodology that worked best on the pilots was 'circle time'. For more information about methodologies that build a positive learning environment please see the chapter on group work and facilitation in Lynagh N and M Potter, *Joined Up* (Belfast: NICIE, Corrymeela) 2005, pp 43 - 86. There is a hyperlink to this in the 'Getting Started' section of the 'Introduction'.
- Teachers/leaders need to explore and be comfortable with their own identity before discussing identity with the class/group. It is also important for us to accept others both for the ways in which we are different and also the ways in which we are similar. It is important to be positive and also to know more about our identity and express it in ways that do not harden boundaries with others. You can find out more about sectarianism and approaches to difference in the trunk and branches sections of the downloadable 'Moving Beyond Sectarianism' (MBS) pack (young adults) at this site www.tcd.ie/ise/projects/seed.php#whoweare
- It is important that parents are aware of the issues in this unit. Write a letter to let them know what you will be covering and why. You could also involve parents/extended family by sending a 'knitted puppet' pattern home and ask if any of them could make some for you.

<p>STEPPING OUT LEARNING ACTIVITY RAMADAN A programme for 4 sessions of 30 - 40 minutes LEARNING INTENTION: In sharing our stories of the celebrations of events throughout the year and focusing on Ramadan, we recognise the similarities and differences amongst us as citizens of different ethnic/cultural background in the local and wider community</p>	<p>SUGGESTED SUCCESS CRITERIA:</p> <ul style="list-style-type: none"> • We will continue to build trust and learn more about one another • We will encourage active listening, empathy and interactive storytelling • We will affirm/be affirmed • We will share our knowledge and understanding of similarities and differences amongst people of different ethnic/cultural background in the wider community • We will explore and discuss community events and learn more about Ramadan and how it is kept and Eid and how it is celebrated • We will share and evaluate what we have learnt from a baseline
--	--

<p>RAMADAN This column gives suggestions for a lesson outline</p> <p>SESSION 1 Opening Activity Events Calendar - Talk about celebrations and events throughout the year. How many events can we recognise; talk about? Focus on Ramadan. What do we know about it? Use this group activity as an opportunity to construct a baseline. Moon Phases Look at a diagram of the moon phases, talk about it, invite members of the group to share memories of looking at the moon and encourage them to observe the sky and phases of the moon for the next few weeks. Talk about 'lunar' calendars that follow the moon and Ramadan being an Arabic name for the lunar month when Muslims fast. Farah's Story - Introduce the puppet if you have one or the picture of Farah. Talk about her family in 'Farah Lives in Belfast'. It might be good to have a map or globe handy to find Algeria. Fasting Talk about fasting and ask if anyone has ever, or knows someone who has ever, fasted. Share any information we have about Muslims. Closure - All Change - Try using specific statements about customs & traditions around celebration e.g. whether they ever:- visited a Muslim country or a mosque; sent cards to people for celebrations other than their own; went to church on Christmas day; fasted for Lent or Ramadan; celebrated Eid; have a name beginning with 'F'; have looked at the night sky etc.</p>	<p>DETAIL OF WHAT TO DO This column lists resources needed and gives sources for background information for each lesson</p> <p>SESSION 1 Opening and Closing activities - Choose appropriate activities for opening and closing each session from 'Games' in the Resources section Events Calendar - Print out your own from the 'Resources' section - Introduction. Religious Calendars www.support4learning.org.uk for religious Calendars - see also www.shap.org Moon Phases - Do some research and print out a diagram of the moon phases from one of the many sites on the internet www.dacre.net/moon/moonphase.html Background information - on Islam. Try http://en.wikipedia.org/wiki/Ramadan or www.woodlands-junior.kent.sch.uk/Homework/religion/Islam.htm and www.bbc.co.uk/northernireland/schools/11_16/citizenship Farah story and picture Print out the 'Knitted Puppet' pattern in the 'Resources' section. As a 'whole school' activity why not make a few of these (for a whole school resource) inviting staff, governors, parents and extended family members to participate? Make and give her a hijab. Have other members of the family if possible and think about telling Farah's story as a puppet presentation Flashcards - You will need these to help everyone remember the new words - Ramadan; fast; lunar; Muslim etc Map of the world - Invest in an inflatable globe Passing it around the circle as an opening or closing activity, inviting people to find the country - where they live now; have lived before; have visited or know someone. All Change Game - read the instructions for playing this game in 'Games' in the Resources section. Think about how you will use it.</p>
<p>SESSION 2 Opening Activity - Clumps Sharing - Share what we remember from last week about Ramadan, Farah's Story and any phases of the moon we might have observed. Flash cards might help here. Night Sky Collage Work in 5 groups - one group working on the moon and the other 4 on quarters of the night sky. Each child has a piece of the jigsaw to draw their impressions of the night sky/moon and then they all came together - first as a small group and then as a class effort. The night sky in 7 pieces can be stuck together and the moon pieces kept separate to add to the night sky in its differing phases throughout Ramadan. Closure</p>	<p>SESSION 2 Clumps - This game breaks people into clumps. Talk about our behaviour - do we choose to be near our 'friends' or find the person nearest in order to play the game. Talk about feelings - being 'in' or 'out' of a clump. Acknowledge difference. Night Sky Collage - Read the instructions for making the Night Sky Collage in this section. Collect the necessary resources. The Night sky picture of one from the pilot in this section may help. It will be like a 'Ramadan calendar' and will be best done during Ramadan.</p>
<p>SESSION 3 Opening Activity - Gate Game Discussion - Talk about the word 'minority' and what it means to be in the smaller 'minority' group re</p>	<p>SESSION 3 Gate Game - read the instructions for playing this game in 'Games' in the Resources section. Think about how you will use it. This game, which 'sorts' people into</p>

