

UNIT OUTLINE



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.

Achievement Standards

By the end of Year 4, students should be able to:

Identify the various purposes for prayer. They describe when and how they pray and engage in various 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.**

Key Understandings for Students

- Prayer involves a relationship with God.
- There are many stories in Scripture that reflect the importance of prayer in the lives of God's people.
- We celebrate God's presence when we pray individually or in community.
- We, as a Church, often pray to Mary.

Student Context

As students move through Years 3 and 4, their understanding of themselves, their community and the wider world expands. They are less self-focussed and enjoy working collaboratively. Students in Years 3 and 4 have a better understanding of time and the sequence of events, therefore Scripture stories take on a new significance.

Involvement in prayer experiences that are related to the life of the student, enables them to grow in their relationship with God, others and the world. Their involvement in liturgies through the preparation of sacred space, music, prayers, readings, role-plays, and so forth is very appropriate.

Victorian Curriculum Capabilities

For further information on the Victorian Curriculum Capabilities and their links within the Source of Life Religious Education Curriculum please refer to page 72 in the Source of Life Core Document.

Theological Background for Teachers

- Prayer involves a relationship with God.
- God is a mystery. We are called on a journey of discovery, of the many ways God is present in our everyday lives. We are always enfolded in God's love. What we need to grow in awareness.
- In prayer we discover more and more of God's wonders.
- We discover God in the depth of our being, in other people and in the created world.
- We express our thoughts and feelings, joys and sorrows, hopes and dreams to God.
- As we grow in prayer, we may reach the stage where silence and stillness become an important way in which we pray.
- When we pray as individuals, other people and the whole of creation are part of our prayer and we can become more aware of the world and its needs.
- Through prayer, we are motivated to reach out in love to our fellow human beings.
- The Scriptures are a rich source of nourishment for personal and communal prayer.
- Prayer leads us to reflect on our relationship with God.
- The ultimate through of human life is that all our searching leads to God. St Augustine stated: *"You have made us for yourself O God and our hearts are restless until they rest in you"*.
- In prayer we try to be attentive to the spirit speaking in our heart.
- Throughout the ages, the Church has prayed through Mary, to intercede for us to God. Catholics see Mary, the mother of Jesus, as a source of comfort and strength. We ask for her prayers too, believing she understands our challenges and cares for us like a compassionate mother.
- Catholics pray to feel closer to God and to understand His presence in our lives. Its like having a conversation with a close friend, sharing joys, worries, and seeking guidance.

- Catholics pray to God as a loving Father, through Jesus who showed us how to live with compassion, and with the guidance of the Holy Spirit who inspires and empowers us in our daily lives.

DRAFT

Scripture

The Three Worlds of the Text

Scripture	FEATURES	The Three Worlds of the Text
<p>The world behind the text is a <i>window</i>. Through this window we look to the <i>past</i>, to the time of the <i>author</i> who produced the text, and to the time in which the text was set.</p>	<p>What is going on at the time the text was written?</p>	<p>Mk 1:35 (NRSV) <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> <ul style="list-style-type: none"> • Historical Context: During the time of Jesus, it was customary for devout Jews to engage in regular prayer. Jewish tradition emphasized prayer as a way to maintain a close relationship with God. Solitude in prayer was a common practice among spiritual leaders and prophets. • Cultural Context: Jesus' practice of seeking a solitary place for prayer reflects the Jewish tradition of finding quiet and isolated spaces to commune with God. This practice was essential for spiritual leaders to gain strength, wisdom, and guidance. • Social Context: Jesus was at the beginning of his public ministry, which included teaching, healing, and addressing the needs of many people. The demands of his ministry made it necessary for him to seek moments of solitude for spiritual renewal and connection with God.
<p>The world of the text (also known as the world <i>within</i> the text) is a <i>picture</i>. This picture shows us the text as it is and what it says <i>now</i> through its literary features. The general approach is literary.</p>	<p>What is going on in the text?</p>	<ul style="list-style-type: none"> • Narrative: Mark 1:35 is part of the larger narrative describing the beginning of Jesus' ministry in Galilee. The previous verses detail Jesus' healing activities, demonstrating the busy and demanding nature of his work. • Structure: This verse serves as a pivotal point in the narrative, illustrating Jesus' pattern of retreating for prayer amidst his active ministry. It highlights the importance of balancing action with spiritual reflection. • Literary Elements: The verse uses vivid imagery to set the scene ("In the morning, while it was still very dark") and emphasizes Jesus' deliberate actions ("he got up and went out to a deserted place"). The phrase "and there he prayed" succinctly captures the purpose of his solitude.
<p>The world in front of the text is a <i>mirror</i>. In this mirror the <i>reader</i> sees oneself within the text, and sees other readers, the believing Church over many years, challenged to respond to it now and into the <i>future</i>. The general approach is theological ('faith seeking understanding').</p>	<p>What meaning can we make of this text today?</p>	<ul style="list-style-type: none"> • Personal Application: For modern readers, this verse encourages the practice of setting aside time for personal prayer and reflection, even amidst busy schedules. It serves as a model for prioritizing spiritual health and connection with God. • Spiritual Practice: The verse underscores the importance of solitude in prayer for spiritual renewal and guidance. It challenges believers to seek regular moments of quietness to nurture their relationship with God.

