

# Unit 2.2: *Light and Dark*

Can the light help us to see differently?

## About the Unit:

The unit offers opportunities to explore the idea of Christmas through a theme which relates to other religious festivals and secular first-hand experiences. Pupils will have the opportunity to explore what light means to them and to faith groups.

## Where the Unit fits:

The unit builds on the work in Unit 1.2 *Gifts and Giving*.

## Key Vocabulary:

Advent, Christmas, celebrate, promises, symbol, Messiah, Christingle, Divali, Diva, Puja, Havdallah, Hanukkah, light

## Suggested Resources:

candles and holders, Diva, Puja set, hanukiah, Havdallah, Advent candle ring, carols, music from Handel's *Messiah* or *Godspell*, the story of Rama and Sita, the Hanukkah story, the Christmas story with references to light, Old Testament references to the Messiah, Christingle order of service, *The Tallest Candle* big book, the story of St. Lucia.

## Levels of Attainment:

Level	AT1 (Knowledge and Understanding)	AT2 (Reflection and Response)
1	Talk about a family celebration which includes lights e.g. birthdays, Christmas	Ask questions about why people use lights in celebrations
2	Retell what happens in a celebration and why this might include lights	Talk about what it feels like to take part in a celebration in which lights are used
3	Make links between different celebrations where lights are used	Consider the feelings of people involved in a festival of light and to think about the significance of the 'light'

## Points to Note/Further Suggestions

Care with candles!

Given the choice of timetable 'slot', a candle circle can be most effective on a late winter's afternoon.

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Teaching Objectives	AT1 Learning Outcomes Knowledge & Understanding	AT2 Learning Outcomes Reflection and Response	Teaching Activities
Children should have opportunities to:	Children should be able to:	Children should be able to:	
<p><b>CELEBRATIONS</b></p> <p>(1) share their experiences of celebrating</p> <p>(3) explore the idea that there is a variety of religious and other traditions</p> <p>(4) appreciate the special nature of religious and other festivals</p> <p>(5) explore symbols and artefacts used in religious festivals and celebrations</p> <p><b>WRITINGS</b></p> <p>(3) learn to associate particular texts with particular religious festivals</p>	<p>(b) identify some reasons for formal religious celebrations</p> <p>(f) show that they know that people in different faiths celebrate festivals in different ways</p> <p>(h) identify some similar features of a number of festivals</p> <p>(j) identify and name some artefacts linked to a religious celebration</p> <p>(f) identify aspects of a story linked to a major festival</p>	<p>(b) talk about different people's feelings in a formal celebration</p> <p>(f) respond sensitively to their own feelings and to those of others taking part in a festival</p> <p>(h) realise why certain food, music etc is special at certain times</p> <p>(j) reflect on artefacts used in formal religious celebrations</p>	<p><b>Connect</b></p> <ul style="list-style-type: none"> <li>Candle Circle: focus on a lighted candle, explore words and ideas linked to light. Extinguish the candles and talk sensitively about darkness. Think of reasons why candles are special to some people and record the children's ideas.</li> </ul> <p><b>Consider and Respond</b></p> <ul style="list-style-type: none"> <li>Tell stories of light other than the Christmas story and explore their meanings, e.g. Rama and Sita, St Paul on the road to Damascus, creation stories.</li> <li>Using artefacts, discuss the types of lights used in religious celebrations and their symbolism, e.g. puja tray, Diva, hanukiah, Advent ring, votive light stand, Christingle, Havdallah candle.</li> <li>Ask the question: What did God promise about Jesus?</li> <li>Use the Old Testament prophecy from Isaiah to explain that the Messiah was expected to come and be 'like a light', (Handel's <i>Messiah, Prepare Ye the Way from Godspell</i>).</li> <li>Tell the Christmas story and identify when light is used. Look at a variety of Christmas carols and songs where light is mentioned.</li> </ul> <p><b>Celebrate and Reflect</b></p> <ul style="list-style-type: none"> <li>Have a Christingle celebration or formal class celebration including lights, readings, music and carols and a time for reflection.</li> <li>Reflect on the use of artefacts related to light in festivals from different faiths.</li> </ul> <p><b>Review</b></p> <ul style="list-style-type: none"> <li>Re-establish the Candle Circle.</li> <li>Discuss and reflect on Jesus as the 'Light of the World'</li> <li>Reflect on the benefit of light is in a 'dark world'.</li> </ul>

Recommended teaching time: 1 hour per week over half a term.  
At least one visit to each section of the *Teaching Activities* is recommended.

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