

Exploring Why

# Veil



**Activity Resources**  
for learners and teachers

*Exploring Why*

**Veil**

**Activity Resources  
for learners and teachers**

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Illustrated by Phillip Vernon



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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](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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*The St Mary's Centre, Wales*

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Page 5

### Knowledge and understanding of the world

- Talk about what special skills you would need to be a good juggler and discuss what might happen if the juggler was distracted
- Find out why some Muslim women wear veils when they go to the market

### Language, literacy and communication skills

- Talk about what is happening in the picture and write down what you think the people might be saying or thinking (**Activity 1**)
- Make up a song or rhyme about the juggler

### Welsh language development

- veil (fêl)
- juggler (jyglwr)

### Physical development

- Try juggling with two balls
- Pretend to play the violin with a bow

### Creative development

- Using different coloured chalk, create some 'pavement pictures' on your school playground
- Make clown noses

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

- Learn about people who provide street entertainment
- Find out about markets in different countries

### Mathematical development

- How many people can you see in the picture?
- If everyone in the picture gave the street artist 10 pence, how much money would he have?

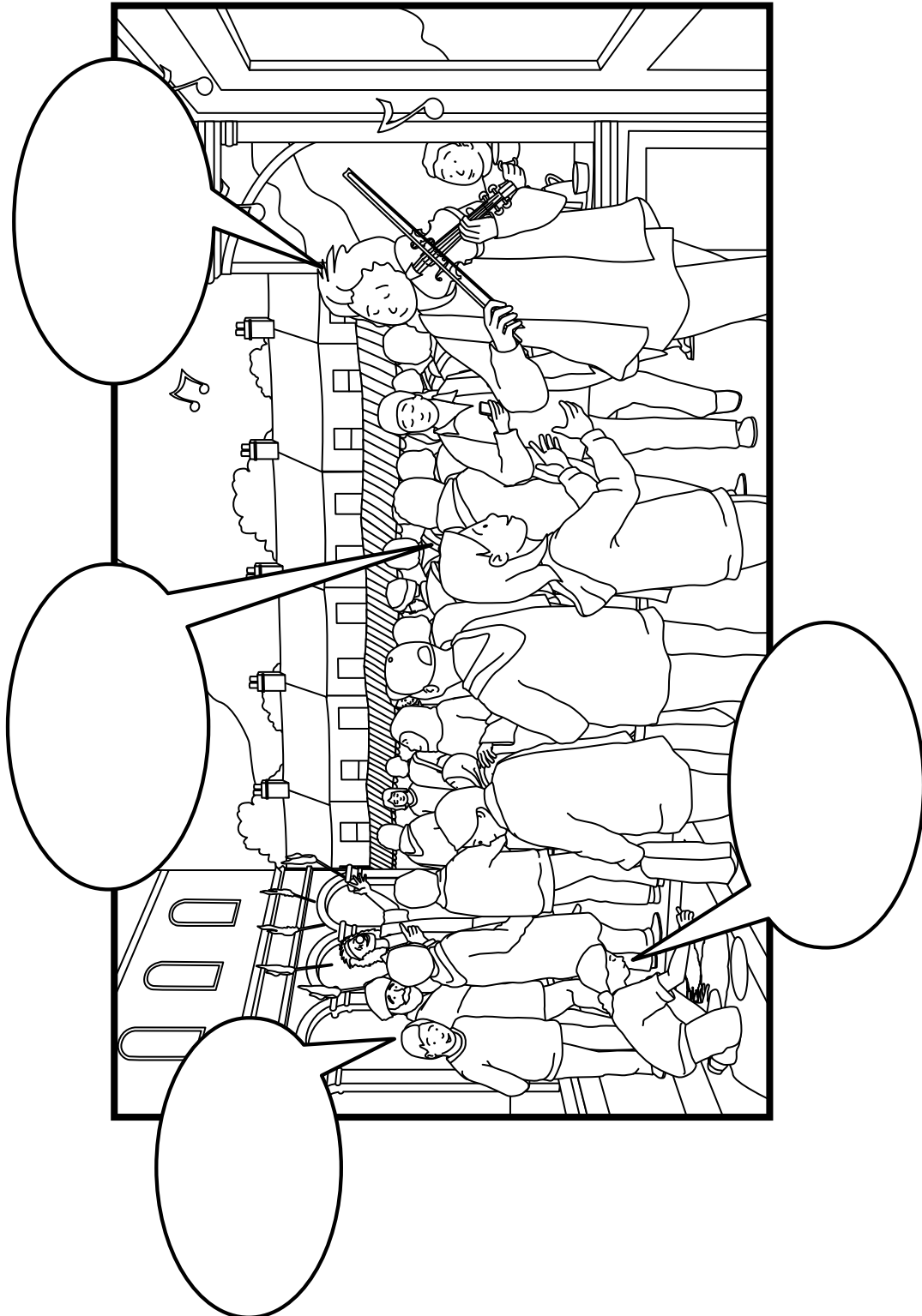
Going deeper into  
aspects of religious  
education





### Let's imagine

What do you think the people in the picture might be saying or thinking?







