# Pocket Compass – Ramadan: Break-Fast At Mobinah’s

**ABC ME screening details: Thursday** 4 June, 2020 at 2:25pm

This episode can also be viewed on [ABC iView](https://iview.abc.net.au/show/pocket-compass)

**Key learning areas:** HSIE

**Level:** secondary

**About:** Ramadan is the most important event on the Islamic calendar. Follow two local families to see how this month of fasting and feasting is practiced in Australia. Students will learn about the motivation, meaning and challenges.

## Before the episode

1. What is Ramadan?
2. What do you think a typical day is like during Ramadan?

## During the episode

1. During Ramadan, when and for how long will Islamic families be fasting?
2. Who is not required to fast?
3. When does Ramadan occur? Why?
4. In the table below, record key information about what men and women are encouraged to do during Ramadan in the following headings?

|  |  |  |
| --- | --- | --- |
| During Suhur | During daylight | During Iftar |
|  |  |  |
|  |  |  |
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## After the episode

1. Describe Selma Chami’s daily routine during Ramadan?
2. Using examples from the episode, explain the purpose of Ramadan and what it teaches Muslims?
3. Eid al-Fitr marks the worldwide end of Ramadan, how do Muslims celebrate Eid al-Fitr in Australia?

**Follow-up activity:** Many people are not familiar with many different religious practices. Using the table from ‘during the activity’ and information from the episode, develop a fact sheet that explains the religious practices of Muslims during Ramadan.

# NSW teacher notes

This is an optional standalone resource that could supplement student learning. The activities align with syllabus outcomes across stages and can be modified to meet the needs of your students. Students can complete the activities while learning at home and in the classroom. All activities can be completed without access to the internet or a device. Teachers could collect student work to offer feedback and as evidence of learning.

## Learning intentions

* Explain the changing interactions between people and places.
* To examine different perspectives of people and organisations.

## NSW Geography K-10 Syllabus outcomes

|  |  |
| --- | --- |
| Stage 4 | Stage 5 |
| **GE4-3** explains how interactions and connections between people, places and environments result in change | **GE5-3** analyses the effect of interactions and connections between people, places and environments |
| **GE4-4** examines perspectives of people and organisations on a range of geographical issues | **GE5-4** accounts for perspectives of people and organisations on a range of geographical issues |

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