

*Exploring Our World*

# Special People



**Activity Resources**  
for learners and teachers

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for learners and teachers**

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Illustrated by Phillip Vernon



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## **ABOUT THE *EXPLORING OUR WORLD* SERIES**

### **What is the series about?**

Aled and Siân love doing exciting things and exploring the world around them. In the *Exploring Our World* series Aled and Siân share some of their experiences with their Christian, Hindu, Jewish and Muslim friends. Aled and Siân also enjoy listening to their friends' stories, and learn about how these relate to their own. This helps the friends get to know one another better. Together they explore the popular themes of celebrations, myself and others, times and seasons, journeys, special people, and signs and symbols.

The series takes seriously the social significance of religion and the spaces provided in education to question, to explore and to shape young people's growing understanding of their relationships with themselves, with others, and with the natural world. The series has been built on extensive research in the area of religions, young people and education, as well as on engagement with educational practice at regional and national levels. These foundations place the series in a unique position among the many educational resources currently available.

The resources in the series are intentionally non-prescriptive and flexible. This recognises the nature of learning inside and outside the classroom today for the under 7s, and also the importance of stimulating and supporting teachers' creativity and individuality in shaping their learning spaces.

The series has been sponsored by the Welsh Government and devised to support religious education in the Foundation Phase by an active learning through play approach. It explicitly draws on and relates to the *Framework for Children's Learning for 3 to 7-year-olds in Wales*, the *National Exemplar Framework for Religious Education for 3 to 19-year-olds in Wales*, and the *Literacy and Numeracy Framework* in Wales. Although the activity resources are located in this particular context, the research and pedagogical approaches that underpin them may be related easily to other contexts and to changing school curricula.

### **Who is the series for?**

The storybooks and activities are devised for 3- to 5-year-olds and 5- to 7-year-olds, but the variety of storybook formats and activities makes the series relevant for younger and older learners as well.

The series is primarily designed for teachers and learners in schools; however, those within other formal and informal learning contexts, including the home, may also find the series interesting and relevant.

### **What resources are available?**

There are six storybook titles in the *Exploring Our World* series, which investigate some of the important things that Aled and Siân find in their exploration of the world around them. These important things are explored first of all in the local secular environment before being explored through the eyes

of young people from within particular religious traditions (Christian, Hindu, Jewish and Muslim). The six storybook titles are:

- *3- to -5-year-olds*
  - Celebrations
  - Myself and Others
  - Times and Seasons
- 
- *5- to -7-year-olds*
  - Journeys
  - Special People
  - Signs and Symbols

Each storybook title is available in four different formats, which can be used flexibly according to individual contexts. The four storybook formats comprise:

- short-text version (short, simple text with pictures)
- long-text version (longer, more complex text with pictures)
- key question version (key questions and pictures)
- pictures version (pictures only without text)

All the formats are available as .pdf downloads, which can be used on whiteboards and a range of electronic devices used regularly by schools, young people and their families today.

The short-text version of each title is also available as a B5 paperback book for school and class libraries, as well as for classroom use.

To support the storybooks, each storybook has its own pack of *Activity Resources for learners and teachers* in downloadable .pdf format. These Activity Resources follow the same structure as the storybooks. Therefore, for each double page of the storybook, there is:

- a page of ideas for activities for each of the seven areas of learning within the Foundation Phase;
- an activity sheet/s for learners to support one of these activity ideas;
- links 'going deeper into aspects of religious education'.

In total, for each storybook title there are 154 ideas for activities and 11 activity sheets for learners.

### **Accessing the *Exploring Our World* series resources**

All these resources are available as free downloads at

[hwb.wales.gov.uk/Resources](http://hwb.wales.gov.uk/Resources) and [st-marys-centre.org.uk](http://st-marys-centre.org.uk)

The short-text version of each storybook title is also available for purchase as a B5 paperback book for school and class libraries, as well as for classroom use.

We hope that you enjoy reading the stories and exploring the resources creatively in your own learning contexts.

Dr Tania ap Siôn

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Page 4



Page 5

### **Knowledge and understanding of the world**

- Find out about what nurses do
- Explore what nurses need on their desk

### **Language, literacy and communication skills**

- Role play conversation going into the nurse's room
- Talk about what you see behind the nurse in the picture

### **Welsh language development**

- nurse (nyrs)
- name badge (bathodyn enw)

### **Physical development**

- Do stretching exercises to help live healthy lives (**Activity 1**)
- Walk quickly to raise your heart level

### **Creative development**

- Make a collage of pictures of nurses
- Make a name badge for a nurse

### **Personal and social development, well being and cultural diversity**

- Invite someone from a religious tradition to say why their religion teaches the importance of taking care of the body
- Discover how health care is paid for

### **Mathematical development**

- Make a graph of the height of children in the class
- Make bar charts of the weight of children in the class

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aspects of religious  
education



Questions

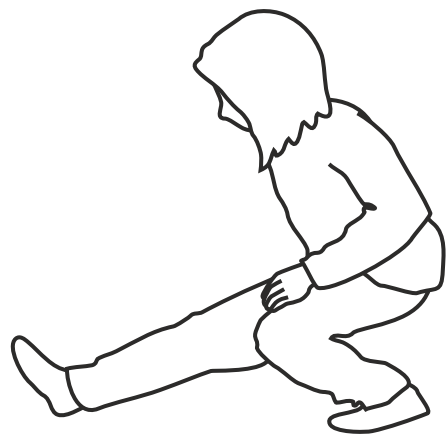
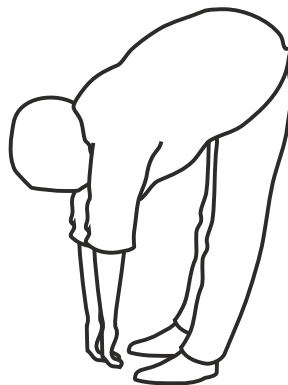
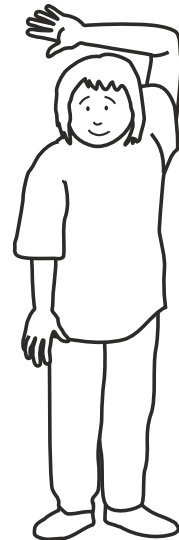
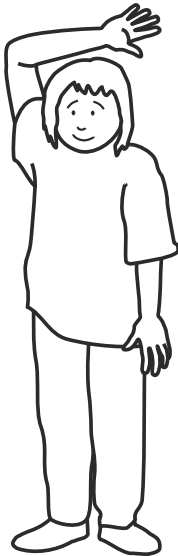


Responsibility



### Stretching exercises

Can you do these stretching exercises?  
Take care to stretch very slowly.