<p>gender; eye colour; whether or not you wear glasses/a brace etc. Express preferences for a particular group over the other - e.g. boys are stronger than girls; people who wear glasses are more intelligent etc. Talk about 'discrimination' against people according to gender; eye/hair colour; age; skin colour; or religion and introduce the terms racism; sectarianism if appropriate.</p> <p>Sharing our observations of the night sky, bringing the Ramadan calendar up to date.</p> <p>Farah - sharing experiences of Ramadan and more of Farah's story. If you have a copy of James Nelson and Norman Richardson's book share some of the pictures of the Islamic Centre and the NI Muslim Family Association's centre in Belfast. Use the puppet or picture of Farah provided in this section.</p> <p>Eid cards. Use some of the pictures in this section or samples of cards on the internet. The children can draw prayer mats; Mosques; night skies; flowers; stars; the moon in different phases and the Qur'an. Let the children work in four groups decorating different pieces of the card. Together they can assemble 4 cards. Decide who you will send/give them to.</p> <p>Closure - Pass the globe inviting people to find the country - where they live now; have lived before; have visited or know someone.</p>	<p>categories according to gender; appearance; clothes worn etc. helps us experience what it's like to be 'grouped' together. Save the Children have produced a booklet, 'Think of me, Think of you' and another with Barnardo's entitled, 'Fair Play' either of which you will find very useful for this session.</p> <p>Flashcards - for the new terms minority; majority discrimination etc as well as new words/names Mosque; Qur'an; Islamic; Mullah etc.</p> <p>Get a copy of James Nelson and Norman Richardson's, Local People, Global Faiths book 2: Muslims, Buddhists and Baha'is in Northern Ireland, 2006 available from Colourpoint Educational, price £7.99 (028) 9182 0505 - highly recommended as a companion in this section.</p> <p>Eid Cards - Collect card, print out pictures from this section or ideas from the internet - Google 'Eid cards'.</p>
<p>SESSION 4</p> <p>Opening Activity - Sharing our observations of the night sky, bringing the Ramadan calendar up to date.</p> <p>Sharing Farah's story or introduce visitor from NIMFA and share knowledge and stories of Ramadan</p> <p>Quiz - Spaghetti Quiz</p> <p>Present the Eid Card to your visitor if you have one</p> <p>Wool Web Pass the ball of wool around the group until everyone has received it and passed it on once. Web pattern connects everyone up. Talk about connections with one another; similarities and differences in how we celebrate events; what we have learnt from Ramadan about identity; co-operation; different skills and characteristics; and interdependence.</p>	<p>SESSION 4</p> <p>A visitor from the N.I. Muslim Family Association</p> <p>This would be a good session to have a member of NIMFA present so invite someone or arrange a visit - See 'Contacts' in the Resources section</p> <p>Quiz. You can use up to 5 quiz rounds from 2 general knowledge; 2 picture; and 1 puzzle</p> <p>For pictures for additional rounds on the quiz try www.oriel.w-sussex.sch.uk/learning/re/galleries/islamic/index.htm</p> <p>Wool Web - read the instructions for playing this game in 'Games' in the Resources section. This is an affirmation exercise as well as a closure. An evaluation can be made of the learning from this and the baseline after the first session</p>

