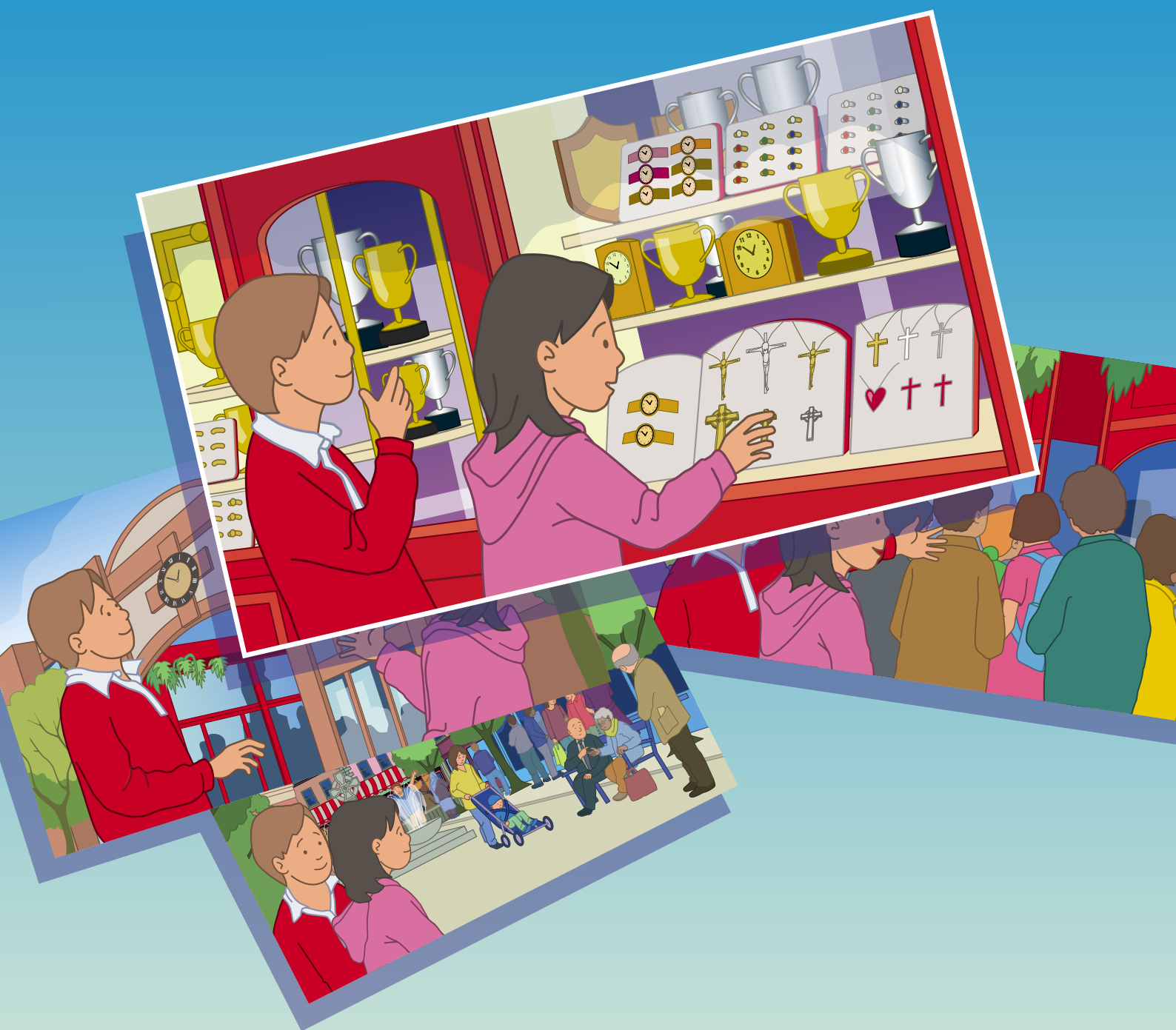


Exploring Why

Cross



Activity Resources
for learners and teachers

Exploring Why

Cross

**Activity Resources
for learners and teachers**

Tania ap Siôn, Leslie J Francis and Libby Jones

Illustrated by Phillip Vernon



Bear Lands Publishing

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ABOUT THE *EXPLORING WHY* SERIES

What is the series about?

Aled and Siân love exploring the places where they live and the places they go to visit. They enjoy playing 'I Spy' to help them get to know these places better. In the *Exploring Why* series Aled and Siân are curious to find out why some of the things around them are important to their Christian, Jewish and Muslim friends. Together they explore bread, light, veil, cross, menorah and water, and then they participate in a Festival of Faiths where they remember and celebrate all these symbols of faith.

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 activity resources in the series are designed for 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 seven storybook titles in the *Exploring Why* 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 initially in the local secular environment before being explored through the eyes of young people

from within a particular religious tradition. The seven storybook titles and religious traditions are:

- Cross (Christian)
- Bread (Christian)
- Veil (Muslim)
- Water (Muslim)
- Menorah (Jewish)
- Light (Jewish)
- Symbols of Faith (brings together the three religious traditions in a celebration of faiths)

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 140 ideas for activities and 10 activity sheets for learners.

Accessing the *Exploring Why* series resources

All these resources are available as free downloads at

hwb.wales.gov.uk/Resources and 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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Warwick Religions and Education Research Unit, University of Warwick

Professor Leslie J Francis

The St Mary's Centre, Wales

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Libby Jones

The St Giles' Centre, Wrexham

Phillip Vernon

The St Mary's Centre, Wales

July 2016



Page 4



Page 5

Knowledge and understanding of the world

- Find out about different natural metals and stones and why some are precious
- Investigate where in the world gold and diamonds are mined

Language, literacy and communication skills

- Role play being in a jeweller's shop
- Make a poem about the heart-shaped necklace or one of the prize cups
(Activity sheet 1)

Welsh language development

- watch (oriawr)
- ring (modrwy)

Physical development

- Dance to the tick-tock of the clock
- Mime a race and the presentation of the prize cups

Creative development

- Design and make a necklace with a cross on it
- Make a collage of jewellery from magazines and other sources

