

LESSON PLAN



YEAR LEVEL	5 & 6
TITLE	PEOPLE OF PRAYER
STRAND	Prayer and Discernment
SUGGESTED DURATION	5 weeks (10 lessons)
ENDURING QUESTIONS	Why is prayer important? How do I pray?

Unit Focus

This unit builds on the students' understanding of prayer as a relationship and deepens their appreciation of Christian prayer prior to examining prayers from other cultures. In this unit students explore:

- Jesus as a person of prayer in the Jewish tradition.
- The place of prayer in the life of Saint Paul.
- The link between prayer and action in our daily lives.

Achievement Standards

By the end of Year 6, students should be able to:

Students identify the many forms and types of prayer. They articulate the link between prayer and daily life. Students explore examples of a formal prayer (The Lord's Prayer) and explain its relevance to their life.

Unit Outcomes

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

1. **Identify various kinds of prayer: thanksgiving, praise, sorrow, petition and adoration.**
2. **Explore some of Jesus' prayer experiences and the place of prayer in the life of Peter or Paul as Jews, as outlined in Scripture.**

Key Understandings for Students

- The Scriptures show that God's people prayed often and in a variety of ways.
- The people acknowledged their need for God and their belief in a God who cared for them.
- The Scriptures contain examples of many forms of prayer, some of these include: praise, petition, sorrow, and thanksgiving.
- The Scriptures are a guide enabling us to ponder, imagine, question and wonder about Jesus and his experience of prayer.
- Jesus' prayer reflects his intimacy with God.
- Before important events in his life, Jesus withdrew to spend time in prayer.
- In times of prayer, we become more conscious of the ways that God's spirit is active in our lives.

Major Assessment Task

Students create a personal prayer collection, including prayers of various types such as thanksgiving, praise, sorrow, petition, or adoration. Students should include prayers they have written themselves, as well as those with significant personal meaning, and may also add relevant songs or hymns. There also should be inclusion of prayers covered throughout the unit. Students should ensure the collection is well-organized and reflects their personal faith journey.

Major Assessment Task – Marking Rubric

Criteria	Well Below	Below	At	Above	Well Above
Choice of prayers	Does not choose a suitable prayer or does not choose prayers at all.	Chooses prayers but it may not clearly fit the theme of thanks/gratitude, sorrow, petition or blessing. Prayers are limited to either their own or those written by others.	Chooses a prayer that fits the theme adequately. There is some range of prayers that the student has written themselves and those written by others.	Selects a range of prayers that are highly appropriate and impactful for the chosen themes. There is a range of prayers that the student has written themselves and a range written by others.	Selects a wide range of prayers that is exceptionally clear, meaningful, and engages participants effectively. In addition to prayers written by the student, there is a wide range of prayers selected from a range of sources.
Audio elements	There are no audio elements or selects inappropriate elements that do not have a connection to prayer.	Selects some audio elements, but they may not effectively contribute to the prayer.	Selects an appropriate audio element that support the prayer.	Selects both a personal song and hymn that relates to prayer.	Selects a range of songs and hymns that are seamlessly used in the prayer experience.

Formal prayers	Does not include any formal prayers.	Includes minimal reference to formal prayers, but they are incomplete, improperly used or lack relevance.	Includes formal prayers that that are relevant and appropriately used. Prayers are complete and understood.	Inclusion of formal prayers that are relevant, well-chosen and appropriately used. There is a clear understanding.	Includes comprehensive and insightful inclusion of formal prayers. The prayers are relevant and appropriately used.
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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	Summary of Learning		Shared Christian Praxis Movement
Lesson 1	<p>LI - I will co-create a class sacred prayer space.</p> <p>SC - I can identify various items we have included on our prayer table and why they are important.</p>	<p>Lesson Overview:</p> <p>Within this lesson, teacher and students will co-establish the sacred prayer space/table. Students will be given explanations of each item that will feature on the table. Students will be introduced to the unit outcomes and engage in wonderings around the topic of prayer.</p> <p>Lesson materials/resources:</p> <p>Materials for the establishment of a prayer space, 4 learning intentions on paper.</p> <p>Focusing Activity:</p> <p>set the scene for this unit through the establishment of a new sacred prayer space.</p>		<i>Focusing Activity</i>

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SC - I can wonder about prayer and its place in our lives.