FARAH LIVES IN BELFAST

IDENTITY HAS MANY LAYERS

Farah is a girl

Farah is nine years old

Farah was born and lives in Belfast

Farah goes to an integrated primary school

Farah's mother, Linda was born in Belfast

Farah's father, Farouk came from Algeria to teach at Queen's University

Farah has a big brother called Ali who is 12

Farah is a Muslim

Farah keeps Ramadan

FARAH'S FAMILY

Farah's family belongs to the N.I. Muslim Family Association (NIMFA) in Belfast, one of the two larger places of worship for Muslims in Belfast, the other being the Belfast Islamic centre. They are both mosques. A mosque is place of prayer but it is also a centre for educational, social and cultural activities. Farah speaks English with a Belfast accent. Her mother Linda was born in Belfast and met her husband Farouk there. Farouk's first language is Arabic. He also speaks English very well and teaches Physics at Queen's University. Farah's big brother Ali goes to an Integrated College. They both speak some Arabic and are learning more in the school at the Muslim Family Centre, so that they can read their holy book the Qur'an and talk with members of their father's family when they visit Algeria.

MUSLIM PRAYER

Farah prays three times a day - at 7.30am in the morning, before breakfast; at 3.30pm in the afternoon when she comes in from school; and again at 7.30pm in the evening or before she goes to bed. When she is older she will pray 5 times a day like her big brother. Ali and his Muslim friends pray during the school lunch hour at 12.30pm. They have the use of the RE room and keep their prayer mats in a cupboard for the purpose. Ali has a compass to help him to calculate east and they pray facing Mecca, the birthplace of the prophet Muhammad. In the mornings and evenings they pray in their homes or at the Muslim Family Centre where they have a prayer room with white lines on the carpet guiding their position for standing or kneeling during the prayers. In her prayers Farah addresses Allah (God). She thanks

God for all the blessings she has received and also asks God about things. What do you think she might ask God about?

TWO SPECIAL TIMES IN THE YEAR

There are a number of special times in the year for Muslims. One event that means a lot to Farah and her family is Ramadan and the Festival (Eid) that comes at the end of Ramadan.

RAMADAN

Ramadan is the month of fasting. It is also the month when the Qur'an was given (revealed) to the prophet Muhammad. The months in the Islamic calendar are lunar months which mean that they start and end with a new moon. Farah tries to fast - go without food or water - throughout the day for some of the time. Each year she tries to fast for longer. Her brother Ali fasts during the hours of daylight for the whole month. Farah tries to do her best to practice self control, to resist peer pressure, not to get angry easily, refrain from using bad language or insults and to tolerate and respect others. When Farah was younger she didn't fast at all and now her grandfather in Algeria is old and sick, he doesn't fast on all of the days anymore. He misses fasting though and tries to share what food he has with people who have very little to eat. Fasting begins at Dawn and ends at sunset. Farah and her family get up early and have a meal before sunrise about 5.00am in the morning. Farah has cheese and toast. On the days that she fasts, she doesn't eat or drink anything else until after sunset. About 5.30pm she breaks her fast with dates and milk and then she and the family enjoy a good meal. Curry and rice is her favourite. When the family have meat, it is always bought from the Halal¹ butcher in town. Sometimes her mum cooks an Algerian dish she learnt from Farouk's mother. It's a vegetarian dish made with tomatoes peppers and eggs called Thetchouka. When the family are fasting they like to remember others throughout the world that are hungry or needy and they give what they save on groceries to charity (Zakah) and feel greater appreciation for what they have. Farah feels closer to God during Ramadan and also to her family and friends when they gather together at the Muslim Family Centre for study and prayer. She likes it when some of her friends at school who aren't Muslim also fast with

¹ Halal means something that is allowed. For meat to be Halal the animal must be slaughtered in a particular way.

her. Farah thinks that fasting gives her body a rest and her teacher excuses her from strenuous games when she is fasting.