Personal and social development, well being and cultural diversity

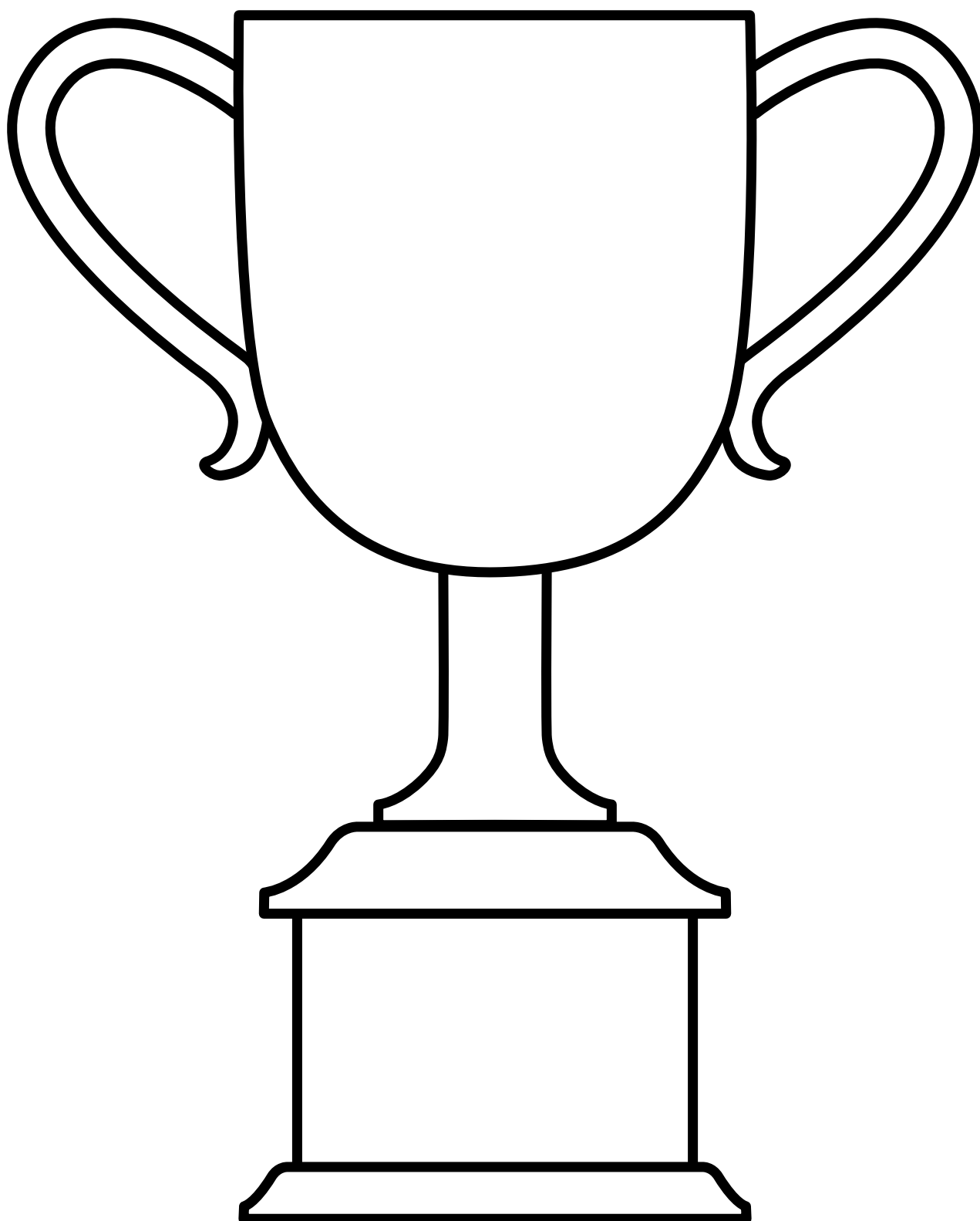
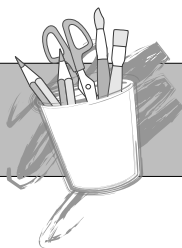
- Explore the human rights issues associated with mining some precious metals and stones
- Explore who wears crosses and why

