

# LESSON PLAN



YEAR LEVEL	3 & 4
TITLE	PRAYER
STRAND	Prayer and Discernment
SUGGESTED DURATION	5 weeks (10 lessons)
ENDURING QUESTIONS	Why is prayer important? How do I pray?

## Unit Focus

In this unit students will be invited to deepen their relationship with God through prayer. They will have opportunities to be involved in different prayer experiences as individuals and in community. Students will begin to connect the purpose of different forms of prayer.

## Unit Outcomes

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

1. *Recognise that prayer involves a relationship with God and recall times they have experienced prayer.*
2. *Identify the different purposes and types of prayer within the Catholic Tradition.*
3. *Name some of the ways the Church honours Mary through prayer.*

## Scripture (refer to unit outline for WOT analysis)

**Mk 1: 35 (NRSV)** *In the morning, while it was still very dark, he got up and went out to a deserted place and there he prayed.*

**Lk 22: 41 (NRSV)** *Then he withdrew from them about a stone's throw, knelt down, and prayed.*

## Major Assessment Task

Within learning experiences 7 and 8, with a partner, students will create a prayer liturgy to share with the class. They will:

- Choose a prayer of thanks/gratitude, sorrow, blessings
- Select three visual elements to create their prayer focus.
- Invite people to pray.

Their presentations will take the format of a PowerPoint presentations, accompanied by oral text.

Major Assessment Task – Marking Rubric					
Criteria	Well Below	Below	At	Above	Well Above
<b>Choice of prayer</b>	Does not choose a suitable prayer or does not choose a prayer at all.	Chooses a prayer but it may not clearly fit the theme of thanks/gratitude, sorrow or blessing.	Chooses a prayer that fits the theme adequately.	Selects a prayer that is highly appropriate and impactful for the chosen theme.	Selects a prayer that is exceptionally clear, meaningful, and engages participants effectively.
<b>Visual elements</b>	Selects fewer than three visual elements or selects inappropriate elements that do not enhance the prayer focus.	Selects three visual elements, but they may not effectively contribute to the prayer focus.	Selects three appropriate visual elements that support the prayer experience.	Selects three visually appealing elements that enhance the prayer experience.	Selects three creative and engaging visual elements that captivate participants.
<b>Invitation to pray</b>	Does not effectively invite participants to pray or misses this component entirely.	Makes a minimal or unclear invitation to pray.	Clearly invites participants to engage in prayer.	Articulates a warm and welcoming invitation that encourages everyone to participate.	Inspires a heartfelt invitation that fosters a sense of unity and participation.

<b>Lesson</b> 1 hour 15 min duration	<b>Learning Intention and Success Criteria</b>	<b>Teaching and Learning Experiences</b>	<b>Shared Christian Praxis Movement</b>
<b>Lesson 1</b>	<p><b>LI - I will understand the importance of the sacred prayer space.</b></p> <p><b>SC - I can identify different sacred items we place on the prayer table.</b></p> <p><b>SC - I can explain why each of these items is sacred.</b></p>	<p style="text-align: center;"><b>Focusing activity:</b> Set the scene for this unit through the establishment of a new sacred prayer space.</p> <p><b>I do:</b></p> <p><b>Teacher:</b> Before we begin our new RE unit on Prayer, we are going to create a new sacred prayer space. This is a space that we will use as a focus during prayer each day. The sacred space contains, first a prayer cloth. The colour of the prayer cloth can change depending on important times in the Church’s year. Today, we are going to be using the green coloured cloth. The colour green is used during Ordinary Time. This time takes up most of the year outside of the major liturgical seasons such as Advent, Christmas, Lent, and Easter. Green symbolizes hope and growth.</p> <p><b>Action:</b> <i>Take the green cloth and drape it over the area that you are going to use as the prayer space. This may be a table or bench. Ensure the space is always visible, won’t be knocked over and is separate from areas designated for other KLA’s.</i></p> <p><b>Teacher:</b> The first thing that we are going to put on the table is the Holy Bible. The Bible is important for us because it tells stories about God and Jesus, helping us learn how to be kind, loving, and helpful to others. It also teaches us about our faith and helps us to feel close to God when we pray and read its stories. We have the Bible open on the story that we are going to read when we pray.</p> <p><b>Action:</b> <i>Place the Bible on the sacred prayer space. Open the Bible to the reading from the Gospel of Mark 1:35.</i></p> <p><b>Teacher:</b> The next thing that we are going to place on the prayer space is a candle. The candle represents something that is special and holy. The light from the candle reminds us that Jesus is</p>	<p><b>Focusing Activity</b></p>