Page 6



Page 7

### Knowledge and understanding of the world

- Think about why some people go jogging and find out who likes jogging in your class
- Learn about different types of veil and why they are important to those who wear them

### Language, literacy and communication skills

- Talk about your favourite outdoor activity
- Make a list of all the different outdoor activities people in your class enjoy doing

### Welsh language development

- jogging (loncian)
- bridge (pont)

### Physical development

- Go jogging
- Play a ball game

### Creative development

- Design your own bicycle helmet (**Activity 2**)
- Draw a bike and label the different parts (e.g. handle bars, seat, chain)

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

- Learn about the benefits of keeping fit
- Learn about the protection of ducks and water fowl

### Mathematical development

- Use a stopwatch to time yourselves jogging around the school field
- Find out how many children go jogging in your class and think about how you can present this information

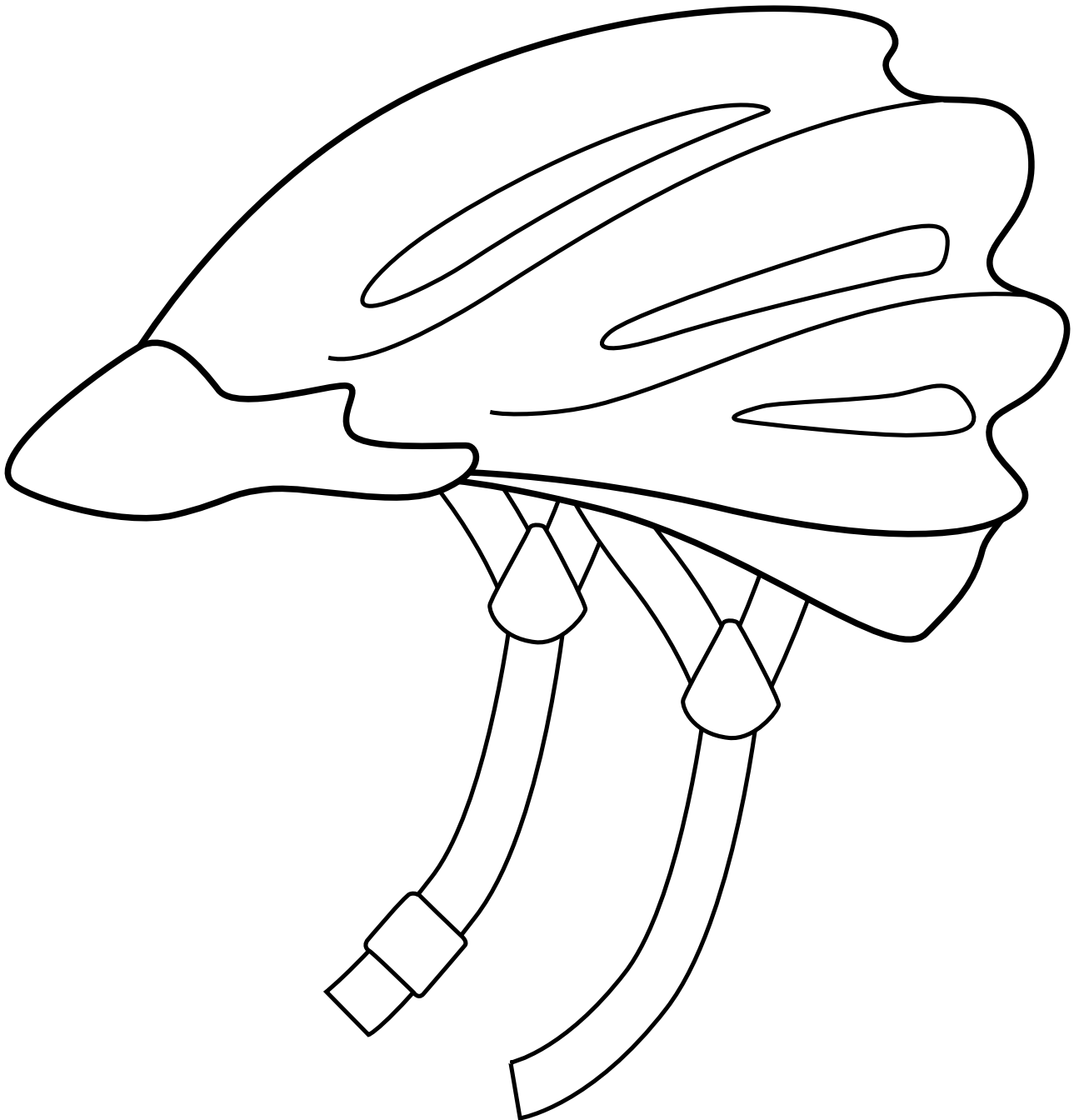
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### **My bicycle helmet**

Design your own bicycle helmet.  
Why have you chosen your design?





Page 8



Page 9

### Knowledge and understanding of the world

- Explore all the different ways people can travel today
- Find out where your nearest bus stop is and the different places the bus can take you

### Language, literacy and communication skills

- Imagine you are on a bus wearing a veil and talk about what you see through the bus window
- Role play getting on a bus and paying for a ticket (you could take it in turns being the bus driver)

### Welsh language development

- bus (bws)
- eight (wyth)

### Physical development

- Pretend to drive a bus
- Mime waiting in a queue for the bus to arrive

### Creative development

- Make model buses for the bus station
- Make a collage of people waiting for the bus, and include the veil

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

- Learn about the life of a bus driver
- Discuss differences between rural and urban transport

### Mathematical development

- Count how many buses you can see in ten minutes
- Estimate how many people a double decker bus can seat (**Activity 3**)

