

What happens at Eid-ul-Adha?

Background knowledge for teachers

Eid-ul-Adha is one of the two major celebrations that all Muslims share. Some Muslims sometimes refer to it as 'greater Eid' or 'big Eid'. It is a lunar festival and the time it is celebrated moves in the western calendar. The festival is celebrated by everyone, however, it does occur during the time of Hajj, the annual pilgrimage to Makkah. For those on Hajj there are particular actions to be carried on the day of Eid-ul-Adha.

The festival remembers the story of the Prophet Ibrahim and his son Isma'il. A similar story can be found in the Bible and the Torah. Christian and Jewish people call Ibrahim 'Abraham' and tell the story of the almost-sacrifice of a different son, Isaac. At Eid-ul-Adha the obedience of both Ibrahim and his son are celebrated, as well as the sacrifice they were prepared to make. It is also a day for Muslims to thank Allah (God) for the blessing they have received.

In Muslim countries Eid-ul-Adha is a public holiday. In the morning, prayers are said at the mosque or sometimes in a public area such as a local park so everyone can join in. New clothes are worn, presents are exchanged and family and friends visit and share food and time together. In Muslim countries, a sheep or a goat is killed and the meat shared out; one third is kept, one third is given to friends and family and one third is given to people who need charity. In Britain, animals must be killed at a slaughterhouse and meat is most commonly bought from the butcher. At Eid-ul-Adha Muslims are obliged to share food and money with those in need so everyone can take part in the celebrations.

In this unit a series of activities are suggested to allow pupils to understand Eid-ul-Adha as a celebration and to understand the story behind the festival. Continuous provision activities are suggested to show how this work can fit with Early Years practice.

Essential knowledge for pupils

Pupils should know:

- Eid-ul-Adha is a Muslim festival
- Eid-ul-Adha is a festival remembering sacrifice and for saying 'thank you'
- the story of Ibrahim and Isma'il and that it is in the Qur'an
- some of the things that many Muslims do to celebrate Eid-ul-Adha

Assessment for learning

This section shows some of the outcomes achievable by pupils of different abilities in the 4-6 age range.

Description of achievement: Expectations I can ...

Almost all pupils in this age group	• listen to stories and tell them again • describe the important people in a story and where it happens
Early Learning Goals (England)	• act out a story with other children • talk about the festival of Eid-ul-Adha, and that it is important to Muslims
Many pupils in this age group	• outline the story of Ibrahim and Isma'il • recall and name some things Muslims do to celebrate Eid-ul-Adha • talk about what I do when I celebrate an important day
The most able pupils in this age group	• retell the story of Ibrahim and Isma'il • identify similarities between celebrations for Eid-ul-Adha and celebrations for other festivals • ask and answer questions about the significance of Eid-ul-Adha

This unit helps pupils in Scotland to achieve RME 0-04a and RME 0-06a.



Web support

For a short film showing a primary child celebrating Eid-ul-Adha:

See: www.bbc.co.uk/education/clips/zk34wmn

Subscribers and members can also download the following from the RE Today website:

- An A4 picture of Imran from p.7.
- A version of the pictures on p.10 with four pictures per page.

For those using RE Today units of work this builds on work in F4: 'What times are special and why?'

Activity 1

Introducing the celebration tub

Sit the pupils on the floor in a circle and present them with a celebration tub. Inside, have a range of pictures and 3D objects related to general celebrations and the festival of Eid-ul-Adha. Try to include:

- items linked to Eid-ul-Adha, e.g. a picture of an aeroplane or a map of the Middle East, an image of a lamb, Eid cards, a picture of a mosque, some money, a card saying the word 'sorry', a picture of some new clothes
- a picture of Imran – a Muslim boy (see below)
- items linked to general celebrations, e.g. cards relating to special occasions, birthday candles, an advent candle, different types of wrapping paper, photos of children and families celebrating together, images of clothes worn on special occasions and photos of food eaten at different times of celebration

Explore the tub with the children. Give the class the chance to explore the objects and pictures within it. Ask children to:

- choose one that takes their interest – why do they like it so much?
- choose one that they think they know lots about – what can they say about it?

Take one object that has sparked pupils' interest, and place it in the centre of the circle. Make this the centre of a 3D mind-map that is linked to the contents of the tub. Use string/ribbon/strips of paper to form the lines on the mind-map – pupils should be involved in deciding which objects from the box go where. They may be able to see basic links (e.g. 'candles', 'cards' or 'food') between objects easily, so can link these on the mind-map. Some pupils may show prior knowledge of the festival of Eid-ul-Adha in this activity. Pupils' comments and questions can be added to the mind-map on paper thought-bubbles. Take a photo of the mind-map. If possible, make a record of pupils' comments, questions, etc. to retain for assessment.