Page 6



Page 7

### **Knowledge and understanding of the world**

- Find out about vaccinations
- Explore what vaccinations are recommended

### **Language, literacy and communication skills**

- Talk about having vaccinations
- Chart a day in the nurse's week using picture and text

### **Welsh language development**

- vaccination (brechiad)
- certificate (tystysgrif)

### **Physical development**

- Play a game of 'Tag' where the person 'tagging' has to name a disease when they 'tag' someone
- Sit quietly after the vaccination

### **Creative development**

- Make a waiting room for the Health Centre
- Make posters for the Health Centre walls

### **Personal and social development, well being and cultural diversity**

- Discover about medical care in other countries
- Discover how charities connected with different religious traditions support health (e.g. Christian Aid, Muslim Aid)

### **Mathematical development**

- How many children in the class have visited a hospital? (**Activity 2**)
- How far is it to the nearest Health Centre?

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## Activity 2

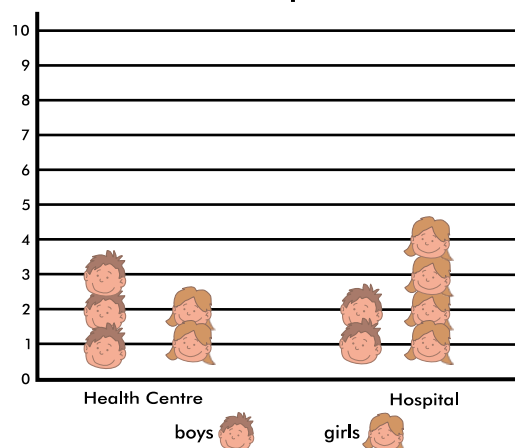
## SPECIAL PEOPLE

### How many people have been to a health centre and a hospital?

Using the template create your own block graph. Use colours or pictures to show how many children in your class have been to a health centre and a hospital.



#### Example





Page 8



Page 9

### Knowledge and understanding of the world

- Find out about vicars (**Activity 3**)
- Explore what vicars wear

### Language, literacy and communication skills

- Talk about what you see in the picture behind the vicar
- Describe the colours in the window

### Welsh language development

- vicar (ficer)
- church (eglwys)

### Physical development

- Stretch out your arms to welcome visitors to the church
- Go on a walk to find a church

### Creative development

- Design a simple road plan to locate the church on the street
- Make a round white collar for the vicar to wear

### Personal and social development, well being and cultural diversity

- Find out about different kinds of Christian buildings in your local area
- Talk about how the church building looks different from other buildings in the area

### Mathematical development

- Measure how far you walked to your local church
- Looking at the names of vicars in a local church, count how many vicars have been there since 1900

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### Questions for the vicar

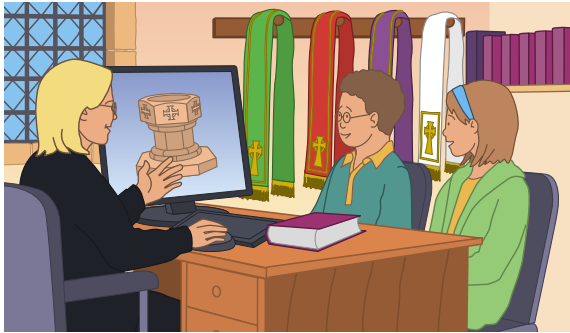
Think about some questions you would like to ask the vicar.  
Try to use different words to start the question.

**What?**

**Why?**

**When?**

**How?**



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Page 11

### **Knowledge and understanding of the world**

- Find out what the vicar does at the font
- Explore what the vicar does at the altar

### **Language, literacy and communication skills**

- Role play conversation in the vicar's office
- Chart a day in the vicar's week using picture and text

### **Welsh language development**

- font (bedyddfaen)
- blessing (bendith)

### **Physical development**

- Kneel down quietly for a blessing from the vicar
- Role play being the vicar giving blessings

### **Creative development**

- Decorate a presentation box for Peter and Mary's crosses
- Design a stole for the vicar to wear (**Activity 4**)

### **Personal and social development, well being and cultural diversity**

- Discover why there are different kinds of churches
- On what day do vicars hold their main services?

### **Mathematical development**

- How many children have been to a service in the church?
- How many children have been baptised (or christened) in a church?

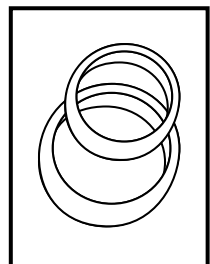
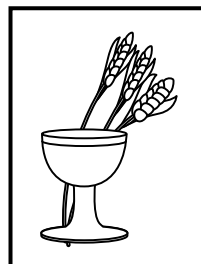
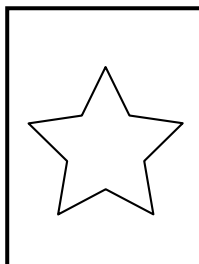
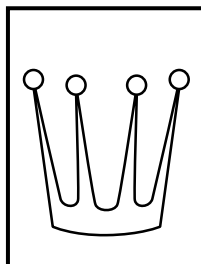
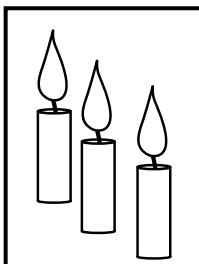
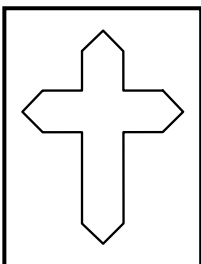
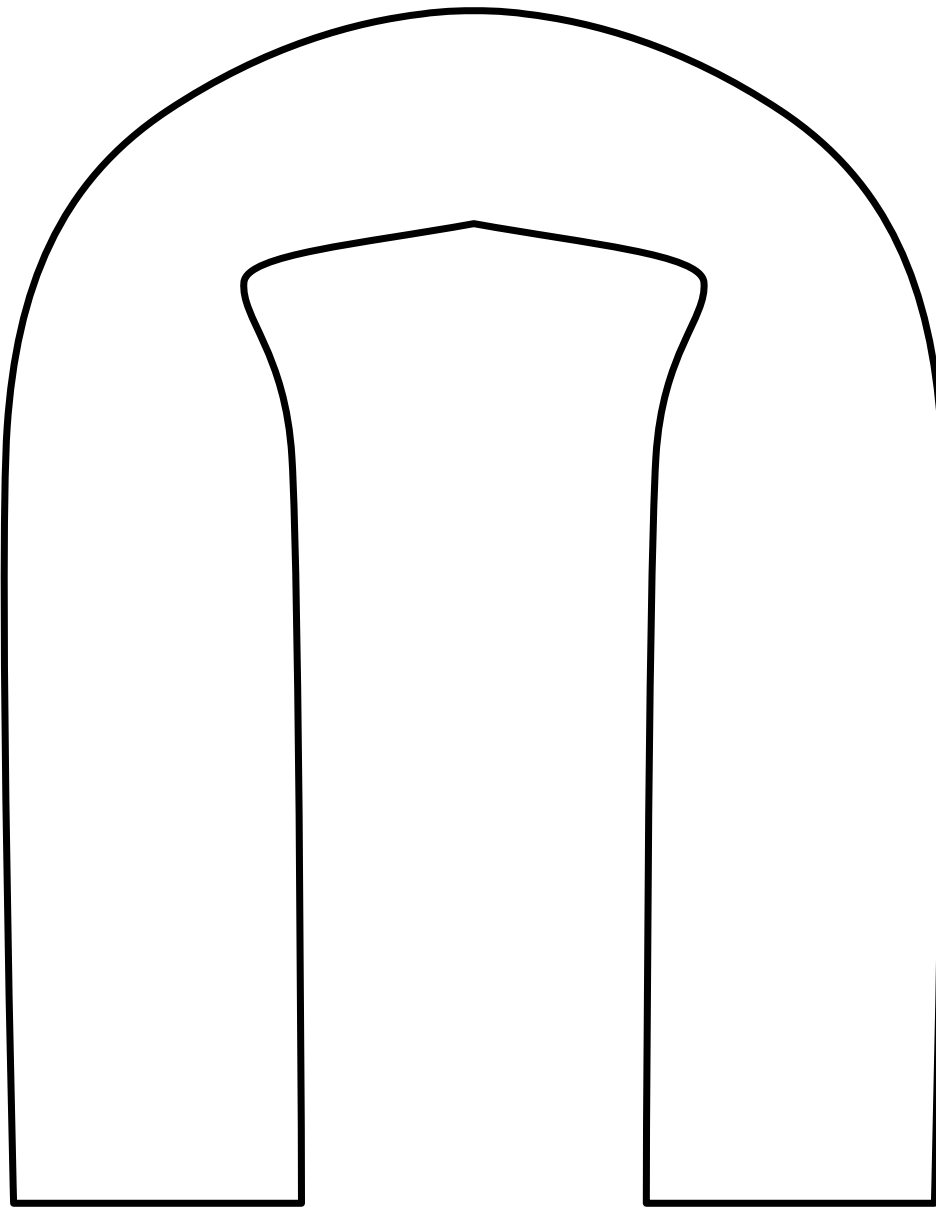
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education





