

# Unit 4.2: Festivals of Light

How does light brighten dark days?

## About the Unit:

This unit provides an opportunity for children to explore the stories behind the festivals of light, and the ways in which the festivals are celebrated. Common elements of the stories and celebrations are considered. It extends their knowledge of the meaning behind the use of light contrasted with darkness, and the symbolism of good and evil relating to these.

## Where the Unit fits:

Building on the Unit 2.2 *Light and Dark* but relating it to beliefs linked to festivals of light, it continues the progression of units relating to autumn and winter festivals. This is the only opportunity for Key Stage 2 children to consider festivals of light.

## Key Vocabulary:

prophet, Old Testament, Messiah, festival and names of specific festivals and their associated vocabulary, symbol, artefact, belief, celebration

## Suggested Resources:

Autumn Term Festivals (Children's Society, RMEP), *Festival of Light* (CEM), *Premlava and the Festival of Lights* (Rumer Godden), Isaiah (Old Testament), *Messiah* music (*Young Messiah*), stories from Jewish / Hindu / Sikh festivals, festival videos, *Light* (National RE Centre)

## Levels of Attainment:

Level	AT1 (Knowledge & Understanding)	AT2 (Reflection & Response)
2	Retell what happens in a celebration which includes light	Talk about what it feels like to take part in a celebration where lights are used
3	Make links between different celebrations where lights are used	Consider the feelings of people involved in a festival of light. Consider the significance of the concept of light
4	Describe and show understanding of the links between the use of light in different ceremonies	Ask questions and suggest answers as to why lights are used in festivals

## Points to Note/Further Suggestions

Videos of Christian services in local churches would be useful, e.g. 'Songs of Praise' with 'light' theme. (N.B. copyright warning!)

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Teaching Objectives	AT1 Learning Outcomes Knowledge & Understanding	AT2 Learning Outcomes Reflection & Response	Teaching Activities
Children should have opportunities to:	Children should be able to:	Children should be able to:	
<p><b>CELEBRATIONS</b></p> <p>(2) develop a feeling of what celebration or major religious festivals mean to people through exploration of the arts</p> <p>(3) observe the ceremonial use of artefacts</p> <p><b>WRITINGS</b></p> <p>(4) find out about the writers of some important religious texts</p>	<p>(b) describe the significance of the actions of members of faith groups at a celebration</p> <p>(c) describe and give reasons for the use of key symbols or artefacts relating to major celebrations</p> <p>(d) recognise and describe the sources of some well known religious stories and non-narrative writings</p>	<p>(b) link the actions of members of faith groups at a celebration, to personal experience</p> <p>(c) describe personal reactions and feelings relating to the use of an artefact in school worship</p> <p>(e) identify and describe the feelings of the writer of a significant religious story</p>	<p><b>Connect</b></p> <ul style="list-style-type: none"> <li>In a candle circle, ask pupils to focus on the candle and what it means for them, e.g. warmth, safety, sunshine.</li> <li>Contrast light and dark, e.g. fear of the dark.</li> <li>Provide opportunities for pupils to illustrate their response – art/music.</li> </ul> <p><b>Consider and Respond</b></p> <ul style="list-style-type: none"> <li>Tell the Hanukkah story / Divali story. Contrast the light and dark elements of the stories.</li> <li>How do people celebrate Hanukkah or Divali?</li> <li>Describe the actions of people in the celebrations and discuss how they feel. Talk about how they feel in a religious celebration.</li> <li>Track the word 'light' in the Christmas story.</li> <li>Set the Christmas story in the context of Isaiah with music from <i>Messiah</i> – prophecy that Jesus would be like a light. How else might Christians describe Jesus? John chapters 6 (Bread), 8 (Light), 10 (Shepherd).</li> <li>Express creatively (with music, art or drama), the conquest of light over darkness.</li> </ul> <p><b>Celebrate and Reflect</b></p> <ul style="list-style-type: none"> <li>Plan a celebration with a theme of light to mark Christmas/Divali and Hannukah.</li> </ul> <p><b>Review</b></p> <ul style="list-style-type: none"> <li>How do the children feel about light and dark now? Have their perceptions changed?</li> <li>How did the celebration help to understand that the concept of light is common to different faiths?</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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