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| **Ramadan Moon and Star** | | | |
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| Making a paper plate moon and star decoration for Ramadan | | | |
| **Subject(s):** Design & Technology, Mathematics.  **Approx time:** 35 - 55 minutes |  | **Key words / Topics:**   * Ramadan * Scissors * Template |
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| **Suggested Learning Outcomes** |  |  |
| * To understand how to use a template to make a decoration * To be able to make and assemble a moon and star decoration | | |
| **Introduction** |  |  |
| This is one of a set of resources designed to allow learners to use seasonal themes to support the delivery of key topics within design & technology, maths, and science. This resource is a graphics project based on the Islamic period of Ramadan, which is a holy month of fasting, reflection and prayer for Muslims. .  This activity introduces the concept and use of templates, in the context of a moon and star decoration for Ramadan that can be used to decorate a room. | | |
| **Purpose of this activity**  In this activity learners will use the theme of Ramadan to make a paper plate moon and star decoration.  This activity could be used as a main lesson activity, to teach learners about templates, contributing to learning in maths and developing skills making graphic products in design & technology.  Additionally, this could be used to start a discussion on the designs and shapes used during Ramadan. | | |

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| **Activity** | |  | | **Teacher notes** | | | |
| **Introduction (5 minutes)**  Teacher to introduce the activity, which involves making a paper plate moon and star decoration for Ramadan that can be used to decorate a room. Teacher to explain that a template can be used to make several decorations of the same size and shape.  **Demonstration (10-15 minutes)**  Teacher to demonstrate the steps shown in the presentation to make the paper plate moon and star decoration:   * Step 1 – Carefully cut out the moon template. * Step 2 – Place the moon template on the edge of the plate and draw around it with a pencil. * Step 3 – Carefully cut out the moon shape along the pencil line. * Step 4 – Carefully cut out the star template. * Step 5 – Place the star template on the leftover paper plate and draw around it with a pencil. * Step 6 – Carefully cut out the star shape along the pencil line. * Step 7 – Make a hole in the top of the moon shape. Put an eraser or sticky tack behind the hole and push in a sharp pencil to make the hole. * Step 8 – Make a hole in the top of the star shape. Put an eraser or sticky tack behind the hole and push in a sharp pencil to make the hole. * Step 9 – Tie the moon and star together with a ribbon or string. * Step 10 – Add another hole to the top of the moon. Repeat step 7. Use a piece of ribbon or string to hang up the decoration.   **Performing the Activity (15-25 minutes)**  Learners to carry out the activity and to complete each step for themselves. The teacher presentation could be left on the whiteboard as a supporting guide as they do this.  **Plenary (5-10 minutes)**  Learners could show their moon and star decorations to their peers and ask what could be improved. | |  | | **Ramadan moon and star decoration activity**  Print the activity sheet onto paper and distribute to the learners.  Step 9 – If the string is difficult to thread either slightly enlarge the hole or add a bit of glue to the end of the string and roll to a point. The string can be either knotted at each end or attached to the back of the decoration using sticky tape.  Learners may decorate the Ramadan paper plate moon and star decoration as time allows. | | | |
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| **Differentiation** | |  | |  | | | | |
| **Basic** |  | **Extension** | | |
| * Provide learners with pre-cut parts from the template sheet. * An exemplar could be used to illustrate what the completed decoration should look like. |  | * Learners could add their own designs to the moon and star decoration or use coloured paper to create different effects. * Learners could use a computer to add designs to the template. | | |
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| **Resources** |  | **Required files** icon-docicon-pdficon-ppt | | |
| * Paper plates * Pencils * Scissors * Erasers/sticky tack * String or ribbon * Sticky tape |  | Teacher presentation – Ramadan Moon and Star  icon-doc Ramadan Moon and Star activity sheet | | |
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| **Additional websites** | |  | |  | | | |
| * **YouTube** – Yusuf Islam & Children Ramadan Moon (song); https://www.youtube.com/watch?v=fm7DrLOc9U4 * **BBC Bitesize** – What is Ramadan; https://www.bbc.co.uk/bitesize/topics/zpdtsbk/articles/zjc2bdm | | | | | | | |
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| **Related activities (to build a full lesson)** | |  | |  | | |
| **Starters** (Options)   * Discuss Ramadan and introduce with **BBC Bitesize** – What is Ramadan: https://www.bbc.co.uk/bitesize/topics/zpdtsbk/articles/zjc2bdm * Watch **YouTube** video – Yusuf Islam & Children Ramadan Moon (song); https://www.youtube.com/watch?v=fm7DrLOc9U4 | | | **Extension** (Options)   * Learners could add their own designs to the lanterns or use coloured paper to create different effects. * Learners could use a computer to add designs to the template.   **Plenary**   * Peer review of the completed moon and star decorations | | | |
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| **The Engineering Context** film |
| * Engineers use templates when making lots of the same parts for a product. When making cars, for example, they may use templates to cut and shape the sheet metal to make the car bodywork. |

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| **Curriculum links** | |
| **England: National Curriculum**  Design & Technology Key Stage 2  Make   * select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]   Mathematics  KS2 Geometry   * recognise, describe, and build simple 3-D shapes, including making nets. | **Northern Ireland Curriculum**  KS2 – Mathematics and Numeracy  Shape and Space   * build and make models with 3D shapes; create pictures and patterns with 2D shapes. |
| **Scotland: Curriculum for Excellence**  Craft, Design, Engineering and Graphics  Design and construct models/products   * TCH1-09a I can design and construct models and explain my solutions   Representing ideas, concepts and products through a variety of graphic media   * TCH 2-11a I can use a range of graphic techniques, manually and digitally, to communicate ideas, concepts or products, experimenting with the use of shape, colour and texture to enhance my work.   Application of Engineering   * TCH1-12a I explore and discover engineering disciplines and can create solutions. | **Wales: National Curriculum**  Design and Technology Key Stage 2  Making   * 1. work to their specification/recipe to make products * 3. measure, mark out, cut, shape, join, weigh and mix a range of materials and ingredients, using appropriate tools/utensils, equipment and techniques   Range   * tasks in which they explore and investigate simple products in order to acquire technological knowledge and understanding that can be applied in their designing and making * tasks in which they develop and practise particular skills and techniques that can be applied in their designing and making | |
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| **Assessment opportunities** | | |
| * Informal formative assessment of the making activity, summative review of the completed decorations. | | |
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