### Design a stole

Design your own stole for a vicar to use. At the bottom are some designs to give you ideas.





Page 12



Page 13

### Knowledge and understanding of the world

- Find out about rabbis
- Explore what rabbis wear

### Language, literacy and communication skills

- Talk about what you see in the picture of the synagogue
- Describe what the rabbi is wearing

### Welsh language development

- synagogue (synagog)
- rabbi (rabi)

### Physical development

- Role play crossing a busy street very carefully to find the synagogue, taking it in turns to be busy cars and pedestrians
- Hold a map and go on a journey to a special place in the playground

### Creative development

- Design a prayer shawl for the rabbi
- Make a Star of David for the rabbi to wear

### Personal and social development, well being and cultural diversity

- Discover why the rabbi wears a prayer shawl
- Discover why the rabbi wears the Star of David

### Mathematical development

- How many triangles are in the Star of David?
- Create different shaped triangles (**Activity sheet 5**)

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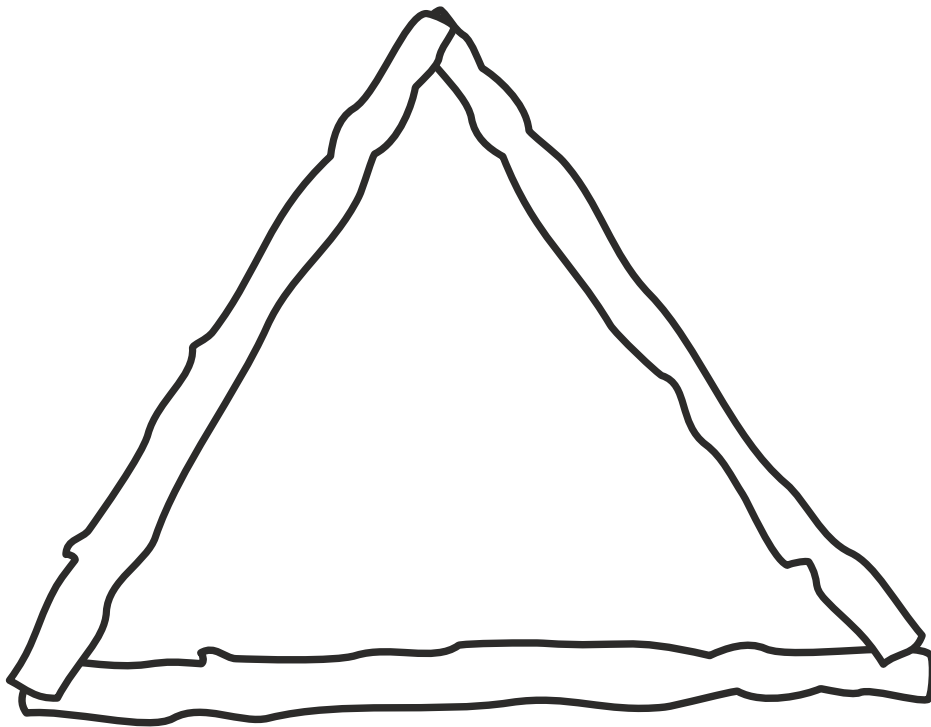




### My triangles

Collect sticks of different sizes. Experiment using different sized sticks to create a triangle.

- What shaped triangles can you make? Draw some of your triangles here, using a ruler to keep your lines straight.







Page 14



Page 15

### Knowledge and understanding of the world

- Find out about what the rabbi does with Torah scrolls
- Explore why the Torah is written on a scroll rather than in a book

### Language, literacy and communication skills

- Role play conversation in the rabbi's office
- Chart a day in the rabbi's week using picture and text (**Activity 6**)

### Welsh language development

- scroll (sgrôl)
- read aloud (darllen yn uchel)

### Physical development

- Stand up tall to read the Torah like the rabbi
- Role play carrying the scrolls to the reading desk

### Creative development

- Make Torah scrolls to read in the synagogue
- Decorate a presentation box for Nathan and Rachel's miniature Torah scrolls

### Personal and social development, well being and cultural diversity

- Discover where your nearest synagogue is located
- On what day do rabbis hold their main services

### Mathematical development

- How long is your scroll?
- How heavy is your scroll?