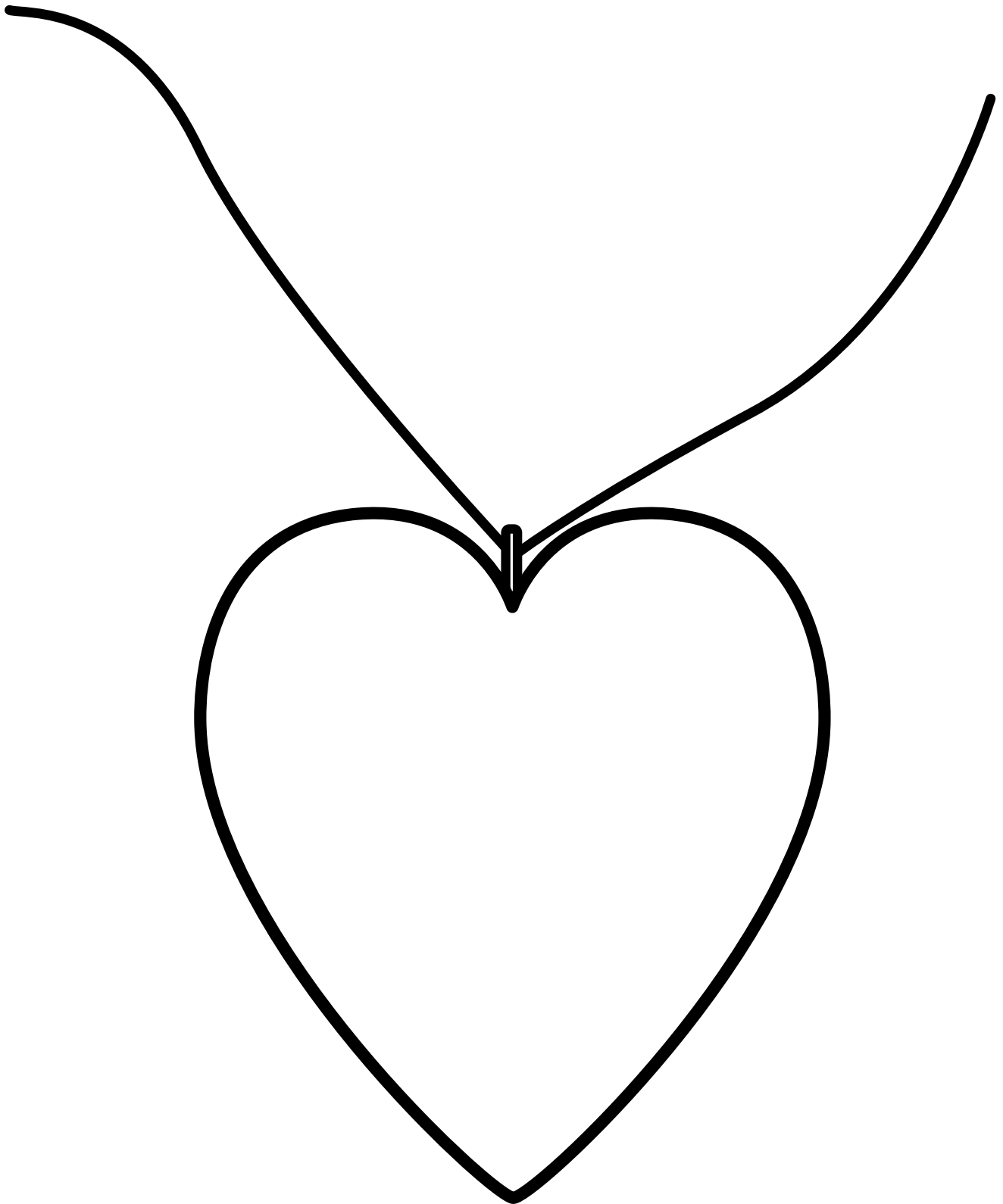
Mathematical development

- Count how many rings there are in the picture and sort them according to type
- The clocks show that it is nearly one o'clock. If Aled and Siân woke up at 7 o'clock, for how long have they been awake?

Going deeper into
aspects of religious
education









Page 6



Page 7

Knowledge and understanding of the world

- Why do towns have market squares and what is the cross doing there?
- Find out about different types of crosses and where they come from

Language, literacy and communication skills

- Talk about the people in the market square
- Invent proper names for the people in the market square

Welsh language development

- market (marchnad)
- cross (croes)

Physical development

- Imagine a market square and skip into and around it
- Using your finger follow the Celtic pattern on the cross

Creative development

- Design and make a Celtic pattern for the cross (**Activity 2**)
- Experimenting with different materials and water, build a working fountain

Personal and social development, well being and cultural diversity

- Learn about the people who trade in the market square
- Using the people in the market square picture, begin to question stereotyping

Mathematical development

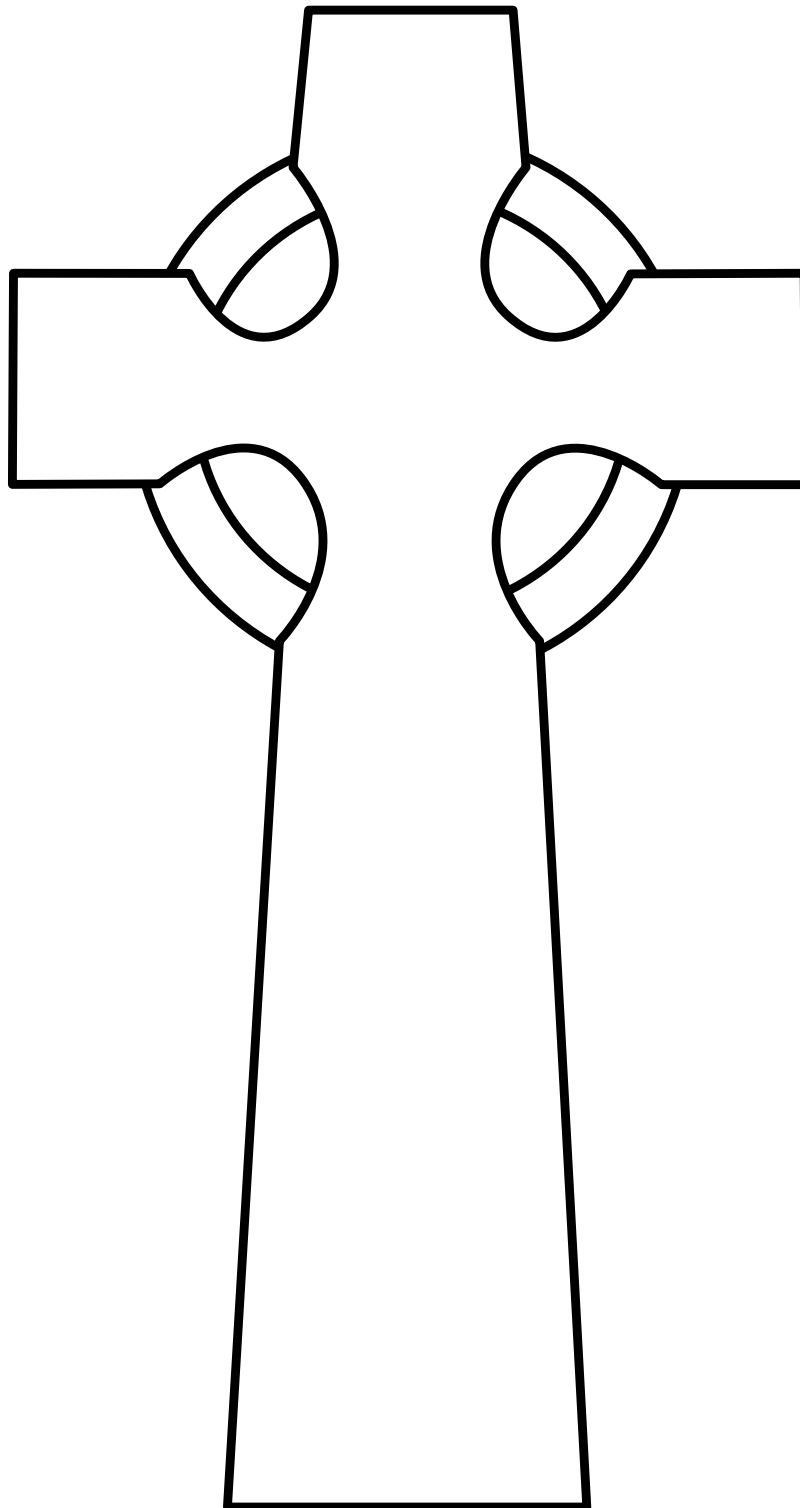
- If Aled and Siân are seven and eight-years-old, work out the possible height of the cross
- How much taller is the tree than the man standing underneath it?

