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| **Design and Make a Charity Box** | | | |
| Designing and making a charity box that counts down the days of Ramadan | | | |
| **Subject(s):** Design & Technology, Religious studies, Art  **Approx time:** 80 - 120 minutes |  | **Keywords / Topics:**   * Ramadan * charity * Islam * five pillars of Islam * Muslim * moon * calendar * donations * community | |
| **Stay safe**  Whether you are a scientist researching a new medicine or an engineer solving climate change, safety always comes first. An adult must always be around and supervising when doing this activity. You are responsible for:    • ensuring that any equipment used for this activity is in good working condition  • behaving sensibly and following any safety instructions so as not to hurt or injure yourself or others    Please note that in the absence of any negligence or other breach of duty by us, this activity is carried out at your own risk. It is important to take extra care at the stages marked with this symbol: ⚠ | | | |
| **Suggested Learning Outcomes** |  | |  |
| * To design and make a charity box for use during Ramadan. * To be able to make a graphic product. * To understand the importance of the moon during Ramadan. | | | |
| **Introduction** |  | |  |
| This is one of a series of resources designed to use the theme of Ramadan to support the teaching of the National Curriculum to learners. They are designed to support the delivery of key topics within design & technology, religious studies and art. This resource focuses on making a charity box that counts down the days in Ramadan, including some external design aspects. | | | |
| **Purpose of this activity**  In 2024 Ramadan starts on Sunday 10th March and ends on Monday 8th April. It is estimated that globally 1.6 billion Muslims will take part in Ramadan and will fast from sunrise to sunset for 1 lunar month. In this activity learners will look at what Ramadan is, what happens during Ramadan and the importance of charity to Muslims. They will make a charity box that includes a feature to count down the days of the lunar cycle and can incorporate their own designs onto its external appearance.  This could be used as a one-off lesson activity to develop making and designing skills or an understanding of Ramadan. Alternatively, it could be used as a part of a wider scheme of work to develop making skills for graphic products in design & technology. | | | |
| **Activity** |  | | **Teacher notes** |
| **Introduction (15-20 minutes)**  Teacher to explain the task to learners and introduce the design brief – making a charity box. Teacher to explain the importance of charity during Ramadan and the importance of the Moon cycle using slides 3 to 11 in the presentation.  **Creating a Charity Collection box (60-90 minutes)**  Teacher to demonstrate the steps shown in the presentation, slides 14-23, and listed below:   * Step 1 - mark out and cut out two circles in card, diameter 23 cm. * Step 2 - cut out the moon cycle template and stick to one of the card circles. * Step 3 - on the other card circle cut out a hole in line with one of the moon images. * Step 4 - Line up the circles and make a hole in the centre. Use a sharp pencil and sticky tack to make the hole as directed in the presentation, slide 17. * Step 5 - push a split pin through both holes. This should allow the plates to spin. The hole in the top plate should reveal images of the moon on the bottom plate. * Step 6 - Decorate the top plate. * Making the charity box – cut out the box template and the coin slot, fold and glue together to make the box.   Learners 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)**  Three wishes and a kiss – peers evaluate each learners charity box, identifying three good features and one feature that could be improved. |  | | **Pre lesson preparation:**   * Print out the templates on the activity sheets, ideally on card. * For the extension activity: collect a variety of materials that are different colours and textures, such as foil, card, wool and string.   **Introduction**  Learners could also be taught about patterns, colours, shapes and symbolic Islamic monuments that are part of Islam so that these can be used as inspiration to decorate their charity boxes. There are slides which could be used to support this in the presentation for the related activity to ‘Design a Prayer Mat’.  It should be emphasised that all designs, patterns and shapes should be culturally appropriate.  **Creating a Charity Collection box**  Learners will develop their skills by following the making instructions in the presentation. Depending upon their ability and the time available they could modify the suggested outcome. The design element of the charity box is its external appearance, slides 19 and 23.  Step 2 – this could be eliminated by printing the moon cycle template onto card directly.  Step 3 – the hole could be cut by an adult using a craft knife (and following the school’s risk assessment).  Step 4 – if an extended hole punch is available this could be used to make the hole.  Making the charity box – using an existing box is a more basic option, however this will need to be covered to allow decoration. The coin slot could be cut by an adult using a craft knife (and following the school’s risk assessment).  In the presentation there are examples of the completed countdown (slide 20) and the decorated assembled box (slides 24 and 25).  Learners could also consider the alternative materials that could be needed for their design and the associated manufacturing processes that would be required. |