At the end of the unit return to the box and repeat the activity.

Activity 2

Telling the story – Ibrahim and Isma'il

The story of the Prophet Ibrahim and Isma'il is a hard one because it is about sacrifice, and there is a suggestion in it that someone might be killed. For this reason, it is important to talk about other stories where sacrifices are made for other people, tales that pupils will be familiar with. Quiz the pupils on stories that they might know where someone has to give up or sacrifice something they love. In *Frozen*, Elsa has to give up playing with her sister or even being her sister's friend to avoid turning her to ice. In *Beauty and the Beast*, Belle gives up her home and freedom so that her ill father can be released from the beast.

These sacrifices link to the theme of the story remembered by Muslims at Eid-ul-Adha. It is important to ensure that pupils understand that this is not a fairy tale; it is a story from the Muslim sacred text, the Qur'an.

Find a way to share the story of Ibrahim and Isma'il on p.9 with pupils. Notice the story has lots of stopping points where they are asked what would happen next. You could:

- use the sand tray to tell the story as a journey across the desert. You might use your fingers to represent the people in the story, as Muslims would not make drawings of the prophets
- tell the story in a journey around your classroom. Beginning by a bed, move to two chairs and finally walk outside to tell the part of the story in the Mina valley
- draw a story map and ask the pupils to follow the story with their finger

This story is about being prepared to give up something for someone you love. Ibrahim was prepared to give up his son for God, which is extreme, but what have the children had to give up? Their bedroom for a new baby? Sitting with their friend on the carpet?

Remind the pupils that this story is so important that all Muslims remember it every year during the festival of Eid-ul-Adha.

Imran



Activity 3 Journey sticks

Journey sticks have been used by native people around the world to recap a journey or retell a story. In this activity, the pupils are going to collect a series of items associated with the story of Ibrahim and Isma'il. You could use 'real' items or the pictures from p.10. You will need one of each item or picture per journey stick. You might arrange the whole class into groups with one journey stick per group. Alternatively, you might send one group at a time and then each pupil can have their own journey stick. A journey stick can be any stick, but we advise putting the same amount of elastic bands on it as there are items to collect. As a pupil finds each item, they can slide it beneath a band to attach it to the stick; this is much less fiddly than trying to attach items onto the stick in any other way.

Before the activity begins, hide the items to be collected, perhaps in your inside outside area or the wider school grounds. Ensure they are left far enough apart so that the pupils are journeying to collect each item. As items are collected, ask pupils to think which part of the story it reminds them of.

Once all the items are collected, ask the pupils to use their journey stick to tell the story to a partner, the group or the class. As a class you could create a story map to recap the story.

Activity 4 Imran's Eid

Ask pupils to name an important celebration for them, and ask them what they do on that special day. You might want to remind them of the celebration tub from activity 1.

Place a large version of the picture of Imran on p.7 in front of the class. Ask for ideas about what Imran might do to celebrate Eid-ul-Adha. Collect the ideas and then arrange the pupils into groups and give them copies of the six pictures from p.11. Ask the following:

- What is happening in each of the pictures?
- Why do you think that Imran is doing each thing on the day of Eid-ul-Adha?
- Can you put the activities in order of when they happen during the day?

Ask older or more able pupils:

- Is one activity more important than the others or not? Why? Why not?

After pupils have completed activity 4 and some of the continuous provision activities, you might return to the celebration tub from activity 1. Ask pupils to create a 3D mind-map for the celebration of Eid-ul-Adha. Pupils' comments and questions can be added to the mind-map on paper thought-bubbles. Take a photo of the mind-map. Make a record of pupils' comments and questions and compare these to the mind-maps that were created at the beginning of the unit.

Continuous provision activities

For pupils of this age it is useful to practise and repeat what has been learnt. The following activities are suitable for continuous provision or small group work:

- Place the journey sticks and the story cards from p.10 on a table. Can pupils retell the story using the journey stick or order the items to retell it? Alternatively, the journey stick and cards could be left by the sand tray to encourage pupils to retell it by making a story map or re-enacting the story in the sand.
- The festival of Eid-ul-Adha is a time for Muslim people to be thankful for their blessings – the good things they have in their lives. Leave out materials to make cards and ask pupils to think about something they want to say 'thank you' for. Ask them to make a card for somebody to say 'thank you'. Ensure the cards are delivered!
- A sheep, well a ram, is an important part of the story as it is sacrificed. At Eid-ul-Adha Muslims buy and prepare food and keep one third for themselves, share one third with friends and family and give one third to those who need charity. Leave out materials for pupils to make a sheep and on the back get them to draw a picture of something they have had to give up for someone else.
- Make an Eid card for Imran. Write the words 'Eid Mubarak' inside. What would be a good picture to draw on the outside to show what they know about the festival? Remember, Muslims would not draw a picture of Ibrahim or Isma'il.

