

**Year 4      Unit 2B:      CHRISTMAS - LIGHT**  
**Title: Jesus the Light of the World**

**Week 5**

**Learning Intentions:**

**AT1:** To know that light has a special association with Christmas because Jesus said 'I am the Light of the World'.

**AT2:** To think about how we need and use light for guidance and safety and how we feel about light and darkness.

**Assessment:**

AT1 L2: I can suggest reasons why Christians call Jesus 'the Light of the World.'

AT1 L3: I can describe what a Christian might learn from the symbol of Jesus as the Light of the World.

AT2 L2: I can discuss the feelings I have about light and darkness and respond sensitively to the feelings of others.

AT2 L3: I can express my own feelings about Jesus as the Light of the World, identifying how Jesus influences me.

AT2 L4: I can describe how I am inspired by the symbol of Jesus as the Light of the World.

**Key Words:**

Emmanuel – God with us  
sign  
symbol

**Resources:**

Bibles

**Key passages:** John 1:6-9, John 8:12

Advent ring

Advent candle

Sources of light – torches etc

Holman Hunt's *Jesus the Light of the World*  
(available from St. Paul's Cathedral online shop)

*Born Among Us* images pack – USPG

*Christmas – a year by year approach* ed.  
Joyce Mackley (REToday)

## Activities:

- Read these verses in the Bible about light, which Christians use to refer to Jesus and are read in Church at Christmas time: John 1: 6-9, and also verse 5; Isaiah 9 verse 2. (AT1)
- See if pupils can remember any places in the Christmas story where light is important. (AT1)
- Use a collection of pictures and objects about light and discuss how they help us in the dark and how we feel. Discuss the different jobs light does. Talk about 'happy lights' eg. birthday candles, fireworks, Christmas trees etc and 'guiding lights' eg. torches, lighthouses etc. (AT2)
- Read John 8:12 where Jesus claims to be the Light of the World. Remind pupils of the white candle in the middle of the Advent ring, to represent Jesus the Light of the World (or you may make reference to this in Collective Worship, if you light a candle). Discuss what Jesus' words could mean (eg. guiding us, keeping us safe, making us feel secure). (AT1)
- Make a class list of ideas that link Jesus with light, using metaphors and similes. (AT1)
- Link to halo - look at religious paintings and stained glass windows where important people have halos / holy light. What are they for? What do they mean? (AT1)
- Without telling the children who the painting is of, look at Holman Hunt's painting of Jesus the Light of the World and ask questions about the painting. (AT1)
- Pupils could write their own poems about what Jesus as the Light of the World means to them and how this might influence them and/or others. (Or you may want to keep this until the end of the next lesson.) (AT2)

**Year 4**

**Unit 2B: CHRISTMAS – LIGHT**

**Week 6**

**Title: Christingle**

**Learning Intentions:**

**AT1:** To know and understand the symbolism in the Christingle.

**AT2:** To think about the meaning of the symbol of light for me.

**Assessment:**

AT1 L2: I can suggest meanings for the different parts of the Christingle.

AT1 L3: I can link the different parts of the Christingle with their meanings.

AT1 L4: I can explain how the Christingle teaches us about Jesus.

AT2 L2: I can discuss the feelings suggested by the symbol of light at Christingle services and respond sensitively to the feelings of others.

AT2 L3: I can express my own feelings about Jesus as the Light of the World, identifying how Jesus influences me.

AT2 L4: I can describe how I am inspired by the symbol of Jesus as the Light of the World.

**Key Words:**

Advent

Christingle

Emmanuel – God with us

sign

symbol

The Children's Society

**Resources:**

Bibles

Advent ring

Christingles – oranges, red tape, cocktail sticks, raisins, sultanas, candles, foil,

[www.childrenssociety.org.uk/  
information about the Christingle](http://www.childrenssociety.org.uk/information-about-the-christingle)

**Activities:**

- Show pupils a Christingle and ask if any pupils remember attending a Christingle service – let them talk about it and how it made them feel. (AT1/2)

*Contd.*

- Explore the symbolism of the Christingle by pupils making their own Christingles in class. Explain what each part stands for and how it is connected with Jesus. (AT1)
- Your school may celebrate a Christingle service, probably with the local church. If not, your class could draw up a simple Christingle service, using resources on *The Children's Society* website. (AT1) Explore with pupils their feelings at this service, connected with the symbolism of light. (AT2)
- Discuss Christmas as a time to think of others and help others through charity work and fund raising. Relate this to any money-raising going on in your school at this time. Find out about The Children's Society, which raises a lot of money at Christmas through collections at Christingle services (they have had money boxes shaped like a candle with a flame). (AT1)
- If you didn't do this last week, pupils could write their own poems about what Jesus as the Light of the World means to them. (AT2)