

## The “I am....” Statements of Jesus

## Lesson 3

### “I am the light of the world.”

#### *Jesus Christ: the One who guides us into life and truth*

Learning Outcomes:

- Identify the different purposes and effects of light
- Understand that Jesus is the light of the world who guides people into safety, life, freedom, truth, and hope
- Understand what ‘revelation’ is: when the Holy Spirit switches the light on in our hearts
- Recognise that Jesus is God Himself, who always was, is, and will be. Jesus reveals God the Father. When we know Jesus, we know God the Father.
- (Understand that followers of Jesus are a light for the world; the Holy Spirit helps us to live as children of light so that people see Jesus through our lives)

Session length: 2 hours

#### Stage One: Lead-in/language activities

Activity	Resources
Welcome the students and open in prayer.	
<p>Explain that the students are going to learn a little about two seasons in <i>this</i> country: summer and winter. Introduce two support assistants playing the roles of ‘Mr./Miss. Summer Sunshine’ (smiling, and with a summer picture stuck on his/her front) and ‘Mr./Miss Winter Blues’ (with a winter picture stuck on his/her front and a miserable expression on his/her face).</p> <p>Tell the students to listen carefully to Summer Sunshine and Winter Blues, who they will hear twice. Turn to the two characters and ask each one: <i>What is winter/summer like in the UK? How do you feel every winter/summer?</i> (Point out to the learners that this is the present simple tense, which we use to talk about every day/week/year...)</p> <p>Having already briefed the support assistants, invite them to take it in turns to respond to your questions, <b>making one statement at a time</b> about their season and how they feel each summer/winter using the simple sentence structure:  ‘In summer, it is warm/sunny/light/bright...’  ‘In winter it is cold/dark/wet/dangerous...’ <i>and</i>  ‘In summer, I am hot/full of energy/happy...’  ‘In winter, I am cold/tired/sad/...’</p> <p>Ask the characters to tell the class again about the seasons and their feelings.</p>	<p>Summer and winter pictures from the internet  Two willing assistants!</p>

<p>Direct the students in their teams to work together to write down in two columns all that they can remember about the two seasons and the feelings of Summer Sunshine and Winter Blues.</p> <p>Elicit feedback from the teams, directing the students to use the sentence structure: 'In summer/winter, it is....' 'In summer/winter, he/she is....' Give each team a point for every piece of information they have noted down and a point if they have attributed it to the correct person: Summer Sunshine or Winter Blues. Congratulate the team which has noted down the most information.</p> <p>Highlight the difference between the seasons of summer and winter in the UK (contrast this with other countries, by asking the students what the seasons are like in their countries). Explain that some people suffer from Seasonal Affective Disorder (S.A.D.) in the winter because there is not much light in the winter months. The cure is sitting in the sun's light. We all need sunlight: we were created to want sunshine. Light is good and it is important for all life.</p>	<p>Paper and pens</p>
<p>Explain that the learners are going to do an activity in 'light' and in 'darkness'. Ask for volunteers to take it in turns to be blindfolded.</p> <p>Give the volunteers the following tasks to do one at a time in front of the class (give each blindfolded person a student-helper to help them if they are in difficulty or in danger):</p> <ul style="list-style-type: none"> <li>- Make a cup of tea (use cold water!)</li> <li>- Arrange five chairs in a circle.</li> <li>- Go to the kitchen, get a mug and bring it back to the classroom.</li> <li>- Wash your hands.</li> <li>- Walk to the next room, pick up a pen and bring it back to the classroom.</li> </ul> <p>Direct the same students to do the tasks again but this time without the blindfold.</p> <p>Elicit feedback, asking students to compare their experiences. Ask the learners if they found it easy or difficult to do the tasks in light (when they could see) or in darkness (when they could not see). Establish that it was easy to do these things in the light (seeing).</p>	<p>Blindfold, cup, tea bag, kettle filled with cold water, spoon, chairs, mug, pen</p>
<p>Establish that light helps us to see. Show a picture of a lighthouse very quickly to elicit interest from the students. Ask the learners what they saw. Then show the picture for longer, asking what it is. Explain very briefly what a lighthouse does.</p> <p>Explain that light give sight but it also gives many other good things. Put the students into small groups and give each group a picture of a lighthouse. Direct the groups to write around the picture any words or sentences that describe the different things that</p>	<p>Lighthouse pictures from internet</p>