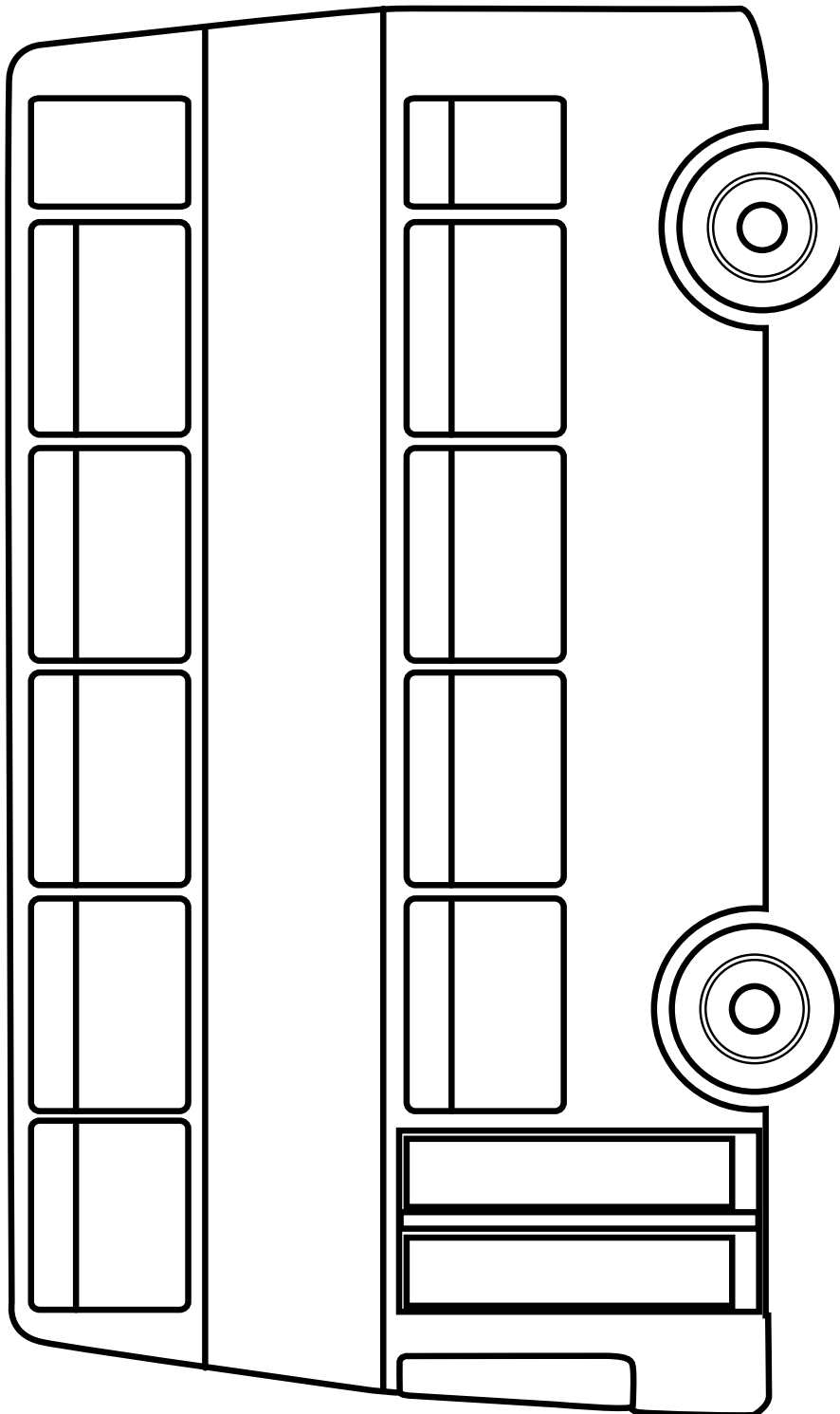
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### How many?

Estimate how many people a double decker bus can seat.  
If the bus is only a single decker, how would the number change?





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Page 11

### Knowledge and understanding of the world

- Explore the differences between fruit and vegetables
- Find out where different types of fruits and vegetable come from

### Language, literacy and communication skills

- Write out a recipe for a fruit salad
- Describe what different vegetables look and feel like (**Activity 4**)

### Welsh language development

- potatoes (tatws)
- apples (afalau)

### Physical development

- Make the shape of a fruit or vegetable with your body and take it in turns to guess what the shape is
- Set up a market stall for fruit, vegetables, and meat

### Creative development

- Make a collage of different vegetables
- Make a fruit salad

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

- Learn about the nutritional value of fruit and vegetables
- Learn about Fairtrade bananas

### Mathematical development

- Count how many fruit and vegetables are in the picture
- Weigh potatoes of different sizes and order them according to size

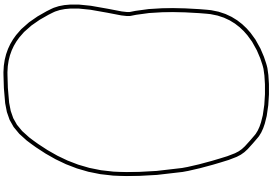
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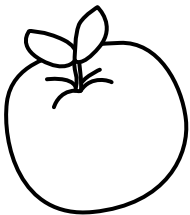
### Talking about vegetables and fruit

Describe what the different vegetables and fruit look and feel like. Which do you like best?



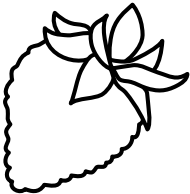
The potato looks...

The potato feels...



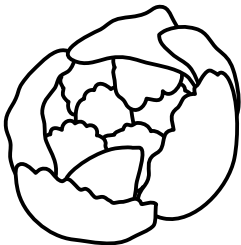
The apple looks...

The apple feels...



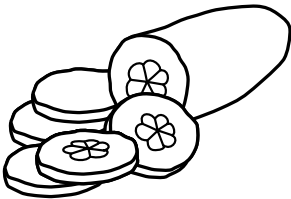
The strawberry looks...

The strawberry feels...



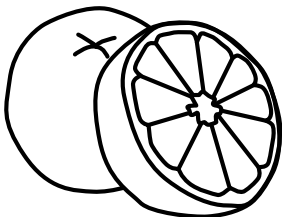
The cauliflower looks...

The cauliflower feels...



The cucumber looks...

The cucumber feels...



The orange looks...

The orange feels...



Page 12



Page 13

### Knowledge and understanding of the world

- Find out where your nearest mosque is
- Talk about different names and where they come from

### Language, literacy and communication skills

- Practise saying and spelling the names 'Ahmed' and 'Salma' and some of the names of your friends
- Learn some other Muslim names

### Welsh language development

- house (tŷ)
- mother (mam)

### Physical development

- Try putting on a veil
- Stand in front of a mirror and coordinate hand movements

### Creative development

- Look at your reflection in the mirror and draw a picture of yourself
- Write your name neatly on a piece of card and decorate it beautifully for a class display

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

- Learn about mosques
- Learn about clothes worn by Muslim children (**Activity 5**)

### Mathematical development

- How many people can you see in the hallway?
- How big is your mirror in cm?

