



Education pack

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# Arabic language and Arab culture

Arabic language and Arab culture

<https://www.britishcouncil.org/school-resources/languages/arabic-language-culture-programme>



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# Introduction

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The Arab world is a fascinating, diverse geographical region stretching from south-west Asia to north-west Africa. It has an immensely rich culture and history and one of the world's great languages that is spoken by more than 420 million people. Arabic is also one of the official languages of the United Nations and has been identified as one of the ten most important languages for the UK's future.\*

\*The British Council report, Languages of the Future identifies the languages most vital to the UK over the next 20 years. For the full report go to: <https://www.britishcouncil.org/research-policy-insight/policy-reports/languages-future-2017>

This education pack is designed to help mainstream primary teachers introduce aspects of both Arabic language and Arab culture to their pupils. It contains lesson and assembly plans, facts and resources to help pupils develop a deeper knowledge and understanding of the language, history and culture. The materials are designed to be flexible and adaptable for use in a variety of settings. They can be used as starting points for individual lessons and assemblies or form part of larger cross-curricular joint projects involving collaboration over a number of subjects.

Your pupils can learn how to greet a friend and count in Arabic, get creative making geometric patterns and recipes, and find out about Arab culture by using our wide range of classroom resources and activities.

“  
Languages are the bedrock of the world's cultural heritage. Every language offers a rich and unique insight into different ways of thinking and living as well as into the history of the myriad of cultures and peoples across the globe.  
”

British Council:  
Languages for the Future.



Assembly plan

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# An introduction to Arab culture

# Assembly script suggestions

The following notes include background information and a script that you can use or adapt for your assembly. A slideshow is also available to download from: <https://www.britishcouncil.org/arabic-language-and-culture-education-pack>

Play some Arab music for your pupils to listen to as they come in and out of assembly. An example can be found here: <https://www.youtube.com/watch?v=V1tKjkuJRWk>

Tell pupils that you are going to find out about the Arab world where the main language spoken is Arabic. Give the traditional greeting: as-salaamu 'alaykum (ﷲ). Explain that this is a traditional Arabic greeting heard in the song on the way into assembly. If you have any Arabic speakers in school, invite them to help you present the assembly and perhaps prepare some short phrases in Arabic to demonstrate and translate.

## Slides 1 and 2: Map

Over 300 million people around the world today speak Arabic as their first language and today we are going to find out a little more about the culture and history that unite these millions of people. According to UNESCO, there are currently 22 countries in the Middle East and North Africa where Arabic is an official language, and it is these countries that are considered part of the Arab world.

Many other countries also use greetings and expressions which come from Arabic, because Arabic is the language of Islam and Islam is widely practised in non-Arab countries. In fact, the majority of Muslims do not live in the Arab world, but live in South and Southeast Asia.

Although the Arab world shares many things in common, it is extremely diverse in terms of culture, religion, and even language. Even though Arabic is the official language of each country in the Arab world, other languages are spoken too and the Arabic language itself can sound very different depending where you are. Can you recognise any of the Arab countries highlighted on the map? Perhaps some of you have visited these countries or have friends and family who live there.

There are many famous landmarks in Arab countries. Do you recognise any of these?



## Slide 3:

# The Pyramids and Great Sphinx at Giza in Egypt

The pyramids were built over 4,000 years ago to house the remains of the Pharaohs who ruled over Ancient Egypt and are guarded by the Great Sphinx – a mythological creature with the body of a lion and the head of a person, believed to be the Pharaoh Khufu.

Archaeologists believe the Great Sphinx to be one of the largest and oldest statues in the world, it is 73 metres long and 20 metres high. Its ears are well over one metre tall.



## Slide 4:

# The Al Haram Mosque

or Grand Mosque  
is in the city of Mecca, Saudi Arabia

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It is the largest mosque in the world and surrounds one of Islam's holiest places, the Kaaba. The Kaaba is a cube shaped building, draped in a silk and cotton veil.

Every year millions of Muslims travel to Mecca to complete the Hajj or pilgrimage. The journey is seen as one of the five pillars of Islam, central to the faith. It is a spiritual pilgrimage that every adult Muslim must perform at least once in their lives if they can afford to and are physically able to make the journey.





## Slide 5:

# Petra in Jordan

Petra in Jordan is an ancient city located between the Dead Sea and the Red Sea. The city is half man-made and half carved into the rock. It is often referred to as the Rose City because of the pink colour of the rock. It is famous for a water system built to supply water for 30,000 people and irrigation for gardens. You might also recognise it from the film *Indiana Jones and the Last Crusade*!





## Slide 6:

# Baalbek in Lebanon

Another World Heritage Site is at Baalbek in Lebanon which has beautiful examples of the remains of Roman architecture including aqueducts, and roads and a grand temple of Jupiter. There are also many other examples of Roman architecture in other parts of the Middle East and North Africa.



## Slide 7:

# Burj Al Arab Jumeirah Hotel and Burj Khalifa Tower

Two more modern landmarks can be found today in Dubai, United Arab Emirates (UAE).

The luxurious Burj Al Arab Jumeirah Hotel in Dubai opened in 1999 and is famous for its sailboat shape on an island in the sea.

Another site, at 828 metres high is the Burj Khalifa Tower which is currently the world's tallest building and contains a lift with the longest travel distance in the world up to its 160 storeys!





## Slide 8: Inventions and discoveries

Did you know that during the Middle Ages there was a golden age of inventions and discoveries in the Arab world that shape aspects of how we live today? These include windmills, early cameras, toothbrushes and even coffee.

One story told about the invention of coffee is that a goat herder discovered that coffee beans gave his goats a boost of energy. So he boiled the coffee berries to make a version of the drink we know today.

Great emphasis was placed on learning and scholarship at the time, and there was a keen interest in science, astronomy and medicine. Large libraries were built in cities and a woman called Fatima al-Fihri in Morocco founded the first university. Hospitals were built providing free care for anyone who needed it, and a surgeon called al-Zahrawi designed and made surgical instruments like those used today. He also discovered that catgut could be used for internal stitches as it dissolves away naturally. He apparently found this out when his monkey ate the strings from his lute and they dissolved inside him! An Engineer called al-Jazari also built an amazing elephant clock. It was seven metres high, decorated with dragons and moving people and powered by falling metal balls and a hidden water system.



## Lesson plan 1

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# An introduction to Arabic language and the art of calligraphy



# Background information

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Modern Standard Arabic (or MSA) is the standardised form of Arabic that is understood throughout the Arab world. It is used by much of the written, spoken, and visual news media, as well as in literature and schools.

It is considered to be the formal register of Arabic and is therefore the form non-native speakers usually study when they are first learning the language. However, just as English varies from country to country, Arabic has many variations in spoken (and sometimes written) dialects. These dialects, often referred to as colloquial Arabic, can vary across the Arab world, so much so that someone from Lebanon may have a hard time understanding someone from Tunisia speaking in his or her dialect. But with the wide reach of television, Facebook, and other modern media, exposure to all forms of colloquial Arabic is increasing across the Arab world, creating new forms of communication for Arabic speakers – and offering non-native speakers more resources for studying and learning spoken forms of Arabic.

## Curriculum links

English, Art and Design, Religious Education, Personal, Social and Health Education

## Global skills and outlooks

Communicating, creative thinking, developing a positive sense of identity and being open to new ideas

## Learning objectives

To learn about the main features of the Arabic language and how to greet someone in Arabic. To write some simple words in Arabic and explore the art of Arabic calligraphy and 'calligraffiti'

## Resources

Activity sheets, calligraphy pens or brushes, coloured inks, animal templates

# Introduction

## – greetings

Explore with your class the nature of verbal and non-verbal greetings. Why do we use them? How many different greetings do we use in English? Ask your pupils to demonstrate how they might greet a friend, an elderly relative, their head teacher and their head of state. How many greetings in other languages do your pupils know? Do they know what they mean in English?

Explain that the most common greeting across the Arab world, which they heard in assembly, is:

السَّلَامُ عَلَيْكُمْ !

as-salaamu 'alaykum! (peace be upon you)

And the response is:

وَعَلَيْكُمْ السَّلَام!

w'alaykum as-salaam! (and upon you be peace)

Have your pupils heard or used this greeting before? Divide your pupils into pairs and encourage them to practise this greeting and response with each other.

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Arab world is  
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(and upon you be peace)



## Greetings

Another common greeting in the Arab world is 'hello':

marHaban! مَرْحَبًا

Although the way you say it varies from dialect to dialect, all parts of the Arab world will understand you if you use the following phrase to ask, 'Where are you from?'

min ayna anta?

(asking a male)

min ayna anti?

(asking a female)

من أين أنت؟

And the response, 'I am from...'

ana min... أنا من...

Encourage your pupils to practise asking each other where they are from and answering in Arabic.

To complete the conversation, students can use the 'peace be upon you' greeting and response again, or they can say another form of goodbye:

ma'a as-salaama!