<p><i>all</i> light gives.</p> <p>Elicit feedback from the students, asking them to present their ideas to the class. Ideas might include:</p> <ul style="list-style-type: none"> <li>- Safety - light shows the way to go so that people can travel safely. In many parts of the world today, the dark is dangerous. Bad things happen at night, especially in places where there are no lights and people can hide. Light brings safety and understanding.</li> <li>- Good and bad are both seen in the light. Light helps you see where everything is.</li> <li>- Freedom - with light can people live in freedom and without being afraid.</li> <li>- Life - light brings life. Light was the <b>first</b> thing that God made and it was good. Plants need light to <i>live</i>. (See Genesis 1 v.1-5)</li> <li>- Light brings understanding and revelation. Revelation is like a light being switched on in your heart – understanding something that you didn't understand before. God gives revelation.</li> <li>- It fills everywhere. Where light is, there is no darkness.</li> <li>- It can be seen from a long way away, e.g. a beacon or a lighthouse.</li> </ul> <p>Alternatively, for beginner students, you could show them pictures of different lights (e.g. fire/candle, lamp, torch, sun, car lights, street lights, emergency services flashing lights). Elicit what each one is, asking the students to identify their different purposes.</p>	<p>Pictures of different lights</p>
---	-------------------------------------

**Stage Two: Bible Study**

Activity	Resources
<p>Introduce the first Bible passages by setting the OT context: during the Jewish Feast of Tabernacles, a very big candelabra (show the picture) was lit in the women's court in the Temple. The light reminded the people of Israel of the pillar of fire which was their guide while they walked through the desert after God took the people out of Egypt (through Moses).</p> <p>Show the class where the passages are in the Bible.</p> <p>Tell the students to look out for the answers to three questions as they read:</p> <ul style="list-style-type: none"> <li>- How long had the man been blind?</li> <li>- What did Jesus do to the man's eyes?</li> <li>- What did Jesus tell the man to do?</li> </ul>	<p>Candelabra picture available from the internet</p> <p>Bible</p>

<p>Read the passages, with the learners following on their sheet, marking any new words.</p> <p>Ask the learners the three questions above.</p> <p>Elicit new/difficult words from the students and put them on the whiteboard. Ask if anyone can explain the words, one at a time. If not, provide an explanation with examples/pictures/mime/ sound effects.</p> <p>When all the new words have been put on the board and the meanings are clear, elicit the syllable and stress pattern of each word and drill it chorally and individually as appropriate.</p> <p>Remind the students that we are looking at the name of God. Elicit what that is: I AM WHO I AM. Ensure that the students understand the meaning: the God who always lives and is always with His people; the One who was, is, and will be forever.</p> <p>Ask the students to identify the 'I am' phrase in the passage.</p>	<p>Bible passages: John 8 v.12, 9 v.1-12</p> <p>Whiteboard and pens</p>
<p>Break</p>	
<p>Divide the class into two groups, each led by a support assistant. Direct the groups to discuss <b>some or all</b> of the following questions (written on the board):</p> <ol style="list-style-type: none"> <li>1. (a) What happened to the man in John chapter 9? (b) What do you think happened next?</li> <li>2. What does light give us? What does Jesus, the light of the world, give us?</li> <li>3. Why did Jesus say "<b><i>I am</i></b> the light of the world."? Why didn't he say, "<i>I have</i> the light of the world"?</li> <li>4. Read Mark 15 v.33-34. Why do you think darkness covered the earth when Jesus died? (What is the darkness a picture of?)</li> <li>5. (<i>Optional, depending on the level of the learners</i>) Read John 1 v.1-9 and Revelation 21 v.23-24. (a) What, or who, is the light? (b) John is the writer of these two books. What does he tell us about the light?</li> </ol> <p>Elicit whole-group feedback and clarify any issues.</p> <p><b>The notes below are to help you explain the Gospel to the learners, but they are not a script that you must stick to. You know your own learners' needs and levels. Ensure that one way or another, the Gospel is clearly communicated.</b></p> <p>Jesus <i>said</i>: "I am the light of the world." Jesus <i>showed</i> that He was the light of the world by doing a powerful miracle: He gave sight and light to the man's <b>physical</b> eyes. He showed His identity: He is</p>	<p>Whiteboard and pens</p> <p>Bibles</p>

God. Only God can do miracles. Highlight that Jesus says “***I am***” not “*I have*” because Jesus *Himself* is the light for the world. He showed that He is God by using God’s name for Himself (which God told Moses). God’s Name means He always lives with His people. Jesus is Immanuel, **God** *with* us. He was there before the world was made, He is alive now and He will be with His people forever.

Jesus did not just show or tell us about the light: He *is* the light from heaven and in heaven. Jesus Christ is God’s Son who was sent from heaven to the world so that everyone could see the truth and the way to God. He did not stay far from the world but came to be God *with* us. Jesus is the only light for the world, for *all* people. No one and nothing else can be that light: not rules (trying to be a good person) or religion that leaves people in darkness and leads to eternal death. The light is the *person* of Jesus.

Elicit from the students what light gives us and what Jesus gives us (write on the whiteboard):

**As we follow Him:**

- Jesus guides us/shows us the way into safety.
- Jesus gives us understanding.
- Jesus gives us life.
- Jesus gives us freedom as we follow Him.
- Jesus brings hope.
- Jesus shows the truth.
- Jesus shows where everything is: nothing can hide from Him.
- Jesus fills everywhere: He fills our lives with His truth.
- Jesus makes darkness leave.
- Jesus is good.
- People *see* Jesus in our lives.
- We need Jesus first, before anything else.

