

<b>The moon to light the way and the star to guide</b>	<b>Year Group: KS1</b>	<b>No. of lessons: 3</b>
<b>Learning objectives:</b> to begin to explore a common symbol of Islam. To understand the importance and the specialness of the Qur'an to Muslims.		
<b>Themes to discuss:</b> What or who guides our lives, thoughts and actions? Why is the Qur'an so precious to Muslims?		
<p><b>Activities and experiences:</b></p> <ul style="list-style-type: none"> <li>• Look at the flags of several Muslim countries such as Algeria, Azerbaijan, Malaysia, Pakistan, and Turkey to discover their common features (crescent moon and stars). Ask everyone to look at the moon and stars that night if they can and come ready to talk about how this made them feel etc (mystery, awe and wonder, small?). Consider together how the moon “changes shape” and can be used for telling the time (lunar months) and how knowledge of the stars can help people to find their way.</li> <li>• Understand the flags are from countries where the faith of Islam is the predominant faith. Set out to discover who or what Muslims would say lit their way and guided them like the symbol on their flag. (<i>Allah, Muhammad, Qur'an</i>)</li> <li>• Show the children a Qur'an (remember to treat it appropriately). If possible look together at <a href="http://www.ngfl-cymru.org.uk/vtc/ngfl/re/m_parry_carmarthenshire/arteffactau/quran.htm">http://www.ngfl-cymru.org.uk/vtc/ngfl/re/m_parry_carmarthenshire/arteffactau/quran.htm</a> or similar short explanation of the Qur'an. Discuss your own special / favourite books and why this book is different.</li> <li>• Hear briefly the story of how Muhammad was first given the words which became the Qur'an. Why does this make the Qur'an so important? (The Word of God / Allah). Look at photographs of the use of the Qur'an in art and architecture to see how precious and beautiful it is to the Muslims. Listen to the Qur'an being read. Create your own display of beautiful Arabic calligraphy ( e.g. colouring pages at <a href="http://playandlearn.org/reader.asp?Type=Coloring&amp;fn=103">http://playandlearn.org/reader.asp?Type=Coloring&amp;fn=103</a> )</li> <li>• Think of how a holy book can be described as “guiding” someone. Create a display star (or use following sheet) for pupils to identify their personal guiding lights. You could later share these in circle time.</li> </ul>		
<p><b>Websites and resources:</b> selection of flags at <a href="http://islam.about.com/library/weekly/aa060401b.htm">http://islam.about.com/library/weekly/aa060401b.htm</a> For Arabic calligraphy and mosque design use Google Images and you will find a wealth of materials available. Revelation of the Qur'an at <a href="http://www.sln.org.uk/storyboard/stories/i5.htm">http://www.sln.org.uk/storyboard/stories/i5.htm</a> See website pages for Qur'an audio.</p>		
<p><i>Note: the crescent and star were first used by the Ottomans in the fifteenth century – although now used as an almost universal Muslim symbol there are actually a significant number of Muslims who see it as an ancient pagan symbol unconnected with Islam.</i></p>		