مَعَ السَّلَامَةِ!

## Activities – What's in a word?

There are many English words in use today which originally came from Arabic, especially during the Middle Ages, when Arab scholars were world leaders in science and technology and trade flourished. These include: algebra, average, calendar, candy, coffee, cotton, magazine, mattress, saffron, sherbet, sofa, sugar, syrup, tambourine, traffic and zero; to name just a few.

Of course, many English words such as computer, Facebook, mobile (phone), and sandwich have also now entered the Arabic language today.

Share the English words that originated from Arabic with your pupils. Ask them to group them into different categories and talk about why languages 'borrow' words from one another and how these may have entered the English language. Show your pupils the examples of words that English has 'borrowed' from other languages on [Information and activity sheet 2](#). Ask them to work in pairs to discuss which language and country they think each word originates from and then match each word to its country of origin on the map.

Can they give reasons for their decisions? Gather the whole class together to discuss whether similar choices were made. Reveal the correct answers and discuss whether they were surprised about any of the individual words and how many have been borrowed from other languages and countries.

algebra average candy  
coffee cotton magazine  
mattress saffron sherbet  
sofa tambourine sugar  
syrup traffic zero  
calendar



# Writing in Arabic

The Arabic language has an alphabet of 28 letters and is written from right to left.

A copy of the Arabic alphabet can be found on [Information and Activity Sheet 3](#), and links to other useful resources including alphabet songs can be found at the back of the pack. When Arabic letters are written, they follow rules to connect to each other, just like cursive handwriting in English. Some letters connect and others don't, and each letter looks just a little different depending whether it is at the beginning of a word, in the middle, or at the end. For example, notice how the letter **ت** (like 't' in English) looks at the beginning, middle, and end of a word:

يكتب ت  
بيت تأكل

Encourage your pupils to practise saying and writing these Arabic words, first tracing over them and then carefully copying them on a piece of card, remembering to move their pens or pencils from right to left and including the dots which are a part of the letters.

بيت

(bayt – house)

باب

(baab – door)

قطّة

(qiTTa – cat)

كرسي

(kursi – chair)

طاولة

(Taawila – table)

# Calligraphy: making art with words

Calligraphy is a very distinctive and important feature of Arab culture and can be seen in art forms and historical periods across the Arab world.

Explain to your pupils that the word calligraphy means 'beautiful writing', and requires a lot of skill and practice to master in any language. Arabic calligraphy can be found not just in books, but also on many different materials and as a decoration on pottery, rugs and furniture. It is a highly valued art form in the Arab world.

Share some examples of Arabic calligraphy with your pupils. These can be found on Information and activity sheet 4. By changing the shape and size of the Arabic letters and adding decoration, artists make the words look beautiful. The words themselves might be written in gold, or other bright colours and letters and words may be outlined or placed against a background pattern.

Discuss why people might choose to produce this 'special' writing and encourage your pupils to create their own enlarged decorated version of one of the Arabic words they have been learning. Invite them to use calligraphy pens or brushes and coloured inks on pieces of card and then to decorate around their word with a frame and pattern.

At Horton Park Primary School in Bradford, the pupils have been learning Arabic as a modern language for the past five years. This year they introduced Arabic writing to the pupils as part of their History topic looking at the Indus Valley civilisation. The pupils researched different Arabic calligraphy styles and discussed where they would be found in the Arab world. They practised their Arabic calligraphy and then superimposed the results onto images of Indus Valley pots.

Children from Horton Park Primary School with their calligraphic pot designs.





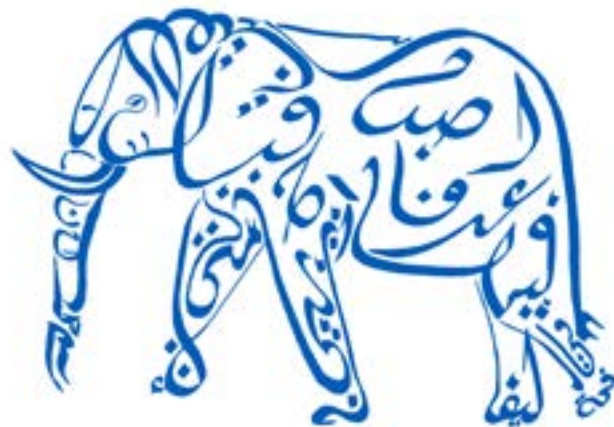
Some Arabic calligraphers form words into geometric shapes or the shape of plants and animals. The following examples are by artist Everitte Barbee.

Sometimes the words used in such pictures are religious phrases from the Qur'an but that is not always the case. The elephant below is drawn in the Arabic Diwani Jali script, which was developed around the turn of the 16th century, but uses words from a quote from the American comedian Groucho Marx: 'One morning I shot an elephant in my pyjamas. How it got into my pyjamas I'll never know!'

Invite your pupils to study and sketch pictures of animals and jot down a few descriptive words or similes to describe them. Encourage them to use these words to make the shape of the animal in an interesting and decorative way. They could design their own shape or use one of the templates included in the pack on [Information and activity sheet 5](#). Remind them to play with the size and shapes of the letters in the spirit of Arabic calligraphy.

An example of someone creating a zoomorphic calligraphy drawing using English can be found here:

<https://egotistsclub.wordpress.com/tag/calligraphy>



## Additional activities

Calligraffiti is a contemporary art form that combines traditional handwriting with graffiti street art.

Ask your pupils to find out more about this new art form and artists such as eL Seed who blend Arabic calligraphy and street culture. In 2012 eL Seed finished his largest piece on a minaret on the Jara Mosque in Tunisia. Approved by the town governor and the Imam of the mosque, the art spreads a message of unity and tolerance. Perhaps your pupils could try out some calligraffiti, using their design and Arabic skills. A link to a film of school pupils working with the artist to create calligraffiti murals at the Museum of Islamic art in Qatar can be seen here for inspiration.

<https://www.youtube.com/watch?v=qpFz5Ryg6eU>

Image: Jara Mosque, Tunisia with calligraffiti design. Photograph by Ouahid Berrehouma – Creative Commons: CC BY-SA 3.0





## Lesson plan 2

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# Mathematics, patterns and the Arab world

# Mathematics

Mathematicians from the Arab world are renowned for introducing a wealth of new learning to the field of mathematics.

This includes algebra, the concept of zero, fractions, the decimal numbering system, sine and cosine and geometry.

Introduce to your class the names and symbols of the numbers one to ten in Arabic, which unlike Arabic words, are read from left to right.

Notice how the numerals are similar to the ones we use in English. The symbols used in English are actually called 'Arabic numerals' or 'Indo-Arabic numerals', because Europeans learned how to write them from Arabs, and the symbols used in Arabic are called 'Hindu numerals' because they arrived to the Arab world from India.

To help your pupils become familiar with the names of the Arabic numbers, give each member of the class a numbers card from Information and activity sheet 6 and ask them to stand up when they hear their number. Once this has been done a few times, split the children into teams. Shuffle up the numbers and give one to every child in the team. Time how long it takes for them to sort themselves into numerical order (any children who don't have cards can still get up to help their team).

Use the Bingo cards on Information and activity sheet 7 to help your pupils practise recognising the numerals used in Arabic by calling out numbers at random. When a pupil achieves three in a row, they call out 'Bingo!' or 'Ana' in Arabic.

Curriculum links  
English, Maths, Art and Design

Global skills and outlooks  
Critical thinking, creative thinking, communicating

Learning objectives  
To learn to count in Arabic from one to ten and recognise and write some simple numbers. Explore tessellation, shape and symmetry in patterns

Resources  
Copies of the number cards one to ten from this pack.  
Copies of geometric patterns on the activity sheet, tracing paper, coloured pens and pencils



## Arabic Numerals

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0	◌	Sifr	6	٦	sitta
1	١	waaHid	7	٧	sab'a
2	٢	ithnaan	8	٨	thamaaniya
3	٣	thalaatha	9	٩	tis'a
4	٤	arba'a	10	١٠	'ashara
5	٥	khamisa			

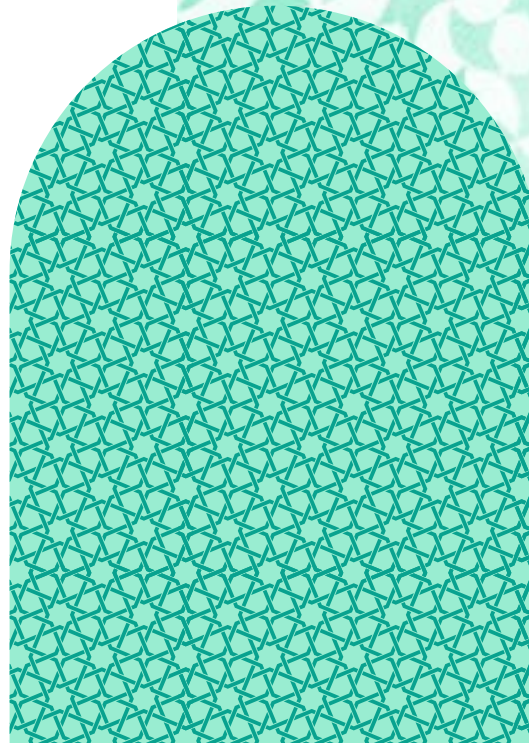
# Fun with Arabic geometric designs

Geometric designs using mathematical shapes, repetition and symmetry are an important feature of Arab art and culture.