Teacher: 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 of all, 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.

Action: *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.*

Teacher: 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.

Action: *Place the Bible on the sacred prayer space. Open the Bible to the reading from the Gospel of Matthew 6:9-15.*

Teacher: 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 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 appendix on appropriate Indigenous items.

Teacher: The next item is rosary beads. Can anyone tell me what rosary beads are used for?
Allow students time to answer.

Rosary beads are a string of beads used by Catholics to help them pray the Rosary, a special prayer that honours Mary and reflects on the life of Jesus. Each bead represents a prayer, and the beads help people keep track of their prayers as they pray.

Action: Take rosary beads and place them on the prayer table.

Teacher: Throughout our unit we are going to focus on 4 outcomes. They are:

- 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.

Action: Hand these Learning Intentions on A4 paper out to each table group to decorate. Once completed have them displayed around the prayer table (not on the table).

Teacher: We are now going to brainstorm some wonderings about Prayer. We are going to answer the questions in our books. Divide your page into 4 columns with these questions:

- What is prayer?
- How do we pray?
- What words do we say during prayer?
- Where do we pray?

Action: With their books landscape, have students divide their page into 4 columns with each question on a separate column. Display this on the board and write in each so students can copy after discussion.

PRAYER			
What is prayer?	How do we pray?	What words do we say during prayer?	Where do we pray?

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Teacher: Let's look at the first wondering – what is prayer?

Action: Allow 3-4 responses. If students need prompts ask them who they talk to during prayer, what they feel during prayer, why we pray. This should encourage responses such as 'we pray to talk to God, Jesus, Mary and the Saints', 'Prayer is a conversation with God'.

Repeat this activity for each of the dot points. Have students then return to their books and write in the points filled in on the table as discussed. Encourage students to also add their own answers to the wonderings.

Review of learning: Students should be familiar with the unit outcomes and be able to articulate what the unit will entail. Students should also be able to articulate the reason why we include each item of the prayer table that has been explained throughout the lesson.

Lesson
1 hour 15
min
duration

**Learning Intention
and Success
Criteria**

Teaching and Learning Experiences

**Shared
Christian
Praxis
Movement**

Lesson 2:

LI – I will understand Jewish prayer practices.

SC – I can name one important part of Jewish prayer.

SC – I can explain key points of my aspect of Jewish prayer.

SC – I understand that Jesus was familiar with these Jewish prayer aspects.

Lesson Overview:
In this lesson, students will research and learn about traditional aspects of Judaism as they relate to Jesus’ Jewish heritage.

Lesson materials/resources:
Access to websites listed below for research. IT access to create a PowerPoint.

I do:
Teacher: In this lesson, we are going to learn about traditional aspects that relate to Jewish prayer. This is because Jesus grew up in the Jewish faith. Jesus was a Jew and would have prayed just like Jewish people pray today. In groups we are going to research these aspects of Judaism and create Jewish Centres of Learning, where you will present to the class on key aspects of your assigned topic. The topics are *write these on the board*:

- Skull cap
- Tefillin (prayer box)
- Prayer shawl (Tallit)
- Torah
- Sabbath (Shabbat)
- Synagogue
- Wailing Wall
- Jewish Blessings
- Bar Mitzvah

Assessing

Teacher: The first thing we do when we research is think about the key questions we want answers to. For example:

- What is the Torah?
- Why is it important to Jewish people?
- How do Jewish people use the Torah in their religious practices?

Action: *Write these questions on the board for the class to see.*

Teacher: Next, we need to find reliable sources of information. This could be a book, a website, or even videos. But, it's important to make sure that what we are reading comes from a trustworthy source. For example, if we're researching a religious text like the Torah, we might look at sources that come from Jewish websites or books written by experts.