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education

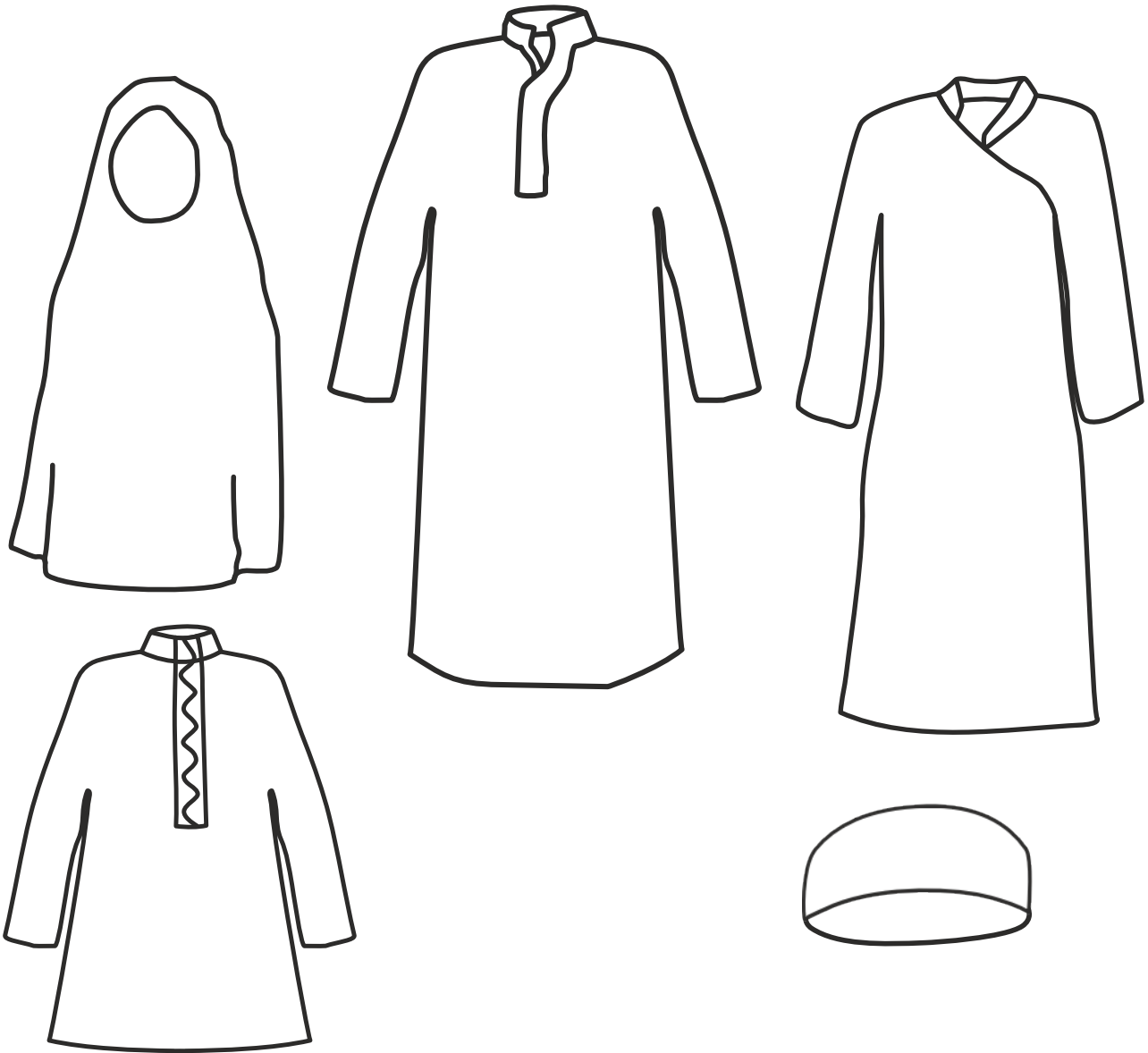




### What am I wearing?

Can you link the words to the different parts of these Muslims' clothes?

Draw a picture of yourself and talk about your clothes.



kameez

veil

prayer abaya

kurta

skull cap





Page 14



Page 15

### Knowledge and understanding of the world

- Think about what might happen if buildings did not have signs on them
- Find out what rules people have to follow when visiting a mosque

### Language, literacy and communication skills

- Talk about what happens in the mosque
- Write a prayer

### Welsh language development

- mosque (mosg)
- door (drws)

### Physical development

- Practise removing your shoes and putting them back on again by yourself
- Join hands to form Islamic arches around the mosque

### Creative development

- Complete the arches on the mosque picture and colour it in (**Activity 6**)
- Design a sign that asks people to remove their shoes before entering the mosque

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

- Learn about where there are mosques in Wales and England
- Why are rules important?