Activity 2: Ibrahim and Isma'il

The Prophet Ibrahim was in Makkah. After a long day he climbed into bed and was soon fast asleep. As he slept he dreamt and Allah spoke to him in his dream. Muslims believe that God can speak to people in their dreams. Allah gave a clear instruction to Ibrahim, 'Take your son Isma'il to the Mina valley and sacrifice him.'

What would happen next?

The next day Ibrahim sat down with Isma'il and told him about his dream. Isma'il was not scared, even though he knew that being sacrificed meant being killed. He was not scared because he knew Allah was good and that Allah would not hurt people who are good.

What would happen next?

So Ibrahim and Isma'il packed their bags with some food and water. They said goodbye to their family and set off on a journey to the Mina valley. When they reached the valley, Isma'il smiled at his dad and then lay on the hot desert sand. He closed his eyes.

What would happen next?

Ibrahim took a knife from his bag and held it over his son Isma'il. At this very moment the angel Jibril appeared. The angel had with him a ram, a male sheep.

What would happen next?

The angel brought a message from Allah: do not kill your son – instead, sacrifice this sheep.

What would happen next?

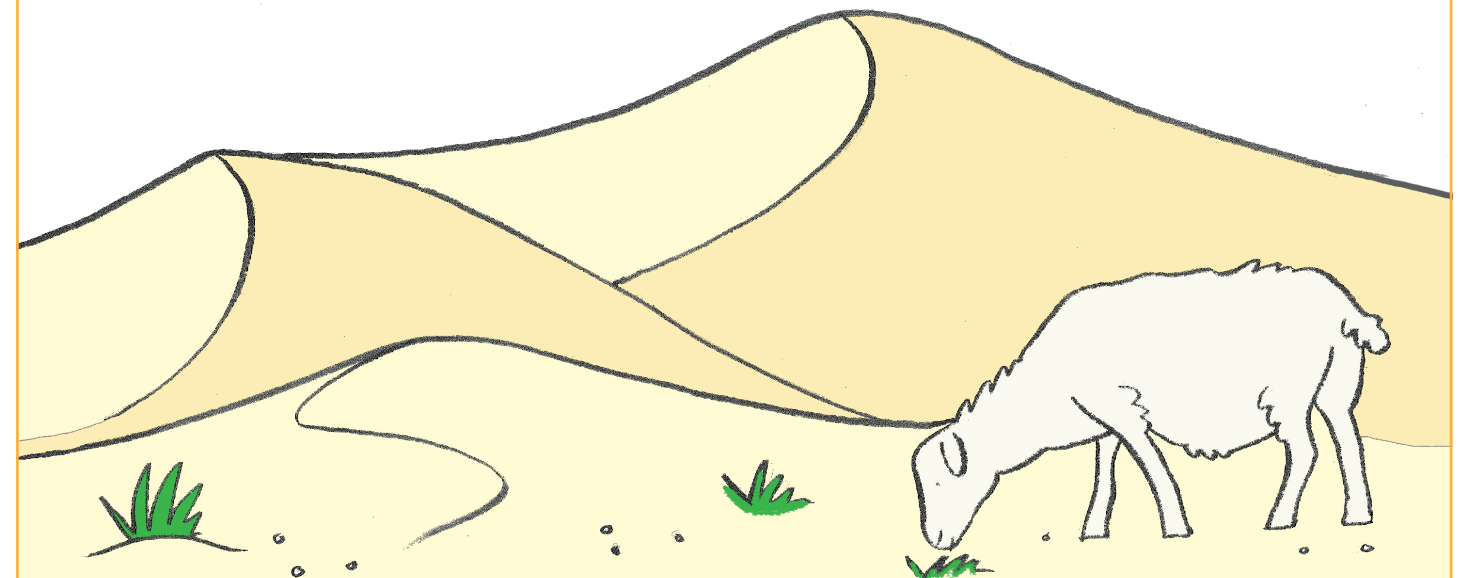
The Prophet Ibrahim dropped the knife. Isma'il jumped up from the ground and they hugged and cried together. They said thank you prayers to Allah. Isma'il had been right not to be scared – Allah had been good.

