

LESSON PLAN



YEAR LEVEL	Foundation
TITLE	WE CAN PRAY TO GOD
STRAND	Prayer and Discernment
SUGGESTED DURATION	5 weeks (10 lessons)
ENDURING QUESTIONS	Why is prayer important? How do we pray?

Unit Focus

In this unit the students will begin to understand different ways of praying. They will experience prayer as a way of talking and listening to God. They will discover that prayer can take many forms, something that they can be involved in at any time and in any place.

Achievement Standards

By the end of Foundation, students should be able to:

Students identify prayer as an expression of God's relationship with each of them and a way of responding to this relationship. Students describe various ways they can pray.

Unit Outcomes

By the end of the unit students should be able to:

1. ***Understand that they can talk to God at any time and in any place.***
2. ***Join in simple formal and informal prayers.***

Scripture

Mk 1: 35-39 (NRSV)

Jesus Prays

In the morning, while it was still very dark, he got up and went out to a deserted place, and there he prayed. ³⁶ And Simon and his companions hunted for him. ³⁷ When they found him, they said to him, “Everyone is searching for you.” ³⁸ He answered, “Let us go on to the neighboring towns, so that I may proclaim the message there also; for that is what I came out to do.” ³⁹ And he went throughout Galilee, proclaiming the message in their synagogues and casting out demons.

Key Understandings for Students

- We can pray in many ways and in different places.
- A way to be friends with God is to talk and listen to God.
- When we talk and listen to God we pray.
- All people can pray.

Major Assessment Task

After explicit input from the teacher around images for God, the students will identify their name for God and they will create a matching image accompanied by a written description underneath. God is like ...

Major Assessment Task – Marking Rubric

Lesson 5 – Image of God

Criteria	Well Below	Below	At	Above	Well Above
Identify name for God	Is not able to choose a name for God.	Chooses a name that is not appropriate.	Chooses a name that is adequate.	Chooses a name for God that is appropriate.	Chooses a name for God that is most appropriate and clear.
Create a matching image and write a descriptor	Is not able to create a matching image.	Creates a minimal matching image.	Creates a matching image that is adequate.	Creates a substantial matching image accompanied by a description in words.	Creates a substantial matching image accompanied by a description in words.

Praxis Movements

Naming	Reflecting Critically	Accessing Christian Story and Vision	Understanding and Integrating	Responding
Naming life experience of self, others and world.	Critically reflecting on life experience.	Teaching and learning about the scriptures, Church Tradition and liturgical experience.	Integrating reflection and life experience with Christian Story and Vision.	Responding in order to authentically live out the Christian Story and Vision.
<i>Share experiences that are familiar to</i>	<i>Probe and reflect to understand our</i>	<i>Present Scripture and Tradition related to the Topic.</i>	<i>Apply Scripture, Tradition to our own lives.</i>	<i>Decide what can be done. How can it be lived?</i>

<i>students.</i>	<i>experience more deeply.</i>			
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Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Teaching and Learning Experiences	Shared Christian Praxis Movement
Lesson 1	<p>LI - I will understand the meaning of the term – precious.</p> <p>SC - I can identify a precious person in my life.</p> <p>SC - I can make a link between precious people in my life and the person of Jesus.</p>	<p style="text-align: center;">Lesson overview:</p> <p style="text-align: center;">In this lesson students will be introduced to the notion of preciousness. They will identify precious people in their life and then be introduced to Jesus as a special person in their lives who we can form a relationship with and to whom we can pray.</p> <p>Lesson materials/resources:</p> <ul style="list-style-type: none"> • paint and paper • prayer space items - candle, bible cross, green liturgical cloth <p>I do:</p> <p>Teacher:</p> <p>‘Could everyone please gather on the floor in a circle?’</p> <p>Today we are going to discuss who you think is precious in your life. With the person next to you, please share who you think is really important to you.’</p> <p>Action: <i>The students share who is important in their life.</i></p> <p>Teacher</p> <p>‘Who would like to share what they have discussed? I am now going to gather our information on the board.’</p> <p>Action: <i>Students share their findings with the whole class and explain the detail of their choice.</i></p>	<p>Focusing activity</p>