### Mathematical development

- Measure the arches on your picture
- Find out how many Muslims live in Wales from the Census

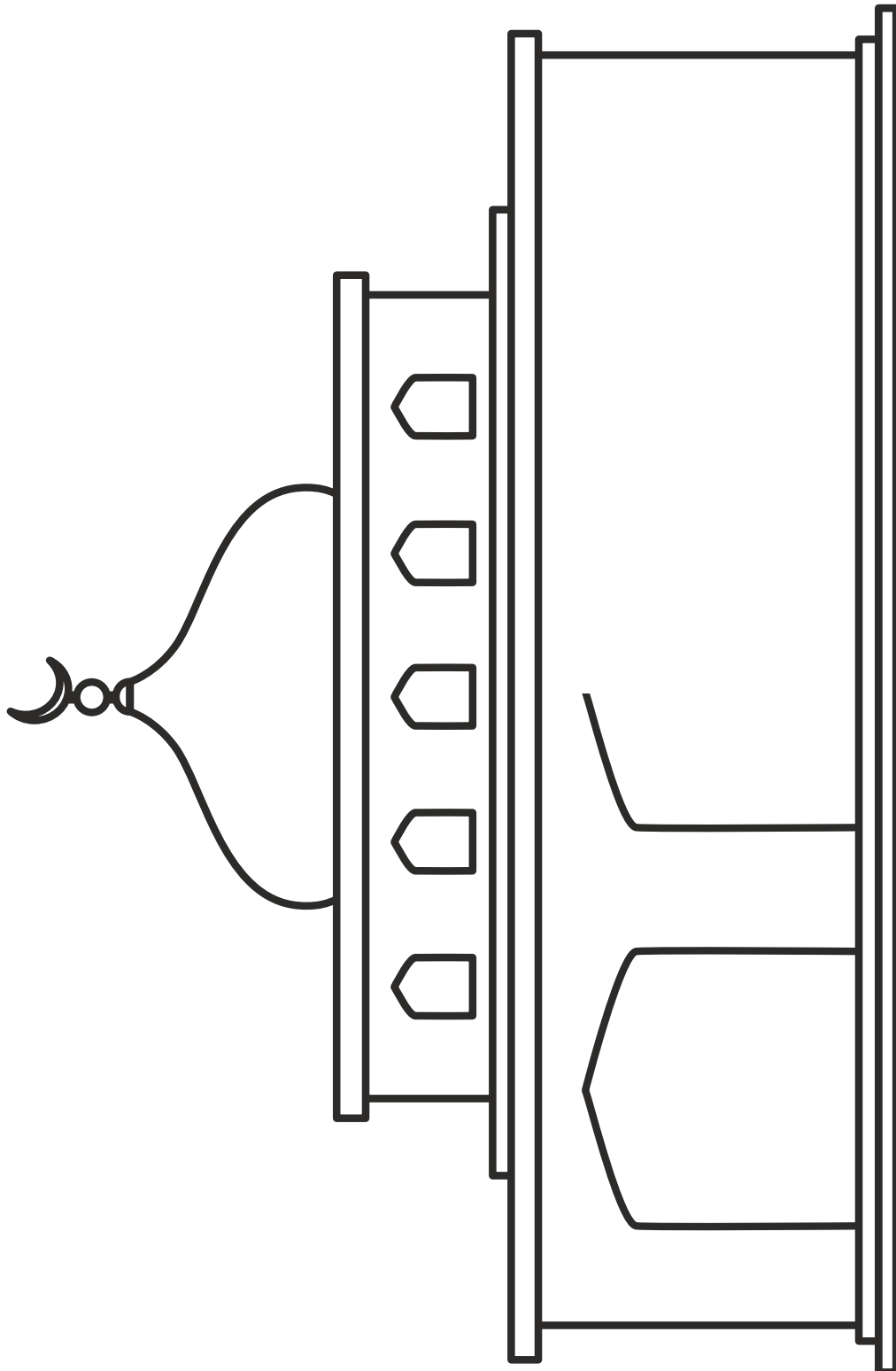
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### A mosque

Complete the arches on the mosque picture and colour it in.  
How is the mosque building different from your school building?





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Page 17

### Knowledge and understanding of the world

- Find out why Muslims take off their shoes before going into the mosque to pray
- Tell each other when and where you take your shoes off and explain why

### Language, literacy and communication skills

- Listen to a story being read aloud
- Talk about why Muslims wash before they pray

### Welsh language development

- wash (ymolchi)
- shoes (esgidiau)

### Physical development

- Practise sitting cross legged on the floor
- Walk carefully barefoot

### Creative development

- Make a display of shoes on a rack or shelf
- Copy the pattern from the wall tiles in the mosque (**Activity 7**)

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

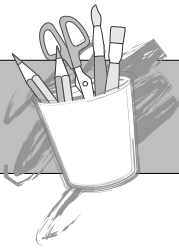
- Learn about the Qur'an and talk about why it is important to Muslims
- Why do Muslims read the Qur'an in Arabic even if it is not their first language?

### Mathematical development

- Find out what size shoes the pupils in your class wear and think about how you can present this information
- How heavy is a pair of shoes?