Combining just a few shapes can create beautiful, complex interlocking patterns known as Arabesque. Show your pupils some examples of Arab art and architecture decorated with intricate, repeated geometric patterns. Examples can be found on the Islamic Art website at:  
<http://patterninislamicart.com>

Can your pupils spot different shapes and examples of tessellation as well as line and rotational symmetry? Which is their favourite design?

Provide each pupil with a copy of the geometric pattern on [Information and activity sheet 8](#). This complex design is actually based on one simple shape repeated in different ways. Can your pupils identify the initial shape and find a six-pointed star, a triangle, a large diamond, a hexagon and lines of symmetry incorporated into the design? Ask them to use tracing paper to trace all the types of 2D shapes and then use colour to create a decorative symmetrical pattern.





# Art and design – create your own repeated patterns

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As we have already seen, intricate calligraphy and geometrical patterns are frequently used to decorate objects and are an integral part of architecture and buildings.

The term 'Islamic art' refers not to religious art but to styles or art particular to predominantly Muslim societies, such as those in the Arab world. Unlike other religious faiths, Islamic art generally does not use images of people or animals but does include designs of plants and flowers.

Share with your class the instructions on Information and activity sheet 9 to create their own repeated patterns. Your pupils can then scan their designs and use a paint programme to reflect and tessellate their image to create a repeated pattern.





## Lesson plan 3

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# Storytelling in the Arab World



# Storytelling

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The Arab world is also famous for its literature and storytelling traditions. One such storyteller was Luqman Bin 'Ad. He was a wise man who wrote many animal fables. As you listen to these two short fables think about what is the moral behind each story and if they remind you of any other fables you have heard.



## The lion and the fox

The Lion was the king of the forest, and all the other animals, being afraid of him, tried to stay on friendly terms with him. Many years went by and the lion who was now growing old, could not hunt as easily as before. Running and stalking was not as easy as when he was young. He decided to retire to a cave and pretend he was sick. Of course all the animals would want to come and visit their King whom they believed to be sick. But whenever an animal came to visit him and show concern, the lion would eat them. One day a fox stood by the door but would not go in. From inside, the lion asked, 'Why don't you come in my friend?'

'I was going to', answered the fox, looking down at the ground outside the cave, 'but now I see footprints of animals who went in but I don't see any of their footprints coming out!'



## The bragging rooster

Two roosters got in a nasty fight one day. When the battle was over, the loser rested in the shade of a pomegranate bush. The winner flew up to a high fence where he flapped his wings proudly and crowed loudly, bragging of the fight he had just won.

A vulture seeing him, swooped down quickly, grabbed the proud rooster in his powerful claws and flew away with him.

These stories are from The Fables of Luqman reproduced with kind permission from Audrey Shabbas and AWAIR from The Arabs: Activities for the Elementary and Middle School Level.



# Egypt

## Cairo's River Nile

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Cairo's River Nile is a beautiful place, often visited by tourists and locals alike. For millennia, Egyptian rulers used the Nile as a means of transportation, often to arrive in style. Until today, the Nile is a popular destination for friends and couples to rent a boat during a lazy weekend and enjoy the quiet, away from the busy traffic of the city.

The felucca is by far the most popular means of transport on the Nile. This small sailboat is expertly handled by a marakbi, or boatman, who knows how to direct its large sails depending on the direction of the wind. Smoothly and confidently, he glides the felucca across the calm river waters and often enjoys the company of those who choose to ride his boat. Phone signal is sparse on the Nile, so the passengers all enjoy chatting together, sometimes singing and dancing, and almost always eating and sharing what they have with their marakbi. And he in turn, always offers a kind smile, giving the city folk a touch of the calm countryside. You can recognize a marakbi by his long galabeya, turban, and sunglasses.



# Story

## Nile Fortunes



Now, there are those who may want to take advantage of a good-hearted person when they meet them. They play on others' kindness and empathy to take what they can. In Egypt, we like to call someone like this a nasaab. Unlike the marakbi, you can never recognise a nasaab unless it's already too late and you're on your way to being swindled out of something! They always stay undercover, and never return to the same place twice once their trick has been played.

But, the greatest nasaabeen may return to the same place two and three and four times just to prove how clever they are – or how naive their victims may be.

This story is about Nasaab Number One – self named after a popular song you will hear blasting on every radio in Cairo. This man, Number One, considered himself the best confidence trickster/nasaab. What's his real name, you may ask? No one knows, for in every act, he has a different name, sometimes Ahmed or Youssef or Fawzy. Over the past year alone, he had married a bride in a lavish ceremony in the Four Season's hotel, taken a honeymoon in the French Riviera, gained a stable full of Arabian racehorses, a Maserati car, a villa with a view of the Nile, and even a toy poodle – all without spending any of his own money!



One fine spring morning, Number One's dark eyes were narrowed, looking at the feluccas making their way across the Nile just beyond his garden. You see, Number One liked to sit in the garden of his Nile villa every morning with his cup of tea, while he peacefully contemplated another day of trickery. After all, being this clever was hard work! But, with the feluccas crossing back and forth across his vision, often with groups of friends laughing and listening to music, the noise started to grate on Number One's nerves.

"What is wrong, my sweet honey?" asked his doting wife, Samira. She knew of her husband's tricky ways, but unlike most moral people, admired them and the results - particularly his ability to shower her with diamonds, fur coats, and macaroons.

"I can't think!" shouted Number One, standing up and knocking over his bamboo chair. His white toy poodle, Bosbos, barked in concern. "Now, that I have what most people don't dare to dream of, I need to be even more greedy – even more creative! But with these silly sailboats crossing with their silly people and their silly songs, I just can't think!"

Samira frowned; thinking was not her strong suit. But, in just a matter of minutes, she knew, her genius husband would come up with a solution! Indeed, just a moment later, Number One began to grin.

"I will take control of the whole Nile – just like the Pharaohs did. No more feluccas crossing at will. I'll make them rue the day they thoughtlessly crossed my path!"

So, the very next day, Number One made his way to the most popular felucca destination on the Nile. He was accompanied by Samira, who had dressed in very fancy clothes for the occasion. This was the first time she would be witnessing her husband's trickery, and she felt like a parent attending their child's first football match.

But, what Number One and Samira didn't know was that they were about to meet a woman so wise she couldn't be tricked; as the felucca industry was managed by a woman called Al Hagga Sawsan.

Al Hagga Sawsan was raised by the marakbeya and had spent her entire life on the Nile. No one expected her to accomplish very much, so it was to everyone's surprise that she had single-handedly built a felucca empire that ranged across the entire River Nile.

Al Hagga Sawsan liked the boat business, because she felt she was able to get to know many people this way – and their true characters, too. Now based in Cairo, she had clients that ranged from tourists to government ministers. Until today, many people disregarded her and asked for her manager. She was used to people underestimating her, and that is what made her very good at sniffing out the nasaabeen.

"Salam alaykum," Number One said regally as he strutted out onto the jetty. The saying meant "peace be upon you", though that was not at all Number One's intention. Al Hagga Sawsan was sitting on a low leather stool in the shade with a hot cup of black tea with mint in hand. She was dressed in a deep blue galabeya, and her

short dark curly hair was tied back with a blue and white striped turban.

"Alaykum al salam," she replied, sipping her tea.

At first, Number One didn't answer. He searched around for a male figure to address, but as the marakbeya were each in their boats, there was no one else to talk to but this woman on the jetty.

"I am here to offer the opportunity of a lifetime. A way to turn around your humble lives, so that you can drive a Mercedes not a felucca! Where is your manager so that I can discuss it with him?"

Al Hagga Sawsan smiled slowly. "I am the person who is available," she replied. "Feel free to share your business with me."

She saw his shoulders deflate and his eyes narrow. Then he puffed himself back up and continued grandly,

"I am Ibrahim Ali Pasha, great, great, great grandson of Mohammed Ali Pasha who ruled over Egypt before the Kings and Presidents. I have come here on the high recommendations of my close friends to use your service in a majestic ceremony that will take place on the Nile. I will need all of your boats and all of your marakbeya to be present. And we must leave now, no other time will do. You will be greatly rewarded for your understanding of the last-minute nature of my request."

"And what is the nature of this ceremony?"