EID

Eid-UI-Fitr is the 'festival' holiday that follows the month of Ramadan. It begins with the sighting of the new moon. Farah's family have a holiday from work and school. They like to start the day by rising early for a light, sweet snack. Farah and her family dress up in their best clothes. Farah is very excited about wearing a new dress she has never worn before. The family attend the Muslim Family Centre for Eid prayers. Everyone is there - all her friends in their best clothes. Greetings of "Eid-Mubarak" or "a blessed Eid" are exchanged. There is food to share after the prayers and the children are normally given gifts.

SPECIAL PLACES (PICTURES & OBJECTS)

THE MUSLIM FAMILY CENTRE - Farah and her friends hope to eventually have a purpose built mosque like the one in the picture. The main features of the mosque are the tower (minaret) so that people can see the mosque from a distance; a prayer hall (and a separate prayer hall for women); an alcove (mihrab) to show the direction of Mecca to anyone walking into the mosque; the pulpit (minbar) for the Imam to stand up in whilst leading the prayer and during the sermon on Friday particularly; a washroom/area where worshippers can wash before prayers; and a clean carpet, as Muslims sit and pray (without shoes) on the floor.

HOBBIES

Farah has lots of hobbies - reading; hiking; cycling; playing her flute and the piano; drawing and painting; and looking after her pets. She has a dog, a cat and a hamster. She also belongs to a local company of girl guides.

CLOTHES

In the picture Farah is wearing her school uniform. She is also wearing a hijab (headscarf), which covers her hair. She usually only wears this when she is at prayer.



Farah picture



Farah Puppet

NIGHT SKY COLLAGE

Ramadan Calendar to trace the course of the month of Ramadan beginning and ending with the birth of a new moon.

- The night sky collage is a whole class effort
- Break the class/group into smaller groups of 6-8
- Four of the groups will make a quarter of a night sky on black, white or silver card. Cut a large piece of card into four quarters and then cut each quarter into smaller pieces so that each child in a small group has a 'jigsaw' piece. Number these pieces on the back to remember which piece fits where.
- When the children have finished, turn the card over and join up the pieces to make a quarter-sky using the numbers to help.
- Join the four quarters to make the sky collage. Mount it on the wall.
- The fifth group will need 7 members to make a moon. Cut a circle in white card to represent a full moon. Cut it into seven crescent sections for each member in the group to colour. Number these pieces on the back to remember which piece comes next. Remember that it takes two weeks to develop into a full moon. Each piece will represent a stage of the moon every 2 days.
- As you go through the month, ask the children to observe the moon every night from the first day.
- Every 2-3 days add a crescent onto the new moon in the night sky collage. As the moon gets bigger, add the next piece and so on to the full moon.
- During the second half of the month remove pieces one by one every 2-3 days until there is no moon again at the end of the month.



SPAGHETTI QUIZ

A Spaghetti quiz brings a bit more equity into the competition between each small group. It introduces chance and takes the focus off the score. The important aim is to have fun learning from one another.

SUGGESTED SUCCESS CRITERIA

- We will have fun finding out how much we do and do not know/remember about Ramadan and the Eid celebrations
- We will encourage co-operation and team building within each small group
- We will affirm/be affirmed and work together as a team
- We will evaluate what we have learnt from the baseline

TIME:1 hour

EQUIPMENT:

Large saucepan; ball of wool cut into different lengths for the 'spaghetti'; scraps of paper; pens; pictures for picture round; puzzles for puzzle round and prizes.

METHOD:

- You will need a large saucepan and a ball of wool cut up into different lengths of 'spaghetti'- from 3" to 23" and any length in between.
- Arrange the pieces in the pot with the ends hanging over the side, so that when you put the lid on, they all look the same length.
- When a team gets an answer right, someone is appointed to choose a piece of 'spaghetti' for their team.
 - The pieces are all joined together, and at the end all the teams compare their lengths of wool.
 - The team with the longest piece of wool 'wins'. The chance element keeps the suspense going and everyone interested.