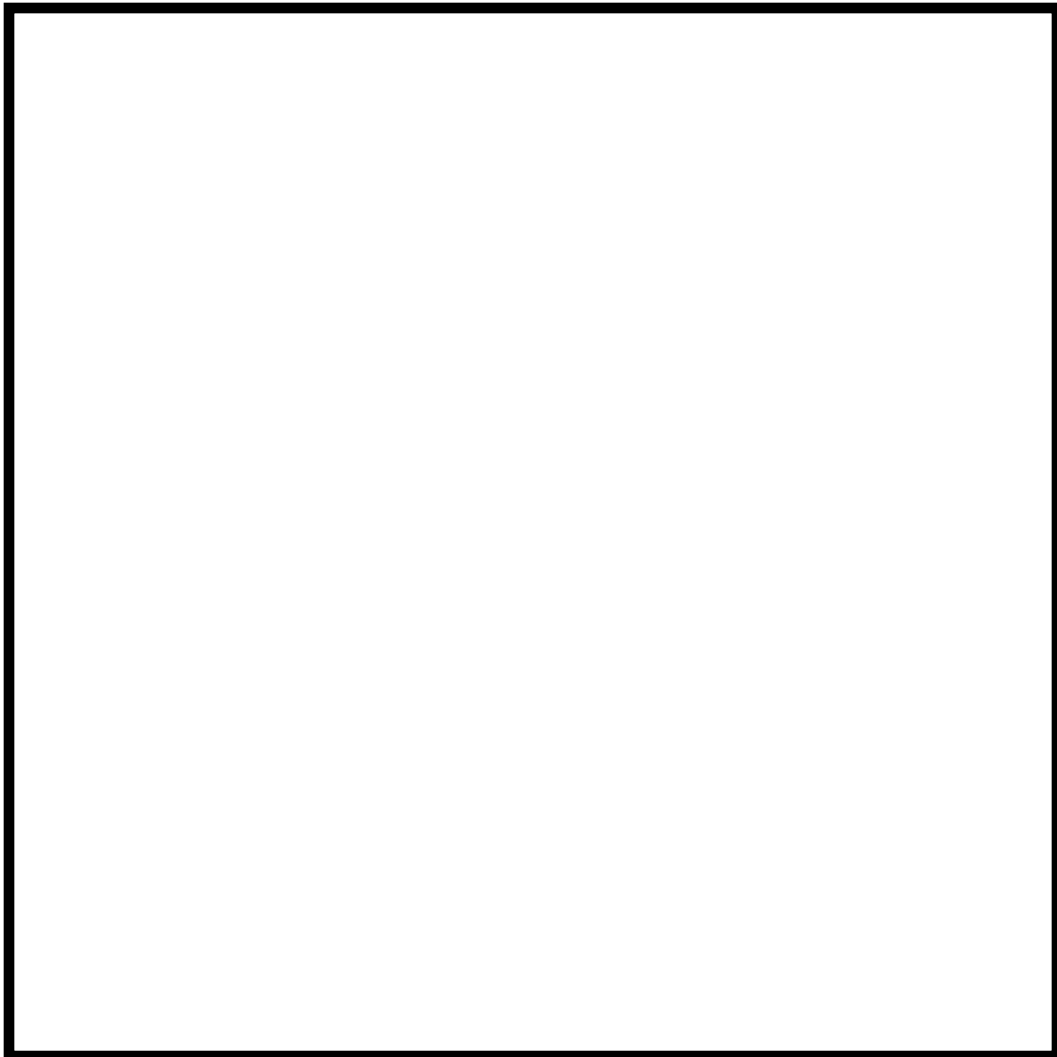
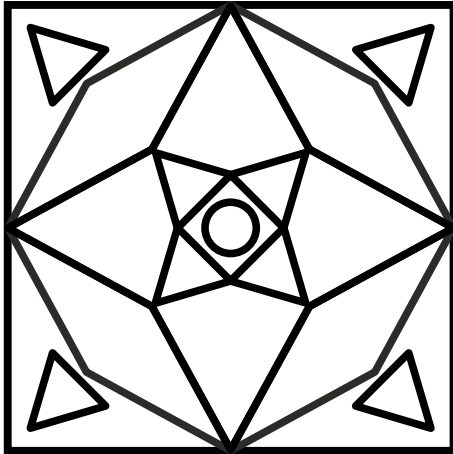
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### Follow the pattern

Copy carefully the pattern from the wall tiles in the mosque.  
What do you notice about the pattern?





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Page 19

### Knowledge and understanding of the world

- Find out why the Qur'an is always placed higher than other books
- Explore what else Muslims do to treat the Qur'an with respect

### Language, literacy and communication skills

- Talk about how people show respect for books and write a set of instructions to teach people what they need to do **(Activity 8)**
- Discuss how people dress modestly

### Welsh language development

- sacred books (llyfrau sanctaidd)
- clothes (dillad)

### Physical development

- Practise reaching up to the highest shelf to find the Qur'an
- Imagine you are holding the Qur'an and carry it with respect

### Creative development

- Copy some Arabic letters/words and make a mural for your classroom
- Make a decorative cover for the Qur'an out of material using cross-stitch designs

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

- Learn about Arabic countries
- Learn about Arabic culture

### Mathematical development

- How many surahs (chapters) are there in the Qur'an?
- Estimate in cm how high the highest shelf is in your classroom

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education





## How to show respect for your books

First ...

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Next ...

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Always ...

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Never ...

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Don't forget to ...

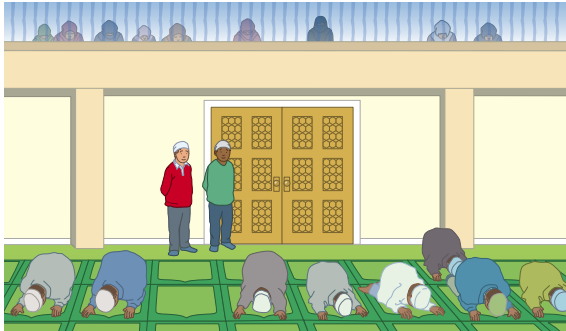
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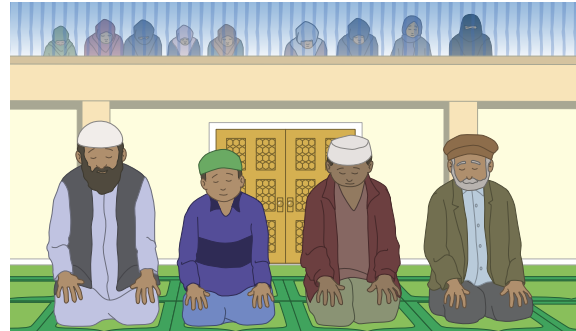
Finally ...