Going deeper into
aspects of religious
education





A Celtic pattern



Design and make a Celtic pattern for the cross.



Page 8



Page 9

Knowledge and understanding of the world

- Explore how ice cream is made
- How is the cross on the wall different from the other crosses seen in the story? **(Activity 3)**

Language, literacy and communication skills

- Tell a story about how the wooden cross came to be on the wall
- Talk about times when you have had an ice cream

Welsh language development

- ice cream (hufen iâ)
- coffee (coffi)

Physical development

- Walk into town and see a café
- Set up a café and serve drinks and food on a busy Saturday lunchtime

Creative development

- Make ice cream or lollipops
- Design a poster to sell ice cream

Personal and social development, well being and cultural diversity

- Where does tea and coffee come from and how do people choose which to buy?
- Why do people visit cafés?

Mathematical development

- Discover which is the most popular flavour for ice cream in the class
- Set prices for ice cream and lollipops and role play buying and selling them in the café

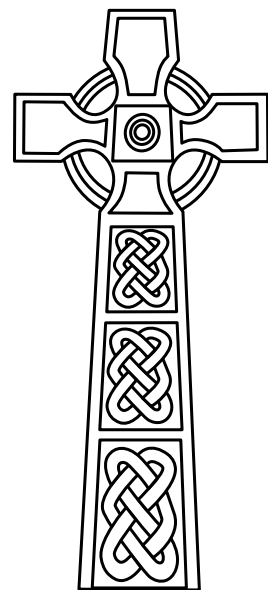
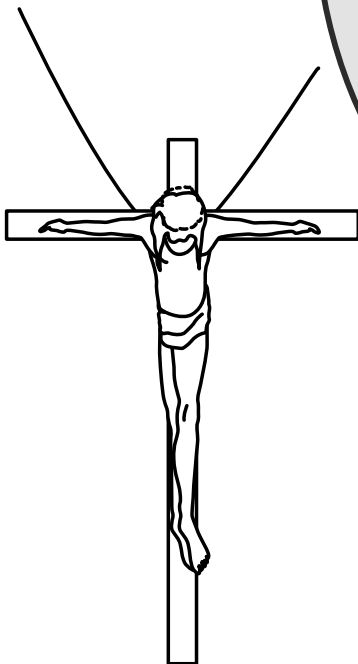
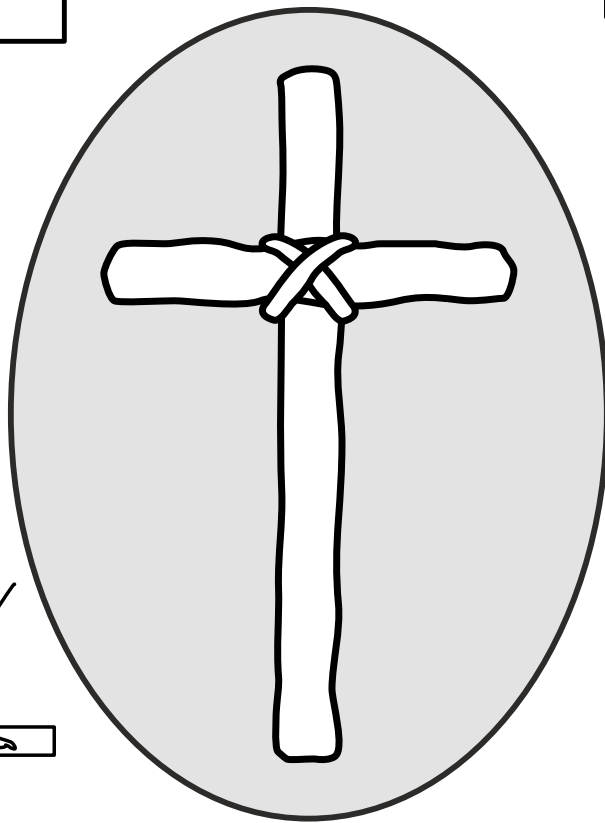
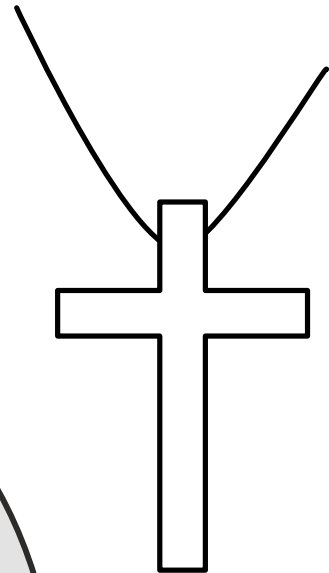
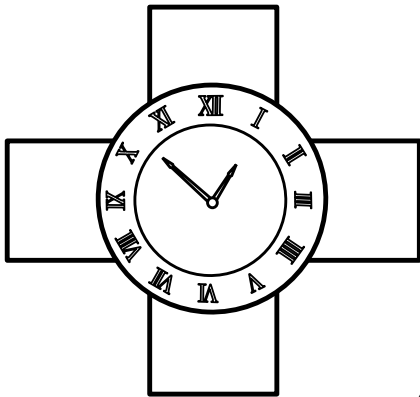
Going deeper into
aspects of religious
education





Crosses

How is the wooden cross different from other crosses around it?





Page 10



Page 11

Knowledge and understanding of the world

- What are cemeteries for?
- Why do people place monuments in cemeteries and what do they tell you?