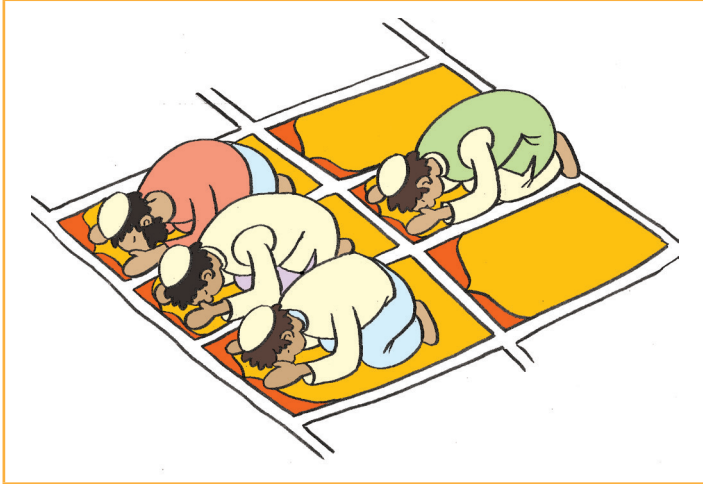
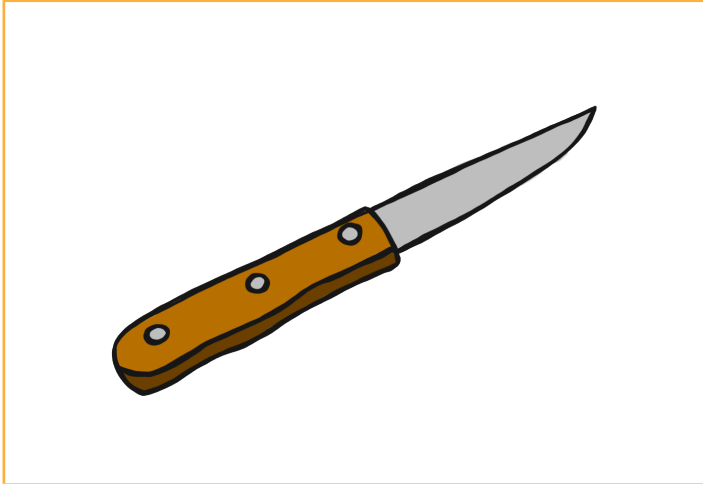
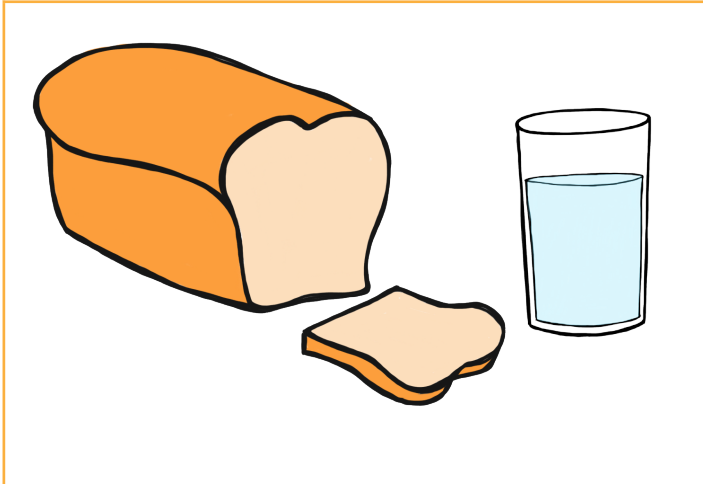
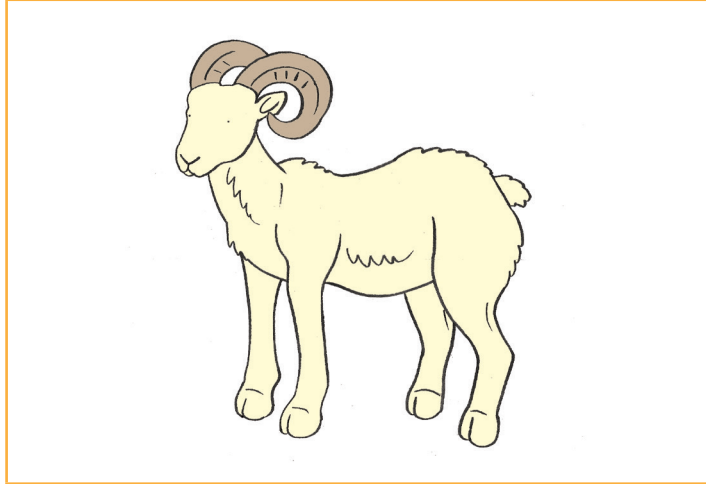
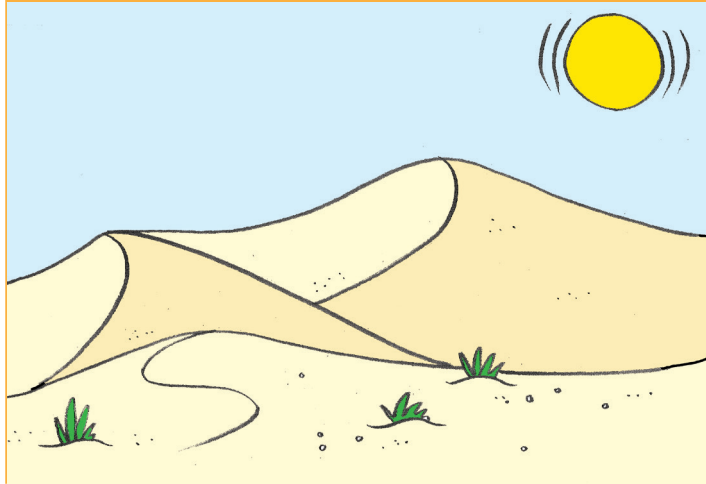
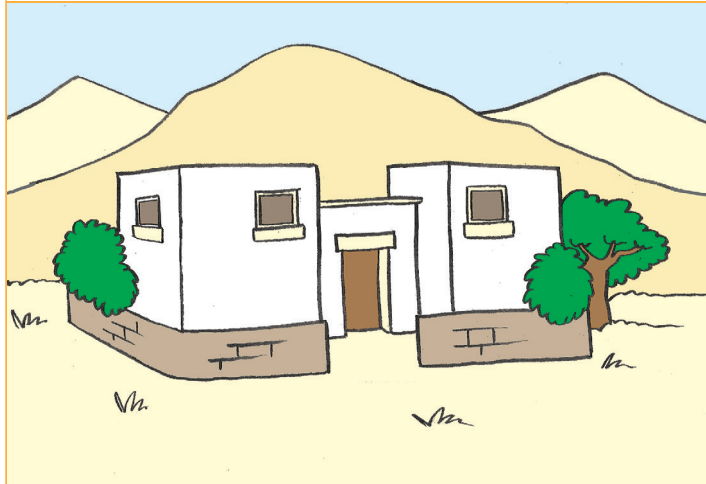
What would happen next?