"I am afraid I cannot share any further details with you as this is a matter of national security. Now truly, I am a very important and

busy man, so if you want to pass up this opportunity, that is fine. I will simply approach another felucca crew."

"Oh, darling," Samira piped up, as previously instructed. "But, I so wanted to ride a felucca today."

"Surely," said Number One, "you will not be disappointed my dear wife."

Number One eagerly awaited the old woman's answer. He felt she was old and simple minded and would easily accept his request. Money was everyone's motivation, after all he thought. The bait would be too much for her to refuse. Little did she know, that once all the feluccas would be rounded up, he planned that there would be a mysterious fire that would spread from one sail to the other, until all boats were sunk and sentenced to a watery grave at the bottom of the Nile out of sight forever.

Al Hagga Sawsan looked from husband to wife and back again, her expression hidden behind her sunglasses.

"Of course," she said, slowly getting up. "Normally, I ask for a 50% down payment before allowing customers to ride in our feluccas, but today I will waive that for you, dear sir, and for your beautiful wife. You are honourable people, and it would be my honour to have you on our boats. In fact, I believe I can make your ceremony even better."

Number One perked up, listening closely.

"Why take a shabby old felucca, when you can have our prize yacht? You see, it is stationed just over there, down by the jetty and is reserved only for ministers to ride in. The walls inside the



boat are plated with gold, and the taps and toilet bowls studded with diamonds. It is truly a wonder like no other. I would happily lend you this boat for your ceremony.”

Al Hagga Sawsan watched the man and his wife’s eyes widen with greed. She could see the wheels turning in his mind as he adjusted his plan. Al Hagga Sawsan knew that most people revealed their true natures rather quickly; you only had to know what to listen for... and what not to listen to.

And indeed, Number One and Samira decided that accumulating even more wealth outweighed their current noise problem, and accepted the keys to the yacht. Little did they know that this grand yacht actually belonged to a minister who had entrusted it to Al Hagga Sawsan’s care. And no sooner had they set off with it at full speed, smoothly pushing its marakbi into the Nile, did Al Hagga Sawsan call the Nile police that were stationed nearby.

And so another nasaab had been caught out and his story cast across the local newspapers. Never again did Number One’s trickery swindle any kind souls out of their possessions. And if you wanted someone to thank, you could always rent a felucca from the kind Al Hagga Sawsan sitting on the jetty, sipping her tea!

# Activity work

## Nile Fortunes

A modern story by contemporary Arab author Dina Elabd about a confidence trickster who is outwitted by an old woman who lives beside the River Nile.

You will need copies of the story for your class to share.

### Overall aims

To engage your pupils with a story by a contemporary Arab author and carry out activities to deepen their comprehension, understanding and engagement with the text.

### Discussion activities

The Arab world is famous for its literature and storytelling traditions. Share the title of this story with your class and ask them to predict what they think the story will be about, before going on to read the story with them.

Discuss with your pupils what they liked about the story and if they thought anything was puzzling or surprising.

### Create a glossary

There are a number of Arabic words and phrases contained within the story. Give your pupils copies of the story to read again together in pairs. Ask them to find the following phrases and work out their meaning from within the story.

felucca

marakbi

galabeya

nasaab

salam alaykum

They can then use this information to write a glossary for other students.



# Nile Fortunes

## Activity work

### Role on the wall

Ask the class how they would describe the characters of Number One and Al Hagga Sawsan. Can they find examples of words or phrases in the text to support their claims? Ask them to draw large pictures of what they think these two characters might look like and write on post it notes words and phrases to describe their appearance and personality. They can stick these around the outlines of their pictures to create an instant display. If they use a limited range of words encourage them to expand their vocabulary choices by using a thesaurus to look up synonyms for words such as 'mean' or 'greedy'.

Many Arabic stories have a moral to their story. Can your pupils sum up the moral of this story in one sentence? Do they think Number One will have learned his lesson? What might happen next? Ask your pupils to create the newspaper story that tells of Number One's capture and arrest. Remind them to include the 5 W's – who, what, where, when, and how, along with an eye catching headline and an eyewitness report.

### Research

The River Nile plays an important role as the setting for this story. Ask your pupils to carry out their own research to find out what they can about the River Nile and the fascinating role it has played in the history of Egypt. They could then create a short, illustrated fact file and use this information to write their own story set on or around the banks of the Nile.



## Lesson plan 4

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# Celebrations, festivals and daily life for young people across the Arab world



# Background information

Although many people in the West associate the Arab world with Islam, the Arab world is in fact home to people from many different religious faiths. The earliest Christians were from places that are part of the Arab world today, and there continue to be large populations of Christians in many Arab countries.

For much of history, Jews have lived throughout the Arab world alongside Muslims and Christians, and some countries still have small Jewish populations. Additionally, there are many branches of both Christianity and Islam practised across the Arab world, and other religious groups such as the Druze (found in the Eastern Mediterranean). By reading the letters from children in the Arab world, your pupils can catch a glimpse of the religious and cultural diversity that is present.

Divide the class into small groups, and explain that you have a selection of letters from children living in Arab countries today, telling us about their daily lives. They describe what happens during and after school, the festivals that they celebrate, and their favourite foods. Give each group copies of some of the letters from [Information and activity sheets 10](#). Use your judgement to select which will be most appropriate for your children's reading levels.



Ask your pupils to read the letters as a group, and discuss and record their responses to the following questions:

- What are the names of the children who wrote the letters and what countries do they come from? Can you find where they live on a world map?
- What do they particularly enjoy doing?
- What similarities and differences can you see in their lives and yours?
- What is the most interesting or surprising piece of information you read in the letters?
- If you could ask one of the letter-writers a question, what would it be?

Invite your pupils to draft a reply to one of the letters or make a short presentation or film about a typical day in their own lives.

## Curriculum links

English, Personal, Social and Health Education, Religious Education

## Global skills and outlooks

Communicating, developing a positive sense of identity, and being open to new ideas

## Learning objectives

To learn about the daily life of children living in a range of Arab countries



## Lesson plan 5

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# Music

### Curriculum links

English, Personal, Social and Health Education,  
Religious Education

### Global skills and outlooks

Communicating, developing a positive sense of identity,  
and being open to new ideas

### Learning objectives

To learn about the daily life of children living in a range  
of Arab countries



# Background information

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Traditional and classical music is an important feature of Arab culture and has been an important influence on Western music as we know it today. Musicians can be seen playing instruments in artwork from over 800 years ago and roving musicians helped spread their music to Europe. Arab musical instruments can be broadly classified into three categories: string instruments, wind instruments and percussion.

Many modern western instruments have their roots in these traditional instruments. The qitara was an early version of the guitar and the rababah, an early violin. Other popular instruments included the qanun, which resembles a table zither, and a lute, which was plucked with a vulture's feather. The British Council and QFI organised a webinar at the London Language Show 2020 featuring some contemporary Arab musicians and artists. You might like to share excerpts of the recording with your pupils. <https://www.youtube.com/watch?v=s1l8aSRSS5k&feature=youtu.be>

Today Arab pop music is also popular among young people and with the audiences of successful television shows such as Arabs Got Talent! Ask your pupils to carry out some independent research into Arabic music and instruments and share with them an Arabic song. The song Aal Maya illustrates how traditional music is shared across the Arab world. <https://www.youtube.com/watch?v=G3aTsZmiE4> It was originally sung by Diyab Mashhoor, an Iraqi, but is also sung widely in Jordan, Syria and Palestine. There are no specific occasions when it would be sung. It is a simple, happy love song and can be sung at any time. Traditionally, a soloist will sing the verse and a group of singers join in for the Aal Maya chorus. There are many examples of Arabic songs and music on YouTube. Whichever you choose, encourage your pupils to get your classroom singing! To conclude your project and celebrate and demonstrate your pupils' learning, why not invite other classes and parents to school, where you can demonstrate what you have learned about the Arab world, exhibit your artwork and share some songs and delicious Arab food with the audience by cooking some of the recipes on [Information and activity sheet 11](#).



# Information and activity sheets

## Curriculum links

English, Personal, Social and Health Education,  
Religious Education

## Global skills and outlooks

Communicating, developing a positive sense of identity,  
and being open to new ideas

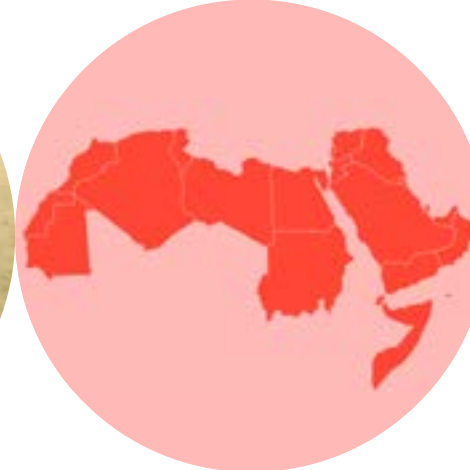
## Learning objectives

To learn about the daily life of children living in a range  
of Arab countries



# Information and activity sheet 1

Map, landmarks, inventions and discoveries from the Arab World



# Information and activity sheet 2

## English words and their origins

These English words have originated from different countries and languages. Draw a line to the part of the world where you think they came from.