Scripture	The Three Worlds of the Text	
<p>The world behind the text is a window. Through this window we look to the <i>past</i>, to the time of the <i>author</i> who produced the text, and to the time in which the text was set.</p>	<p>FEATURES</p> <p>What is going on at the time the text was written?</p>	<p>Lk 22:41 (NRSV) <i>Then he withdrew from them about a stone's throw, knelt down, and prayed.</i></p> <ul style="list-style-type: none"> • Historical Context: This verse is set in the context of Jesus' final hours before his arrest and crucifixion, during the time he spent in the Garden of Gethsemane. Jewish tradition involved prayer, especially in times of distress, seeking God's guidance and strength. • Cultural Context: In Jesus' time, it was customary for Jews to pray standing up. However, kneeling was a posture that expressed deep humility and earnest plea. This highlights the intensity and seriousness of Jesus' prayer. • Social Context: Jesus' withdrawal from his disciples indicates a need for personal, intimate communion with God. This moment occurs during a time of great emotional and spiritual anguish for Jesus, as he prepares to face his impending suffering and death.
<p>The world of the text (also known as the world <i>within</i> the text) is a picture. This picture shows us the text as it is and what it says <i>now</i> through its literary features. The general approach is literary.</p>	<p>What is going on in the text?</p>	<ul style="list-style-type: none"> • Narrative: Luke 22:41 is part of the Passion narrative, describing Jesus' prayer in the Garden of Gethsemane. The surrounding verses depict Jesus' sorrow and his request for his disciples to stay awake and pray with him. • Structure: The verse shows a progression of actions: Jesus withdrawing from his disciples, kneeling down, and praying. This sequence emphasizes his need for solitude and earnest communication with God during a critical moment. • Literary Elements: The use of the phrase "a stone's throw" gives a tangible measure of distance, illustrating that Jesus sought a short but significant separation from his disciples. The actions of kneeling and praying highlight Jesus' humility and his deep, personal engagement in prayer.
<p>The world in front of the text is a mirror. In this mirror the <i>reader</i> sees oneself within the text, and sees other readers, the believing Church over many years, challenged to respond to it now and into the <i>future</i>. The general approach is theological ('faith seeking understanding').</p>	<p>What meaning can we make of this text today?</p>	<ul style="list-style-type: none"> • Personal Application: For modern readers, this verse exemplifies the importance of seeking personal time with God, especially in moments of crisis or deep need. It encourages believers to find their own "Gethsemane" moments for earnest prayer. • Spiritual Practice: The posture of kneeling in prayer can be a powerful expression of humility and surrender. This verse challenges believers to approach God with sincerity and earnestness, particularly when facing difficult situations.

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
Choice of prayer	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.
Visual elements	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.
Invitation to pray	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.

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 students</i>	<i>Probe and reflect to understand our experience more deeply</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>

Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Unit overview	Shared Christian Praxis Movement
Lesson 1	<p>LI- I will understand the importance of the sacred prayer space.</p> <p>SC- I can identify different sacred items we place on the prayer table.</p> <p>SC- I can explain why each of these items is sacred.</p>	<p>Focusing activity</p> <p>Lesson overview: Within this lesson, the students and teacher will co-create a sacred prayer focus/space to be used throughout the year. Students and teacher will engage in wondering about each item that is placed on the prayer space. The teacher will then explain what each item relates to/is used for in the context of Christianity. Students will then engage with the Learning Intentions for the unit and create a display of these.</p> <ul style="list-style-type: none"> • Know that prayer involves a deep relationship with God. • Recall a time when I have experienced prayer. • Name the different types of prayer and their purpose. • Name some ways that we pray with Mary. <p>Lesson materials/resources: Cloth in liturgical colours, NRSV Bible (preferably the same as the students have access to), a cross, prayer cloths, a candle and an Indigenous item. This may include a message stick, indigenous cross, an appropriate artwork, a Coolaman, stones/water/soil/sand from the local area, foliage (appendix).</p>	Focusing activity
Lesson 2	<p>LI – I will experience prayer walks.</p> <p>SC – I can engage in a prayer walk and recognise things I can thank God for.</p> <p>SC- I can write my own prayer of gratitude.</p>	<p>Lesson overview: 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> <p>Lesson materials/resources: Re books/prayer journals, pre-planned prayer walk.</p> <p>Review of Learning: Students will be able to engage in a prayer walk as a form of prayer and articulate a prayer walk as a form of gratitude prayer. Students will write their own prayer of gratitude.</p>	Reflecting critically / Accessing Christian Story and Vision
Lesson 3	<p>LI- I will understand the common sights and sounds of Catholic prayer.</p> <p>SC- I can name something I see and something I hear during prayer.</p> <p>SC- I can explain one aspect of Catholic prayer to my class.</p>	<p>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.</p> <p>Lesson materials/resources: Computers to create a PowerPoint presentation, access to https://www.togetheratonealtar.catholic.edu.au/craft/gestures-and-actions-assembly/</p> <p>Review of Learning: Ensure that students have reported on their gesture or sound from prayer accurately. Students can articulate an understanding of a sight/sound during Catholic prayer that they have not researched, rather learnt from their peers.</p>	Accessing Christian Story and Vision