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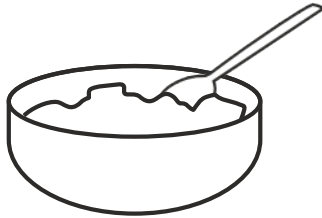


## Activity 6

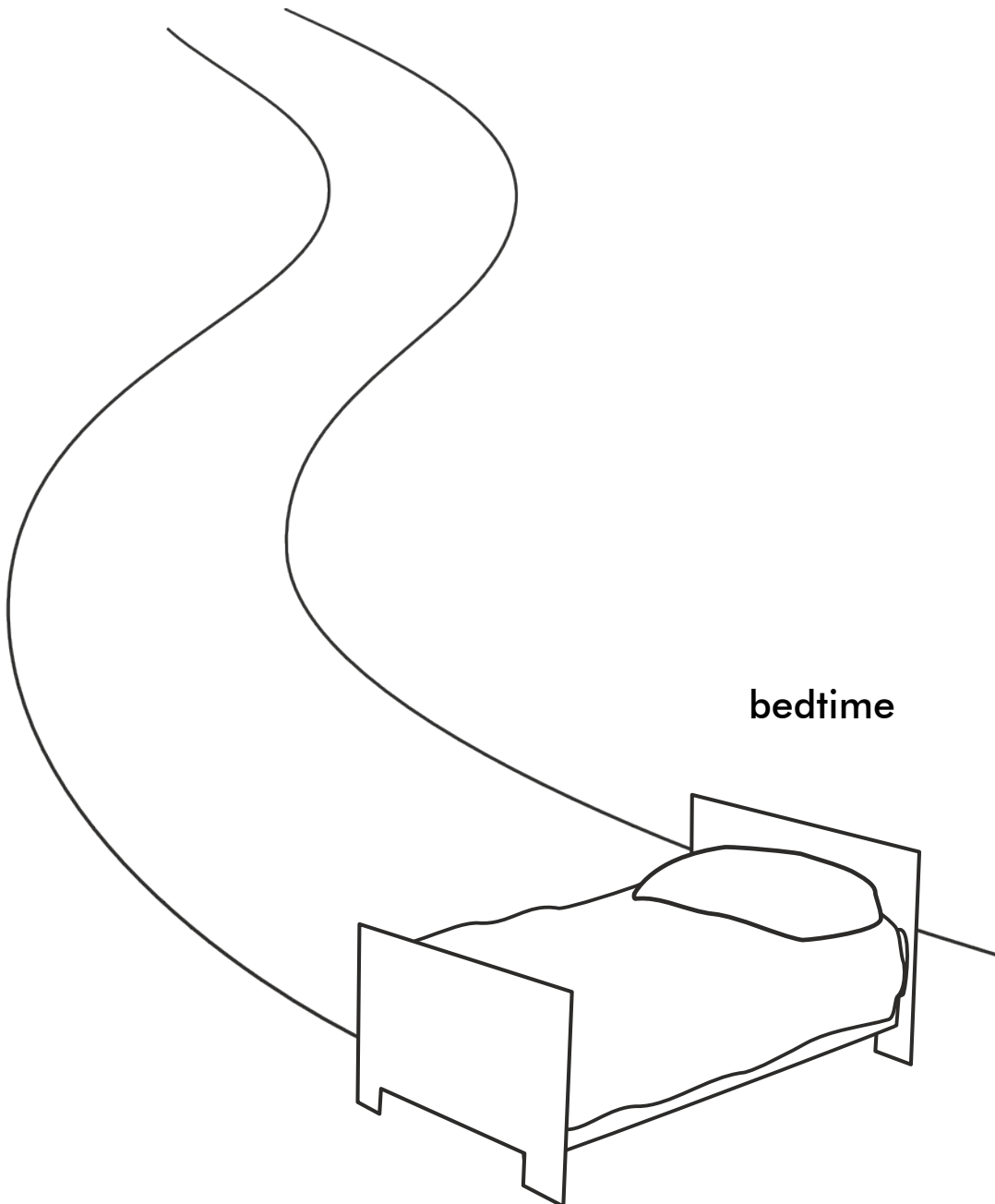
## SPECIAL PEOPLE

### A day in the life of \_\_\_\_\_

Add words and pictures to the road to describe the day.



breakfast



bedtime



Page 16



Page 17

### Knowledge and understanding of the world

- Find out about imams
- Explore what imams wear

### Language, literacy and communication skills

- Talk about what you see in the picture behind Ahmed and Salma
- Describe what the imam is wearing

### Welsh language development

- shirt (crys)
- trousers (trowsus)

### Physical development

- Walk carefully without shoes like the imam
- Make shapes like the domes and windows of the mosque using your bodies

### Creative development

- Design an Islamic-style pattern for the mosque
- Design a cap for the imam

### Personal and social development, well being and cultural diversity

- Discover where your nearest mosque is located
- Find out about the people who go there

### Mathematical development

- How many windows can you see in the picture of the mosque?
- Draw a simple geometric pattern for the mosque (**Activity 7**)

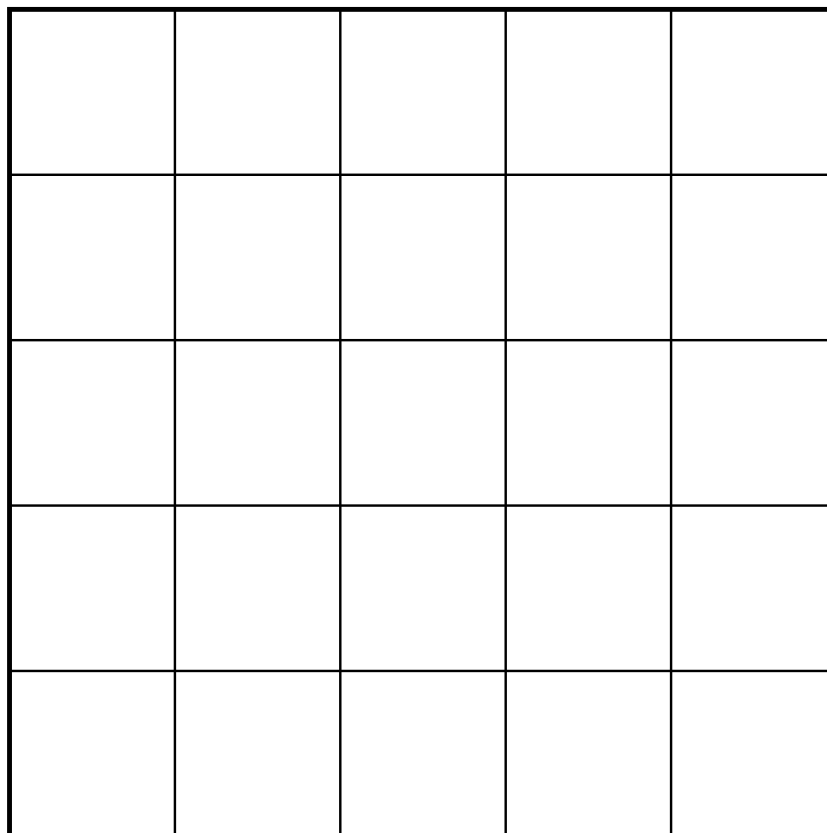
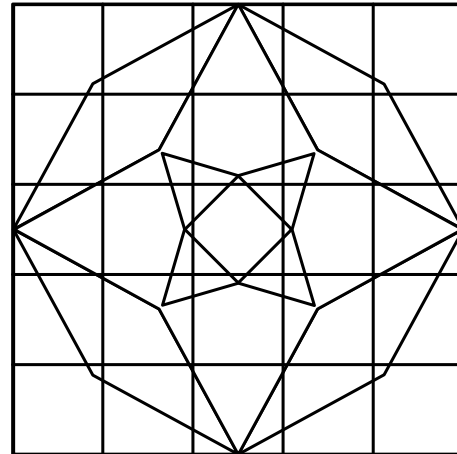
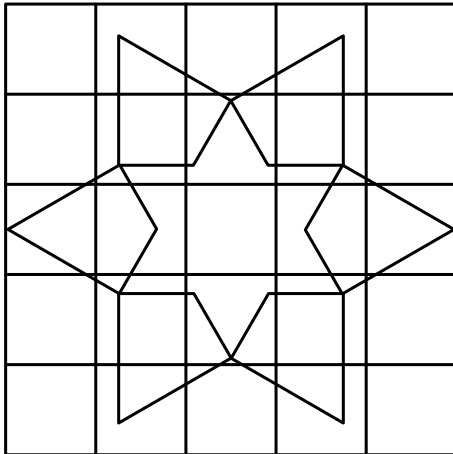
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### My geometric pattern

Use the large grid to copy and enlarge one of the patterns.