Barbecue

Candy

Dollar

Llama

Magazine

Robot

Shampoo

Sushi

Tea

Tomato

Vampire





# Activity sheet 2

## Answer sheet for teachers (From the British Council English Effect resources)

**Barbecue (The Caribbean)** – Barbecue came into English from Spanish in the 1600s. In its early English use the word had a wider meaning such as ‘rack on which food is cooked over an open fire’ and hence a meal or gathering at which this occurs.

**Candy (Arab World)** – Candy came into English from French in the late Middle Ages, but it came into French from Arabic. The basic expression is sugar candy, ultimately from Arabic sukkar qandī ‘candied sugar’.

**Dollar (Germany)** – The word dollar originated from the German Taler. The word occurs in English from the mid-1500s referring to various different silver coins. Also used in British colonies in North America during the War of Independence, the dollar was adopted as the US currency in 1785.

**Llama (The Andes, South America)** – The name of the llama, the characteristic pack animal of the Andes, comes originally from Quechua, a language of the Andes. Llama first entered English in 1600 and came into English via Spanish, reflecting Spanish colonialism in South America.

**Magazine (Arab World)** – The idea behind the magazine that you read was originally that it was a ‘storehouse’ for articles. The word entered English from French in the 1500s, but originates in Arabic, in which makhzan means ‘storehouse’.

**Robot (Czech Republic)** – The word robot comes from Czech, and first appeared in 1920 in Karel Čapek’s play Rossum’s Universal Robots. In this play it is the name of a type of mass-produced worker made from artificially synthesised material. It comes from the Czech word robota meaning ‘forced labour, drudgery’.

**Shampoo (India)** – Shampoo entered English in the mid-1700s as a result of increasing British involvement in South Asia. Its probable origin is Hindi cām. po, meaning ‘press’. The original meaning in English was ‘to massage’. Over time the meaning became ‘to wash or scrub (the head or hair)’.

**Sushi (Japan)** – The word sushi has been found in English from at least the late 1890s. For most of its first 100 years in English, sushi is found chiefly in references to Japan or to Japanese restaurants outside Japan.

**Tea (China)** – Tea is first found in English in the mid-1600s, shortly before the first aristocratic craze for tea drinking. Originating in Chinese, tea probably came into English via Dutch, and may have come into Dutch via Malay, reflecting the trading routes by which tea first came to Britain.

**Tomato (Mexico)** – Tomato came into English in the 1600s, from Spanish. However, Spanish had itself borrowed the word in the 1530s, soon after the Spanish conquest of the Aztec empire. The word originates from Nahuatl (the language of the Aztecs), in which the word is tomatl, and may come from tomau ‘to grow’.

**Vampire (Hungary)** – The origins of vampire lie in Eastern Europe, a region where Dracula, the most famous of all vampires, is said to have come from. The word is found in English in the early 1700s, and comes from Hungarian vampir, via French vampire.

# Information and activity sheet 3

Arabic alphabet 

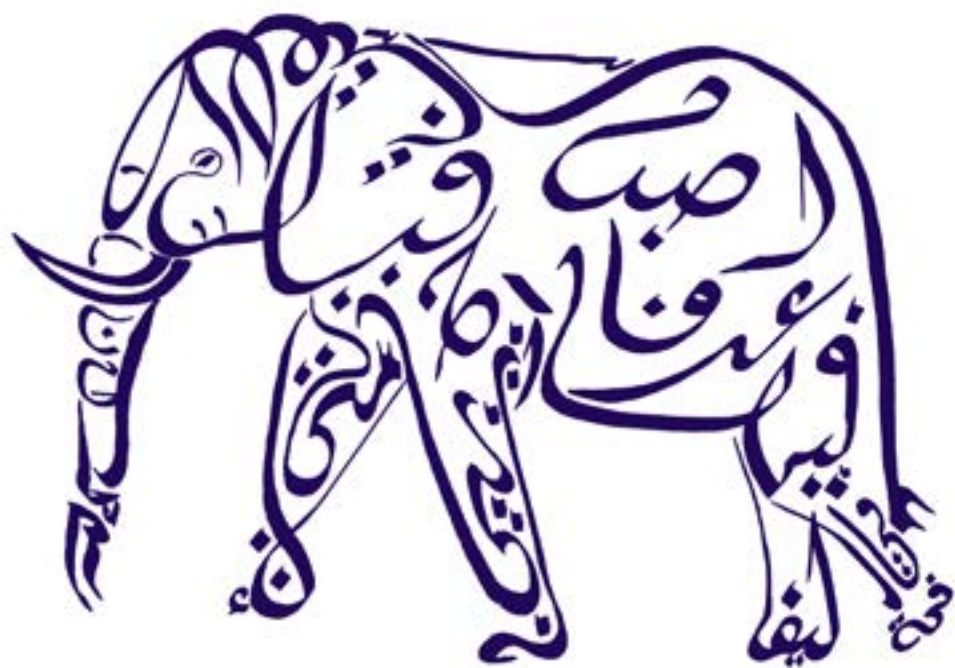
For this chart, remember that the alphabet is read from right to left! You will find each of the 28 letters of the Arabic alphabet, with the English equivalent sound indicated directly below it. For some letters, there is no English equivalent, but you can try to make the sound described in the chart.

ر	ذ	د	خ	ح	ج	ث	ت	ب	أ
r rolled, like in Spanish	th as in <u>the</u>	d	(none) sounds like the German 'ch' as <u>Bach</u>	(none) an aspirated h, like a big belly laugh <u>haha</u>	j	th as in <u>bath</u>	t	b	a
ف	غ	ع	ظ	ط	ض	ص	ش	س	ز
f	(none) gargling sound in the throat, like the French 'r'	(none) a deep 'ah' sound in the throat	(none) a hard 'th' sound as in <u>breath</u> e	(none) a hard T as in <u>tall</u>	(none) a hard d like in <u>thud</u>	(none) a hard s as in <u>sorry</u>	sh	s	z
ي	و	هـ	ن	م	ل	ك	ق		
y (or 'ee' as in <u>feet</u> )	w (or 'oo' as in <u>spoon</u> )	h	n	m	l	k	(none) a 'k' sound deep in the throat		



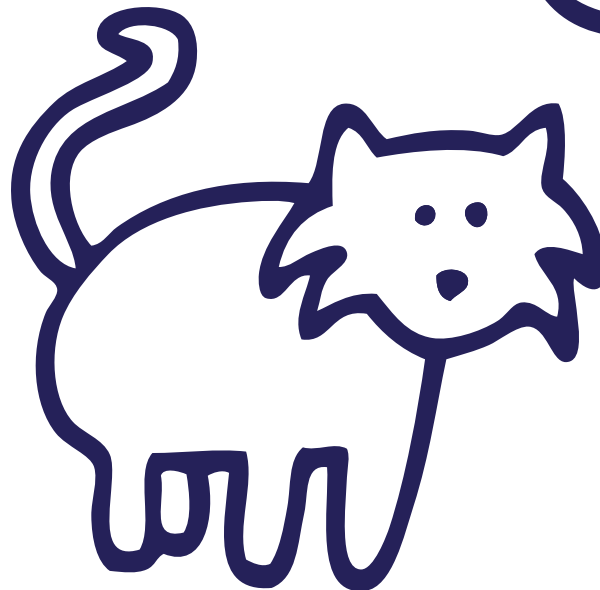
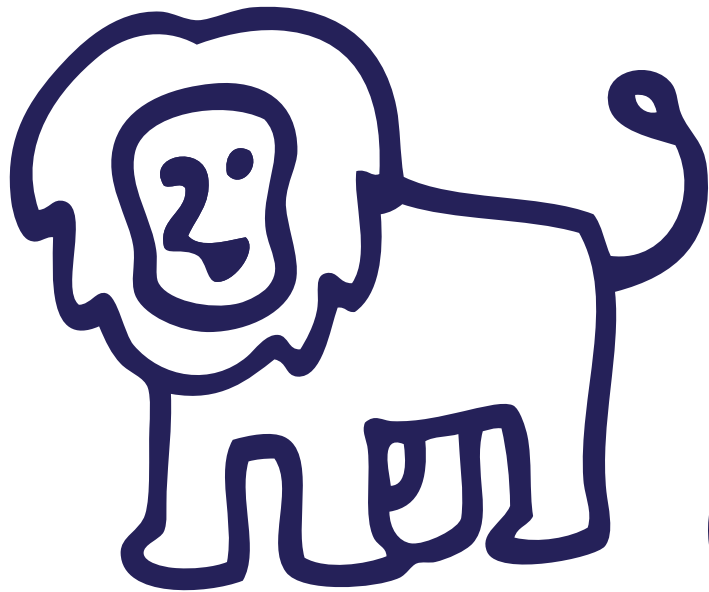
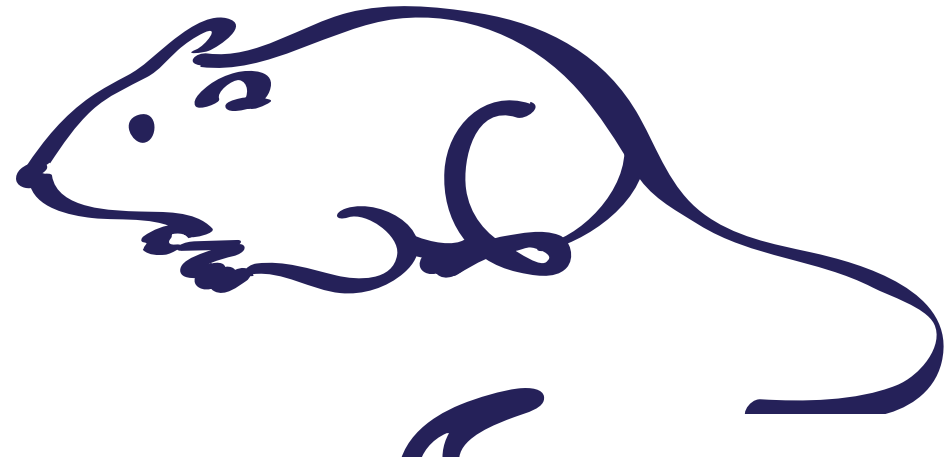
# Information and activity sheet 4