ROUNDS

- Start with getting the large group into smaller teams of 6-8 people
- Ask the teams to choose a name by which they will be known
- Take turns to ask each team a question. If they get it right, one of them chooses a piece of 'spaghetti'. If they get it wrong offer a bonus to the next team
- Let the teams complete the answers on a piece of paper
- With the Puzzle round award a piece of spaghetti for the first team to finish
- Try to mix the rounds. The following is a possible order:-

General Knowledge round 1

Ramadan Picture round

General Knowledge round 2

Farah Picture round

Puzzle round

- Finish by asking the teams to join up all their pieces of 'spaghetti' and compare the lengths to find the winning team
- Award prizes as appropriate

1. GENERAL KNOWLEDGE ROUND 1

1. What month do Muslims fast?

A. January; B. Ramadan; C. Eid

(B - Ramadan)

2. The Muslim months follow the phases of the ...?

A. Sun; B. Stars; C. Moon

(C - Moon)

3. How many times a day do Muslims pray?

3; 5; 2

(5)

4. Which city do they face to pray?

A. Bethlehem; B. Mecca; C. Jerusalem

(B - Mecca)

5. What do Muslims remove before going into the mosque to pray?

A. Hat; B. shoes; C. coat

(C - Shoes)

6. What do you call the scarf that Muslim women wear?

A. Hijab; B. Shalwar; C. Sari

(A - Hijab)

2. RAMADAN PICTURE ROUND

1. Which item would help Muslims know what direction to face to pray?
2. Which picture shows the moon's phase at the beginning of Ramadan?
3. Which picture shows a Hijab?
4. Which picture shows the moon's phase at the end of Ramadan?
5. Which picture shows a Mosque?
6. Which picture shows a picture copy of the Qur'an?
7. Which picture shows a prayer mat?
8. Which picture shows the moon's phase in the middle of Ramadan?

3. GENERAL KNOWLEDGE ROUND 2

1. What is the name of the festival that follows Ramadan?

A. Diwali; B. Eid; C. Easter?

(B - Eid)

2. What helps a travelling Muslim find which direction to pray?

A. Compass; B. Star; C. Map

(A - Compass)

3. What is the name of the Muslim holy book?

A. Bible; B. Qur'an; C. Bhagavad-Gita

(B - Qur'an)

4. What language is this book written in?

A. English; B. Arabic; C. Muslim

(B - Arabic)

5. Where was Hassan (our visitor) born?

A. Jordan; B. India; C. Northern Ireland

(A - Jordan)

6. Where do Muslims live?

A. Arabia; B. Iraq; C. All over the world

(C - All over the world)

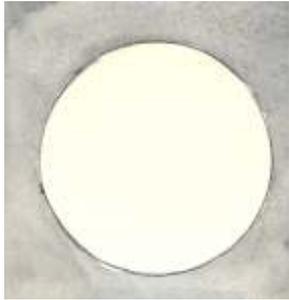
4. FARAH PICTURE ROUND

- | | |
|---|--------|
| 1. Farah wears her Hijab all the time
(No) | YES/NO |
| 2. Farah worships in a Mosque like this one
(No) | YES/NO |
| 3. This symbol is associated with Muslims
(Yes) | YES/NO |
| 4. Farah's Qur'an looks like this
(No) | YES/NO |
| 5. This object helps Farah know which direction
to face to pray
(Yes) | YES/NO |
| 6. Farah uses this mat to say her prayers on
(Yes) | YES/NO |

5. PUZZLE ROUND

1. Print the same number of puzzle round pictures as you have groups.
2. Print them onto stronger paper/card.
3. Cut each of the pictures into 6-8 pieces like a jigsaw
4. Give each group a jigsaw set and start them off at the same time.
5. The group to finish their picture first is the winner