		<p>We do:</p> <p>Teacher:</p> <p>‘We are now going to create a simple image of a person who you identified as precious and important in your life. Here is one I created earlier. Using the art material I have provided for you (simple paint) can you now go back to your desks and create this image. When you have finished, write the person’s name underneath the image and your name at the top.’</p> <p>Action: <i>Students complete the assigned task individually.</i></p>	
		<p>You do:</p> <p>Teacher:</p> <p>‘Can we all now gather back in our circle on the floor and take it in turns to share what we have created?’</p> <p>Action: <i>Students gather and share their work with the whole class and offer each other positive feedback of what they liked about the shared work.</i></p> <p>Teacher:</p> <p>‘Let us now take a moment to pray in thanksgiving for the important people in our lives. Jesus is also a very important person in our lives who we will learn about in the rest of this unit. I wonder if you know anything about Jesus.’</p> <p>Action: <i>Students share what they know about Jesus and follow this in a time of thanksgiving prayer, naming their special person and why they would like to give thanks for them.</i></p> <p>Review of Learning:</p> <p>Ensure students understand the meaning of the word precious and have identified a precious person in their life and linked this with the person of Jesus.</p>	

Lesson
1 hour 15
min
duration

Learning Intention
and Success Criteria

Teaching and Learning Experiences

Shared Christian
Praxis Movement

Lesson 2

LI – I will learn about sacred space.

SC – I can identify symbols that make up a sacred space.

SC – I can explain the meaning of the symbols that make up a sacred space.

Lesson overview:

In this lesson students will be introduced to the class prayer space and the significant Catholic symbols that contribute to it.

Lesson materials/resources:

- green liturgical cloth
- Bible
- candle and matches
- hand-held cross (if there are Aboriginal/Torres Strait Islander students in your class you may like to consider adding an Aboriginal symbol to the prayer space).
- large cards to display key words

I do:

Teacher: ‘Let us now gather in a circle on the floor. Today, we will be learning about our sacred space and all of the important items in it. This space is important for us when we pray with God and Jesus.

This is a Bible. It is a very important collection of stories that is about God’s love for our world. We can learn about Jesus from the Bible as well. Would someone like to place the Bible in the middle of our circle?

This is our green liturgical cloth for Ordinary Time. It symbolises the importance of life for us and our world. Would someone like to place our green liturgical cloth in the middle of our circle?

Accessing the Christian Vision

Naming

Reflecting Critically

		<p>This is our prayer candle. I am now going to light it. This symbolizes the presence of God in our lives today. When we pray we always light a candle. Would someone like to carefully place this candle in the middle of our circle?</p> <p>This is a cross. I am now going to pass this around the circle for each of you to hold and feel. In our Catholic schools the cross symbolizes the importance of Jesus in our lives and his story. He is a very special friend who we can pray to always. Would someone like to place our cross in the middle of the circle?</p> <p>Action: <i>Individual students place items in the prayer space.</i></p>	
		<p>We do:</p> <p>Teacher: ‘Here we now have our collection of really precious symbols that we use during prayer. Can you think of one or two things that are really precious in your life? My pets and my garden are really precious to me. Let us now share our precious things with each other. I will now make a list of these special items on our board.’</p> <p>Action: <i>Students share things that are precious in their lives with the whole class and they are written on the board. Students also explain what makes them precious and important. The teacher will categorize the responses into categories.</i></p> <p>Teacher: ‘This is our prayer table. We are now going to place our Catholic symbols on it very carefully and with love. Who would like to place an item on the prayer table for us and remind us of its name and why its important?’</p> <p>Action: <i>Students take it in turns to place the symbols on the prayer table and explain.</i></p> <p>Teacher: ‘When we pray, we will use this special table as our focus to remind us that Jesus is always with us. Does anyone have any questions about our prayer table and its precious items?’</p> <p>Action: <i>Students take it in turns to place the symbols on the prayer table and explain.</i></p>	

You do:

Teacher: 'Let's now create a word bank of all the important words we have learnt about in this lesson today. Who can tell me what some of those words might be that we have discussed today?'

