

Shining Lights- Year 1

About the Unit

This unit is intended to link the festivals of Divali and Christmas by beginning to explore the symbolism of light as a sign of joy and a guide. Pupils will approach what light means to them through exploring experiences and feelings related to light and darkness, the uses to which light is put, the dangers of dark etc. They hear the story of Rama and Sita as an introduction to Divali. They take part in some aspects of the festival, especially the lighting of divas and draw out the significance. Christmas is approached through the Nativity story, putting the focus on Jesus as a very special baby, whose life was like a light. The unit then considers how a person can be like a light and how Christians use candles, including the Advent ring, to show they think Jesus is like a light. Finally, pupils explore ways in which they feel they can act like lights.

Key Concepts

1.1 Beliefs, teachings and sources

- a) Learning about teachings, sources, authorities and ways of life of religions and beliefs
- b) Hearing about and responding to beliefs

1.2 Practices and ways of life

- a) Encountering some of the ways in which religions and beliefs influence people's lives
- b) Being aware that religious practices have similarities and differences

1.3 Expressing meaning

- a) Learning about different ways people express beliefs and values

1.6 Values and commitments

- b) Reflecting on their own values and hearing about the values of others

Key Processes

2.2a	reflection on feelings, experiences and values	Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness, and communicate their responses
2.1b	specialist vocabulary	Identify and suggest meanings for religious symbols and begin to use a range of religious words
2.1c	beliefs and practices	Name and explore a range of celebrations, worship and rituals in religion
2.1d	sources	Explore a range of religious stories and sacred writings and talk about their meanings
2.1e	Religious/spiritual expression	Explore how religious beliefs and ideas can be expressed through the arts and other creative approaches to learning; and communicate their responses
2.2e	respect	Recognise that there are different responses

Range and Content (traditions and themes)

This unit focuses on the Christian and Hindu traditions.

Themes for this unit:

- b) **Sacred texts and stories:** how and why some stories are special, sacred and important to religions
- c) **Celebration and festivals:** how and why celebrations are important in religions
- d) **Symbols:** how and why symbols express religious meaning and significance

Curriculum opportunities:

During the course of this unit children may use:

ICT- in the form of digital cameras to collect images of light sources and/or to record their role-play

Maths- to explore the concepts of day time and night time further

Drama- to act out the Rama and Sita story and the nativity story (perhaps take part in a Christmas play)

Literacy- to write their own versions of the Rama and Sita story and the nativity story

Art- to paint/draw pictures to re-tell the Rama and Sita story and the nativity story and to make rangoli patterns

DT- to make diva lamps, candle decorations and puppets to re-tell the stories

Music- to learn the song 'This Little Light of Mine' or a similar alternative song

Science- to explore sources of light, light-absorbing and reflecting materials and the concept of darkness as an absence of light

Assessment

During this unit pupils should have opportunities to show their knowledge, understanding and skills. When working at differentiated levels, pupils could demonstrate this in the following ways:

	Year 1	Year 2
Basic	Re-tell the stories at the heart of Divali and Christmas in a simple way. They understand that light can symbolise joy and guidance in religious traditions. They can share comments on what they believe to be good about the two festivals. Working towards L1	Link each of the stories to a meaning for the symbol of light. They can suggest a way in which they can be like a light in their own lives. They begin to recognise similarities in the two stories e.g. journeys, special people. Level 1
Developed	Link each of the stories to a meaning for the symbol of light. They can suggest a way in which they can be like a light in their own lives. They begin to recognise similarities in the two stories e.g. journeys, special people. Level 1	Relate the symbolism of light in the festivals to their own experience. They actively try to compare the different stories. They can provide an explanation of the meaning of light as a symbol within each story. Level 2
Extended	Relate the symbolism of light in the festivals to their own experience. They actively try to compare the different stories. They can provide an explanation of the meaning of light as a symbol within each story. Level 2	They can use specialist vocabulary when describing and comparing the two festivals studied. They relate the symbolism of light correctly to each festival and to their own experience. They discuss the meaning of light in their own lives. Level 3

Possible assessment tasks:

- Observe the children re-telling the stories (using a variety of means appropriate to their abilities- see curriculum opportunities).
- Ask the children to tell a partner what light symbolises in each of the stories.
- For more able pupils, ask the children to draw things that are similar in both stories.
- Ask the children to set themselves goals on how they might be more of a light in the world.

Resources

You may find the following resources useful when teaching this unit:

- Pictures of daytime and night time (perhaps on an IWB so they can be easily manipulated).
- A daytime/night time story, such as *Peace at Last* by Jill Murphy or *Can't You Sleep Little Bear?* By Martin Waddell.
- A collection of light sources or pictures of light sources
- A copy of the Rama and Sita story, such as *Rama and the Demon King* by J Souhami, Mantra, or an oral re-telling/puppet version. Try <http://home.freeuk.net/elloughton13/dday.htm> for some simple pages about the festival.
- Footage of Divali celebrations on DVD, such as *A Child's Eye View of Festivals*, Child's Eye Media.
- Information books, such as *Where We Worship: Hindu Mandir* by Angela Wood, Franklin Watts.
- Divali food, rangoli patterns, dressing-up clothing, diva lamps.
- Books sharing experiences of Divali, such as *Lights for Gita* by Rachna Gilmore, Mantra.
- Nativity story books and/or puppets to tell the story
- Advent ring and/or rings of oasis, evergreen foliage, candles and purple ribbon to make own.
- Footage of Christmas celebrations on DVD, such as *A Child's Eye View of Festivals 2*, Child's Eye Media or *Introducing Sarah and Paul*, RMEP.
- Information books, such as *Where We Worship: Church* by Angela Wood, Franklin Watts.
- Tealights and holders for decorating.
- Song words for 'This Little Light of Mine' or alternative song.