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Page 20



Page 21

### Knowledge and understanding of the world

- Find out why men and women pray in separate spaces in the mosque
- Explore why Muslim men and women cover their heads for prayer

### Language, literacy and communication skills

- Talk about the ritual positions adopted for prayer and why each one might have been chosen
- Describe in your own words the different prayer positions

### Welsh language development

- pray (gweddio)
- head (head)

### Physical development

- Act out the Muslim positions for prayer in the correct order (**Activity 9**)
- Practise sitting quietly with your head bowed and your eyes closed

### Creative development

- Design a Muslim prayer mat
- Design and make a head covering for a Muslim man or a Muslim woman

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

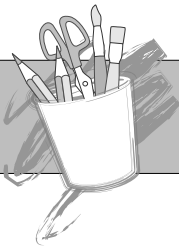
- Find out how many times a day Muslims are called to pray
- Think about how the call to prayer influences the everyday lives of Muslims

### Mathematical development

- How many people are praying in the picture?
- Work out how many times Muslims pray in one week

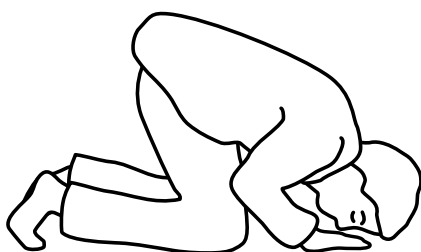
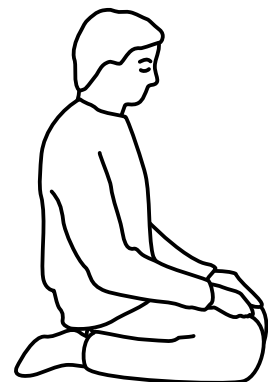
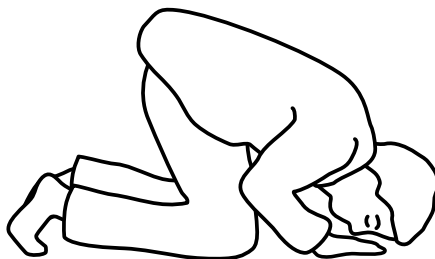
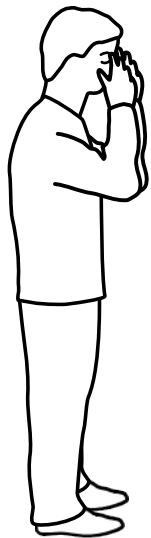
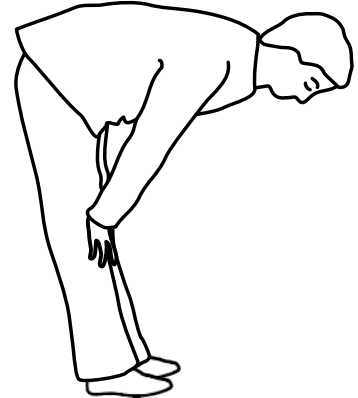
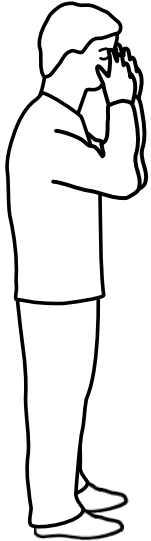
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### Muslim prayer

Act out the Muslim prayer positions in the correct order.  
How do the prayer positions make you feel?







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Page 23

### Knowledge and understanding of the world

- Look for examples of different ways that Muslim women dress in different parts of the world
- Think about how wearing different clothes and uniforms can make us feel (**Activity 10**)

### Language, literacy and communication skills

- Write a poem about different clothes for different seasons of the year
- Talk about different uniforms and why they are needed

### Welsh language development

- nurse (nyrs)
- policeman (plismon)

### Physical development

- Practise putting on different uniforms from the 'dressing-up box'
- Mime different jobs associated with distinctive ways of dress

### Creative development

- Look for different and distinctive forms of dress and make a collage
- Design and make a veil

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

- Explore different kinds of cultural dress
- Think about why people dress differently

### Mathematical development

- How many different types of shoes can you see among the children in your class (e.g. lace-up, slip-on, velcro strap, T-bar) and which is the most popular?
- Make a list of all the jobs you can think of that require a uniform and add them up

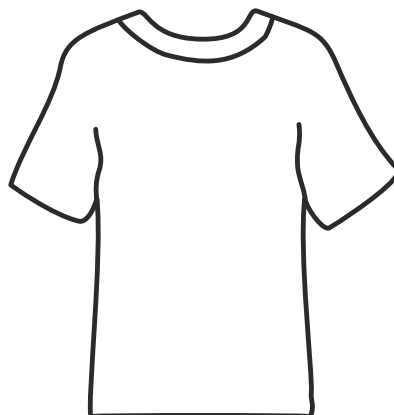
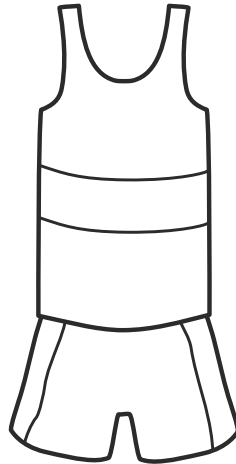
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### Exploring different clothes

Think about how wearing different clothes and uniforms can make us feel. Use some of these words to help you.



safe

smart

proud

prepared

important

warm

happy

special

excited

nervous

equal

brave

sporty

tired

serious



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

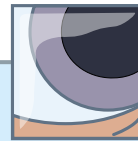
#### Range: People, beliefs and questions (5-7 year olds)

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>	Gain <b><i>insight</i></b> into religion, religious people and religious aspects of life.
<b>RE development</b>	Explore the public significance of veils for Muslim women.
<b>Areas of learning</b>	<b><i>Knowledge and understanding of the world</i></b> <ul style="list-style-type: none"><li>Find out why some Muslim women wear veils when they go to the market.</li></ul>





<b>Aspect of range</b>	Explore how religion has <b><i>influenced</i></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.
<b>RE development</b>	Explore how women wearing veils join in the normal everyday activities around them.
<b>Areas of learning</b>	<b><i>Language, literacy and communication skills</i></b> <ul style="list-style-type: none"><li>Talk about what is happening in the picture and write down what you think the people might be saying or thinking.</li></ul>