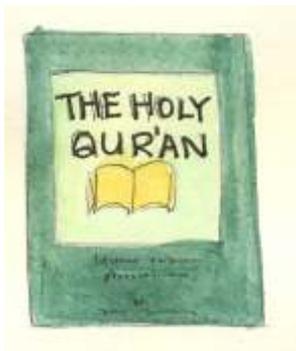
Ramadan Picture Round



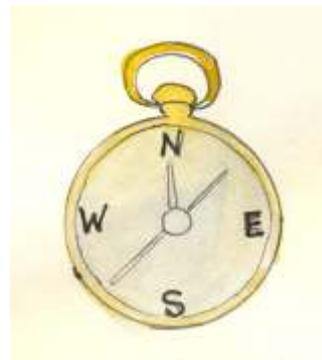
1



2



3



4



5



6

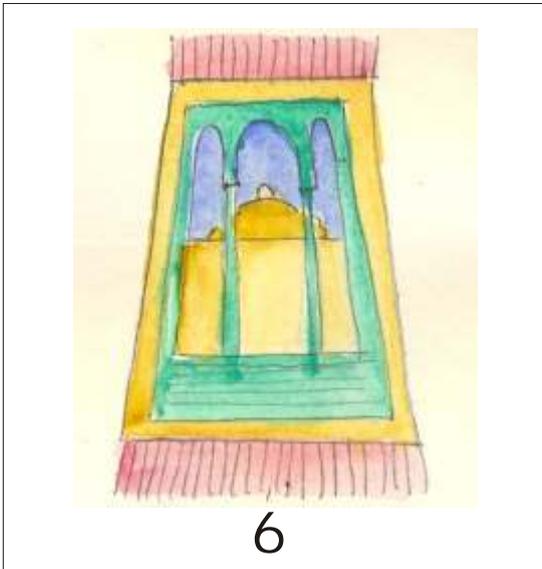
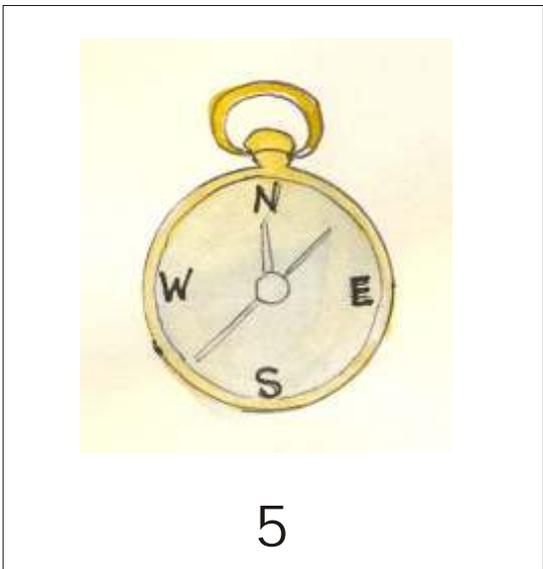
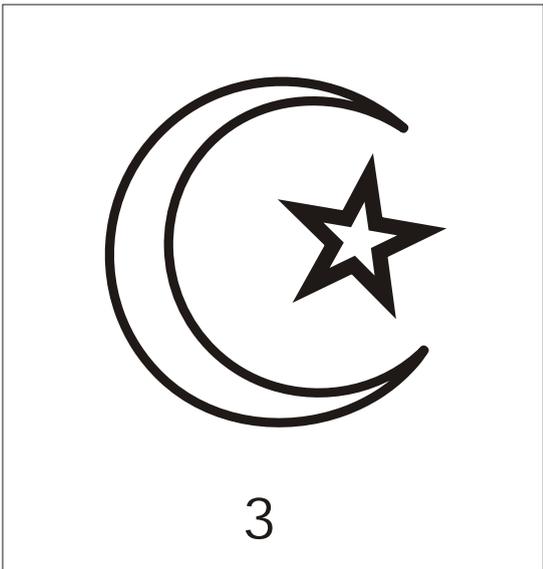
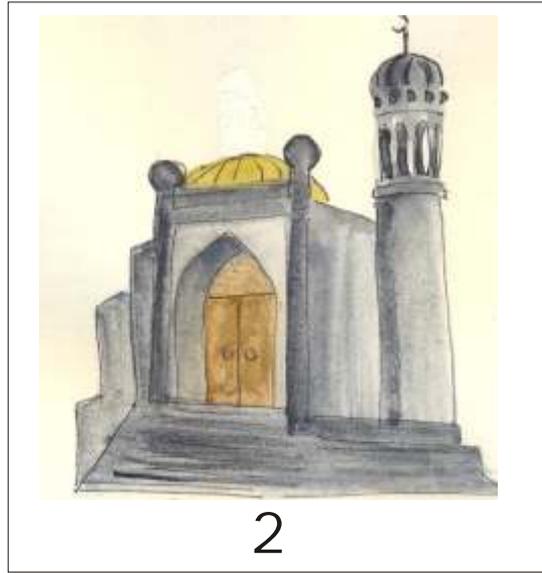