Language, literacy and communication skills

- Pretend to be the angel monument and describe your life in the cemetery
- Read inscriptions on monuments from a cemetery. Why is this information there? **(Activity 4)**

Welsh language development

- cemetery (mynwent)
- angel (angel)

Physical development

- Walk very quietly and reverently around the cemetery
- Stand very still like the angel in the cemetery

Creative development

- Make monuments for the cemetery
- Listen to different kinds of music and decide which works best for the cemetery

Personal and social development, well being and cultural diversity

- Explore what work needs to be done to look after a cemetery
- Respond to children's experiences of death and mourning, as appropriate

Mathematical development

- Visit a cemetery and count the crosses there
- Estimate how long 'an angel' can stand still and then use a stop watch to check it

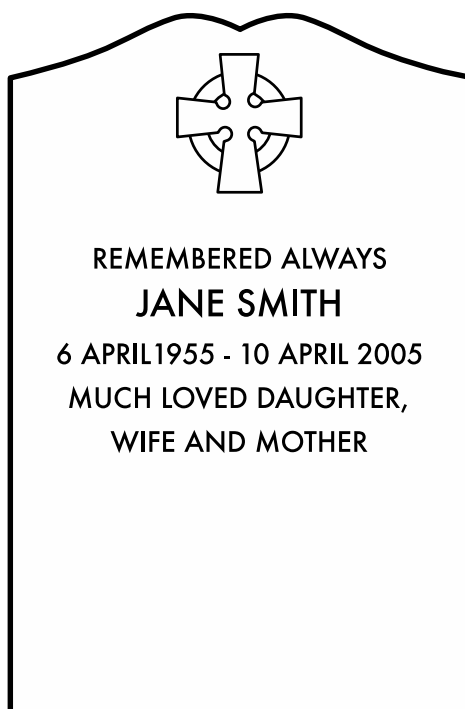
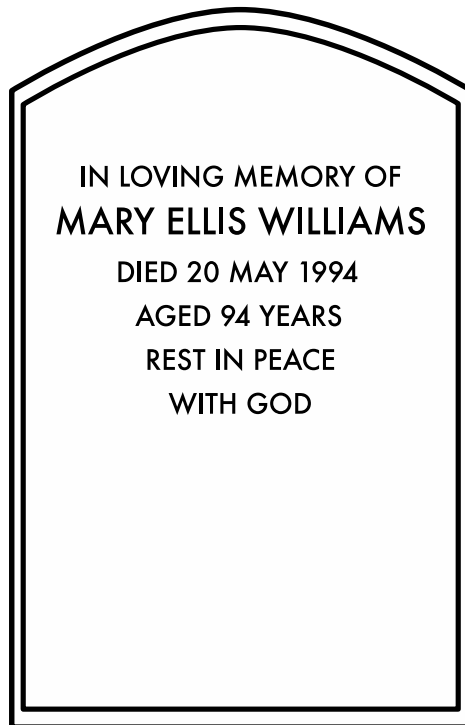
Going deeper into
aspects of religious
education





The cemetery

Why is this information on the gravestones?





Page 12



Page 13

Knowledge and understanding of the world

- Find out about what a vicar does
- Investigate different types of home and who lives in them

Language, literacy and communication skills

- Compose questions you want to ask a vicar and invite a vicar to the school to answer them
- Write a letter to the vicar to say thank you for the visit and what you found interesting

Welsh language development

- vicarage (ficerdy)
- vicar (ficer)

Physical development

- Travel in a variety of ways along the street to visit your friends (eg. walk, skip, run, hop)
- Mime a conversation over the vicarage gate

Creative development

- Design different shaped windows for the vicarage
- Make a cross to place on the vicarage

Personal and social development, well being and cultural diversity

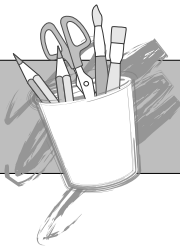
- How do you address a vicar? How do you address different types of people?
- Why does a vicar wear a special white collar? **(Activity 5)**

Mathematical development

- Make a map of the local area and navigate around it
- If each brick is the same length as your hand, how tall is the wall?

Going deeper into
aspects of religious
education

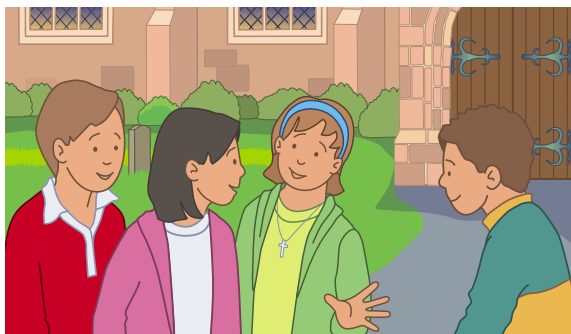




The clothes people wear

What do we learn about these people by looking at their clothes?





Page 14



Page 15

Knowledge and understanding of the world

- Look at different types of building (e.g. hospital, fire station, school, church) and explore why they look like they do
- What is a church used for?

Language, literacy and communication skills

- Talk about what you can see inside the church and why you think those things are there
- What do you see in the stained-glass window?

Welsh language development

- church (eglwys)
- pew (sedd)

Physical development

- Listen to organ music and dance inside the church
- Sit very quietly in a circle and imagine being in a church

Creative development

- Make an altar with cross and candles
- Make a collage frontal for the altar

Personal and social development, well being and cultural diversity

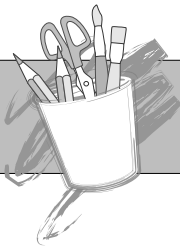
- How do people show respect inside churches?
- Visit a church and talk about how it makes you feel

Mathematical development

- Visit a church and work out how many people can be seated there
- Light a candle and time how long it takes to burn 2cm, then make a candle clock (**Activity 6**)

Going deeper into
aspects of religious
education





A candle clock

Make a candle clock. How long does it take to burn down?
Record your results in the boxes.