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Page 19

### **Knowledge and understanding of the world**

- Find out about why the imam has the Qur'an
- Explore why there are prayer beads on the imam's desk

### **Language, literacy and communication skills**

- Role play conversation in the imam's office
- Chart a day in the imam's week using picture and text

### **Welsh language development**

- prayer mat (mat gweddïo)
- prayer beads (gleiniau gweddïo)

### **Physical development**

- Practise the way the imam stands, bows, and kneels to pray (**Activity 8**)
- Wash reverently before going into the prayer hall like the imam

### **Creative development**

- Make a prayer mat for the imam
- Make prayer beads for the imam

### **Personal and social development, well being and cultural diversity**

- Discover some Muslim countries
- On what day do imams hold their main services?

### **Mathematical development**

- How many beads did you use to make your prayer beads?
- How many Muslim countries can you find?

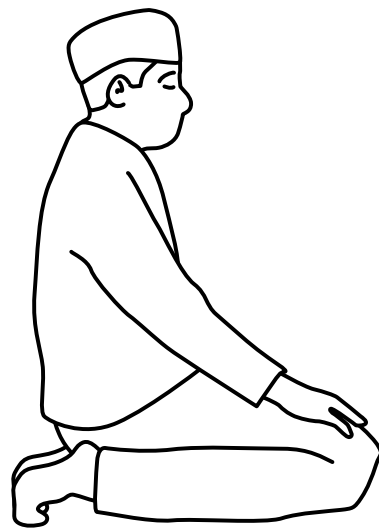
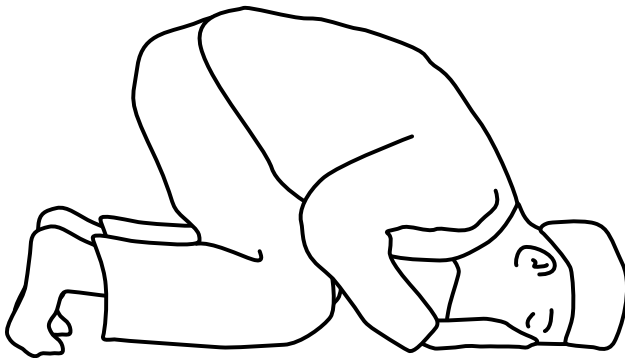
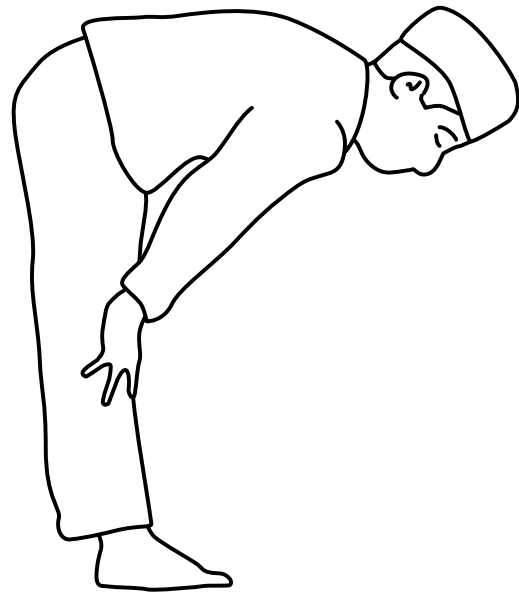
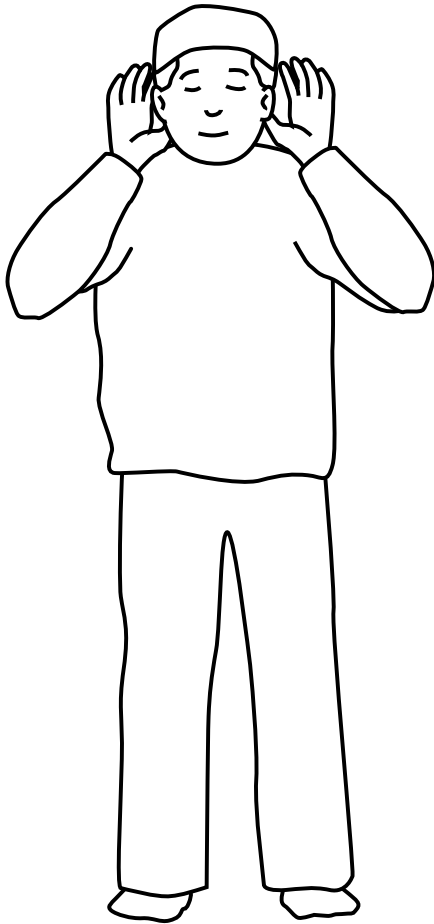
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## Muslim prayer positions

Can you do these Muslim prayer positions?





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Page 21

### **Knowledge and understanding of the world**

- Find out about Hindu priests
- Find out what Hindu priests wear

### **Language, literacy and communication skills**

- Talk about the picture of the priest
- Tell a story about Rajeev and Meena getting ready to visit the temple

### **Welsh language development**

- temple (teml)
- priest (offeiriad)

### **Physical development**

- Dance to some Hindu music
- Mime Rajeev and Meena's meeting with the priest

### **Creative development**

- Make a collage showing the priest and the temple (**Activity 9**)
- Make a name badge for the priest

### **Personal and social development, well being and cultural diversity**

- Discover where your nearest Hindu temple is located
- Invite a Hindu to talk about their temple

### **Mathematical development**

- How far away is your nearest Hindu temple?
- How many people have seen a Hindu priest?

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## Activity 9

## SPECIAL PEOPLE

### A Hindu priest

Make a collage of the Hindu priest, using different materials.







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Page 23

### Knowledge and understanding of the world

- Find out about why the priest has the Gita
- Explore how the arti lamp is used by the priest

### Language, literacy and communication skills

- Talk about the picture of the shrine and the offerings
- Chart a day in the priest's week using picture and text

### Welsh language development

- shrine (allor)
- offering (offrwm)

### Physical development

- Mime bringing offerings to the shrine
- Tell the story of why the god Shiva ('Lord of the Dance') is dancing, and dance like Shiva

### Creative development

- Make music to play near the shrine
- Make offerings to bring to the shrine

### Personal and social development, well being and cultural diversity

- Discover some Hindu countries
- On what day do Hindu priests hold their main services?