Action: *Display the kids Britannica site and navigate to the section on the Torah.*

Teacher: As we read, we don't have to write down everything—just the important information that answers our questions. We can jot down notes or underline key points. For example, if we read that the Torah contains the first five books of the Bible, we write that down. We can also write down how it's used in synagogue services.

Teacher: Once we've gathered our information, we summarize it in our own words. So, if I were summarizing what I learned about the Torah, I might say:

'The Torah is the most important religious text in Judaism. It contains the first five books of the Bible, and it guides Jewish people on how to live. It is read in synagogues during worship services.'

We do:

Teacher: Now that you know how to research, we're going to research something else together: the skull cap, or *yarmulke* (kippah). This is something Jewish men wear during prayer and sometimes throughout the day.

Action: *Write questions on the board and asks students to help fill them in.*

Teacher: What questions should we ask when researching the skull cap?

Action: *Take student responses and write them down, for example:*

- What is a skull cap?

- Why do Jewish people wear it?
- When do they wear it?

Teacher: Let's look for reliable sources. We could use books, websites, or other resources to find answers to our questions. Here's one website that has information about Jewish customs. Is this a good source? Let's check who wrote it.

Action: *Model how to check if a source is trustworthy, pointing out the author and where the information comes from. Teacher reads aloud from a source about the skull cap.*

Teacher: Let's write down some key facts. I read here that Jewish men wear the skull cap to show respect to God. When they pray or enter a synagogue, they cover their heads as a sign of humility.

Action: *Write the note on the board while students copy it down.*

- The skull cap is worn as a sign of respect to God.

Teacher: How can we summarize this in our own words?

Action: *Invite students to offer ideas and help them summarise what they learned.*

Teacher: We could say: 'The skull cap, or yarmulke, is worn by Jewish men during prayer to show respect and humility before God.'

You do:

Action: *Depending on class numbers, divide the class up into research groups – 2 should be sufficient. Shabbat and Bar Mitzvah could include additional students.*

Teacher: You are going to create a short PowerPoint to present to the class. In your research, you need to cover the following things *write on the board*:

- A definition – what is it?
- An outline – what happens?
- Signs and symbols – important items/actions?
- Images

These websites are where you will find the information you need

Write these on the board – encourage students to use the search function on each site:

www.myjewishlearning.com

www.chabad.org

www.reformjudiasm.org

Action: Give students time to complete the activity then present back to the class on their topics.

Review of Learning:

Students are able to identify one aspect of Jewish prayer and explain its significance/role in prayer. Students are beginning to understand Jesus' Jewishness.

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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 the roots of the Our Father prayer in the New Testament.</p> <p>SC - I am beginning to be able to locate passages in the Bible.</p> <p>SC - I can identify Bible passages that form the Our Father prayer</p>	<p>Lesson overview:</p> <p>In this lesson, students will learn about the Our Father. Students will then create individual prayer cards. These cards can be gifted to family and friends. To begin the lesson, have the Gospel names written on the board in order of appearance in the Bible:</p> <ul style="list-style-type: none"> • Gospel of Matthew • Gospel of Luke <p>Lesson overview:</p> <p>Class Bibles, preferably one per student. Copy of the Aboriginal 'Our Father'.</p> <p>I do:</p> <p>Teacher: Today we are going to look at two different readings from the Bible. One is from the Gospel of Matthew, and one is from the Gospel of Luke. I am going to show you a quick way of locating readings in the New Testament. Let's sit in a circle so everyone can see what I am doing. This is the section of the Bible that is about Jesus and his teachings. So first you are going to open your Bible in half.</p> <p><i>Action: Open the Bible in half and allow students time to do the same.</i></p> <p>Teacher: Next, take the section that is in your right hand and halve it again.</p> <p><i>Action: Take the end section and split in half again. Allow students time to do the same. You should land at either the beginning of Mark or the middle/end of Matthew.</i></p> <p>Teacher: So now you are either in the Gospel of Matthew or in the Gospel of Mark.</p> <p><i>Action: Check with each student the section they have landed in, correct as needed.</i></p> <p>Teacher: Before we begin our prayer today, we are going to get our sacred space ready.</p>	<p><i>Accessing the Christian Story and Vision</i></p>

Action: *Place the prayer cloth and other items in the middle of the circle. Light the candle and take a few moments to become still and settle the class.*

Teacher: We are going to begin with the Sign of the Cross.