the light of the world, showing us the way and helping us feel close to God. It's one way we say a prayer without any words. It also helps us to focus on talking to God.

**Action:** *Take the candle and place it on the prayer table. Light the candle.*

**Teacher:** The next item is the cross. The cross is important to us because it reminds us of Jesus and His love for everyone. Just like how you might wear something special to remember a happy time, we look at the cross to remember Jesus. The cross shows how Jesus died for everyone so they could be happy and close to God. When we see the cross, it helps us feel brave, loved, and reminds us to be kind to others just like Jesus was. It's a special symbol that helps us remember our faith and stay connected to God.

**Action:** *Take the cross and place it on the table, preferably upright.*

**Teacher:** Indigenous item

**Action:** *Refer to appendices for items and explanations.*

**We do:**

**Teacher:** Our prayer space is a special place that we focus on during prayer times. So, to begin our lesson today we are going to pray. One way to pray is by using Scripture, or the Bible. The reading from the Bible today is about Jesus and how he prayed. We are then going to say any special intentions that we have. Special intentions are prayers that we have for maybe people in our lives, things that are happening in our world or in our lives. When we say a special intention, we always end with Lord hear us, and everyone else responds with Lord hear our prayer. Let's give that a go:

Dear God, we pray for all the people in our community and our world who are sick and need your healing. Lord hear us. *Encourage students to say Lord hear our prayer.*

We will begin in the name of the Father, of the Son and of the Holy Spirit.

**Action:** *Make the Sign of the Cross. Open the Bible to the reading from Mark.*

**Teacher:** In the morning, while it was still very dark, he got up and went out to a deserted place and there he prayed. *Pause ...* Are there any special intentions?

**You do:**

**Teacher:** Throughout our unit we are going to focus on 4 learning intentions. They are:

- I know that prayer involves a deep relationship with God.
- I can recall a time when I have experienced prayer.
- I can name the different types of prayer and their purpose.
- I can name some ways that we pray with Mary.

**Action:** *Hand these out to each table group to decorate. Once completed have them displayed around the prayer table (not on the table).*

**Teacher:** You are now going to draw a picture of our sacred prayer space, remember to label each of our special items that we have placed on the table. Write the learning intentions for this unit at the beginning of this section of your workbook – ready for the new unit.

**Action:** *Have students take out their Religious Education books/journals. Have them turn to a new page and complete the activity. Write the Learning Intentions on the board for greater visibility.*

Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Teaching and Learning Experiences	Shared Christian Praxis Movement
<b>Lesson 2:</b>	<p><b>LI – I will experience prayer walks.</b></p> <p><b>SC – I can engage in a prayer walk and recognise things I can thank God for.</b></p> <p><b>SC- I can write my own prayer of gratitude.</b></p>	<p style="text-align: center;"><b>Lesson Overview:</b></p> <p>In this lesson students will undertake a prayer walk. They will be introduced to the concept of gratitude prayers and use their RE book/journal to reflect on the walk. The lesson will conclude with a prayer circle.</p> <hr/> <p><b>I do:</b></p> <p><b>Action:</b> <i>Have students ready with their RE/journal. Have your ‘prayer walk’ route pre-planned that includes various examples of God’s presence in nature such as: a small plant struggling to grow through a crack on the cement; a particular shape of a cloud, tree, hill, flower; the sun / shadow (light / darkness) reflected on leaves, water, windows, pathways, ground; sketch the aspect of nature that spoke to you.</i></p> <p><b>Teacher:</b> To begin our lesson today we are going to go on a prayer walk. A prayer walk is a time when we can pray to God by looking, listening, wondering and appreciating God’s presence in nature. We are not going to take anything with us but remember to hold something in your mind that shows you God’s presence in our world because we are going to write and draw about this when we return.</p> <p>When we go on a prayer walk and give thanks to God for everything around us, this is known as a prayer of thanks or gratitude. Before we begin, I would like you to think of something today you are thankful for.</p> <hr/> <p><b>We do:</b></p> <p><b>Action:</b> <i>Have the students sitting in a circle. Share something you are thankful for today (family, friends, healthy lunch, the gift of education, a safe school to work and teach in, etc). Ask the students to share what they are thankful for today. Not all students my wish to share and that is ok.</i></p>	<p><i>Reflecting critically / Accessing Christian Story and Vision</i></p>

**Teacher:** To begin our prayer, and invite us all to pray, we are going to begin with the sign of the cross. *In the name of the Father, of the Son and of the Holy Spirit.*

**TAKE THE STUDENTS FOR THEIR PRAYER WALK.**

**WHEN THEY RETURN SIT IN A CIRCLE.**

**Teacher:** Would anyone like to share a part of our prayer walk that they really liked (*wait for response*). What about a part that showed them God's presence (*wait for responses*). We are now going to reflect on our prayer walk in our journals/RE books.

**You do:**

**Action:** *Write the following reflection prompts on the board for students to use as simple starters:*

- *My favourite part of the prayer walk was ... Because*
- *God, I see you in nature when ...*
- *I am thankful for this aspect of nature because ...*
- *Did you think of someone special to pray for on our prayer walk? Why?*
- *What made you feel close to God on the prayer walk and why?*

*After students have completed this activity, bring them in a circle with the prayer focus/sacred prayer space visible. Light the candle.*

**Teacher:** To finish our lesson today we are going to go around the circle and name one person we are praying for today. No details, we just need their name. We begin in the name of the Father, and of the Son and of the Holy Spirit.

**Action:** *Individually have students name the person they are praying for. Close the prayer/lesson with the sign of the cross.*

**Lesson**  
1 hour 15  
min  
duration

**Learning Intention  
and Success  
Criteria**

**Teaching and Learning Experiences**

**Shared  
Christian  
Praxis  
Movement**

**Lesson 3**

**LI - I will understand the common sights and sounds of Catholic prayer.**

**SC - I can name something I see and something I hear during prayer.**

**SC - I can explain one aspect of Catholic prayer to my class.**

**Lesson overview:**

In this lesson, students will brainstorm the common sights/sounds of prayer. From this list they will create a presentation explaining why we do/say these things.

**I do:**

**Teacher:** We are going to begin by brainstorming some of the actions and words that we hear and see throughout prayer. Remember prayer can take place in a formal way, such as at assembly or in the Church, or an informal way such as our prayer walk or our prayer at the start of/end of day. I know that when I think of prayer, I think of making the Sign of the Cross. So, I will add that as the first thing in our mind-map

**We do:**

**Action:** *Create a mind-map/brainstorm on the board of all actions and words that are used throughout prayer. Include your suggestion of making the Sign of the Cross. Have students then copy this into their books.*

*Points to make if students need prompting:*

- *Sign of the cross, bowing, kneeling, folding hands, genuflect (knee/bow when entering the Church), blessing ourselves with Holy Water, lighting a candle, receiving Communion.*
- *Listening to readings from the Bible, listening to and saying formal prayers (Our Father, Hail Mary), singing, responding to readings,*

**You do:**

**Teacher:** In pairs, you are now going to choose one action and one word that we see/hear during prayer and create a PowerPoint presentation explaining why we do/say these things. For

***Accessing Christian  
Story and Vision***

example, for the action of lighting a candle, we do this to the light from the candle reminds us that Jesus is the light of the world, showing us the way and helping us feel close to God.

