

# Ramadan

## Lesson description

The practices and traditions of the Muslim month of Ramadan

### Aims

All learners will:

1. increase their understanding of basic facts and vocabulary related to Ramadan
2. practise reading for detail
3. use critical-thinking skills to discuss Ramadan experiences and how they are similar to other experiences
4. use communicative, collaborative and creative skills to plan an iftar meal.

### Age group and level

13–17; B1+

### Time

90 minutes

### Materials

1. Lesson plan
2. Presentation
3. Student worksheet
4. A4/A3 paper

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## Topic

## Lesson procedure

### Introduction

Ramadan is a holy month for Muslims that is celebrated around the world. It is a month of fasting, prayer and charity. This lesson aims to raise learners' awareness of Ramadan and how it is observed by people around the world.

### Procedure

#### 1. Lead-in (15 minutes)

- Show Slide 2 (Worksheet Task 1). Ask learners what they know about Ramadan. Tell learners to write everything they know in the first column and questions they have in the second column.
- Ask learners to compare with their partners.
- Do some group feedback, including a mix of facts that learners know and questions that they have. Do not go into too much detail here.
- Show Slide 3 and elicit the answer.
- Show Slide 4 to show the answer. Highlight the differences between the words 'Muslim', 'Islam' and 'Islamic'. Islam is the religion and is a noun. Islamic is the adjective form and used to describe things related to the religion. Muslims are the people who believe in Islam. The word 'Muslim' can also be used as an adjective to describe people, like 'Some Muslim women cover their hair with a headscarf'.

#### 2. Reading 1 (20 minutes)

- Show Slide 5 (Worksheet Task 2). Ask learners to work in pairs and say whether they think the sentences are true or false. Then tell them to read Reading 1 on their worksheet and check their answers. Tell learners to correct the ones that are false.
- Show Slide 6 and go through the questions. For the false statements, elicit different ways to make the statements true.  
Possible answers for false statements:  
Ramadan is not at the same time every year.  
All Muslims give zakat during Ramadan.  
Muslims spend more time reflecting and praying during Ramadan.  
Women who are pregnant do not have to fast.
- Show Slide 7 (Worksheet Task 3). Ask learners to work in pairs and fill in the gaps with the words provided.
- Show Slide 8 to check answers. Share that the word 'breakfast' comes from the idea of breaking your fast after sleeping, and that the word 'iftar' means breakfast in Arabic. Ask if learners know where Palestine and Turkey are. Emphasise that there

are Muslims all over the world and give examples of different countries, like the UK, China, Spain, Brazil, etc.

### 3. Reading 2 (15 minutes)

- Show Slide 9 (Worksheet Task 4). Ask learners to read the quotes in Reading 2 on their worksheet and discuss the questions under Task 4 with their partner or group.

*Possible answers:*

*How does Ramadan make them feel? happy, excited, tired, exhausted, closer to God  
What is difficult about Ramadan? not feeling well from fasting, feeling hungry and thirsty*

*What are their favourite parts? the food, feeling closer to God, spending time with family*

*What do they have in common? Most of them talked about the fasting being difficult, but they still like Ramadan.*

- Do some group feedback. Highlight here that 'Allah' is the Arabic word for God and that to Muslims the two words have the same meaning.

### 4. Discussion (15 minutes)

- Show Slide 10 (Worksheet Task 5). Ask learners to think about any times of the year that remind them of Ramadan. Ask them if they have ever had similar experiences.
- Ask learners to share with their partner or groups. Monitor closely and offer support or share ideas as they discuss. Some examples you could suggest are fasting for Lent, Yom Kippur or before an operation. You can also highlight times when people spend more time reflecting on their blessings or spend more time with their family.
- Do some group feedback.

### 5. Collaborative task (20 minutes)

- Show Slide 11 (Worksheet Task 6). Tell learners they will be planning an iftar meal for a group of people who are fasting for Ramadan. The group of people could be from the learners' own country or somewhere else. They should think about what people expect in Ramadan for their meals, what kind of food their bodies need, and who the meal is for. They can include appetisers, soups, salads, main dishes, desserts and drinks. They will need to justify their choices.
- Before beginning the task, use the 4Cs to remind learners of the best way to do work like this.

**Communication:** Use English as much as possible to express ideas. If you don't know how to say something, ask classmates or the teacher for help.

**Collaboration:** Make sure that everyone has had the opportunity to share their ideas and listens respectfully to others.

**Critical thinking:** Use your knowledge of the topic to make informed decisions and complete the task.

**Creativity:** Think imaginatively and build on each other's ideas.

- Tell learners they have 10–15 minutes to complete the task and that they should nominate one group member to present back at the end.
- Show learners Slide 12 and explain that this is how you will be evaluating the task as they work through it. Each group will be given points for how well they do the following: working in English, teamwork (working together, listening to each other and asking questions, etc.), ideas and justifications and the presentation of ideas to the class.
- Monitor closely and help with language when needed.
- Each group presents their meal to the class. Invite learners to share which meal they most liked.
- Give feedback on the task. Highlight positive examples of how the groups worked together and the way they justified their choices. Suggest areas for improvement.

## **6. Reflection (5 minutes)**

- Show Slide 2 (Worksheet Task 1). Ask learners to complete the final column in the chart.
- Invite learners to share something they learned with the whole class.
- Encourage learners to research any questions they still have unanswered.

## **7. Extension (20 minutes)**

- Each group turns their meal into a charity iftar event and creates a poster or invitation for the event. It should include:
  - a description of the meal
  - the event location and time
  - information about the charity
  - any other activities that will take place during the event.
- Display the invitations or posters around the room and let the learners vote on which one they will attend.
- Do group feedback, asking learners to explain their choice.