Action: *Make the Sign of the Cross.*

Teacher: Our first reading from the Bible is from the Gospel of Matthew. So, if you look at the order of the Gospels. You can see that Matthew is the first Gospel. Today, our reading is from chapter 6. Can everyone open their Bibles to the beginning of chapter 6.

Action: *Give students time to find the beginning of Matthew 6.*

Teacher: Now we are going to turn to verse 9. You can tell the verses by the bigger, bold numbers at the start of each paragraph.

Allow students time to find the chapter.

Now that we have found the verse we can begin reading. We are going to stop when we see the number 16.

Action: *Read Matthew 6:9-15 – allow students to read out loud if they are comfortable.*

We do:

Teacher: Let's unpack what the passage from the Bible is saying. What are some of your first impressions and thoughts?

Action: *Add the students' responses into the table on the board under Matthew.*

Teacher: Now, we are going to look at a very similar passage from the Gospel of Luke. Can everyone begin by finding the Gospel of Luke.

Action: *Allow time for students to find the beginning of Luke.*

Teacher: Now, we are going to locate chapter 11.

Action: *Allow students to find chapter 11.*

Teacher: We are going to begin right at the start of chapter 11, with verse 1 and read until we see the beginning of verse 5.

Action: Read Luke 11:1-4 – allow students to read out loud if they are comfortable.

Teacher: Let's unpack what the passage from the Bible is saying. What are some of your first impressions and thoughts?

Action: Add the students' responses into the table on the board under Luke.

Teacher: We are now going to look together at the Aboriginal Our Father. This prayer has been written to make the Lords Prayer, or the Our Father, that we have just been looking at, more open to Aboriginal people and the Aboriginal way of thinking. In an Aboriginal way of being, everything is connected to the sea and the land. The Aboriginal Our Father is a special version of the Lord's Prayer that uses words and ideas from the Aboriginal culture to talk to God. It shows how Aboriginal people can pray in a way that connects with their love for the land and their community. We are going to pray the prayer together and then listen to a song about the prayer.

Action: Give the students all a copy of the Aboriginal Our Father. Read through the prayer together. following a period of silence play Andrew Chinn's "Aboriginal Lord's Prayer"; <https://www.youtube.com/watch?v=aGQ2qyWeXnw>

You do:

Teacher: We are now going to create 4 different prayer cards like the ones that we have on our prayer table. One is going to have the Our Father that we know, the Our Father that appears in the Gospel of Matthew, the Our Father that appears in the Gospel of Luke and the Aboriginal Our Father. Each prayer card will have the prayer on one side and a picture or pictures on the other side.

Action: Give students time to complete the activity. Ensure that there is a copy in their RE book/journal.

Review of learning: Students are able to articulate that the roots of the Our Father prayer lie in the Gospel of Matthew and the Gospel of Luke.