Ibrahim and Isma'il killed the sheep as a sacrifice to Allah.

Muslims believe that Allah was pleased with Ibrahim that he was willing to sacrifice his son to show his obedience to Allah.

This story is so important to Muslim people that they remember it every year by holding the festival of Eid-ul-Adha, which is also known as the 'festival of sacrifice'.





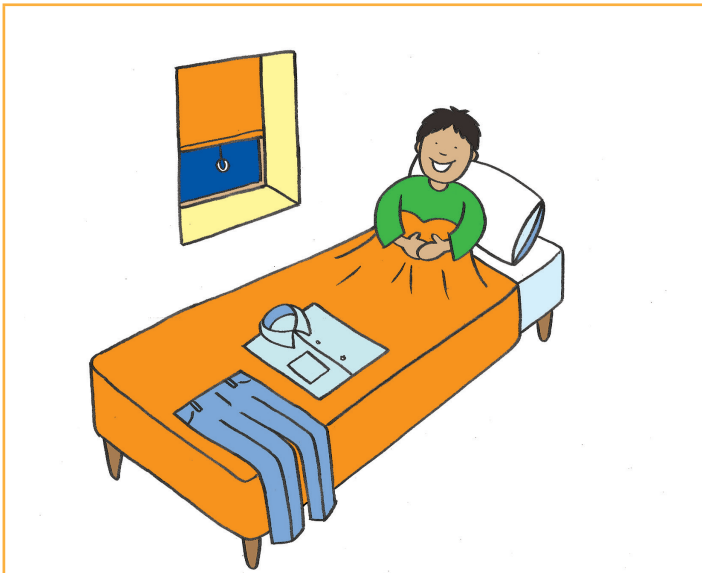
Imran and his family share food with friends and with people who cannot afford food.



Family and friends come. Presents and food are shared.



Imran and his family pray to Allah to say 'thank you' for the blessings they have had.



Imran wakes up and puts on his new clothes.



Imran and his family go to the mosque to say morning prayers.



Party time – games are sometimes played and stories are retold.