

# Harby with Swinethorpe All Saints

## I am the light of the world



heritage learning welcome

**Aim:** To explore light and the saying of Jesus, 'I am the light of the world.'

**Objective:** Pupils will use different light sources to explore the qualities of light and relate this to Jesus as the light of the world through the Light of the World window.

### Curriculum links:

KS1 Symbols

KS2 Symbols and religious expression

### Activity:

The children will explore the quality of light and how it reacts with dark. They will then relate this to Jesus as light of the world and themselves as lights shining in the world.

**Resources:** A selection of different lights – rear and front bike lights, birthday candle, sparklers, torch, night light, Christmas tree lights, spotlight, garden lights, etc. Make sure you have enough that don't need to be plugged in for one per group of children, or ideally one per pair of children.

Flip chart and pens

Card in the shape of a lantern and pens

Large candle (and matches)



## Information for Leader

This session is based on the window in the north wall of the chancel. This window is based on the painting *The Light of the World* by Holman Hunt, which is in Keble College, Oxford. There is also a later, life-sized version in St Paul's Cathedral, London.

## Introduction (20 mins)

- Welcome the children into the church and introduce yourself. Allow them a few minutes to look round if they haven't visited before.
- Show the lights to the children. Lights have different uses. What uses do lights have? You should find they are used for warning, to see the way, for comfort, and to celebrate. The children may come up with more ideas. What other lights can they think of that you haven't got here?
- How does it feel when you are in the dark? How does it feel when a light comes on in the dark and suddenly it is light? Do different sorts of light make you feel differently?
- Divide the children into groups depending on how many lights you have – you might like to ask the teacher to do this for you. Ask each group in turn to pick one of the lights that doesn't need to be plugged in, and to take their light round the church. What sort of light is your light? What happens when you take it into dark places? What happens when you take it into light places? Where does it work best? Is there anywhere it doesn't work at all? Is it ever too light for it to work? Is it ever too dark for it to work?
- Bring the children back together where they will be able to see the Light of the World window. Allow them time to tell what they have found out about lights. Write significant words and phrases on the flipchart (i.e., safety, guide, fear, gets rid of dark . . .).

## Activity (20 mins)

- In this church there is a window based on a famous painting called *The Light of the World*. If necessary move the children so they can see the Light of the World window. Why do you think this window is called the Light of the World? Which parts are light? What sort of light are they? Which parts are darker? Why?
- Jesus said, 'I am the light of the world.' Look back at the words on the flipchart. In what ways do these refer also to Jesus as light of the world? Discuss one idea with the children. Then, in pairs the children can find three ways in which they think Jesus is the light of the world. This can come from the ideas on the flip chart, or other ideas. When they are ready listen to some of their ideas.
- Jesus said, 'You are the light of the world,' In what ways can the children see that they could be lights in the world? What good things can they do? How can they show others how to do well? They can write these on a card shaped like a lantern to remind them of their thoughts.

## Plenary (5 mins)

- Have the children sitting where they will be able to see a large candle. Light the candle and ask the children to watch the flame and think about light. They might like to think about some of the things they have learnt and explored during the session. Or they might like to think of types of light and which they would like to have at the moment (safe, guiding, comforting . . .).

## Extension

- Find a picture of the Holman Hunt painting and compare this with the window. What are the similarities and differences? What are the advantages and disadvantages of the two media (paint and glass) for this subject? Copy the painting using a different media? How can this help or hinder the portrayal of light?
- Visit <http://southwellchurches.nottingham.ac.uk/cinderhill/hglass.php> for another stained glass version of the painting. Compare the two windows? Which remains true to the original? Which portrays the idea of light best?