2cm = minutes

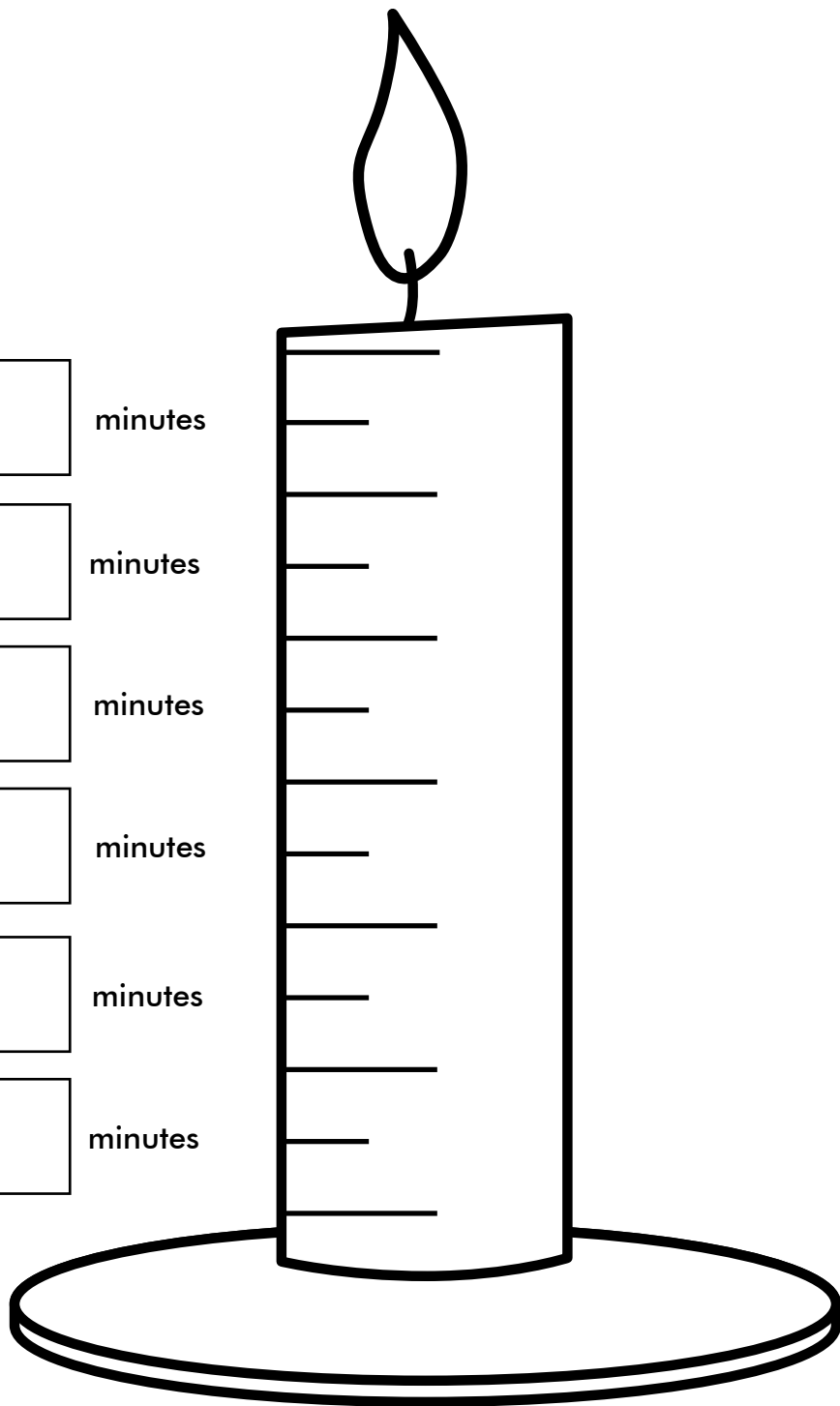
4cm = minutes

6cm = minutes

8cm = minutes

10cm = minutes

12cm = minutes





Page 16



Page 17

Knowledge and understanding of the world

- Find out how and why hot cross buns are made?
- What happened on Good Friday?

Language, literacy and communication skills

- Write a recipe for hot cross buns (**Activity 7**)
- Make a poem about hot cross buns

Welsh language development

- Good Friday (Dydd Gwener y Groglith)
- hot cross buns (picau'r Grog)

Physical development

- Set out a kitchen for baking hot cross buns and make sure that everything is washed and clean
- Using your bodies (in a group), try different ways of making cross shapes

Creative development

- Make hot cross buns
- Make a stall to display hot cross buns

Personal and social development, well being and cultural diversity

- Share a hot cross bun among those in a small group
- Discover where spices come from for the hot cross buns

Mathematical development

- Weigh the ingredients for hot cross buns
- Time how long the buns need to be in the oven

Going deeper into
aspects of religious
education





Hot cross buns

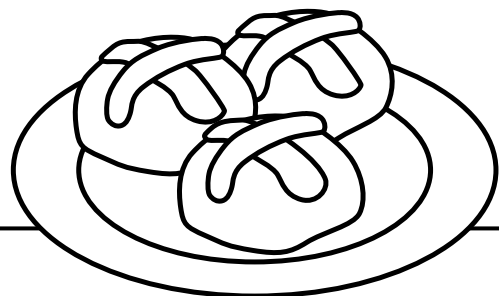
Ingredients:

Equipment:

Oven temperature:

Cooking time:

Method:





Page 18



Page 19

Knowledge and understanding of the world

- Find out what the gospels say about Good Friday
- Find out what the word 'gospel' means

Language, literacy and communication skills

- Look at and talk about the cross and the crown of thorns
- Make a poem about the crown of thorns

Welsh language development

- John's Gospel (Efengyl Iwan)
- Jesus (Iesu)

Physical development

- Role play carrying the heavy cross to Golgotha
- Practise using the Bible with respect

Creative development

- Write out and illuminate (decorate) the verses from John 19 which are included in the long version of the story
- Using pieces of wood, string, and anything else provided, make a large cross for Jesus to carry

Personal and social development, well being and cultural diversity

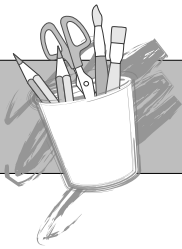
- Why do Christians call Good Friday 'Good'?
- Describe the feelings of those on the path to Golgotha, including those of Jesus, his friends and family, bystanders who did not know Jesus personally
(Activity 8)