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 use St Paul's letters to understand the language of different prayer types.</p> <p>SC - I can rewrite St Paul's prayer into my own words.</p> <p>SC - I can identify language used in different types of prayer.</p> <p>SC - I can write my own prayer.</p>	<p style="text-align: center;">Lesson overview:</p> <p>In this lesson, students will reflect on Paul's prayers for different communities and then rewrite these prayers in contemporary language. Students will then develop a bank of language that is used in the 4 different types of prayer: thanksgiving, petition, growth and praise. Students will then write their own prayer of thanksgiving using words from this bank. Students will need a Bible.</p> <p style="text-align: center;">Lesson materials/resources:</p> <p>Class set of Bibles, list of New Testament books as outlined below, Bible references for Paul et al also listed.</p> <p>I do:</p> <p><i>Action: Write the following Bible references on the board:</i></p> <ul style="list-style-type: none"> • Phil 1:3-11 (thanksgiving) • Phil 4:4-8 (petition) • Eph 3:14-19 (growth) • Eph 3:20-21 (praise) <p><i>Write the condensed list of New Testament books on the board in order:</i></p> <ul style="list-style-type: none"> • <u>Acts</u> • <u>Romans</u> • <u>1 Corinthians</u> • <u>2 Corinthians</u> • <u>Galatians</u> • <u>Ephesians</u> 	

- [Philippians](#)
- [Colossians](#)
- [1 Thessalonians](#)
- [2 Thessalonians](#)
- [1 Timothy](#)
- [2 Timothy](#)
- [Titus](#)
- [Philemon](#)
- [Hebrews](#)

Teacher: Today we are going to use the skills we learnt in our last lesson to locate passages from the Bible. The section that we are looking from the Bible today are letters from a man we know as St Paul. Does anyone know anything about St Paul and his letters?

Action: *Allow students time to respond. Ensure they have a Bible for the following part of the lesson.*

Teacher: St Paul, originally named Saul of Tarsus, was a former persecutor of Christians who converted and became a leading figure in early Christianity. He wrote letters to spread Christian teachings, provide guidance, and address issues within early Christian communities.

The first letter we are going to look at is Paul's Prayer for the Philippians. Does everyone remember how to find the New Testament?

Action: *Allow students time to find either the Gospel of Matthew or Mark as demonstrated in the previous lesson.*

Teacher: You can see the list of books in the New Testament listed in order on the board. The readings we are going to look at today are the ones in the middle of this list. So, to get to them, we are going to split again the smaller section in our right hands.

Action: *Allow students time to split this section again – they should land in Corinthians.*

Teacher: The passage we are reading first today is in Philippians. So looking at where you landed, and where the Letters to the Philippians is, you are going to flick toward the back of the Bible.

Action: *Show the students the beginning of Philippians. Ensure they are all on the correct page.*

Teacher: The Letter to the Philippians was written by St Paul while he was in jail and it was for the Church in Philippi. The first passage that I am going to read for you today is from Chapter 1, but it begins at verse 3.

Ensure students know where you are going to begin reading from.

Reading: Phil: 1:3-11

I thank my God for every remembrance of you, always in every one of my prayers for all of you, praying with joy for your partnership in the gospel from the first day until now. I am confident of this, that the one who began a good work in you will continue to complete it until the day of Jesus Christ. It is right for me to think this way about all of you, because I hold you in my heart, for all of you are my partners in God's grace, both in my imprisonment and in the defence and confirmation of the gospel. For God is my witness, how I long for all of you with the tender affection of Christ Jesus. And this is my prayer, that your love may overflow more and more with knowledge and full insight to help you to determine what really matters, so that in the day of Christ you may be pure and blameless, having produced the harvest of righteousness that comes through Jesus Christ for the glory and praise of God.

We do:

Teacher: The first line of this prayer gives us a clue about what type of prayer it is. Can anyone tell us what type of prayer it is?

Action: *Allow response time. Students should identify that it is a prayer of thanksgiving as it begins with the statement – I thank God.*

Teacher: Now I would like to find the next passage yourself. First you are going to find Chapter 4.

Action: *Give students time to find Chapter 4.*

Teacher: Now we are going to begin at verse 4 and read until we see the beginning of verse 9.

Action: *Allow students time to find and read the passage.*

Teacher: The prayer from Paul's letter is:

Reading: Phil: 4:4-8

Rejoice in the Lord always; again I will say, Rejoice. Let your gentleness be known to everyone. The Lord is near. Do not be anxious about anything, but in everything by prayer and supplication with thanksgiving let your requests be made known to God. And the peace of God, which surpasses all understanding, will guard your hearts and your minds in Christ Jesus.