**Action:** *Have students pair up and pick one of the actions and one of the words that have been identified in the brainstorm session. Provide students with the following resource to support their development of the PowerPoint presentation:*

<https://www.togetheratonealtar.catholic.edu.au/craft/gestures-and-actions-assembly/>

*Have students then present their presentation.*

**Review of learning:** Ensure that students have reported on their gesture or sound from prayer accurately.

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Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Teaching and Learning Experiences	Shared Christian Praxis Movement
<b>Lesson 4</b>	<p><b>LI - I will understand how, why and when Jesus prayed and that Jesus had a relationship with God.</b></p> <p><b>SC - I can participate in prayer sessions, listening to the Word of God respectfully.</b></p> <p><b>SC - I can identify how, why and when Jesus prayed.</b></p> <p><b>SC - I understand that prayer involves a relationship with God.</b></p>	<p style="text-align: center;"><b>Lesson overview:</b></p> <p>In this lesson, students will begin with prayer and reading from Scripture. They will then reflect on how, why and when Jesus prayed, documenting their responses. Students will then create an artistic representation of Jesus praying. The lesson will conclude with prayerful journaling.</p> <p><b>I do:</b></p> <p><b>Action:</b> <i>Bring the students into the prayer space, light the candle and ask the students to focus on the light as you read from scripture. Find the passage Mark 1:35 and Luke 22:41:</i></p> <p><b>Mk 1: 35</b></p> <p><i>In the morning, while it was still very dark, he got up and went out to a deserted place and there he prayed.</i></p> <p><b>Lk 22: 41</b></p> <p><i>Then he withdrew from them about a stone's throw, knelt down, and prayed.</i></p> <p><b>Teacher:</b> To invite everyone into the prayer space, we are going to begin with the sign of the cross (<i>make the sign of the cross with the students</i>). In our prayer today, we are going to read from the Bible. We are going to hear of two examples of when Jesus prayed.</p> <p><b>Action:</b> <i>Read the two Gospel passages. Close with the sign of the cross. Extinguish the candle and bring the students back to the learning space. Divide the board into 3 sections: How, When and Why.</i></p>	<p><b><i>Accessing Christian Story and Vision/ Understanding and Integrating</i></b></p>

		<p><b>We do:</b></p> <p><b>Teacher:</b> We are now going to reflect on Jesus praying. We are going to list how Jesus prayed, when Jesus prayed and why Jesus prayed.</p> <p><b>Action:</b> <i>List student responses in the table.</i></p>	
		<p><b>You do:</b></p> <p><b>Teacher:</b> Using these answers, we are going to create an artistic representation that shows Jesus praying.</p> <p><b>Action:</b> <i>Depending on your resources, create an artistic representation of Jesus praying. This could be via collage, paint, drawing or other medium.</i></p> <p><b>Teacher:</b> In your prayer journal/RE book, write about what you did well today, and something you are thankful for.</p> <p><b>Review of learning:</b> Ask students to verbally respond to why they think Jesus prayed, when they think Jesus prayed and how Jesus prayed. Encourage them to use the responses in their book for a prompt.</p>	

