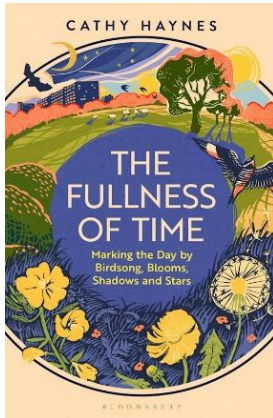


Light & human experience of time: Follow-on resources

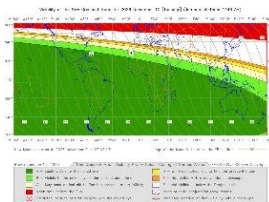
Read on for more information about resources, practices and activities mentioned in the Inter Faith Week webinar.



Cathy Haynes' book is available from Bloomsbury in the UK—ask for [The Fullness of Time: Marking the Day by Birdsong, Blooms, Shadows and Stars](#).

In Chapter 6, The Gloaming and the Dimpse: sensing time by the colours and qualities of twilight, Haynes watches twilight unfold with a senior member of HM Nautical Almanac Office. She interviews Imad Ahmed, Cambridge researcher and founder of the New Crescent Society. She also discusses Chaucer's definition of the dark limit of twilight in his late-14th-century Treatise on the Astrolabe; the twilight-oriented early Italian Clock system; and the English dialect phrases "dark hour" and "between lights".

Haynes' book includes other chapters on the simple methods ordinary Europeans had of telling time by shadows and the positions of the Sun and stars.



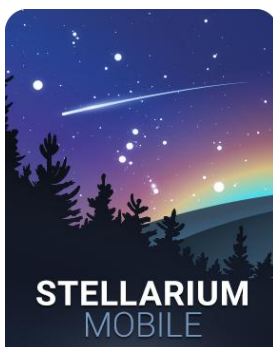
The featured lunar visibility maps are produced by HM Nautical Almanac Office, a small multi-disciplinary group of specialists working on astronomical and celestial navigation problems.

[Location-specific visibility forecasts are available at hmnao.ukho.gov.uk.](#)



A monthly moonsighting livestream is available on the [New Crescent Society YouTube channel](#). It may also be relayed via the [NCS website, NewCrescentSociety.org](#).

Baber recommends this 1-minute video for first-time moonsighters: [How to Sight the New Crescent Moon \(via YouTube.com\)](#).



Stellarium: Star Map is produced by Noctua Software and available for Android and Apple devices. The free version is an Editors' choice with user rating 4.8 out of 5.

There is also a browser-based version of this [digital planetarium at stellarium-web.org](#).

A premium version of the app is also available, supporting hosting and development costs.

For those contemplating the Inter Faith Week poetry competition (open to students from Key Stage 1 upwards), Baber mentioned an extra source of potential inspiration:

Tala'al Badru Alayna, the traditional welcome of the moon, as [performed by Yusuf Islam and guests can be heard on YouTube](#) and in Islam's album The Life of the Last Prophet.

Further reading

Determining dawn on Muslim practice: [Suhoor & Iftar: when do Muslims begin and break the fast during Ramadan? | The Review of Religions](#)

On when day begins in Jewish practice: [Does a day begin in the evening? - TheTorah.com](#)

The Quran speaks of black and white thread, which Sofia explained for us as the first glimmer of light on the horizon. Mishnah Berakhot (part of traditional Jewish teaching) records a discussion about the time to finish reciting the Shema—when one can tell apart colours such as blue and white (like a prayer shawl) or blue and green (like the sky and trees). [Mishnah Berakhot 1:2 | The Sefaria Library](#). See page 162 in Haynes' book (UK edition).

On dusk bathing, more accurately “dusking”, a traditional Dutch practice undergoing a revival courtesy of Marjolijn van Heemstra: [Dusking: The Dutch twilight ritual helping people slow down - BBC Travel](#)

Red sky at night—Jesus refers to this tradition of weather forecasting when challenged to “show a sign from heaven” in Matthew 16.

Possible activities

The Fullness of Time book contains wide-ranging material that educators can draw on to create activities for their students around sensing time by the sky and the living world in the countryside and the city. For example: by listening for birdsong, watching for bats and noticing cats' eyes changing shape (ch 1); looking for ‘clock’ flowers in gardens, parks and streets (ch 2); beating a rhythm or measuring a span of time with a song (ch 4); marking a midday line on a window ledge or wall or noticing the length of your own shadow (chs 4–5); watching for the light turning golden or the moment in twilight when you stop being able to read by natural light (ch 6); spotting the position of the Plough/Big Dipper in its perpetual journey around the North Star (ch 7).

As a sample, here are two classroom-friendly activities inspired by the old ways of telling time without a clock:

- 1) Imagine how people told time through the day and night before mechanical timepieces arrived in this place. Describe it through a poem, picture, paragraph, or map.
- 2) Design an alternative clock face. What would a clock dial look like if it represented qualities not quantities of time?

And two activities inspired by chapter 2, marking time flowers with predictable daily movements:

1) Design your own flower clock. (For ideas, consult the chapter for plants that open in the morning, like common marigolds, or late in the day, like four o'clocks.) How fixed and exact are the habits of those plants in reality?

2) What kind of time does a flower clock give? If a plant could speak, what would it tell us about the nature of our mechanical clocks? Design your plant-person. Give them speech.

Useful contacts

- Cathy Haynes on Instagram: [@cathy.haynes.uk](https://www.instagram.com/cathy.haynes.uk)
- New Crescent Society on Instagram: [@newcrescentsociety](https://www.instagram.com/newcrescentsociety)
- Inter Faith Week on Instagram: [@ifweek](https://www.instagram.com/ifweek)
- Cambridge Interfaith Programme on Instagram: [@caminterfaith](https://www.instagram.com/caminterfaith)

We would love to know how you find and use these resources.