Jesus is the Living Word of God. God’s written Word (the Bible) is also described as light to guide the believer and give him or her understanding (“**enlightening**”). Light is a picture of God’s presence, holiness and goodness. People who reject the light of God bring judgement on themselves.

It is **sin** that leaves people in darkness. Jesus, who was 100% God but also 100% man, died on the cross to take away the power of sin. As Jesus died, darkness came over the earth at midday. This showed the sin of the world was on Jesus as He died on the cross. The light of the world had gone out. There is no light without Jesus. (*God the Father is holy (100% good) and He could not look at the world’s sin on His Son Jesus so He turned away. Jesus was rejected because of our sin. He was rejected so that we could be accepted by God.*)

Show the students the picture of the candelabra again, and explain that the candelabra in the Temple was made from pure gold. The

Candelabra picture

<p>pure gold was beaten many times to make it into the beautiful candelabra. Jesus is the true and perfect light who was beaten because of the sin of the world.</p> <p>If we know God (not just know <i>about</i> Him), we have life. We can know Him as the Father who takes us into safety, life, freedom, truth and hope. God is light (1 John 1 v.5). We can know God because Jesus is exactly the same as God the Father. In Jesus, we know the truth and we are alive, safe, free and full of hope. Jesus is God. Jesus came to show us the Father and He came to be the way to the Father. If we know Jesus, we know the Father. People who reject Jesus choose to live in darkness and they cannot come to the Father.</p> <p><b><u>(Read also John 8 v.23-30. Notice Jesus' repeated use of 'I am' in reference to His identity and mission.)</u></b></p>	
<p>Set the scene again: the religious leaders wanted to know more about the man's healing.</p> <p>Give out each of the Scriptures to groups of two or three students. Direct the learners to read the verses to find out what the man understood about who Jesus was.</p> <p>Elicit feedback in the correct order, putting on the whiteboard the different stages of the man's revelation of who Jesus was.</p> <p>Explain that, step by step, the man understood who Jesus was. He received <b>revelation</b>: light and sight came to his <b>spiritual</b> eyes. This happened to many people. The religious leaders were blind.</p> <p>Link this step-by-step revelation to the students' own experience. They may be at different stages on this journey. Highlight the destination: Jesus is God, I AM WHO I AM.</p>	<p>Individual verses: John 9 v. 11, 17, 25, 31, 33, 35-38</p>
<p>Play the song 'Light of the World' by Tim Hughes for students to listen to. This could be done as a listening/gap-fill task.</p>	<p>CD Song words (with gaps for missing words)</p>
<p><i>Extension activity, if appropriate to your students (i.e. they are already believers)</i> Show the learners Matthew 5v.14-16. Establish that Jesus is speaking to His followers, then and now: <i>we</i> are the light of the world. When we love Jesus and follow Him, we are the light of the world.</p> <p>Ask the students <i>how</i> we are the light of the world. Explain that the candelabra in the Temple had seven oil lamps on it which gave light in the darkness. The lamps were filled with olive oil, which is a picture of the Holy Spirit. We spread God's light by being filled with the Holy Spirit. Light points to God, not to ourselves.</p>	<p>Bibles</p> <p>Candelabra picture</p>



<p>put our trust in Jesus Christ. We do not need to do anything else. When we have received God's love and we love Him, <i>He</i> lives in us and He helps us to live His way, the best way. God's light shines <i>through</i> us to everyone when we decide each day to do what He wants. We are lights amongst our friends and family, where we live, where we go to college..... Matthew 5 v.16 says that when our light shines before people, they will see the good things we do and they will praise our Father in heaven.</p>	
<p>Pray to close.</p> <p>Introduce the topic of the next sessions: other characteristics of God that Jesus shows us.</p>	

**Example of simplified lesson structure for Entry 1 Level (beginner) learners:**

<p>Introduction: Put students into pairs and label them 'A' and 'B'. Give simple directions to the 'A's and blindfold the 'B's. Tell the 'A's to lead their partner to their destination.</p> <p>Elicit feedback. Establish that the 'B's could not see. Everything was dark. They were lost and in danger. They needed the person in the light to show the way. Light shows the right and safe way.</p>
<p>Read the Bible passages (acting out John 9 v.1-12).</p> <p>Discuss: Who is the light of the world? What does He do?</p> <p>Elicit feedback. Light shows the way. Jesus came to show the only way to God (to life forever). Jesus came to open our eyes (help our hearts to understand who He is).</p>
<p>Instruct the students to make a list of other things that light does. Alternatively, they could identify the correct items from a mixed list, e.g.</p> <ul style="list-style-type: none"> <li>- <b>Light gives us life.</b></li> <li>- Light helps us sleep.</li> <li>- <b>Light shows the truth.</b></li> <li>- <b>Light makes darkness leave.</b></li> <li>- Light makes everything look the same.</li> <li>- Light makes us feel cold.</li> <li>- <b>Light is good.</b></li> </ul> <p>Elicit feedback. Establish that Jesus does all these things.</p>