Action: *Students identify and share their words and the teacher writes them on individual cards. She/he then displays them and asks the students to copy two of the words each and draw an image of it in their books. The words then form a common display in the classroom as an RE word bank.*

Review of Learning: Students will be able to understand what a sacred space is the symbols that contribute to it alongside their meaning.

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Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Teaching and Learning Experiences	Shared Christian Praxis Movement
Lesson 3	<p>LI - I will understand that we can pray anywhere.</p> <p>SC - I can identify places we can pray.</p> <p>SC - I can participate in meditation as prayer.</p>	<p style="text-align: center;">Lesson overview:</p> <p>In this lesson, students will be introduced to ways of praying and experience one particular form of prayer. They will also be introduced to the concept of silence and listening within to the voice of God and their own heart space.</p> <hr/> <p>Lesson materials/resources:</p> <ul style="list-style-type: none"> • cards for word wall. <p>I do: Teacher: ‘Let us now gather in a prayer circle on the floor. This is our special place where we will pray with God today. We can actually pray anywhere we like- at home, in our church, in the park, in our bedrooms or at school. Where else do you think could be a great place to pray?’</p> <p>Action: <i>Students respond to the prompt.</i></p> <hr/> <p>We do: Teacher: ‘When we pray we are coming into the presence of God who is always with us and all of creation. In prayer we can talk to God and listen to God’s invitation to love others like Jesus did.’</p> <p>Teacher: ‘Let us now cross our legs, close our eyes and rest our open hands on our knees. Not worrying about anyone else, just take this time to become still. Breathing in quietly, feeling the breath of life move through your whole body, listening to God’s love within you, Breathing out slowly, letting go of all our worries and concerns today,</p>	<p>Reflecting Critically</p>

		<p>Be aware that God is always with us, loves us and takes care of us even when we are hurting, sad or in pain.</p> <p>We will now sit in silent meditation during which we don't speak so we can listen. (2 minutes to begin with)</p> <p>When you are ready just open your eyes slowly.'</p> <p>Teacher: Who would like to share what that experience was like for them.</p> <p>Action: <i>In pairs, students share what this experience was like for them including how it made them feel and what they may have visualized. They then share with the whole class.</i></p>	
		<p>You do:</p> <p>Teacher: 'Does anyone have any questions they would like to ask about our meditation prayer experience?'</p> <p>Action: <i>Students share their responses.</i></p> <p>Teacher: Who would like to add some more words from our meditation experience to our word bank? I will write your responses on card and add them to the wall.</p> <p>Action: <i>Students contribute more words to the growing word bank.</i></p> <p>Teacher: I would like you now to write about your experience of prayer, identifying what took place, where it happened, who was there and how it made you feel.</p> <p>Action: <i>Students participate in the set task.</i></p> <p>Review of Learning: Ensure students understand that we can pray in various places and that our relationship with God is central to prayer.</p>	

Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Teaching and Learning Experiences	Shared Christian Praxis Movement
Lesson 4	<p>LI - I will understand that I can experience many feelings during life.</p> <p>SC - I identify core feelings through life.</p> <p>SC – I can trust Jesus and pray to him anytime, anywhere.</p>	<p style="text-align: center;">Lesson overview:</p> <p>In this lesson, students will learn about the importance of praying out of our life experience and being able to identify the various feelings that may become apparent during prayer. They will also learn that we can pray specifically to Jesus who is our spiritual friend in whom we can trust.</p> <p>Lesson materials/resources:</p> <ul style="list-style-type: none"> • crayons • candle, cross and green liturgical cloth <p>I do:</p> <p>Teacher: ‘Today we are going to consider all of the different feelings we can experience in life. Let me begin, I feel really happy when I am with my friends. Particular experiences make us feel a particular way. Who would like to tell us what some other feelings might be? Share these with each other and then the whole class. I will then write them on the board as our collection and we can then add them to our word bank.</p> <p>Action: Students share their responses with each other than with the whole class. They may include happiness, sadness, joy, anxiety, fear and excitement.</p> <p>Teacher: ‘Let us now think about what causes us to experience these various feelings and the impact they can have on us. This may be positive or negative’.</p> <p>Action: <i>Students identify the relationship between their feelings and what experiences lead to those feelings. Following this, they write one example of this in their books with an accompanying illustration.</i></p> <p>Teacher: ‘When we pray, we are offered a chance to get in touch with these feelings and know that God is present through all of them and all that we experience in life.</p>	<p>Naming</p> <p>Reflecting Critically</p>

We do:

Teacher: 'It is important to have someone we can trust, who we can talk to, who will listen to our experience and help us if needs be. I wonder who listens to you, who you can trust when you need to talk to someone.'

Action: *In groups of 4 students share one person they trust in their life and why they trust them. One student from each group shares something of their discussion back to the whole class.*

Students go back to their work spaces to draw an image of this person using crayons. They write 'I trust ... because ... on the bottom of the image.

You do:

Teacher: 'In our Catholic school, we can trust Jesus and talk to him during prayer. We can't see him, but he is always with us in our heart. We can share with him how we are feeling, what we have experienced and ask him for help when we need it. Let us now gather in a prayer circle on the floor, closing our eyes and placing our hands in our lap, breathing quietly and listening to the sounds around us. Take a moment now to imagine Jesus is with you, talk to him like a friend who is always with you.'

Action: *Students pray in silence for 2 minutes and share what this experience was like for them after the 2 minutes has concluded.*

Review of Learning: Ensure students understand that our feelings are caused by certain life experiences and that we can trust Jesus in life and pray to him as a friend.

Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Teaching and Learning Experiences	Shared Christian Praxis Movement
Lesson 5	<p>LI – I am beginning to understand that there are many images of God.</p> <p>SC - I can articulate a few images of God.</p> <p>SC - I can articulate my favourite image of God.</p>	<p style="text-align: center;">Lesson overview:</p> <p style="text-align: center;">In this lesson, students will explore the many images of our God who is the giver of life, love and compassion. Students will refine their own image of God. Students will understand that human beings can experience God anywhere, in particular, through creation and relationships with other human beings (includes major assessment task).</p> <p>Lesson materials/resources:</p> <ul style="list-style-type: none"> • bark, leaves, sticks, stones (or other) • crayons <p>I do:</p> <p>Teacher: ‘Today we are going to be exploring who God is in our lives and our world. We can’t always see God but we know God is with us through our experience. We know this when we experience love, friendship, support and what it means to be part of a community. Sometimes we can feel sad, lonely or confused. We believe that we can turn to God who will give us comfort during these times. We can also know God through the whole of creation that is full of beauty and wonder. God makes all things out of love and takes care of all things because God wants everything to come alive and sing with joy. Here we have some bark, leaves and flowers that remind us about God in creation. How do these beautiful parts of creation remind you of God?’</p> <p>Action: <i>In pairs, students respond to the question posed (joy, love, beauty) then share their wisdom with the whole class.</i></p>	<p>Accessing the Christian Story and Vision</p>

We do:

Teacher: 'There are many different names that we can use to speak with God during prayer. We can also think of God like this, God is like a loving mother or father, God is like a beautiful waterfall, God is like a generous friend, God is like a caring stranger. Let us try and make our own list of names that we can use to speak about God.'