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| **Differentiation** |  | |  |
| **Basic** |  | | **Extension** |
| * Templates for the box could be pre-cut for learners. * Card plates could be used rather than measuring and cutting card circles. * Create some simple pattern and shape templates that learners can use to trace round for the external appearance of the box. |  | | * Learners could design their own nets for different shapes of collection box (for example, modified rectangular or hexagonal boxes etc. * Learners could use a collage approach to decorate their charity boxes. |
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| **Resources** |  | | **Required files** icon-ppticon-docicon-pdf |
| * Paper and card (optional: paper plates) * Drawing implement: colouring pencils or pens, pencils and rulers * Scissors * Glue sticks * Split pins * Optional: decorations such as sequins, glitter, etc. |  | | icon-ppt Presentation Charity Box  icon-pdf Activity Sheet Moon Cycle  icon-pdfActivity Sheet Charity Box Net |
| **Additional websites** | | | |
| * **What is Ramadan** [www.bbc.co.uk/bitesize/topics/zpdtsbk/articles/zjc2bdm](http://www.bbc.co.uk/bitesize/topics/zpdtsbk/articles/zjc2bdm) * **Ramadan resources** [www.bbc.co.uk/teach/ramadan-teaching-resources/z7c7qfr](http://www.bbc.co.uk/teach/ramadan-teaching-resources/z7c7qfr) * **A simple guide to Ramadan for schools by the Islamic Society of Britain** <https://isb.org.uk/wp-content/uploads/2022/03/ISB-Schools-Project-RAMADAN-a-Simple-guide-for-schools-Mar-22-V1.pdf> * **A guide to Ramadan by Hackney Services for Schools** <https://www.hackneyservicesforschools.co.uk/system/files?file=extranet/Ramadan%20Guide%20for%20Schools.pdf> * **Examples of other Ramadan activities delivered in a primary school:** https://www.leysprimaryschool.com/ramadan-activities/ | | | |
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| **Related activities (to build a full lesson)** | | | |
| **Starters** (Options)   * As a class, discuss what is Islam, who follows Islam and what is Ramadan. * Discussion the phases of the moon – why do we see these?   What charity boxes have the class seen before? What were their features and unique characteristics? | | **Alternative Plenaries**   * Evaluate each design against the design brief requirements, listing improvements that could be made. * Self/peer assess the creativity of each design. * What went well, even better if… - learners evaluate their own charity boxes by identifying a good feature and a feature that could be improved. | |
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| **The Engineering Context** |
| * All designers and engineers need to be able to produce ideas related to certain themes and follow a design brief. This ensures that the products they design will meet the needs of the end users, customers or clients. |

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| **Curriculum links** | |
| **England: National Curriculum**  KS2 Religious Education  > Must teach religious education to pupils at every key stage.  KS2 Design & Technology design, make, evaluate.  > Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  > Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  > Understand how key events and individuals in design and technology have helped shape the world  KS2 Art   * To use a range of materials creatively to design and make products * To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space   KS2 Year 3 Measurement:  measure, lengths (m/cm/mm) | **Northern Ireland Curriculum**  The Arts - Art & Design.  > Explore examples of the occurrence of the visual elements within the natural and man-made worlds, for example, look at pictures and point out colours, shapes and configurations within them, then apply similar pattern recognition to observation of the real world;  The World Around us   * > An awareness of themselves and their place in the world, as well as of other places, cultures and the environment;   KS2 - Mathematics and Numeracy Measures:   * Identify, understand and use the language associated with length, and area. |
| **Scotland: Curriculum for Excellence**  Religious and Moral  > Recognise and understand religious diversity and the importance of religion in society.  > Develop respect for others and an understanding of beliefs and practices which are different from my own.  The Technologies  > Critical thinking through exploration and discovery within a range of learning contexts  > Discussion and debate  > Searching and retrieving information to inform thinking within diverse learning contexts  > Skills in using tools, equipment, software and materials  > Skills in collaborating, leading and interacting with others  Numeracy and Mathematics Measurement:  MNU 2-11b | **Wales: National Curriculum**  Science and Technology  > Design thinking and engineering offer technical and creative ways to meet society's needs and wants.  Expressive Arts  > Creating combines skills and knowledge drawing on the senses, inspiration and imagination.  Humanities  > Human societies are complex and diverse and shaped by human actions and beliefs. |

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| **Assessment opportunities** |
| * Informal teacher assessment of practical skills through observation of learners. * Formal teacher assessment of the completed charity box * Self/peer assessment of completed charity box |