## Calligraphy



# Information and activity sheet 5

—  
Outlines of animal shapes





# Information and activity sheet 6

—  
Arabic numbers one to ten

1) waaHid

# Information and activity sheet 6

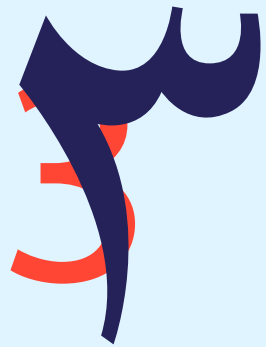
—  
Arabic numbers one to ten

٢ ithnaan



# Information and activity sheet 6

Arabic numbers one to ten



# thalaatha

# Information and activity sheet 6

—

Arabic numbers one to ten

4 **arba'a**

# Information and activity sheet 6

—  
Arabic numbers one to ten

5 khamisa



# Information and activity sheet 6

Arabic numbers one to ten

٦ sitta

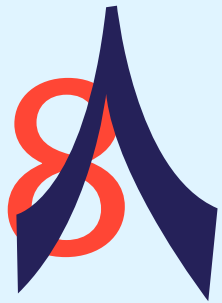
# Information and activity sheet 6

Arabic numbers one to ten

٧ sab'a

# Information and activity sheet 6

—  
Arabic numbers one to ten



# thamaaniya



# Information and activity sheet 6

Arabic numbers one to ten

٩ tis'a

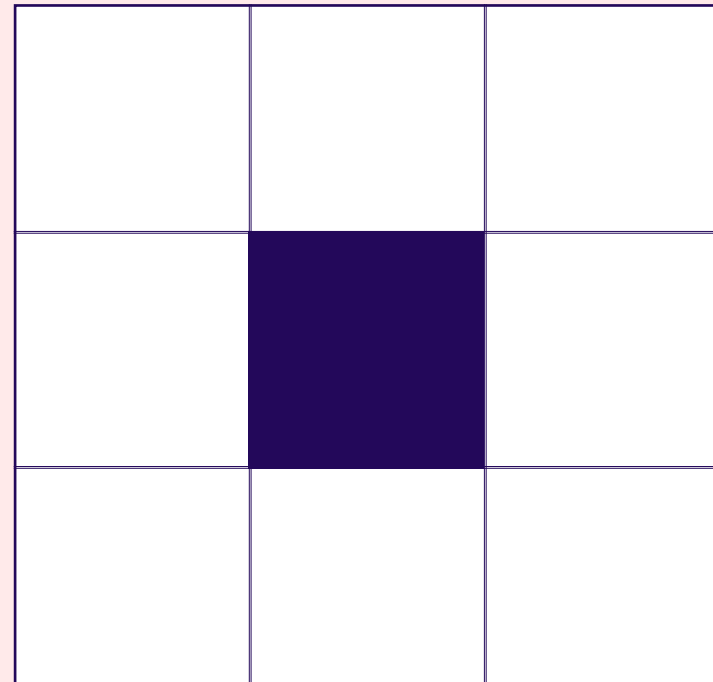
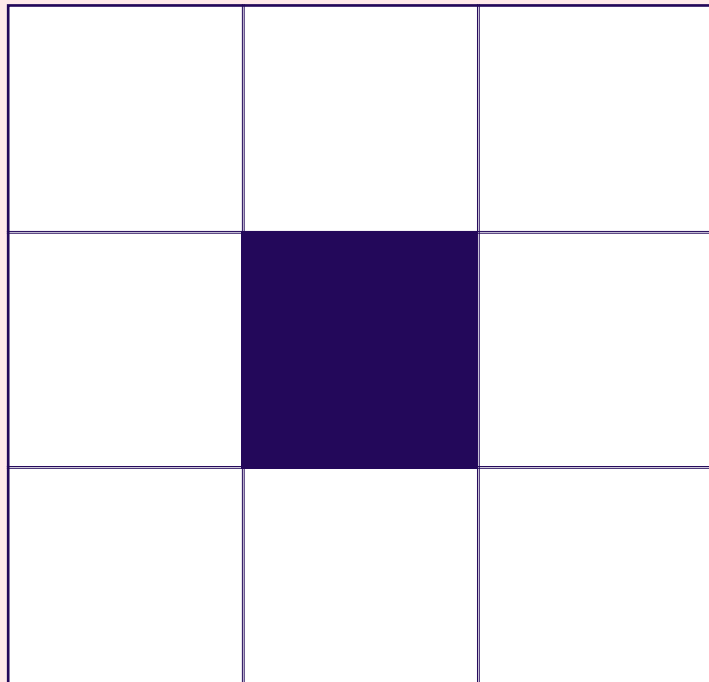
# Information and activity sheet 6