### Mathematical development

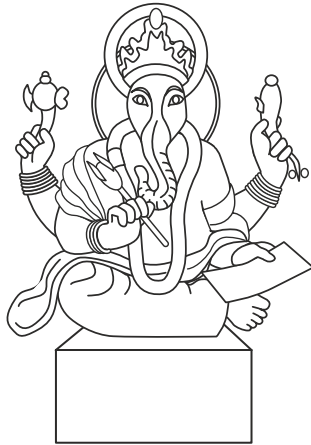
- How many offerings have you made for the shrine?
- How many Hindu gods and goddesses can you find? **(Activity 10)**

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## Hindu gods and goddesses



Ganesh



Lakshmi



Shiva

Other Hindu gods and goddesses I have found



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Page 25

### Knowledge and understanding of the world

- Find out what the vicar, rabbi, imam and priest have in common
- Why do churches, synagogues, mosques and temples look so different?

### Language, literacy and communication skills

- Can you remember the four different stories about special people?  
(Activity 11)
- Write a poem about special people you know

### Welsh language development

- special people (pobl arbennig)
- friends (ffrindiau)

### Physical development

- Develop a dance showing the special people meeting
- Mime friendships between the different religious leaders

### Creative development

- Make a display of the four special people together
- Make one symbol important to each of the four special people

### Personal and social development, well being and cultural diversity

- Discover how the religious leaders work together in your area
- Discover how vicars, rabbis, imams and priests learn about each other

### Mathematical development

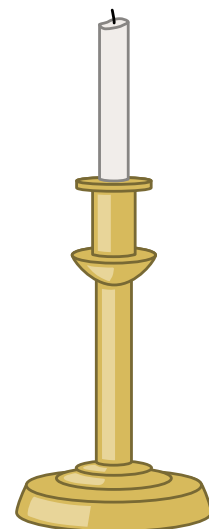
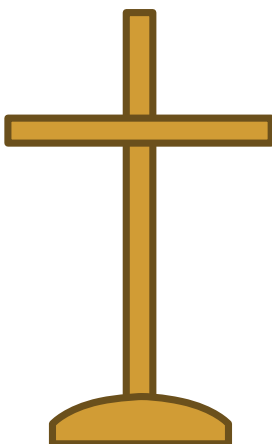
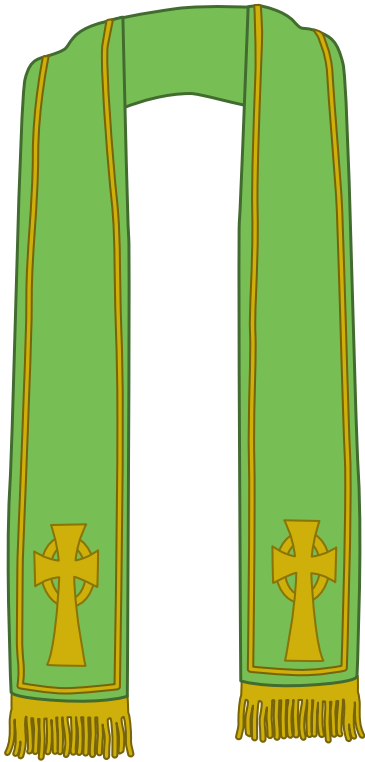
- Measure different parts of your special people display
- Play a game of 'Happy Families' using cards for rabbi, imam, Hindu priest, and vicar

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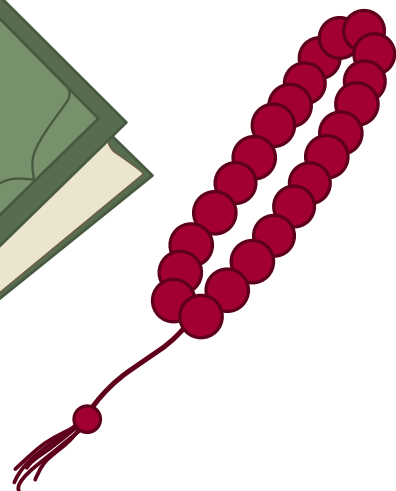
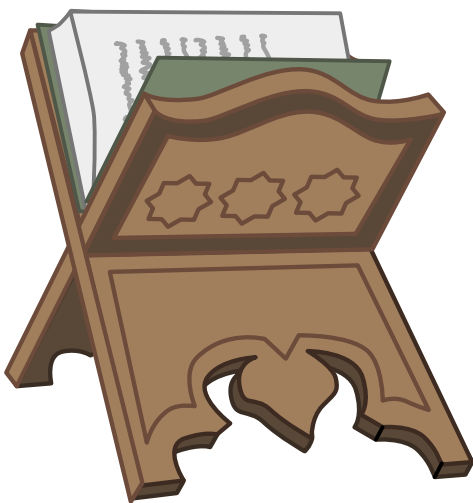
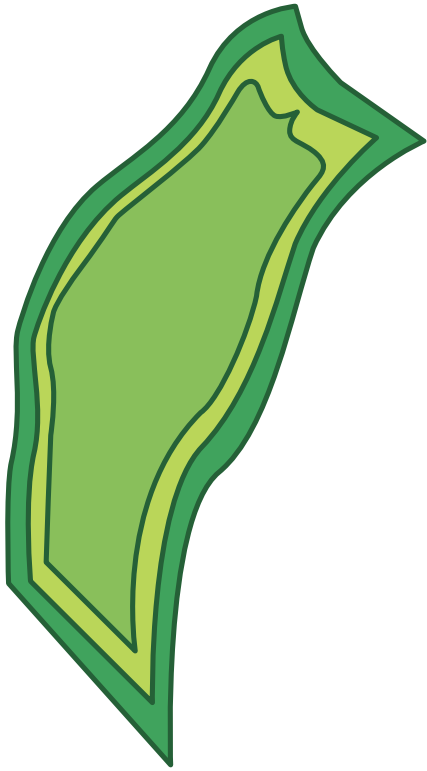


