



## **Virtually Exploring a Sacred Space and Special Things**

### **Prior knowledge needed.**

It is useful if participants in school have:

- Been introduced to the variety of religions found in the Bradford Metropolitan District
- Shared information about any religious belonging they may have
- Have had an opportunity to reflect upon their own beliefs and knowledge or experience of religious practice (if applicable), and what is special to them

### **Objectives of the ‘Virtual Exploration’**

#### **The children should:**

Have a beginning knowledge of the features of a church and a Cathedral.

Understand the difference between the two.

Be able to identify similarities and differences between Christian belief and practice and those of at least one other religion.

Be able to articulate verbally and represent pictorially the similarity that they find the most interesting.

#### **Content**

1. View the 360 Trail of the Cathedral as a class
2. Reflection and introduction to the Cathedral as a sacred space; allow the children to respond to the panoramic views (better viewed on a big screen) and suggest appropriate adjectives.
3. Explain that exploring a sacred space is a bit like being a detective; we have to find evidence and look for clues to find out information.



4. Virtual clue finding trail of the Cathedral, at each key point e.g. the bell tower, the font, the lectern; discuss the importance of the object and space.

**Possible areas of focus:**

Bells  
Font  
Nave  
Lectern  
Bible  
Pulpit  
Communion Table  
Christian Story window  
Chapels  
Lights and everlasting light  
Tabernacle or aumbry  
Cross, Saxon/Celtic cross  
Ichthus

Note: information on all these may be found here: [Discover Bradford Cathedral Blog](#).

5. Children re-visit the tour on devices (works well in pairs) and try to find answers to clues on the evidence sheet: they record one fact about each area of focus on the detective evidence sheet and one similarity with one other religion.
6. Re-group and discuss what they have discovered.
7. Children each (or in pairs) draw and label one thing or area in the Cathedral and one thing from another religion or its sacred space, that the children think may be similar in some way e.g. bell tower and a minaret, lectern and a rahail.
8. Share the children's work.
9. Collate as a guide book to help others learn more about the Cathedral and other sacred spaces.



## **RESOURCES REQUIRED**

Large screen, laptops or hand held devices, internet access, detective evidence sheets, A3 Paper divided into 2, pencils, colours, laminated photo sheets or actual artefacts from Christianity and one other religion..

## **Key words, spaces and artefacts from religions other than Christianity**

**Budhism:** bells, altar, Pali-Canon/Tripitaka, dharma chakra

**Islam:** minaret, minbar, wuzu, prayer mat, rahail, Qur'an, quiblah, Arabic names – Isa, Mariam, Yusef, Dawud etc. crescent moon

**Hindu Dharma:** bells, arti tray, Bhagavad Gita, Tri-Murti, honey pot and spoon

**Judaism:** Hebrew Bible, Ner –Tamid, bimah, ark or Aron Hakodesh, Star of David, menorah

**Sikh Dharam:** Nishan Sahib, Guru Granth Sahib Ji, Darbar Sahib, Golak, Langar. Ik-On Kar