Arabic numbers one to ten

10 'ashara

# Information and activity sheet 7

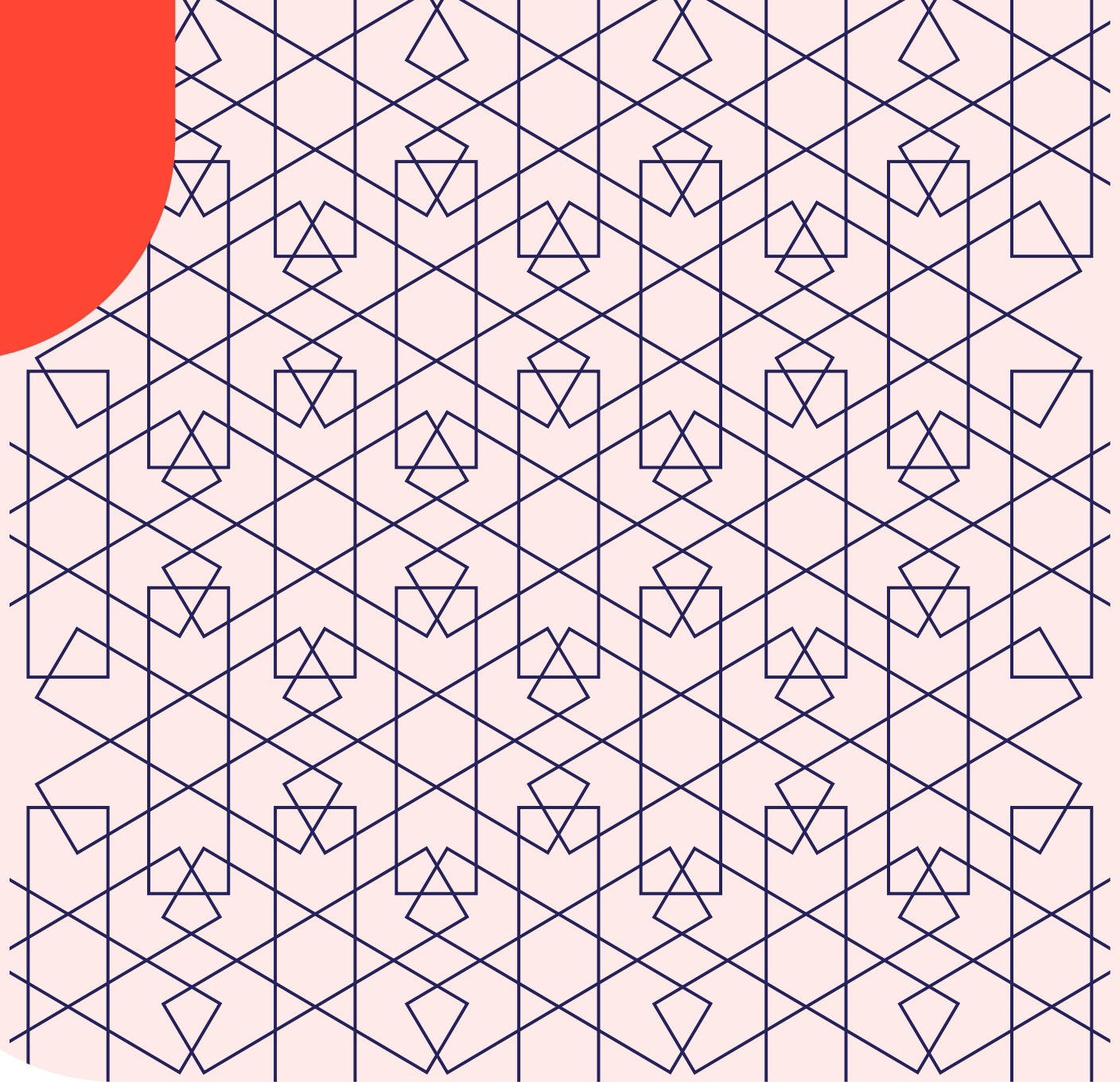
Bingo grids





# Information and activity sheet 8

Fun with Arabic designs

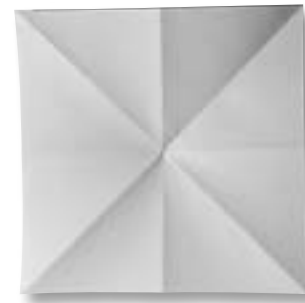


# Information and activity sheet 9

Create your own repeat pattern

You will need: Squares of paper, pencils, coloured pens, tracing paper, mirrors, computer or iPad with paint software or app, printer.

1. Take a square piece of paper. Fold the piece of paper into eighths.
2. On one eighth ask children to write their name in bubble writing.
3. Trace the name and reflect onto the opposite side.
4. Continue reflecting until the square is complete.
5. Once complete, colour in the shapes, making sure all the same shapes are the same colour.
6. Once the square is coloured completely, you can scan it and use a paint programme to reflect and tessellate the image.



1



2



3



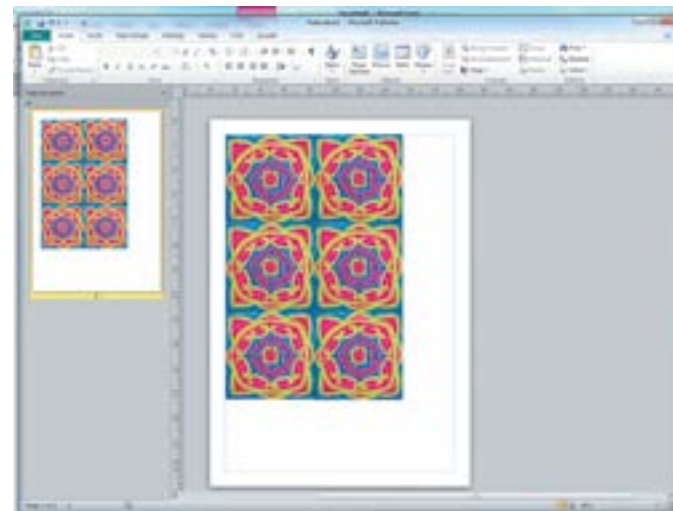
4



5



6



# Information and activity sheet 10

Letters from children living in countries across the Arab world



Hi there,  
My name is Joelle, and I'm proud to be a Lebanese teenager.

Here, in my country, we have special foods for every occasion. We have special costumes we wear when we celebrate traditional festivals by dancing the traditional 'dabke' dance and in big weddings. In weddings, like in all occasions, we eat Lebanese foods like 'tabboule' which is our traditional Lebanese salad and a lot of other delicious meals from our Lebanese cuisine. We also have the delicious 'knefe' like dessert, but a lot of people eat 'knefe' for breakfast.

At New Year's Eve, some parents like watching TV to know what fortune-tellers think of or have to say about the New Year. At Christmas, we go to church, we have a big lunch for all the family and we open the gifts.

I hope you will like my country, Lebanon, and I hope you will come to visit it one day.

Joelle Zarazir



Hi there,  
I'm a 13 year old Lebanese girl and I'm a student at Besancon Baabdath. In this letter, I'm going to tell you about my school.

The main language in our school is French, although our mother tongue is Arabic. We also study Arabic, English, maths, chemistry, physics, geography, history, civics and biology. We do some activities as well: like art, theatre and sports.

We start our school day at 7.30 a.m. We have seven periods each day. And we have a 20-minute break every two or three periods. We have to wear a school uniform and we can't keep our cell phones with us in class. We can bring our cell phones with us in the morning but we have to keep them in the principal's office. We can get them back before we leave the school.

We sometimes go on day trips with our teachers and we have a mass every second week.

We don't always celebrate on every occasion, but when we do it, it's really fun!

Have a good day.  
Rita Hanna.



# Information and activity sheet 10

Letters from children living in countries across the Arab world



I am writing to tell you about one of our religious festivals in Saudi Arabia. Eid al-Fitr is also called the Feast of Breaking the Fast. Eid al Fitr is an important religious holiday celebrated by Muslims worldwide that marks the end of Ramadan, the Islamic holy month of fasting.

The date for Eid may differ from one country to another. It depends on the observation of the new moon by the local authorities. However, in most countries, it is generally celebrated on the same day as Saudi Arabia. Eid al-Fitr is celebrated with great pomp here. Saudis decorate their homes and prepare luxurious meals for family and friends. It is common Saudi tradition for families to gather at home after the Eid prayers. Before the special Eid meal is served, young children will line up in front of each adult family member, who dispenses money as gifts to the children.

Moreover, in the spirit of Eid, many Saudis go out of their way to show their kindness and generosity. It is common for even strangers to greet one another at random and sometimes even toys and gifts will be given to children by complete strangers. It is also traditional in some areas for Saudi men to go and buy large quantities of rice and other staples and then leave them anonymously at the doors of those who are less fortunate. In the major cities in Saudi Arabia, every night there are huge fireworks shows.

In conclusion, Eid festivities in Saudi Arabia may vary culturally depending on the region, but one common factor in all celebrations is generosity and hospitality.

Amjad Qasem



Hello

My name is Mohammad Khalid Soub I'm 15 years old. My life in Jordan is a very good life. First I wake up at 4.30 a.m. to pray and brush my teeth then I change my clothes and am ready to go to school at 7.00 a.m. I arrive at school at 7.30 a.m. and it start at 8.00 a.m. when we go to our class to have good times and learn new things. The school finishes at 2.00 p.m. All of the students go back to their homes. After I study I go with my brothers and my friends to the playground or to the park to do some sports. I like playing football. When I get back from playground I go to eat with my family at 6.30 p.m. When we finish we go to brush our teeth and wash our hands and all of the family sit in the sitting room to talk about what happened during the day and what we will do in the next day. I like that so much. Sometimes we visit my relatives. My mother and father watch the TV at 8.30 p.m. to see the news. My brother and I play on computers or Xbox or our phones. At 9.00 p.m., my brothers and I watch the WWE and action movies on TV and then we go to sleep.

That what I usually do. This is my life and love it.

One day, there was a wedding. First I went to the barber shop. I wore my best folklore outfit. I met my family, uncles and friends. I saw the bride and bridegroom they were very beautiful. We sang traditional songs and ate mansaf for lunch.

By: Mohammad Khalid Soub - Jordan

# Information and activity sheet 10

Letters from children living in countries across the Arab world



Riyadh is my hometown.

No doubt that everyone is proud of his country and the place where they were born and brought up. For me, I was born in Riyadh. Riyadh is the capital city of Saudi Arabia. I live in it, in the district of Laban. I live with my family in a big villa. I like my city very much. Riyadh is the biggest city in Saudi Arabia. It is considered one of the biggest and the newest cities in The Middle East. It is a modern and clean city. It has a lot of trees and parks. It has many historical places and monuments. The Historical Diriyah is in the North West region of Riyadh. The Musmak Fortress is located in the centre of Riyadh. It has a lot of modern and famous buildings, such as Al Mamlakah Center and Al Faisaliah Tower. King Abdul Aziz Museum is in the centre of the park in the centre of Riyadh. It contains a lot of monuments of the king, his sons, the kingdom, Makah, Madinah and the Islamic History. I am proud to be a Saudi Citizen living in this city.

By Fahad Hamad Mohamed Al Benhaar



Hi there,

What's your name? Mine is Maroun Chebly. I live in Bickfaya, a town in Mount Lebanon.

