

Possible eight-session plan using the 'Light and Dark' theme through the Bible

(Please note that weeks 2 to 7 use stories about the characters mentioned in the theme reflective story. The particular stories have been chosen as they reflect images of light and dark used in the Bible)

Week	Suggested Story	Key Question ideas	Game ideas	Activity ideas	Possible Memory verse
1	Light and Dark reflective story	See the wondering questions linked to this story	Pass the Smile (like wink murder, but you have a 'smiler', and people can only smile when that person has smiled at them. A 'detective' has to work out who the 'smiler' is.)	Have a 'feely bag'— what do you think the objects are? Link the objects to the light and dark theme	
2	Moses on the mountain Exodus 33—34	How do you think Moses felt about his meeting with God? How had God prepared him for this? In what ways did Moses show God's light to the people of Israel?	See ideas in the session outline 'Sinai Shining'.	Act out the story as a whole group. Give all of the children two minutes thinking time in pairs or threes to think of a really good question to ask Moses, then hot-seat Moses.	Jesus said, 'I am the light of the world.' John 8:12 (NIV)

3	Deborah Judges 4 and 5	What qualities in Deborah do you admire? Why do you think God decided to shine light through her?	See ideas in the session outline 'Deborah's Day'.	As a group, compose a song/rap (like Deborah did) telling everyone what God has done for you and how great He is.	Jesus said, 'I am the light of the world.' John 8:12 (NIV)
4	Elijah on Mount Carmel 1 Kings 17–19	What more do you know about how God shone light through Elijah?	See ideas in the session outline 'Mountain a Challenge'.	See ideas in the session outline 'Mountain a Challenge'.	Jesus said, 'I am the light of the world. Whoever follows me will never walk in darkness.' John 8:12 NIV
5	Isaiah Isaiah 6:1–13	See ideas in the session outline 'A Light in Dark Times'.	See also Isaiah's words in Isaiah 9:1–7. Act out giving someone good news. How do they react? Act giving someone bad news. How will they react?	Select newspaper articles and ask the children to sort them into good news and bad news. As a group make an article/TV report for the 'world news' giving the gist of Isaiah 60.	Jesus said, 'I am the light of the world. Whoever follows me will never walk in darkness.' John 8:12 NIV

6	<p>Jesus: various stories from the life of Jesus with the theme of light: Christmas (Luke 2) The blind beggar receives his sight (Luke 18:35–43) Transfiguration (Luke 9:28–36) Easter (Luke 22—24)</p>	<p>See ideas in the session outline 'Approachable Light'.</p>	<p>For the story of Blind Bartimaeus (Mark 10:46-52) or the man born blind (Luke 18 or John 9), play blind man's buff.</p>	<p>Prepare a series of tasks for the children to do, for example making a sandwich, pouring a drink, eating some cereal, getting dressed but they have to do it blind folded. How does it feel? How does it feel to have to blindfold removed?</p>	<p>Jesus said, 'I am the light of the world. Whoever follows me will never walk in darkness, but will have the light of life.' John 8:12 NIV</p>
7	<p>Paul on the Damascus Road Acts 9</p>	<p>Why do you think Saul had such a dramatic conversion? What do you think Saul (later called Paul) learned from his dramatic encounter with Jesus?</p>	<p>See ideas in the session outline 'Blinding light'.</p>	<p>In Acts 17:16-34 Paul brings God's light to the people of Athens In role as Paul, ask the children to find things around them that explain the Christian Message. In role as the Athenians, hot-seat 'Paul'.</p>	<p>Jesus said, 'I am the light of the world. Whoever follows me will never walk in darkness, but will have the light of life.' John 8:12 NIV</p>

8	Light and Dark reflective story	What new responses and ideas does the group now have to this story after looking at some of the ways different people shone for God?	Where are the dark places in today's world where God's light needs to shine? Talk about global and local situations.	Make a group 'feely bag' containing objects that are linked to the stories used in this series on light and dark. Once identified, can the children retell the stories to each other?	
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