Action: *As a class, students will complete the following phrase that is on the board. God is like a ...*

They will offer suggestions. The answers will be collated and categorized on the board by the teacher. The class will read them all together.

You do:

Teacher: 'I am going to put some quiet music on and I would like you to close your eyes and imagine what God looks like for you. It may simply be a colour or a shape, a person or a place who reminds you about God's presence in our world. Who or what reminds you of God who is always loving, generous and here for us like a constant companion?'

Action: *Students enter into this meditation and share what this experience was like at the end of it.*

Teacher: 'We are now going to take a piece of paper each and draw our image of God using crayons. Please leave a space at the bottom of your image so you can write about your image once you have completed it.'

Action: *Whilst quiet music is playing students will complete the assigned task, writing under their image For me, God is like ...*

Review of Learning: Ensure students understand that there are many images of God who is the giver of life. Ensure students can articulate their own image of God.

Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Teaching and Learning Experiences	Shared Christian Praxis Movement
<p>Lesson 6</p>	<p>LI - I am beginning to understand the many places including the church where we can experience God.</p> <p>SC - I know that the church is made up of several special elements.</p> <p>SC - I know what my favourite part of the church is.</p>	<p style="text-align: center;">Lesson overview:</p> <p style="text-align: center;">During this lesson, students will explore the many different places we can pray including the parish church.</p> <hr/> <p>Lesson overview: During this lesson, students will explore the many different places we can pray including the parish church.</p> <p>Lesson materials/resources:</p> <ul style="list-style-type: none"> • coloured paper and glue • the local parish church (if available) • poster paper • <i>Microsoft Paint</i> program • blank A4 paper <p>I do:</p> <p>Teacher: ‘Today, we are going to look at special places that we can use for prayer but before that let’s have a think about all of the places in our lives that are special and important. I will now share with you a few places that are important in my life. I will also tell you why they are important.’ (The teacher shares her/his places with students). ‘Who would like to tell us about some special places in their life? I want you to also think about what makes them so special and I will write them onto a shared poster.’</p> <p>Action: <i>Students share places that are special to them and justify why this is so. Findings are written on a shared poster.</i></p>	<p>Accessing the Christian Story and Vision</p>

We do:

Teacher: 'I would like each of you now to draw an image of one special place and write a sentence about why it is special for you. We will use *Microsoft Paint (or other)* to do this today. Let me show you how it works.

Action: *Students complete the assigned task individually. Students then go on a learning walk to view other students' work and praise them for it.*

Teacher: 'When we pray, we are always in a special place because God is always with us as our loving companion. These places can be inside or outside. One really special place is our Church or school chapel which we will now visit (if there is one onsite). 'Let's now look at the important things in this space that help us to pray. These include:

- The pews are where we sit or kneel for prayer.
- The cross is symbolic of Jesus' love for us.
- The altar is where the priest stands to celebrate Mass.
- The font is where we baptize individuals who want to join our Catholic community during Baptism.
- The stations of the Cross tell the story of the end of Jesus' life.

Let's now take a seat in the pews to pray. Closing our eyes and placing our hands together just take some time to talk to Jesus, our friend, so you can love others like he did.

Action: *Students take some time for quiet prayer.*

Teacher: 'Now we are back in class, let's make a list of words that we can add to our word bank about prayer.

Action: *Students contribute the word bank based on the church visit.*

You do:

Teacher: 'I am going to draw a simple image of a church on the board and I would like you to copy it on a sheet of blank A4 paper. Once this is completed I would like you to use ripped pieces of coloured paper to fill in the image of a church. Try and fill each section in with a different colour. Use the glue to stick your paper pieces to the church.'

Action: *Students draw an image of the church then use coloured paper to fill in the shapes. Underneath their image they write their favourite part of the church, completing the sentence, 'My favourite part of the church is ...'*

Review of Learning: Ensure that students know that God can be experienced in many places including the church and that the church is comprised of many special elements.