## Can you tell my story?



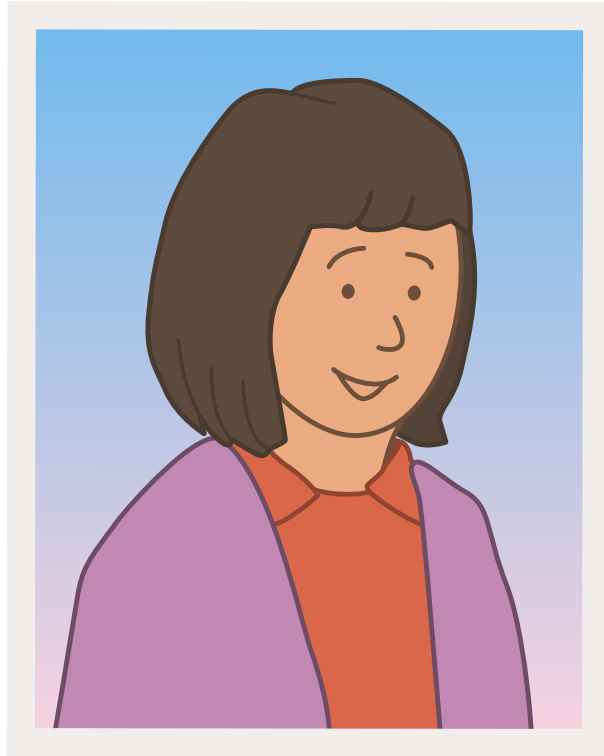
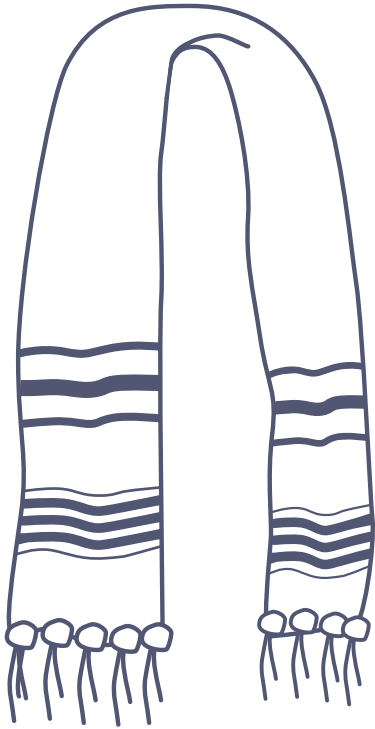


## Can you tell my story?



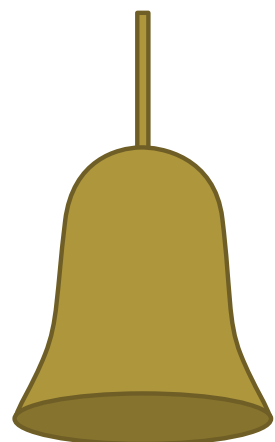
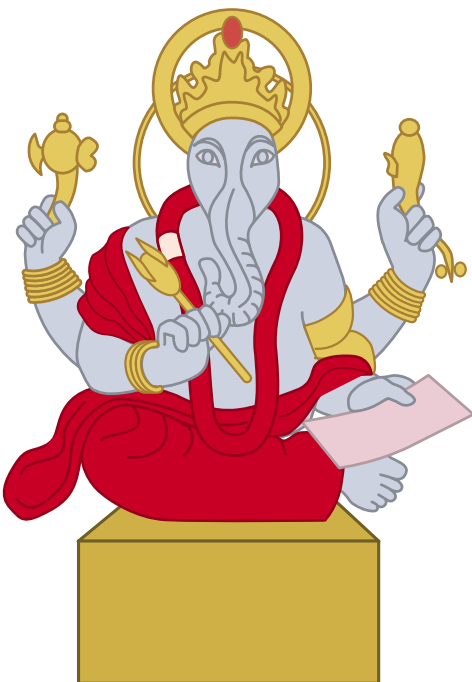
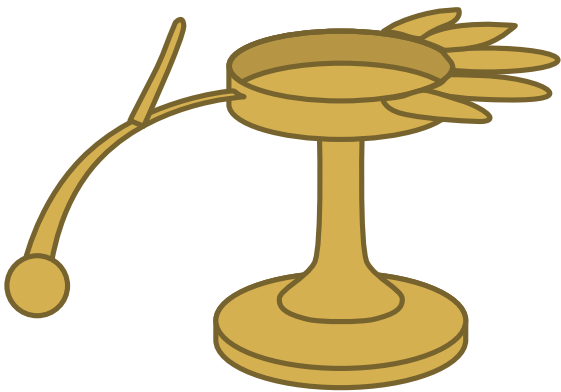


## Can you tell my story?





## Can you tell my story?





### The National Exemplar Framework for Religious Education in Wales

#### Range: People, beliefs and questions (5-7 year olds)

Children should (through stories, activities and experiences) be given opportunities to:


- gain **insight** into religion, religious people and religious aspects of life;
- explore how religion has **influenced** and **guided people's lives**, past and present, including the emphasis of religion on spirituality and religious experience, in Wales and the wider world;
- pose **questions** about beliefs, values and actions that arise from exploration;
- investigate and express **meaning** (including religious meaning) through signs, symbols, artefacts and imagery;
- express **personal responses** to personal religious and moral questions;
- explore our **responsibility** and the responsibility of religion for living things and for the natural world.





### Pages 4-5


<b>Aspect of range</b>  <b>RE development</b>  <b>Areas of learning</b>	 <p>Pose <b>questions</b> about beliefs, values and actions that arise from exploration.</p> <p>Explore why religions are concerned with living healthy lives.</p> <p><b><i>Personal and social development, well being and cultural diversity</i></b></p> <ul style="list-style-type: none"><li>• Invite someone from a religious tradition to say why their religion teaches the importance of taking care of the body.</li></ul>
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<b>Aspect of range</b>  <b>RE development</b>  <b>Areas of learning</b>	 <p>Explore our <b>responsibility</b> and the responsibility of religion for living things and for the natural world.</p> <p>Explore your personal response to living a healthy life.</p> <p><b><i>Creative development</i></b></p> <ul style="list-style-type: none"><li>• Make a collage of pictures of nurses.</li></ul>
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### Pages 6-7


<b>Aspect of range</b>  <b>RE development</b>  <b>Areas of learning</b>	 <p>Gain <b>insight</b> into religion, religious people and religious aspects of life.</p> <p>Explore why religious charities support healthy living across the world.</p> <p><b><i>Personal and social development, well being and cultural diversity</i></b></p> <ul style="list-style-type: none"><li>• Discover how charities connected with different religious traditions support health (e.g. Christian Aid, Muslim Aid).</li></ul>
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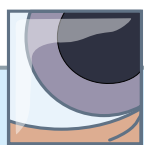
<b>Aspect of range</b>  <b>RE development</b>  <b>Areas of learning</b>	 <p>Explore how religion has <b>influenced</b> <i>guided people's lives</i>, past and present, including the emphasis of religion on spirituality and religious experience, in Wales and the wider world.</p> <p>Explore how religious leaders support the work of hospitals (e.g. through chaplaincies).</p> <p><b><i>Mathematical development</i></b></p> <ul style="list-style-type: none"><li>• How many children in the class have visited a hospital?</li></ul>
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### Pages 8-9


<b>Aspect of range</b>  <b>RE development</b>  <b>Areas of learning</b>	 <p>Investigate and express <b>meaning</b> (including religious meaning) through signs, symbols, artefacts and imagery.</p> <p>Explore the distinctive collar worn by Christian clergy.</p> <p><b>Creative development</b></p> <ul style="list-style-type: none"><li>• Make a round white collar for the vicar to wear.</li></ul>
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<b>Aspect of range</b>  <b>RE development</b>  <b>Areas of learning</b>	 <p>Gain <b>insight</b> into religion, religious people and religious aspects of life.</p> <p>Explore what vicars do.</p> <p><b>Knowledge and understanding of the world</b></p> <ul style="list-style-type: none"><li>• Find out about vicars.</li></ul>
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### Pages 10-11