<b>Lesson</b> 1 hour 15 min duration	<b>Learning Intention and Success Criteria</b>	<b>Teaching and Learning Experiences</b>	<b>Shared Christian Praxis Movement</b>
<b>Lesson 5</b>	<p><b>LI - I will understand prayers of sorrow and prayers of blessings.</b></p> <p><b>SC - I can write my own prayer of sorrow.</b></p> <p><b>SC - I can write my own prayer of blessing.</b></p>	<p style="text-align: center;"><b>Lesson overview:</b></p> <p style="text-align: center;">Within this lesson students will create a communal prayer book. At the completion of the lesson, this can be added to the prayer space and used for daily prayer.</p> <hr/> <p><b>I do:</b></p> <p><i>Have students begin in a circle in the prayer space.</i></p> <p><b>Teacher:</b> Today, to invite us into the prayer space we are going to gently bow our heads before we make the Sign of the Cross.</p> <p><b>Action:</b> <i>Demonstrate a gentle bow of the head, followed by the Sign of the Cross.</i></p> <hr/> <p><b>We do:</b></p> <p><b>Teacher:</b> Today we are going to create a class prayer book. In it we are going to have all different types of prayers. We have already covered prayers of thanks/gratitude, where we give thanks for something that we have, is going well for us etc. The next type of prayer that we are going to look at are prayers of sorrow. These types of prayers are when we apologise for doing the wrong thing and ask for God’s forgiveness. Can anyone give me an example of a prayer of sorrow?</p> <p><b>Action:</b> <i>Ask 3 students to share a prayer of sorrow.</i></p> <p><b>Teacher:</b> So, we know what a prayer of praise is, we know what a prayer of sorrow is, the next type we are going to look at today is a prayer of blessing, or blessing prayers. These are prayers that call on God’s power to care for a person, place or thing, or even something that we do, like travelling, working or studying. Does anyone have a prayer of blessing that they would like to share?</p> <p><b>Action:</b> <i>Ask 3 different students to share their prayers of blessing.</i></p>	<p><i>Understanding and Integrating / Responding</i></p>

Write the 3 different types of prayer covered so far, prayers of gratitude, prayers of sorrow and prayers of blessing. Write the following descriptions for students to refer to:

*Prayers of Thanks/Gratitude: Where we give thanks to God for something around us or in our lives.*

*Prayers of Sorrow: when we apologise for something and ask for God's forgiveness.*

*Prayers of Blessing: When we pray for God's power to care for a person, place, thing or something we do.*

**You do:**

**Action:** Give students 3 individual pieces of paper, preferably coloured but not necessary.

**Teacher:** You now have 3 pieces of paper, one for each type of prayer, now, you are going to write a prayer for each type of prayer, and we are going to add this to our class prayer book. Make them as decorated and special as you can. Prayers are very special and precious so want to make our prayer book as special and as precious as the prayers.

**Action:** Give student time to complete their prayers.

*Once complete invite the students into the prayer space, make the sign of the cross and pray the Hail Mary. Conclude with the sign of the cross.*

*This prayer book can now be used during prayer times throughout the school day – morning, before meals, end of day etc.*

**Review of learning:** Ask students to read and explain their prayer of sorrow and their prayer of blessing. They will be able to articulate why they have chosen these specific things to pray for. For example. I am praying for my Dad going away for work because he travels a lot.

Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Teaching and Learning Experiences	Shared Christian Praxis Movement
<b>Lesson 6</b>	<p><b>LI - I am beginning to understand the Church's Liturgical Year.</b></p> <p><b>SC- I know why we have different colours on the Church's calendar.</b></p> <p><b>SC- I can label the Church's Liturgical calendar with ordinary time, Advent, Christmas, Lent, Easter and Pentecost.</b></p>	<p><b>Lesson overview:</b> In this lesson, students will be presented with the Sacred Story "The Church's Year".</p> <p><b>Lesson overview:</b> In this lesson, students will be presented with the Sacred Story "The Church's Year".</p> <p><b>Lesson materials/resources:</b> "The Church's Year" Sacred Story (Appendix 1), worksheets for the Sacred Story (Appendix 2).</p> <p><b>Action:</b> <i>Tell the Sacred Story twice. Complete the wonderings as per the Sacred story script. Question for understanding. Allow time for questions. Students will complete the activity worksheets as per the appendices for the Sacred Story kits.</i></p> <p><b>Review of learning:</b> Ensure that students have filled in the liturgical calendar correctly and can identify each section. Ask students to explain one reason why we have one of the colours, as explained in the Sacred Story.</p>	<i>Accessing Christian Story and Vision</i>

Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Teaching and Learning Experiences	Shared Christian Praxis Movement
<b>Lesson 7</b>	<p><b>LI - I will understand prayers have an invitation to pray, music and prayers of intercession/blessing</b></p> <p><b>SC - I can use appropriate music for prayer.</b></p> <p><b>SC - I can participate in sharing and listening to prayers of special intentions.</b></p>	<p style="text-align: center;"><b>Lesson Overview:</b></p> <p>This lesson will have two parts, first, students will engage in a prayer session with the teachers, they will then be given time to create their own prayer session in pairs for the assessment task.</p> <p><b>I do:</b></p> <p><b>Action:</b> <i>Bring the students into the sacred prayer space.</i></p> <p><b>Teacher:</b> We know that we can pray in many ways, we have prayed on our prayer walk, in the Church, at assembly, and during the school day. We also have learnt that we can pray different types of prayers, such as prayers of sorrow and prayers of gratitude/thanks. Today we are going to look at how we pray through music. Music makes us happy, and we can use it to connect to God. We already use music when we are in Church through hymns, but we can also use other music we enjoy. Before we begin though, we are going to all be invited to pray together. We do this by lighting the candle and making the sign of the cross.</p> <p><b>Action:</b> <i>Make the Sign of the Cross, light the candle.</i></p> <p><b>Teacher:</b> Today we are going to pray through music. While the music is playing, close your eyes.</p> <p><b>Action:</b> <i>Open the Abba Father Daddy song. You don't need to play the video – just the audio.</i></p> <p><i>After the song has played, allow for a few moments of silence. Play the song that is specific to your schools liturgical/assembly celebrations.</i></p> <p><b>We do:</b></p> <p><b>Teacher:</b> When we share special intentions or prayers, they can be prayers of gratitude/thanks, prayers of sorrow or prayers of blessings, they are sometimes called prayers of intercession. After we share our prayer, we say Lord hear us and everyone else repeats Lord hear our prayer.</p>	<p><i>Understanding and Integrating / Responding</i></p>

Today I would like to give thanks for the beautiful weather that we are having. Lord hear us. *Lord hear our prayer.* Would anyone else like to share a special intention or prayer?

**Action:** *Allow adequate time for students to share prayers as needed. Conclude with the sign of the cross. Move the students back into the regular learning space.*

**Teacher:** For the next two lessons we are going to be working in pairs to create our own short prayer experience to share with the class. You are going to use a PowerPoint presentation for your prayer, your prayer sessions shouldn't go longer than 5 minutes. There are 3 things that I am looking for:

- A prayer of gratitude/thanks, sorrow or blessing.
- Select three pictures to create their prayer focus.
- Invite people to pray.

**Action:** *Write these on the board/a visible space. Give students time to ask questions if they don't understand.*

**Teacher:** Can someone remind me what a prayer of thanks/gratitude is? *Allow time for a response.*

Can someone remind me what a prayer of sorrow is? *Allow time for a response.*

Can someone remind me what a prayer of blessing? *Allow time for a response.*

**You do:**

**Action:** *Divide students up to work on their presentations.*

**Review of Learning:** Ask students to share a prayer of intercession, ensure students understand the assessment task.

Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Teaching and Learning Experiences	Shared Christian Praxis Movement
<b>Lesson 8</b>	<p><b>LI- I will understand prayers have an invitation to pray, music and prayers of intercession/blessing</b></p> <p><b>SC - I can use appropriate music for prayer.</b></p> <p><b>SC - I can participate in sharing and listening to prayers of special intentions.</b></p>	<p><i>Students will be working on their assessment item from previous lesson.</i></p> <p><b>Review of Learning:</b> Ensure students are on track with their assessment task and provide assistance where necessary.</p>	<p><b>Responding</b></p>

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Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Teaching and Learning Experiences		Shared Christian Praxis Movement
Lesson 9	<p><b>LI - I will understand prayers have an invitation to pray, music and prayers of intercession/blessing</b></p> <p><b>SC - I can use appropriate music for prayer.</b></p> <p><b>SC - I can participate in sharing and listening to prayers of special intentions.</b></p>	<p><i>Students will be working on their assessment item from previous lesson.</i></p> <p><b>Review of Learning:</b> Ensure students are on track with their assessment task and provide assistance where necessary.</p>		<b>Responding</b>

Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Teaching and Learning Experiences	Shared Christian Praxis Movement
<b>Lesson 10</b>	<p><b>LI - I will participate in a guided meditation prayer and understand why we pray to Mary.</b></p> <p><b>SC - I can identify my thoughts and feelings during a guided meditation prayer.</b></p> <p><b>SC - I know why Catholics pray to Mary.</b></p>	<p><b>Lesson overview:</b></p> <p>Within this lesson, students will participate in a guided meditation on Jesus praying. Students will then create an artistic representation of where they went to pray with Jesus and write key words regarding their thoughts and feelings during this time. Students will also discuss why and how we pray to Mary and create a prayer card with the Hail Mary on it.</p> <p><b>I do:</b></p> <p><i>Action: Gather the students in the prayer space. Begin with the Sign of the Cross. Light the candle on the prayer table.</i></p> <p><b>Teacher:</b> For our prayer today, we are going to listen to a guided imagery prayer. This is where I will help paint a picture in your mind about a story from our Bible. We use our imagination to feel what it was like being there in the story. The story today we're going to use our imaginations to think about a special time when Jesus went to a quiet place to pray. Let's find a comfortable spot to sit, close our eyes, and take a deep breath in... and out. Let's begin our journey together.</p> <p>Imagine that it's very early in the morning, just before the sun starts to rise. Everything is quiet and peaceful. You can feel the cool morning air on your skin and hear the soft sounds of nature waking up. There is a soft breeze that rustles the palm trees and the sounds of animals waking up in the distance.</p> <p>Now, imagine you are in a small village where Jesus is staying. The houses are simple and made of stone. Everyone else is still asleep, but Jesus is already awake. You see him quietly leaving the house and walking towards the hills outside the village.</p> <p>You decide to follow Jesus from a distance, curious to see where he is going. You walk quietly through the village, past the houses, and into the hills. The ground is soft under your feet, and the air is fresh and clean.</p>	<p><i>Accessing Christian Story and Vision / Responding</i></p>

Finally, Jesus stops in a quiet, beautiful spot. He sits down on a large rock, surrounded by trees and flowers. You can see the first light of the morning sun starting to peek over the hills, casting a gentle glow all around.

Jesus closes his eyes and begins to pray. You can see the peaceful expression on his face as he talks to God, his Father. He is sharing his thoughts, worries, and hopes, and listening for God's guidance.

As you watch Jesus, you feel a sense of calm and peace. You realise that you can also talk to God, just like Jesus is doing. You find your own quiet spot nearby and sit down. Close your eyes and take a deep breath in... and out.

In your mind, you start to talk to God. You tell Him about your day, your worries, and the things that make you happy. You thank Him for all the good things in your life and ask Him to help you with anything that is troubling you. You know that God is listening to you and that He cares about everything you have to say.

After a few moments, you feel a warm feeling in your heart, knowing that God is with you. You feel ready to start your day, just like Jesus did after his quiet time with God.

Now, take another deep breath in... and out. When you're ready, slowly open your eyes and come back to the present moment. Remember, just like Jesus found a quiet place to pray, you can always find a moment to talk to God, no matter where you are.

*Give students time to return to the group.*

**We do:**

I would like you now to draw a picture of where you went to pray with Jesus. I'd also like you to add three words to describe how you felt. For example, you might have felt calm, happy, loved, peaceful, relaxed.

**Action:** *Give students time to complete the activity. Once this is done, bring the students back together.*

**Teacher:** Now we are going to look at one of our special prayers to Mary. Jesus Mother. Does anyone know why Mary is so important?

**Action:** Allow time for responses. Responses should include that she is Jesus Mother. That God chose her to be Jesus Mother.