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Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Teaching and Learning Experiences	Shared Christian Praxis Movement
<p>Lesson 7</p>	<p>LI - I will understand that prayer was important to Jesus.</p> <p>SC - I can successfully participate I Godly Play session.</p> <p>SC- I can use resources to respond to a Godly Play session.</p>	<p style="text-align: center;">Lesson overview:</p> <p style="text-align: center;">During this lesson, students will learn about how important prayer was to Jesus. They will learn that Jesus prayed to God many times, in many places.</p> <hr/> <p>Lesson materials/resources:</p> <ul style="list-style-type: none"> • Godly Play responding materials (sticks, wool, Lego, leaves, or other) • Godly Play script (Appendix 1) <p>I do:</p> <p>Teacher: ‘Today we are going to listen to a very special story about Jesus. This is a story about Jesus at prayer (Mk 1:35-39). In the Bible we learn that prayer was really important to Jesus. Let me show you where it is in the Bible. Jesus used prayer to spend time with God, speak with God and listen to the Spirit that lived in his heart. We will now learn about this story through the experience of Godly Play. Please now form a circle on the floor and ensure that you are ready to listen to our story. The teacher now uses the Godly Play script (appendix 1) to tell the story.</p> <p><i>Action: Students now listen to the story through Godly Play.</i></p> <p>Teacher: ‘I am now going to share a few wonderings I have about this story with you. I wonder ... Does anyone have any wonderings that they would like to share about our story?’</p> <p><i>Action: Students share their wondering out loud.</i></p> <hr/> <p>We do:</p> <p>Teacher: ‘We will now get a chance to respond to the story by choosing to go to one of our Godly Play stations that I have set up for you around the room (the teacher can add other responding station ideas to those below). You can choose from the following:</p>	<p>Accessing Christian Story and Vision / Responding</p>

		<ul style="list-style-type: none">• The pile of sticks• The balls of wool• The Leggo corner• The gum leaves <p>When you go to your station, you can use the apparatus to recreate your favourite part of the story or anything at all about your experience of listening to the story. You will have about 20 minutes to complete this exercise. We look forward to your responses.</p> <p><i>Action: Students choose a station and complete their responding exercise. Students take a learning walk around the classroom and comment positively regarding what they liked about other students' work.</i></p>	
		<p>You do:</p> <p>Teacher: 'Before we add to our word bank, would anyone like to share their responding experience with the class?'</p> <p><i>Action: Students share their respondings with the whole class if they choose to and contribute additional words to the growing RE word bank.</i></p> <p>Review of Learning: Invite students to share what they learnt about Jesus at prayer.</p>	

Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Teaching and Learning Experiences	Shared Christian Praxis Movement
Lesson 8	<p>LI – I will participate in a meditation Mk 1:35-39.</p> <p>SC - I can articulate the beginning, middle and end of this story.</p> <p>SC - I can identify a special place I would like to pray.</p>	<p style="text-align: center;">Lesson overview:</p> <p style="text-align: center;">In this lesson, students will deepen their knowledge of Jesus at prayer through meditation outside.</p> <p>Lesson materials/resources:</p> <ul style="list-style-type: none"> • meditation Mk 1:35-39 (Appendix 2) • appropriate outdoor space for prayer • pastels (or other) <p>I do:</p> <p>Teacher: ‘Today we are going to spend some time in prayer with Jesus (Mk 1:35-39). We know many stories about Jesus and they are all found in the Bible which is on our prayer table. Jesus does a whole lot of different things in these stories. Sometimes he assists those who are poor or unwell. Other times he is making sure everyone has a fair go and is treated properly. Today’s story is about a time when Jesus chose to spend time in prayer. You may remember this story from our previous lesson. Let’s now go and find a nice quiet place outside where we can listen to the story again in a new way. When we pray we are doing something just like Jesus did so he could increase his love for God.</p> <p>We do:</p> <p>Teacher: ‘Let’s now make our way outside and lie down on the grass or sit up if you find this more comfortable. I will now lead you through the meditation (appendix 2).</p> <p>Action: <i>Students participate in the meditation.</i></p> <p>Teacher: ‘Who would like to tell me what happened in our meditation today and how it made you feel or what you can remember about this important story?’</p> <p>Action: <i>Students share their responses in pairs then to the whole class.</i></p>	<p>Understanding and Integrating</p>