It's really cool in our town. We have sports clubs, restaurants, shops and a lot more. Also, in Bickfaya, we usually do festivals, where a lot of people come to expose their new creations.

We usually do three festivals per year: The Christmas Festival, The New Year Festival and The Flower Festival.

Sometimes we make a football festival. Actually it isn't a festival; it's The World Cup or The Champion's League. Because we are huge football fans, they make this festival to watch the final matches in open air. They usually put the screen under four giant cedar trees, or sometimes they put it in the public garden of the town.

This is my country, and this is my town; it's an awesome town. I really enjoy the festivals each year.

# Information and activity sheet 10

Letters from children living in countries across the Arab world



Saudi Arabia is the 13th largest country in the world, and the second largest in the Arab world (behind only Algeria) at 830,000 square miles. It is six times the size of Germany - but almost all of it is desert. The oil reserves in Saudi Arabia are the second largest in the world, estimated to be 268 billion barrels and are about one-fifth of the world's total oil reserve. The people of Saudi Arabia are descended from tribes of nomadic sheep herders and goat herders and maintain many of the traditions of their past. Traditional foods like dates, fatir (flat bread), arikah (bread from the southwestern part of the country), and a spice blend are still eaten by Saudis today, although most Saudis have settled in towns and cities and no longer follow the nomadic lifestyle .

One of the great aspects of Middle Eastern cooking is the ability to substitute ingredients for what is available or for personal taste. Lamb can be substituted for beef, and vice versa. Spices like cayenne and cumin can be added for a spicier dish.

Student - Mamdouh Mohammed Al Gibran



# Information and activity sheet 11

## Arabic recipes

### Hummus b'TaHeenee (Hummus with Tahini)

This traditional Arabic breakfast food is well-known in the Western world today. In the Arab world, it is often served freshly made with hot chickpeas in individual bowls with a basket of warm Arabic bread and perhaps some pickles on the side.

#### Ingredients required

- 2 tins cooked chickpeas (or 900g /2lbs of pre-cooked beans)
- 75g/3oz Tahini sesame paste
- juice of one whole lemon (or 75–120ml/3–4fl oz lemon juice)
- 2 teaspoons salt
- 60ml/2fl oz cup olive oil
- optional: 1 or 2 cloves of garlic, minced

#### Instructions

Using a food processor or blender, blend the chickpeas together (leaving a few whole ones aside for the garnish later). Add the tahini, lemon juice, garlic (if using), oil, and salt, and blend until the whole mixture is a creamy consistency. Adjust seasonings to taste. Pour into a shallow bowl and garnish with a drizzle of extra olive oil, the whole chickpeas you set aside, and some chopped parsley if desired. For an authentic breakfast, serve with warm Arabic bread!



# Information and activity sheet 11

## Arabic recipes

### khubz 'arabee (Arabic bread)

Although it is often called by its Greek name of 'Pitta' in the West, these small round loaves are commonly called 'Arabic bread' in the Arab world. They have a distinctive puff that makes them easy to fill, and fun to bake!

#### Ingredients required

- 2 teaspoons active dry yeast
- 1/2 teaspoon sugar, or honey
- 250ml/8fl oz lukewarm water
- 30g/1oz wholemeal flour (1/4 cup)
- 310g/11oz plain flour
- 1 teaspoon salt
- 2 tablespoons olive oil

#### Instructions

Mix together the yeast, sugar, and water in a large mixing bowl, stirring until dissolved. Add the whole wheat flour and 30g/1oz of the plain flour and whisk together. Put the bowl, uncovered, in a warm (not hot) place until mixture is frothy and bubbling (about 15 minutes). Add salt, olive oil, and all of the remaining flour, and stir until the mixture becomes a soft dough.

The dough should be soft and a bit moist. Cover the bowl and leave in a warm (not hot) place for one hour. Heat oven to 245°C/gas mark 9, and place a large cast-iron pan, or baking tile on the bottom shelf. Flatten down the dough and divide into eight pieces of equal size. Place the dough balls on a clean floured work surface, cover with a damp towel, and leave for ten minutes. Roll the first ball to about half of an inch thick, pick up, and place quickly into the oven on the hot baking sheet. After two minutes in the oven the dough should be nicely puffed. Pick it up carefully with tongs and flip it over, then bake for just one more minute. Roll out and cook each ball one at a time, or put more than one in at once if you have the space. Transfer each little loaf to a lined basket and cover with a napkin so they stay warm. Serve by itself, or with freshly made hummus!

(Adapted from the New York Times recipe by David Tanis:

<http://cooking.nytimes.com/recipes/1016071-homemade-pita-bread>)





# Information and activity sheet 11

## Arabic recipes

### Polo (mint lemonade)

Juice bars – offering blends of fresh fruit juices such as apple and carrot, and smoothies made with rich ingredients like clotted cream – are a common sight around the Arab world, with children and adults alike lining up around the block during the day and into the evening at the most popular spots. This refreshing beverage is a common menu item at the chic seaside cafés in Beirut, Lebanon, and can also be found in other parts of the Eastern Mediterranean region. It is a great treat on a hot day!

#### Ingredients required

- Fresh bunch of mint leaves
- 6 lemons, juiced
- 2 cups ice cubes (fewer or more, to taste)
- Sugar to taste

#### Instructions

Place the ice in a blender and crush until very fine. Add the lemon juice, whole mint leaves, and sugar (for a sweet beverage, add at least 11g/3.5oz sugar). Blend again until well combined. The beverage should now be a bright green with tiny flecks of mint leaves. Pour into glasses, garnish with an extra sprig of mint, and enjoy!





# Find out more

We hope your pupils enjoyed learning some simple Arabic and finding out about the Arab world. If you want to find out more a range of resources can be found via the following links:

resources to help you introduce Arabic language and culture: <https://www.qfi.org/united-kingdom/>

This link is to a short film – 1001 Inventions and The Library of Secrets tells the story of some of the inventions in the Golden Age of Islam: <https://www.youtube.com/watch?v=JZDe9DCx7Wk>

The British Council report, Languages of the Future identifies the languages most vital to the UK over the next 20 years. For the full report go to: <https://www.britishcouncil.org/sites/default/files/languages-for-the-future.pdf>

Useful resources for beginner's Arabic, or those who want to learn more about the language: <https://learning.aljazeera.net/en/generallanguage/level/beginner>

Many beautiful examples of pattern in Islamic art can be found at: <http://patterninislamicart.com>

The Museum of Islamic Art, Qatar – [www.mia.org.qa/en](http://www.mia.org.qa/en)

Islamic Middle East Gallery – <https://www.vam.ac.uk/collections/islamic-middle-east>

An alphabetical listing of Arab contributions to world civilization: [www.salon.com/2002/01/08/alphabet](http://www.salon.com/2002/01/08/alphabet)

If you'd like to see more recipes or learn more about food in the Arab world (particularly the Eastern Mediterranean):  
Al Mashriq - Miscellaneous Recipes ([aub.edu.lb](http://aub.edu.lb))  
Arabic recipes - [Bing video](#)

To learn more about Arabic calligraphy and the Arabic alphabet, watch the introductory video here: <http://calligraphyqalam.com/index.html>

Explore and design more complex geometric patterns with the QFI's Mosaic Tile Generator application. This introduces students to fundamental concepts of Islamic art and architecture through exploration and creation of a mosaic tile art. Students design and share their own mosaic tiles after learning principles of tessellation and geometry and the history of mosaic tiles in Islamic art. <https://resources.qfi.org/resources/tilemaker-mosaic-tile-generator-online-mobile-application>

Your pupils can find out more about designing their own complex geometric patterns using activities from the websites: <https://www.unravellingpattern.com/>

<https://www.theguardian.com/science/alexs-adventures-in-numberland/2015/feb/10/muslim-rule-and-compass-the-magic-of-islamic-geometric-design>

<http://elseed-art.com>



<https://www.youtube.com/watch?v=qpFz5Ryg6eU>

<https://www.youtube.com/watch?v=K7e4QBxtCl8>

Other articles about Calligraffiti can be found at: <https://news.harvard.edu/gazette/story/2012/04/where-art-blends-with-activism/>

Examples of calligraphic art by the artist Everitte:  
<http://www.everitte.org/>

<https://egotistsclub.wordpress.com/tag/calligraphy>

For examples of Arabic music :  
[https://www.bbc.co.uk/programmes/topics/Arabic\\_music](https://www.bbc.co.uk/programmes/topics/Arabic_music)

You can also find some contemporary Arab musicians and Artists talking about their work in this webinar which was part of the London Language Show 2020 <https://www.youtube.com/watch?v=s1l8aSRSS5k&feature=youtu.be>

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To find out more about the Arabic Language and Culture Programme please contact [TeachingArabic@britishcouncil.org](mailto:TeachingArabic@britishcouncil.org)

<https://www.britishcouncil.org/school-resources/languages/arabic-language-culture-programme>

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