Finally, brothers and sisters, whatever is true, whatever is honourable, whatever is just, whatever is pure, whatever is pleasing, whatever is commendable, if there is any excellence and if there is anything worthy of praise, think about these things.

Teacher: There are some clues in this letter again that tell us what type of prayer it is. Can anyone tell me what type of prayer it is?

Action: *Give students time to identify that it is a prayer of petition. Where we ask for something. Ensure students make the connection between Paul asking for things such as God to 'guard hearts' classifies this as a prayer of petition.*

Teacher: The next section of the New Testament and St Paul's letters you are going to find on your own. It is a letter to the Ephesians. This letter was written after St Paul's death, so we know he wasn't the author. Using where you are now in the Bible as your starting point, and the list on the board as your guide, I want you to find the beginning of Ephesians. We are going to be reading from Chapter 3, the passage we are going to read is 14-19.

Action: *Allow students time to find the beginning of the Letter to the Ephesians. It is the book before where they should be in Philippians.*

Teacher: As I read the passage, follow along.

Eph 3:14-19

For this reason, I bow my knees before the Father, from whom every family in heaven and on earth takes its name.

I pray that, according to the riches of his glory, he may grant that you may be strengthened in your inner being with power through his Spirit, and that Christ may dwell in your hearts through faith, as you are being rooted and grounded in love.

I pray that you may have the power to comprehend, with all the saints, what is the breadth and length and height and depth and to know the love of Christ that surpasses knowledge, so that you may be filled with all the fullness of God.

This is a prayer of growth, as the author is asking that the reader will come to know the love of Christ.

The last prayer is a prayer of praise, and it is the last paragraph of this section. So, we are still in Chapter 3, but it is only verse 20 to 21.

Action: *Allow students time to locate and read.*

Teacher: The passage reads:

Now to him who by the power at work within us is able to accomplish abundantly far more than all we can ask or imagine, to him be glory in the church and in Christ Jesus to all generations, forever and ever. Amen.

You do:

Teacher: What you are going to do now in groups, is write down some of the language that appears in each different type of prayer. You are going to make a table with 4 sections with the 4 different types of prayer in each box: petition, praise, thanksgiving and growth. In your groups you are going to write down all of the key words that give us clues about the prayer type. For example, a prayer of praise will thank God for something.

Table should look like:

Words in Prayer			
Petition	Praise	Thanksgiving	Growth

Action: Assign students to small groups – about 3, and assign one of the four prayers just covered and have them write the language that identifies the prayer type. For students that might find this challenging, assign the last prayer as it is the shortest.

Teacher: Now using this bank of words, you are going to write your own prayer for the same type. So, if you had a prayer of thanksgiving, you will now write your own prayer of thanksgiving.

Action: Allow students time to complete the activity.

Review of Learning: Ensure that the bank of words is both taken from the relevant Scripture and relevant to the type of prayer. Also ensure that their prayer is appropriate and includes the relevant language.

Lesson
1 hour 15
min
duration

**Learning Intention
and Success Criteria**

Teaching and Learning Experiences

**Shared
Christian
Praxis
Movement**

Lesson 5

LI - I will create a class bank of prayer language and use this to write my own prayers.

SC - I can name different words used in prayers.

SC - I can write my own prayers.

Lesson overview:

In this lesson, students will create a joint bank of words associated with the 4 different prayer types reviewed last lesson: petition, praise, thanksgiving and growth. They will then use these words to write their own prayers of each type, creating a prayer book.

Lesson materials/resources:

Re books/journals, Bibles, IT resources, materials to make a class prayer book (paper/booklet/art supplies).

I do:

Action: Begin the lesson by having the 4 prayer types in a table that students will then fill in. This will be somewhat already completed in the previous lesson.

Words in Prayer			
Petition	Praise	Thanksgiving	Growth

Teacher: We are going to fill in the rest of our prayer table today, with all the words that make our prayers unique and different from other prayers.