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### Pages 6-7


<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 different types of veils worn by Muslim women.</p> <p><b>Knowledge and understanding of the world</b></p> <ul style="list-style-type: none"><li>• Learn about the different types of veil and why they are important to those who wear them.</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 why keeping fit may be important to religious people.</p> <p><b>Mathematical development</b></p> <ul style="list-style-type: none"><li>• Use a stopwatch to time yourselves jogging around the school field.</li></ul>
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## Pages 8-9

<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. Investigate a religious charity that helps those who do not have running water e.g. TEAR Fund/ Muslim Aid.</p> <p>Explore how seeing women wearing the veil reminds <i>you</i> of their religious faith.</p> <p><b>Creative development</b></p> <ul style="list-style-type: none"><li>• Make a collage of people waiting for the bus, and include the veil.</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 how wearing a veil in public may feel.</p> <p><b>Language, literacy and communication skills</b></p> <ul style="list-style-type: none"><li>• Imagine you are on a bus wearing a veil and talk about what you see through the bus window.</li></ul>
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## Pages 10-11


<b>Aspect of range</b>  <b>RE development</b>  <b>Areas of learning</b>	 <p>Explore how religion has <b><i>influenced</i></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 and why Muslims do not eat some foods.</p> <p><b><i>Physical development</i></b></p> <ul style="list-style-type: none"><li>• Set up a market stall for fruit, vegetables and meat.</li></ul>
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<b>Aspect of range</b>  <b>RE development</b>  <b>Areas of learning</b>	 <p>Pose <b><i>questions</i></b> about beliefs, values and actions that arise from exploration.</p> <p>Explore why religious people may think it important to buy Fairtrade products.</p> <p><b><i>Personal and social development, well being and cultural diversity</i></b></p> <ul style="list-style-type: none"><li>• Learn about Fairtrade bananas.</li></ul>
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### Pages 12-13

<b>Aspect of range</b>  <b>RE development</b>  <b>Areas of learning</b>	 Express <b>personal responses</b> to personal, religious and moral questions.  Explore what it is like to put on a veil before going out.  <b>Physical development</b> <ul style="list-style-type: none"><li>• Try putting on a veil.</li></ul>
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<b>Aspect of range</b>  <b>RE development</b>  <b>Areas of learning</b>	 Explore our <b>responsibility</b> and the responsibility of religion for living things and for the natural world.  Explore how to say and write Muslim names respectfully.  <b>Language, literacy and communication skills</b> <ul style="list-style-type: none"><li>• Practise saying and spelling the names of 'Ahmed' and 'Salma' and some of the names of your friends.</li></ul>
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## Pages 14-15


<p><b>Aspect of range</b></p> <p><b>RE development</b></p> <p><b>Areas of learning</b></p>	 <p>Gain <b>insight</b> into religion, religious people and religious aspects of life.</p> <p>Explore the distinctive architecture of mosques.</p> <p><b>Creative development</b></p> <ul style="list-style-type: none"><li>• Complete the arches on the mosque picture and colour them in.</li></ul>
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<p><b>Aspect of range</b></p> <p><b>RE development</b></p> <p><b>Areas of learning</b></p>	 <p>Pose <b>questions</b> about beliefs, values and actions that arise from exploration.</p> <p>Explore where mosques are to be found in Wales and England and why.</p> <p><b>Personal and social development, well being and cultural diversity</b></p> <ul style="list-style-type: none"><li>• Learn about where there are mosques in Wales and England.</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 religious significance of removing shoes.	
<b>Areas of learning</b>	<b>Knowledge and understanding of the world</b> <ul style="list-style-type: none"><li>Find out why Muslims take off their shoes before going into the mosque to pray.</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 the significance of the Qur'an for Muslims.	
<b>Areas of learning</b>	<b>Personal and social development, well being and cultural diversity</b> <ul style="list-style-type: none"><li>Learn about the Qur'an and talk about why it is important to Muslims.</li></ul>	

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## Pages 18-19


<b>Aspect of range</b>  <b>RE development</b>  <b>Areas of learning</b>	 <p>Explore how religion has <b><i>influenced</i></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 Qur'an may have by being in the home.</p> <p><b><i>Knowledge and understanding of the world</i></b></p> <ul style="list-style-type: none"><li>Find out why the Qur'an is always placed higher than other books.</li></ul>
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<b>Aspect of range</b>  <b>RE development</b>  <b>Areas of learning</b>	 <p>Gain <b><i>insight</i></b> into religion, religious people and religious aspects of life.</p> <p>Explore the structure of the Qur'an.</p> <p><b><i>Mathematical development</i></b></p> <ul style="list-style-type: none"><li>How many surahs (chapters) are there in the Qur'an?</li></ul>
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## Pages 20-21

<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 how and why Muslims pray.</p> <p><b>Physical development</b></p> <ul style="list-style-type: none"><li>• Act out the Muslim positions for prayer in the correct order.</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 pattern of prayer influences the lives of Muslims.</p> <p><b>Personal and social development, well being and cultural diversity</b></p> <ul style="list-style-type: none"><li>• Think about how the call to prayer influences the everyday lives of Muslims.</li></ul>
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## Pages 22-23



<b>Aspect of range</b>	Explore our <b>responsibility</b> and the responsibility of religion for living things and for the natural world.
<b>RE development</b>	Explore respect for distinctive religious clothing.
<b>Areas of learning</b>	<b>Creative development</b> <ul style="list-style-type: none"><li>Look for different and distinctive forms of dress and make a collage.</li></ul>



<b>Aspect of range</b>	Express <b>personal responses</b> to personal religious and moral question.
<b>RE development</b>	Explore how you feel about the way Muslim women dress in different parts of the world.
<b>Areas of learning</b>	<b>Knowledge and understanding of the world</b> <ul style="list-style-type: none"><li>Look for examples of different ways that Muslim women dress in different parts of the world.</li></ul>

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