<p>Lesson 4</p>	<p>LI - I will understand how, why and when Jesus prayed and that Jesus had a relationship with God.</p> <p>SC - I can participate in prayer sessions, listening to the Word of God respectfully.</p> <p>SC - I can identify how, why and when Jesus prayed.</p> <p>SC - I understand that prayer involves a relationship with God.</p>	<p>Lesson overview: 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>Lesson materials/resources: NRSV Catholic Youth Bible, resources for artistic representations. RE book/prayer journal.</p> <p>Review of Learning: Ask students to verbally respond to why they think Jesus prayed, when they think Jesus prayed and how Jesus prayed. Also engage in dialogue with students regarding their wonderings about the relationship between Jesus and God. Encourage them to use the responses in their book for a prompt.</p>	<p>Accessing Christian Story and Vision/ Understanding and Integrating</p>
<p>Lesson 5</p>	<p>LI - I will understand prayers of sorrow and prayers of blessings.</p> <p>SC - I can write my own prayer of sorrow.</p> <p>SC - I can write my own prayer of blessing.</p>	<p>Lesson overview: Within this lesson students will create a communal prayer book. Students will explore and create prayers of thanks/gratitude, sorrow and of blessing. At the completion of the lesson, this can be added to the prayer space and used for daily prayer.</p> <p>Lesson materials/resources: RE book/journal, coloured paper to be collected and created into a class prayer booklet.</p> <p>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.</p>	<p>Understanding and Integrating / Responding</p>
<p>Lesson 6</p>	<p>LI - I am beginning to understand the Church's Liturgical Year.</p> <p>SC - I know why we have different colours on the Church's calendar.</p> <p>SC - I can label the Church's Liturgical calendar with ordinary time, Advent, Christmas, Lent, Easter and Pentecost.</p>	<p>Lesson overview: In this lesson, students will be presented with the Sacred Story "The Church's Year".</p> <p>Lesson materials/resources: "The Church's Year" Sacred Story (Appendix 1), worksheets for the Sacred Story (Appendix 2).</p> <p>Review of Learning: 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>	<p>Accessing the Christian Story and Vision</p>
<p>Lesson 7</p>	<p>LI - I will understand prayers have an invitation to pray, music and prayers of intercession/blessing</p>	<p>Lesson overview: This lesson will have two parts, first, students will engage in a prayer session with the teacher, they will then be given time to create their own prayer session in pairs for the assessment task. Students will focus in these three aspects in creating their prayer session: A prayer of gratitude/thanks, sorrow or blessing.</p> <ul style="list-style-type: none"> • Select three pictures to create their prayer focus. 	<p>Accessing Christian Story and Vision / Responding</p>

	<p>SC - I can use appropriate music for prayer.</p> <p>SC- I can participate in sharing and listening to prayers of special intentions.</p>	<ul style="list-style-type: none"> • Invite people to pray. <p>Lesson materials/resources: Music for prayer, IT/computers.</p> <p>Review of Learning: Ask students to share a prayer of intercession, ensure students understand the assessment task. Students will be able to articulate what a prayer of sorrow is, thanks and blessing.</p>	
Lesson 8	<p>LI - I will understand prayers have an invitation to pray, music and prayers of intercession/blessing</p> <p>SC - I can use appropriate music for prayer.</p> <p>SC - I can participate in sharing and listening to prayers of special intentions.</p>	<p>Lesson overview: <i>Students will be working on their assessment item from previous lesson.</i></p> <p>Lesson materials/resources: Resources from previous lesson on assessment task.</p> <p>Review of Learning: Ensure students are on track with their assessment task and provide assistance where necessary.</p>	Responding
Lesson 9	<p>LI - I will understand prayers have an invitation to pray, music and prayers of intercession/blessing</p> <p>SC - I can use appropriate music for prayer.</p> <p>SC - I can participate in sharing and listening to prayers of special intentions.</p>	<p>Lesson overview: <i>Students present their prayers. If one lesson is not sufficient time for this, allocate morning and afternoon prayer time to this also.</i></p> <p>Lesson materials/resources: Student created resources for their prayer session.</p> <p>Review of Learning: Using the rubric provided, assess students as per major assessment task.</p>	Responding
Lesson 10	<p>LI - I will participate in a guided meditation prayer and understand why we pray to Mary.</p> <p>SC - I can identify my thoughts and feelings during a guided meditation prayer.</p> <p>SC - I know why Catholics pray to Mary.</p>	<p>Lesson overview: 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>Lesson materials/resources: Cards for students to create prayer cards. Guided meditation script as per lesson plan. RE book/journal.</p> <p>Review of Learning: Students will be able to articulate why Catholics pray to Mary.</p>	Accessing Christian Story and Vision / Responding

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 designates 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
- 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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