		<p>Teacher: ‘Let us now gather some key words from our story today to add to our word bank. I would like you to now try and identify the beginning, middle and end of the story. Let us also name the key characters in the story.</p> <p><i>Action: Students identify the beginning, middle and end of the story as a whole class and the teacher writes it explicitly on the board. Following this, they copy this into their workbooks and illustrate all 3 sections.</i></p>	
	<p>You do:</p>	<p>Teacher: ‘I want you to think about a special, quiet place where you would like to pray to God just like Jesus did. Once you have chosen your place I would like you to draw that place using pastels. When you have finished your response could you complete this sentence starter, ‘This is a great place to pray because.....’</p> <p><i>Action: Students choose their special place, draw it and complete the sentence starter. These are then shared with the class.</i></p> <p>Review of Learning: Ensure students can identify their special place for prayer and the beginning, middle and end of Mk 1:35-39.</p>	

Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Teaching and Learning Experiences	Shared Christian Praxis Movement
Lesson 9	<p>LI - I will participate in the creation of a thanksgiving and asking prayer.</p> <p>SC - I can recite the sign of the cross prayer.</p> <p>SC – I can write the sign of the cross prayer in my book.</p>	<p>Lesson overview: In this lesson, students will learn about 2 important types of prayer – thanksgiving and asking prayers. They will also learn about the sign of the cross.</p> <p>Lesson materials/resources:</p> <p>I do:</p> <p>Teacher: ‘As we have already learnt, we can pray at any time in any place. God is always with us when we pray. We will learn about two types of prayer today. We can experience thanksgiving prayers or asking prayers. It is important to be thankful and also to ask for help from God when we need it.</p> <hr/> <p>We do:</p> <p>Teacher: Who would like to share something we could thank God for today? I will begin by giving you a few examples (creation and friendship). When you share your responses I will write them on our shared chart.’</p> <p>Action: <i>Students share their responses.</i></p> <p>Teacher: ‘Who would now like to share something they could ask God for? This could be a prayer for yourself, someone else or for a part of creation that needs help.</p> <p>Action: <i>Students share their responses, and they are written on the shared chart.</i></p> <p>Teacher: ‘Let us now write a class prayer of thanks together. As you share with me what we can thank God for I will write it as a prayer. We can begin our prayer with, <i>Dear God ...</i> Now we have completed our class prayer I would like you to have a go at writing your own prayer of thanksgiving.’</p>	<p>Accessing the Christian Vision</p>

You do:

Teacher: Now you can write your own thanksgiving prayer using technology today. We will use the Microsoft Word program to write our prayers. Write the sentence starter in your books and complete it.

Dear God,

Thank you for ...

Action: *Students complete the task and share with the class.*

Teacher: 'To finish our lesson today we are going to learn a very special prayer called *The Sign of the Cross*. We usually begin and end our prayer time with this important gesture. I am going to face the wall now and I want you to copy what I do and say. With your right arm stretched out, In the name of the Father, Son and Holy Spirit, Amen. Let's try that 3 more times. I am now writing this prayer out on a chart and we will display it near our word bank so we can use it whenever we pray by ourselves or with the class.'

Action: *Students repeat this prayer 3 times then copy it into their books from the board.*

Review of Learning: Ensure students can recite the prayer and have copied it correctly.

Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Teaching and Learning Experiences	Shared Christian Praxis Movement
Lesson 10	<p>LI - I will participate in Christian meditation.</p> <p>SC - I can identify what I like about prayer.</p> <p>SC - I can read out the key words related to prayer and describe what they mean.</p>	<p>Lesson overview: In this lesson, students will participate in Christian meditation. They will also demonstrate what they have learnt about prayer throughout the unit.</p> <p>Lesson materials/resources:</p> <ul style="list-style-type: none"> • Appendix 3 – Christian meditation • Signing Bowl (for meditation) • word bank words • <i>Microsoft Paint</i> program <p>I do:</p> <p>Teacher: ‘Let’s now gather on the floor everyone. Today will be our final lesson on prayer. It will be great to see what we have all learnt about prayer this term. On the floor I have all of the wonderful words from our word bank that we have formed during our term’s learning. I would like some volunteers to choose a word card, turn it over and we will all help you read out the important word and explain what it means.’</p> <p>Action: <i>Students turn over cards, read words out and explain their meaning.</i></p> <p>We do:</p> <p>Teacher: ‘Well done everyone, it seems like you have learnt so much this term about prayer. I would like you to turn to a partner and tell them what you like most about prayer and how it makes you feel.’</p> <p>Action: <i>Students respond in pairs.</i></p>	<p>Responding</p>

	<p>Teacher: ‘Thanks everyone. I would like you now to go back to your desks. Using the Microsoft Paint program, I would like you to create an image of what you have liked most about prayer and write a story about it under your image.’</p> <p>Action: <i>Students paint their image and share with others.</i></p>	
	<p>You do:</p> <p>Teacher: ‘To complete our prayer unit we will now experience Christian Meditation which is a form of prayer (Appendix 3). Could you all please come back to the floor and form a prayer circle? Let us begin with the sign of the cross, <i>In the name of the Father, Son and Holy Spirit</i>. Closing our eyes and placing our hands in our lap just focus on your breathing and the sounds in the room, feeling this breath fill you with life. Take the next 2 minutes of complete silence to be with God and Jesus who is our spiritual friend. You may like to just be with them in the silence. I will sound the Singing Bowl to begin and end this time of prayer. (2 minutes of silence to begin with). I wonder how that experience was for you. Would anyone like to share?’</p> <p>Action: <i>Students participate in the meditation and share how it was for them.</i></p> <p>Teacher: ‘Let us now make the sign of the cross to finish.’</p> <p>Action: <i>Students make the sign of the cross together.</i></p> <p>Review of Learning: Ensure students can identify what they have learnt about prayer and can participate in a meditation.</p>	

Prayer Ritual

I do:

Teacher: Let us now gather for prayer in a circle on the floor. Who would like to bring over our items from our prayer table and place them prayerfully on the ground, then we will begin with a song?

Action: *A few students create the sacred space.*

We do:

Teacher: Let us now make the sign of the cross, close our eyes and breathe quietly, coming into God's presence, breathing in God's love and breathing out any concerns or pain that you carry.

Action: *Students respond accordingly.*

You do:

Teacher: Now consider something you would like to thank God for from our learning during this unit. Would anyone like to share their prayer?

Action: *Students choose to share and complete the prayer with 'Amen'.*

Resources

- green liturgical cloth
- Bible
- candle and matches
- hand-held cross (if there are Aboriginal/Torres Strait Islander students in your class you may like to consider adding an Aboriginal symbol to the prayer space)
- large cards to display key words
- crayons
- bark, leaves, sticks, stones (or other)
- coloured paper and glue
- the local parish church (if available)
- poster paper
- *Microsoft Paint* program
- Godly Play responding materials (sticks, wool, Lego, leaves – or other)
- Godly Play script – **Appendix 1**
- **Appendix 3** – Christian meditation
- Singing Bowl (for meditation)

Curriculum Adjustments

Student	Adjustment