Mathematical development

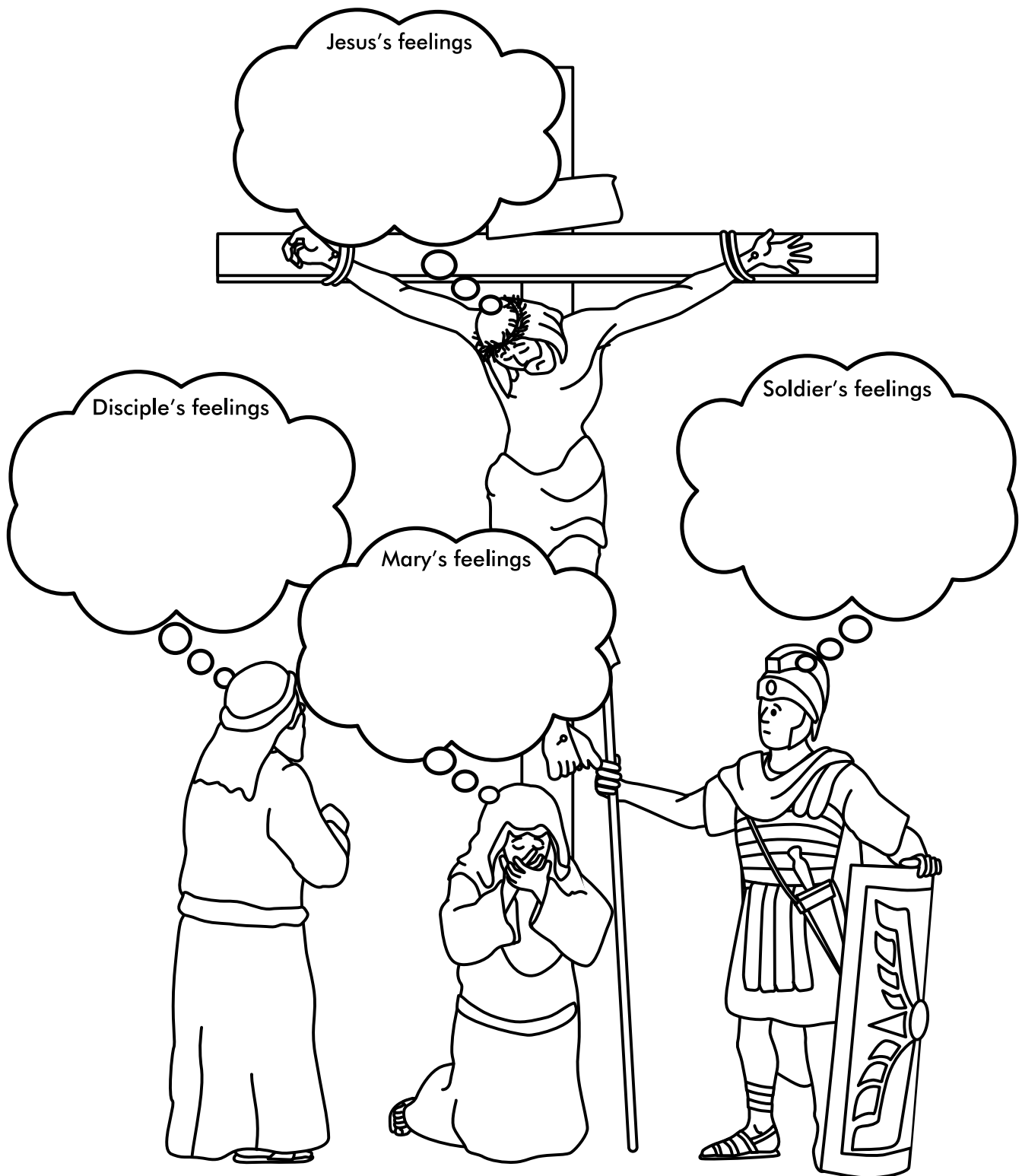
- Measure the cross you have made by height, breadth, and weight
- How many gospels are there in the Bible? Which gospel is the shortest and which is the longest?

Going deeper into
aspects of religious
education





How do we feel?





Page 20



Page 21

Knowledge and understanding of the world

- Find out about the Pilgrimage of Witness
- What other processions are there in your area or around the world?

Language, literacy and communication skills

- Talk about Aled and Siân's journey through the town
- Write and add words to a cross about Good Friday that you feel are important. Read other people's words

Welsh language development

- Pilgrimage of Witness (Pererindod y Groglith)
- procession (gorymdaith)

Physical development

- Mime a Good Friday pilgrimage
- Practise carrying a big cross as in the picture

Creative development

- Make a banner for the Good Friday Pilgrimage of Witness (**Activity 9**)
- Sing a Good Friday hymn or song (e.g. 'There is a Green Hill')

Personal and social development, well being and cultural diversity

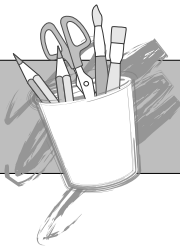
- How do Christians feel on Good Friday?
- Why do Christians celebrate Jesus' death?

Mathematical development

- Plan a route through the school for a 'Pilgrimage of Witness'
- How long does it take to walk the pilgrimage route and how far do you travel?

Going deeper into
aspects of religious
education

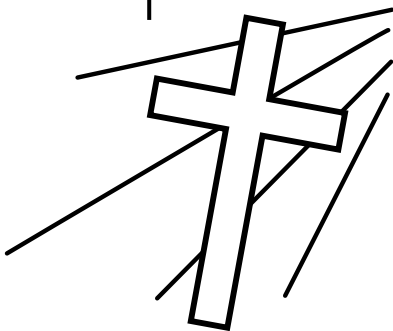
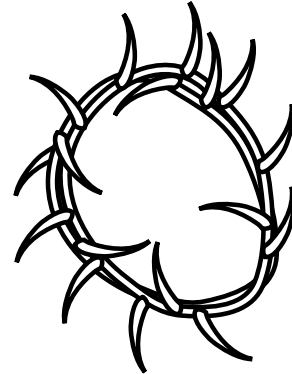




The Pilgrimage of Witness

Design and make a banner for the Pilgrimage of Witness on Good Friday.

John 19





Page 22



Page 23

Knowledge and understanding of the world

- Explore how Christians celebrate Easter Day
- Find out about popular ways of celebrating Easter

Language, literacy and communication skills

- Role play the story of Mary's visit to the empty tomb
- Write a poem about the empty tomb

Welsh language development

- Easter Sunday (Sul y Pasg)
- Resurrection (Atgyfodiad)

Physical development

- Dance the story of Jesus' resurrection
- Pretend to be Mary and run as fast as you can to tell the disciples about what has happened

Creative development

- Make an Easter garden with an empty tomb
- Sing an Easter hymn (e.g. 'Jesus Christ is Risen Today')

Personal and social development, well being and cultural diversity

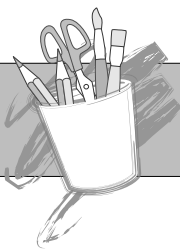
- Talk about the important dates in your year
- Create two timelines, one which marks your important dates (as an individual or class) and one which marks the main important dates in the life of the church (**Activity 10**)

Mathematical development

- Find out how many children in your class or school celebrate Easter by going to church and/or having Easter eggs
- Explore the Christian calendar and make a calendar for next year, marking the dates for Good Friday, Easter Sunday, and Christmas

Going deeper into
aspects of religious
education





Activity 10

CROSS

Important dates in the Church's year					
November	December	January	February	March	April
Advent	Christmas				
May	June	July	August	September	October

My important dates					
January	February	March	April	May	June
July	August	September	October	November	December



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


Aspect of range	 <p>Explore how religion has <i>influenced</i> 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>
RE development	<p>Explore what influence wearing the cross has on Christians.</p>
Areas of learning	<p><i>Creative development</i></p> <ul style="list-style-type: none">• Design and make a necklace with a cross on it.