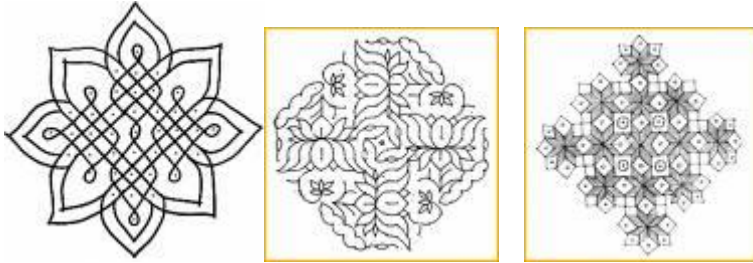
Vocabulary

light	dark	Hindu	Rama	Sita	Diwali	diva lamps	rangoli pattern
nativity	Jesus	Christian	advent	Christmas			

Glossary

Rangoli Patterns

Geometric patterns drawn or made using coloured rice on the floor near the doorway of the house to welcome the Goddess Lakshmi and other guests to the home. Hindi name Rangoli, is a joining of two different words - rang and avalli which means a row of colours



Diya Lamp

Diya is a small oil lamp that is lit and placed around the home, in courtyards and in gardens, on rooftops and outer walls. They are usually brightly coloured and are used as decoration during Diwali. They recall the row of lights that welcomed Rama and Sita as they came out of the forest.

Diwali

Diwali is the Hindu festival welcoming Rama and Sita out of the forest and celebrating the Hindu new year. Deepvali is the sanskrit word meaning rows of lights.

Further Guidance

If substituting religious traditions in this unit, please be aware that the Jewish festival of Hanukkah and the Sikh celebrations of Divali have a light theme with a different focus and symbolism to that of this unit. The Buddhist festival of Wesak (celebrating the enlightenment of the Buddha) is more relevant to the theme but this festival does not occur during Autumn.

The candles in the Advent ring represent those who looked forward to the coming of the Messiah/Jesus. Candles are lit each week leading up to Christmas and represent: 1) The Jewish People or Patriarchs, 2) The Prophets, 3) John the Baptists and 4) Mary. These candles can also be represented as 1) Candle of Prophecy/Hope (prophets' messages foretelling Jesus' birth), 2) Candle of the Way (out of darkness, into light. Allusion to John the Baptist), 3) Candle of Joy (through life in Christ), 4) Candle of Peace (Jesus brings peace to the world) and 5) The Christ Candle (celebrates Jesus' birth, lit on Christmas Day). These are all represented in Protestant churches by red candles. The white central candle, lit on Christmas Day or at a Midnight Christmas Eve service, represents Jesus. Roman Catholics use purple candles with a pink candle for Mary.

When adapting this unit for a Year 2 class or a mixed Year 1/2 class, make sure you provide opportunities for the children to compare the two stories directly, looking for similarities between them and encourage the children to identify and share the different meanings of light in each story. This takes into account that older children may be further along the assessment scale than children in Year One, at whom this unit is aimed.

Teaching the Unit:

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.2a Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness, and communicate their responses</p> <p>To investigate sources of light</p> <p>To share feelings evoked by light and darkness</p>	<p>Why do we need light?</p> <p>Where does light come from?</p> <p>How does light make us feel?</p>	<p>Day and night.</p> <p>Uses of light, with a focus on guidance, celebrating and feeling safe.</p> <p>Feelings related to dark and light.</p>	<p>Look at pictures of day time and night time and sequence these with the children to reinforce the pattern. This could be done on an IWB. Use a day time/night time story to reinforce the pattern.</p> <p>Gather a collection of different light sources (you could do this or the children could do it themselves) or pictures of light sources and give reasons why they are useful (perhaps in a chart).</p> <p>Discuss with the children or ask them to write to complete the sentence 'When it is dark/light I feel...' and draw out contrasts and seek reasons for these feelings.</p> <p>Talk about who puts on the light for them and how it helps them.</p>	<p>Children are able to name different light sources and the reasons for having them.</p> <p>Children are able to share how light and dark make them feel and give reasons why.</p>	<p>Pictures of day time/night time.</p> <p>Story such as <i>Peace at Last</i>, Jill Murphy or <i>Can't You Sleep Little Bear</i>, Martin Waddell.</p> <p>Different light sources/pictures of light sources.</p>
<p>2.1d Explore a range of religious stories and sacred writings and talk about their meanings</p> <p>To listen to and re-tell the Hindu story of Rama and Sita</p>	<p>What does the light in the story of Rama and Sita show?</p>	<p>The story of Rama and Sita related to Divali.</p> <p>Light as a guide and a sign of joy.</p>	<p>Hear the Rama and Sita story told, performed or read from a simple version. Act it out or make puppets to re-tell the story. Build up a frieze from individual paintings/drawings or make group pictures or story-maps to re-tell the story.</p>	<p>Children are able to re-tell the story using means appropriate to their ability.</p>	<p>Story version such as <i>Rama and the Demon King</i> by J Souhami.</p> <p>Rama and Sita murti.</p> <p>Rama and Sita puppets.</p> <p>Art materials.</p>