Action: Have students identify words from their prayer types from the previous lesson to complete the table. Have each student make a copy in their own books.

		<p>We do:</p> <p>Teacher: Let's identify 3 different words for each prayer type and fill them into our tables.</p> <p>Action: <i>Allow time for students to share their words and add them to their personal worksheet.</i></p>	
		<p>You do:</p> <p>Teacher: Using these words, you are going to create your own prayer book/journal. In this book/journal will be all of your own special prayers that you have written. You are now going to use the words from the table to write a prayer for each different type. When you are finished this, you can add in any other special prayers that you know and mean a lot to you.</p> <p>Action: <i>Provide students with a booklet to be their prayer journal, have them use the words from the table completed previously to write their own prayers of each prayer type.</i></p> <p>Review of learning: Ensure students have used appropriate language from the table in their own prayer. Assist students in ensuring that their prayers are appropriate for the identified type of prayer.</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 6	<p>LI - I will understand why the Apostles Creed is important.</p> <p>SC - I can name and explain different aspects of the Apostles Creed.</p> <p>SC - I can illustrate parts of the Apostles Creed.</p>	<p>Lesson overview:</p> <p>In this lesson, students are going to be introduced to the Apostles Creed. Students will learn briefly about the history and what the Creed is actually saying. They will demonstrate their learning through illustration of key aspects of the creed. Have the Apostles Creed printed on A5 for each student. Have students bring a handful of coloured highlights to the floor. These will be used to highlight different, independent aspects of the Creed that students will then illustrate.</p> <p>Lesson materials/resources:</p> <p>Printed copies of the Apostles Creed, 1 per student. A range of coloured highlighters/textas.</p> <p>I do:</p> <p>Teacher: To start our lesson today, I would like you to open your RE books and write a short list, just 6 things that are really, really, important to you. They might be something physical like family, friends or things, or they might be something you do, like play footy or have pizza with your family on the weekend. They might even be things that you know to be true, like we all are in X class at X school (insert your specifics). When you have written your 6 things bring you books to the floor. You will also need a few different coloured highlighters.</p> <p>Action: <i>Allow students time to respond.</i></p> <p>Teacher: I would like to go around now and have you read two things from your list that are important to you. If someone before you has something from your list, try and say something different so we have no double ups.</p> <p>Action: <i>Have students respond ensuring no double ups. Engage in questioning as to 'why' these things are important to the students. Responses could include; because I get to spend time with my family/friend, sport makes me happy etc.</i></p>	<p><i>Accessing Christian Story and Vision</i></p>

		<p>Teacher: Just like we listed the things that are important to us, and things we believe to be true, we have a special prayer that lists what is important to Catholics. It is called the Apostles Creed. I wonder, has anyone heard of this before?</p> <p><i>Action: Allow students time to respond.</i></p> <p>Teacher: The Apostles Creed is a type of prayer that Catholics say to show what they believe. Its like a short list of the most important things in their faith.</p> <p>The Apostles' Creed is a very old prayer that has been said for more than 1,500 years. It was made to help people learn and remember what Christians believe about God and Jesus. A long time ago, when people wanted to join the Christian community, they learned this prayer and said it when they were baptised. The prayer was first shared by word of mouth and later written down to make sure everyone knew it correctly. Even though there are different versions of the Apostles' Creed, it helps Christians all over the world remember they share the same basic beliefs.</p> <p><i>Action: Give out the prayer to all students on paper.</i></p> <p>Teacher: We are all going to pray the Apostles Creed together. We are going to light the candle and make the Sign of the Cross.</p>	
		<p>We do:</p> <p><i>Action: Light the candle and make the Sign of the Cross.</i></p> <p>Teacher:</p> <p>I believe in God, the Father Almighty, Creator of heaven and earth; and in Jesus Christ, His only Son, our Lord; Who was conceived by the Holy Spirit, born of the Virgin Mary, suffered under Pontius Pilate, was crucified, died, and was buried. He descended into hell; the third day He arose again from the dead. He ascended into heaven,</p>	

and sits at the right hand of God, the Father Almighty;
from thence He shall come to judge the living and the dead.
I believe in the Holy Spirit, the Holy Catholic Church,
the communion of Saints, the forgiveness of sins,
the resurrection of the body and life everlasting.
Amen.