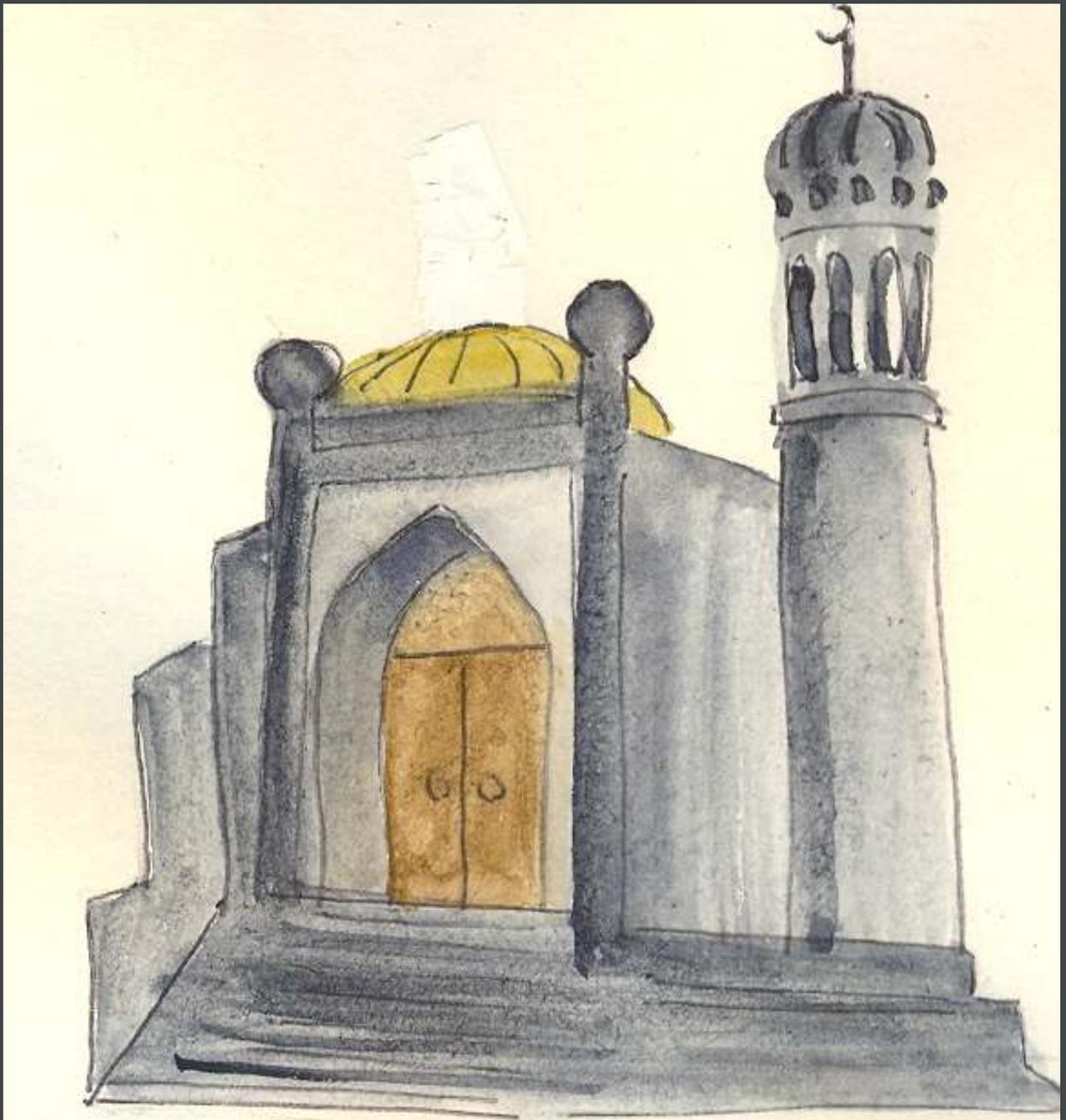
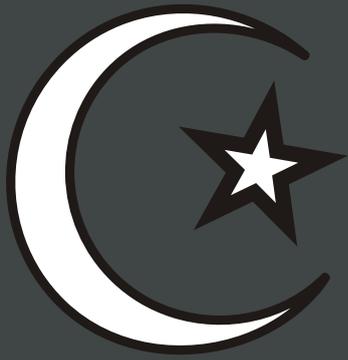
7



8

Farah Picture Round





Puzzle 1



Puzzle 2