**Teacher:** Can anyone tell me how we pray to Mary?

**Action:** Allow the students time to respond.

**Teacher:** Catholics pray to Mary because she is Jesus' mother, and they believe she can ask Jesus to help them. They think Mary is very kind and can talk to God for them.

We are going to pray to Mary today using a special prayer called the Hail Mary. It comes from the Bible, where an angel and Mary's cousin Elizabeth said kind words to her. The prayer asks Mary to pray to God for us and help us be good and follow Jesus. We are also going to listen to a special song written about the Hail Mary.

Let's begin by inviting everyone to prayer and with the Sign of the Cross.

**Action:** Light the candle and make the Sign of the Cross.

**Teacher:** Hail Mary,  
Full of Grace,  
The Lord is with you.  
Blessed are you among women,  
and blessed is the fruit  
of your womb, Jesus.  
Holy Mary,  
Mother of God,  
pray for us sinners now,  
and at the hour of our death.  
Amen.

**Action:** Play Maria Ford's Hail Mary song on YouTube.

**Teacher:** Are there any special intentions?

**Action:** Allow time for students to share special intentions and respond to each with Lord hear our prayer. Conclude with the Sign of the Cross.

**You do:**

**Teacher:** We are going to create little prayer cards with the Hail Mary today. Prayer cards are little cards that have special prayers on them that we can keep with us. Usually, they have a prayer on one side and an image on the other. The prayer for yours will be the Hail Mary and you can choose any image that you think relates to the prayer for the other side.

**Action:** *Allow time for students to complete their prayer cards.*

**Review of Learning:** Ask students why they think we pray to Mary. Appropriate choice of image for their prayer card.

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## Prayer Ritual

Students will gather in the sacred space and pray the Hail Mary off their personal prayer cards and pray any special intentions.

**I do:** Gather students in the sacred prayer space. You may choose to set up a prayer focus in the middle of the circle. Ensure students come to the prayer space with them to the space.

**Teacher:** We are going to gather together for prayer today in the sacred space and with our own Hail Mary prayer cards. We are going to begin by lighting the candle and making the sign of the cross.

**Action:** Light the candle and make the Sign of the Cross.

**We do:** Make the Sign of the Cross together.

**Teacher:** Let's begin by praying our special prayer to Mary, the Hail Mary.

**Action:** Pray the Hail Mary as a class. Have students use their prayer cards as a guide as needed.

**You do:** Students pray personal prayers of intercession.

**Teacher:** Does anyone have a prayer of intercession? We have learnt about three different types of prayer this unit and you can pray any type that you would like. Prayer of sorrow, blessing or gratitude.

**Action:** Allow students time to verbalise their prayers. Close the prayer ritual with the Sign of the Cross.

## Resources

- Materials to establish a new sacred space within the classroom. These include: A Bible (NRSV version), a cross, prayer cloths, a candle and an Indigenous item. This may include a message stick, indigenous cross, an appropriate art work, a Coolaman, stones/water/soil/sand from the local area, foliage.
- 4 Learning Intentions individually printed on A4 paper.
- Pre-planned Prayer Walk that shows God's presence in nature.
- Individual prayer journal or RE book with designated reflection space (even at the end of the book).
- Common Catholic prayers on display, including the Our Father, Hail Mary
- Appendix 1 – Sacred Story kit 'The Seasons of the Year and The Church's Year'.
- Appendix 2 – Sacred Story 2D masters sheet.
- Abba Father Daddy - Maria Ford Youtube song – link: [https://www.youtube.com/watch?v=gYR32jr\\_97M](https://www.youtube.com/watch?v=gYR32jr_97M)
- Hail Mary Mother of God song by Maria Ford [Hail Mary Mother of God \(a resource for learning the Hail Mary Prayer\) Maria Forde \(youtube.com\)](#)
- A song that your school uses often for liturgical/assembly celebrations.
- Small sized cardboard approx. A6 in size to be used as prayer cards.

## Curriculum Adjustments

Student

Adjustment

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