<b>Aspect of range</b>  <b>RE development</b>  <b>Areas of learning</b>	 <p>Express <b>personal responses</b> to personal, religious and moral questions.</p> <p>Explore your feelings as you kneel quietly and the vicar pronounces a blessing.</p> <p><b>Physical development</b></p> <ul style="list-style-type: none"><li>• Kneel down quietly for a blessing from the vicar.</li></ul>
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<b>Aspect of range</b>  <b>RE development</b>  <b>Areas of learning</b>	 <p>Investigate and express <b>meaning</b> (including religious meaning) through signs, symbols, artefacts and imagery.</p> <p>Explore why a vicar wears different coloured stoles.</p> <p><b>Creative development</b></p> <ul style="list-style-type: none"><li>• Design a stole for the vicar to wear.</li></ul>
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### Pages 12-13


<b>Aspect of range</b>	Investigate and express <b>meaning</b> (including religious meaning) through signs, symbols, artefacts and imagery.	
<b>RE development</b>	Explore the distinctive prayer shawl worn by the rabbi.	
<b>Areas of learning</b>	<b>Creative development</b> <ul style="list-style-type: none"><li>Design a prayer shawl for the rabbi.</li></ul>	


<b>Aspect of range</b>	Gain <b>insight</b> into religion, religious people and religious aspects of life.	
<b>RE development</b>	Explore what rabbis do.	
<b>Areas of learning</b>	<b>Knowledge and understanding of the world</b> <ul style="list-style-type: none"><li>Find out about rabbis.</li></ul>	

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### Pages 14-15


<b>Aspect of range</b>  <b>RE development</b>  <b>Areas of learning</b>	 <p>Express <b>personal responses</b> to personal, religious and moral questions.</p> <p>Explore your feelings as you read from the Torah.</p> <p><b>Physical development</b></p> <ul style="list-style-type: none"><li>• Stand up tall to read the Torah like the rabbi.</li></ul>
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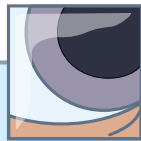
<b>Aspect of range</b>  <b>RE development</b>  <b>Areas of learning</b>	 <p>Pose <b>questions</b> about beliefs, values and actions that arise from exploration.</p> <p>Explore why the Torah scrolls are so important to rabbis.</p> <p><b>Knowledge and understanding of the world</b></p> <ul style="list-style-type: none"><li>• Find out what the rabbi does with Torah scrolls.</li></ul>
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### Pages 16-17


<b>Aspect of range</b>	Investigate and express <b>meaning</b> (including religious meaning) through signs, symbols, artefacts and imagery.	
<b>RE development</b>	Explore the distinctive clothing worn by the imam.	
<b>Areas of learning</b>	<b>Language, literacy and communication skills</b> <ul style="list-style-type: none"><li>Describe what the imam is wearing.</li></ul>	


<b>Aspect of range</b>	Gain <b>insight</b> into religion, religious people and religious aspects of life.	
<b>RE development</b>	Explore what imams do.	
<b>Areas of learning</b>	<b>Knowledge and understanding of the world</b> <ul style="list-style-type: none"><li>Find out about imams.</li></ul>	

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### Pages 18-19

<b>Aspect of range</b>  <b>RE development</b>  <b>Areas of learning</b>	 <p>Express <b>personal responses</b> to personal, religious and moral questions.</p> <p>Explore your feelings as you practise the prayer positions.</p> <p><b>Physical development</b></p> <ul style="list-style-type: none"><li>• Practise the way the imam stands, bows, and kneels to pray.</li></ul>
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<b>Aspect of range</b>  <b>RE development</b>  <b>Areas of learning</b>	 <p>Explore how religion has <b>influenced</b> and <i>guided people's lives</i>, past and present, including the emphasis of religion on spirituality and religious experience, in Wales and the wider world.</p> <p>Explore how the Islamic pattern of prayer shapes the imam's life.</p> <p><b>Mathematical development</b></p> <ul style="list-style-type: none"><li>• How many beads did you use to make your prayer beads.</li></ul>
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### Pages 20-21


<b>Aspect of range</b>	Investigate and express <b>meaning</b> (including religious meaning) through signs, symbols, artefacts and imagery.	
<b>RE development</b>	Explore the distinctive clothing worn by the Hindu priest.	
<b>Areas of learning</b>	<b>Language, literacy and communication skills</b> <ul style="list-style-type: none"><li>• Talk about the picture of the priest.</li></ul>	


<b>Aspect of range</b>	Gain <b>insight</b> into religion, religious people and religious aspects of life.	
<b>RE development</b>	Explore what Hindu priests do.	
<b>Areas of learning</b>	<b>Knowledge and understanding of the world</b> <ul style="list-style-type: none"><li>• Find out about Hindu priests.</li></ul>	

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### Pages 22-23

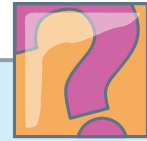
<b>Aspect of range</b>  <b>RE development</b>  <b>Areas of learning</b>	 <p>Express <b>personal responses</b> to personal, religious and moral questions.</p> <p>Explore your feelings as you bring offerings to the shrine.</p> <p><b>Creative development</b></p> <ul style="list-style-type: none"><li>• Make offerings to bring to the shrine.</li></ul>
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<b>Aspect of range</b>  <b>RE development</b>  <b>Areas of learning</b>	 <p>Explore how religion has <b>influenced</b> and <i>guided people's lives</i>, past and present, including the emphasis of religion on spirituality and religious experience, in Wales and the wider world.</p> <p>Explore the influence the Gita has on shaping the Hindu priest's life.</p> <p><b>Knowledge and understanding of the world</b></p> <ul style="list-style-type: none"><li>• Find out about why the priest has the Gita.</li></ul>
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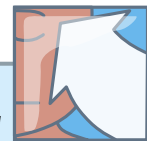
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### Pages 24-25



<b>Aspect of range</b>	Pose <b>questions</b> about beliefs, values and actions that arise from exploration.
<b>RE development</b>	Explore what these different religious leaders have in common.
<b>Areas of learning</b>	<b>Language, literacy and communication skills</b> <ul style="list-style-type: none"><li>• Can you remember the four different stories about special people?</li></ul>



<b>Aspect of range</b>	Explore how religion has <b>influenced</b> and <i>guided people's lives</i> , past and present, including the emphasis of religion on spiritual and religious experience, in Wales and the wider world.
<b>RE development</b>	Explore how the different religions work together.
<b>Areas of learning</b>	<b>Mathematical development</b> <ul style="list-style-type: none"><li>• Play a game of 'Happy Families' using cards for rabbi, imam, Hindu priest, and vicar.</li></ul>

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