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<p>2.1c Name and explore a range of celebrations, worship and rituals in religion</p> <p>2.1e Explore how religious beliefs and ideas can be expressed through the arts and other creative approaches to learning; and communicate their responses</p> <p><i>To learn ways in which Hindus prepare for and celebrate Divali</i></p> <p><i>To take part in preparations for celebrating Divali</i></p>	<p>How do Hindus remember the Divali story?</p>	<p>The festival of Divali as it is celebrated now.</p>	<p>Watch footage of Divali celebrations. Alternatively, use books to explore Divali celebrations if a DVD is not available. Make preparations to share the festival, such as preparing festival food, rangoli patterns, dressing up in appropriate costume and making and lighting diva lamps. Make this time last for a half or whole day if you feel that is more appropriate. Encourage the children to have fun and enjoy celebrating the festival. Talk about feelings when preparing and celebrating. Share a story which relates experiences of Divali.</p>	<p>Children are able to talk about ways in which Hindus prepare for and celebrate Divali.</p> <p>Children are able to share their own feelings in preparing for and celebrating the festival.</p>	<p>Footage of Divali celebrations on DVD.</p> <p>Information books, such as <i>Where We Worship: Hindu Mandir</i> by Angela Wood, Franklin Watts.</p> <p>Divali food, rangoli patterns, dressing up clothes, diva lamps.</p> <p>Art materials for making diva lamps.</p> <p><i>Lights for Gita</i> by Rachna Gilmore, Mantra.</p>
<p>2.1d Explore a range of religious stories and sacred writings and talk about their meanings</p> <p><i>To listen to and re-tell the Christian story of the Nativity</i></p>	<p>What story do Christians tell about Christmas?</p>	<p>The nativity story with a focus on Jesus as a special baby.</p>	<p>Hear the Nativity story told, performed or read from a simple version. Develop it further with drama, puppets or making a nativity scene (art or sculpture could be used).</p>	<p>Children are able to re-tell the story using means appropriate to their ability.</p>	<p>Manger scenes</p> <p>Christmas story books/puppets</p>

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<p>2.1b Identify and suggest meanings for religious symbols and begin to use a range of religious words</p> <p>2.1e Explore how religious beliefs and ideas can be expressed through the arts and other creative approaches to learning; and communicate their responses</p> <p><i>To know why Christians refer to Jesus as the Light of the World</i></p> <p><i>To explain the significance of the Advent wreath</i></p> <p><i>To identify ways in which Christians prepare for and celebrate Christmas</i></p>	<p>Why do Christians say that Jesus is the light of the world?</p> <p>How do they show this when they celebrate Christmas?</p> <p>Why is light a good symbol for happy things?</p>	<p>Jesus as bringer of joy and a guide for life for Christians.</p> <p>The advent ring.</p> <p>Light as a symbol.</p>	<p>Discuss what Christians could mean by saying that Jesus is like a light. Make an Advent ring, explaining it shows people who helped to guide people to Jesus and Jesus as the biggest light in the middle.</p> <p>Share in school Christmas celebrations or visit a church to find out how the congregation will celebrate. Alternatively, watch footage which shows Christmas being celebrated or research this using information books.</p>	<p>Children are able to say why Christians call Jesus the light of the world.</p> <p>Children can explain the significance of the Advent ring.</p> <p>Children are able to talk about ways in which Christians prepare for and celebrate Christmas.</p>	<p>Advent ring and rings of oasis, evergreen foliage, candles and purple ribbon to make own.</p> <p>Footage of Christmas celebrations on DVD.</p> <p>Information books, such as <i>Where We Worship: Church</i> by Angela Wood, Franklin Watts.</p>

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<p>2.2e Recognise that there are different responses</p> <p>2.2a Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness, and communicate their responses</p> <p><i>To reflect on ways in which they are like lights in the world</i></p>	<p>How can I be like a light?</p>	<p>Personal ideas about light and what they can do to be a light</p>	<p>Make individual candle decorations. Discuss how they themselves can be like a light and make the world a brighter place. Learn the song 'This Little Light of Mine' or a similar alternative. Add their own words to the song to share where they will shine their light.</p>	<p>Children are able to share ways in which they think they can be like a light and how they could show this to others.</p>	<p>Small candles or tealights.</p> <p>Candle holders.</p> <p>Art materials for making candle decorations.</p> <p>Song words for 'This Little Light of Mine' or similar alternative.</p>