Aspect of range	 <p>Pose <i>questions</i> about beliefs, values and actions that arise from exploration.</p>
RE development	<p>Explore why some Christians choose to wear a cross made of gold or silver</p>
Areas of learning	<p><i>Knowledge and understanding of the world</i></p> <ul style="list-style-type: none">• Find out about different natural metals and stones and why some are precious.

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Pages 6-7

Aspect of range RE development Areas of learning	 Gain insight into religion, religious people and religious aspects of life. Explore why Christians have so many different types of crosses. Knowledge and understanding of the world <ul style="list-style-type: none">Find out about different types of crosses and where they come from.
---	---

Aspect of range RE development Areas of learning	 Express personal responses to personal religious and moral questions. Explore personal responses to the intricate designs on the Celtic cross. Creative development <ul style="list-style-type: none">Design and make a Celtic pattern for the cross.
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[Return](#)



Pages 8-9


Aspect of range RE development Areas of learning	 <p>Gain <i>insight</i> into religion, religious people and religious aspects of life.</p> <p>Explore how the Christian cross finds its way into so many places.</p> <p>Language, literacy and communication skills</p> <ul style="list-style-type: none">• Tell a story about how the wooden cross came to be on the wall.
---	--


Aspect of range RE development Areas of learning	 <p>Explore our <i>responsibility</i> and the responsibility of religion for living things and for the natural world.</p> <p>Explore Christian commitment to charity by selling lollipops you make to raise money for charity.</p> <p>Creative development</p> <ul style="list-style-type: none">• Make ice cream or lollipops.
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Pages 10-11


Aspect of range	 Investigate and express meaning (including religious meaning) through signs, symbols, artefacts and imagery.
RE development	Explore what makes angels special to Christians and why some Christians use angels on the gravestones of their loved ones.
Areas of learning	Knowledge and understanding of the world <ul style="list-style-type: none">• Why do people place monuments in cemeteries and what do they tell you?


Aspect of range	 Gain insight into religion, religious people and religious aspects of life.
RE development	Explore the significance of grave stones for religious people.
Areas of learning	Language, literacy and communication skills <ul style="list-style-type: none">• Read inscriptions on monuments from a cemetery. Why is this information there?

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Pages 12-13


<p>Aspect of range</p> <p>RE development</p> <p>Areas of learning</p>	 <p>Investigate and express meaning (including religious meaning) through signs, symbols, artefacts and imagery.</p> <p>Explore how the cross gives meaning to buildings like the vicarage.</p> <p>Creative development</p> <ul style="list-style-type: none">• Design different shaped windows for the vicarage.
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<p>Aspect of range</p> <p>RE development</p> <p>Areas of learning</p>	 <p>Explore how religion has influenced 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 impact of Christian faith on the life and work of a vicar.</p> <p>Knowledge and understanding of the world</p> <ul style="list-style-type: none">• Find out about what a vicar does.
--	---

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Pages 14-15


Aspect of range RE development Areas of learning	 Gain <i>insight</i> into religion, religious people and religious aspects of life. Explore the different activities that take place in a church. <i>Knowledge and understanding of the world</i> <ul style="list-style-type: none">• What is a church used for?
---	--


Aspect of range RE development Areas of learning	 Express <i>personal responses</i> to personal religious and moral questions. Explore personal responses to different altars. <i>Creative development</i> <ul style="list-style-type: none">• Make a collage frontal for the altar.
---	---

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Pages 16-17


Aspect of range RE development Areas of learning	 Pose questions about beliefs, values and actions that arise from exploration. Explore what happened to Jesus on Good Friday. Knowledge and understanding of the world <ul style="list-style-type: none">• What happened on Good Friday?
---	--


Aspect of range RE development Areas of learning	 Investigate and express meaning (including religious meaning) through signs, symbols, artefacts and imagery. Explore the meaning of hot cross buns to Christians. Mathematical development <ul style="list-style-type: none">• Time how long the buns need in the oven.
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Pages 18-19


Aspect of range RE development Areas of learning	 <p>Express personal responses to personal religious and moral questions.</p> <p>Explore your personal response to the Good Friday story.</p> <p>Physical development</p> <ul style="list-style-type: none">• Role play carrying the heavy cross to Golgatha.
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Aspect of range RE development Areas of learning	 <p>Explore how religion has influenced 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 impact of Good Friday on Jesus' friends, family, and bystanders.</p> <p>Personal and social development, well being and cultural diversity</p> <ul style="list-style-type: none">• Describe the feelings of those on the path to Golgatha, including those of Jesus, his friends and family, and bystanders who did not know Jesus personally.
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Pages 20-21

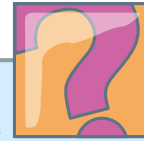
Aspect of range RE development Areas of learning	 <p>Express personal responses to personal religious and moral questions.</p> <p>Explore the impact of the 'Pilgrimage of Witness' today.</p> <p>Mathematical development</p> <ul style="list-style-type: none">Plan a route through the school for a Pilgrimage of Witness.
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Aspect of range RE development Areas of learning	 <p>Explore our responsibility and the responsibility of religion for living things and for the natural world.</p> <p>Explore the respect shown in local communities for the churches' Pilgrimage of Witness on Good Friday.</p> <p>Physical development</p> <ul style="list-style-type: none">Mime a Good Friday pilgrimage.
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Pages 22-23



Aspect of range	Pose questions about beliefs, values and actions that arise from exploration.
RE development	Explore how Christians celebrate Easter.
Areas of learning	Physical development <ul style="list-style-type: none">• Dance the story of Jesus' resurrection.



Aspect of range	Investigate and express meaning (including religious meaning) through signs, symbols, artefacts and imagery.
RE development	Explore the significance of the empty tomb for Christians.
Areas of learning	Language, literacy and communication skills <ul style="list-style-type: none">• Write a poem about the empty tomb.

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