Action: *Make the Sign of the Cross and extinguish the candle.*

Teacher: So together we are going to unpack this prayer. Each section we cover we are going to highlight or underline a different colour. It doesn't matter if you double up on colours, just as long as they aren't back to back. Can someone tell me what the very first thing that we believe is?

Action: *Allow students time to respond. Ideally identifying that we believe in God, the Father. Encourage them to also identify that God is the Creator of Heaven and Earth.*

Teacher: So, we are going to highlight that first section: I believe in God, the Father Almighty, Creator of heaven and earth;
What is the second thing we believe?

Action: *Allow students time to respond, anticipating that they identify Jesus, linking that he is God's only Son and was conceived by the Holy Spirit and born from the Virgin Mary.*

Teacher: Now we are going to highlight this section: and in Jesus Christ, His only Son, our Lord; Who was conceived by the Holy Spirit, born of the Virgin Mary,

The next part that we believe in the Apostles Creed has to do with Jesus, particularly the events around Easter. Can someone tell me what parts of the Easter story they can see in the Creed?

Action: *Allow students time to respond. Anticipating that they identify that Jesus was crucified, died and was buried. After that He descended into hell, but on the third day He rose again. Students may have difficulty linking Jesus descending into Hell but remind them that that was essentially where Jesus was between the time he died on the cross and when he rose again.*

Teacher: So, the next thing that we are going to highlight are these events at Easter: suffered under Pontius Pilate, was crucified, died, and was buried. He descended into hell; the third day He arose again from the dead.

		<p>The next section is about Jesus Ascending into Heaven and sitting at the right hand of God, the Father the Almighty. The Ascension of Jesus was an important time, 40 days after He rose from the dead at Easter where Jesus took his followers up onto a hill, he blessed them, and then rose into the sky until they couldn't see him anymore. Jesus had returned to be with his Father, God in Heaven.</p> <p>We are now going to highlight this next belief: He ascended into heaven, and sits at the right hand of God, the Father Almighty;</p> <p>After this we have the section on the judgement of the living and the dead. This means that one day, Jesus will come back to see everyone who has ever lived. He will decide how they lived their lives, whether they did good or bad things. It's like a very fair teacher looking at everyone's work and deciding who did their best. Christians believe Jesus will do this because he loves everyone and knows what's in their hearts.</p> <p>So the next section we are going to highlight is: from thence He shall come to judge the living and the dead.</p> <p>Action: <i>Check in and ensure that each section discussed has been highlighted appropriately.</i></p> <p>Teacher: The next section is one paragraph that contains 6 different things that we believe. Can anyone tell me one of these 6 things?</p> <p>Action: <i>Allow students time to respond, anticipating that they identify:</i></p> <ul style="list-style-type: none"> -Holy Spirit -Holy Catholic Church -Communion of saints -Forgiveness of sins -Resurrection of the Body - life everlasting <p>I believe in the Holy Spirit, the Holy Catholic Church, the communion of Saints, the forgiveness of sins, the resurrection of the body and life everlasting.</p>	
		<p>You do:</p> <p>Teacher: I wonder if anyone can tell me what they think each of these.</p>	

Action: Allow time for students to respond. Students should identify; the holy spirit, The church, all the Saints, that all our sins are forgiven by God, that Jesus raised from the dead and just like Jesus came back we will be given new life, life everlasting.

Teacher: You should now have the 6 at the end highlighted, plus the first 5 that we discussed. What you are going to do now, is paste this into your books and draw a picture for each section of the Apostles Creed that we have covered. All up you are going to have 11 pictures.

For the first section, I believe in God, the Father Almighty, Creator of heaven and earth; what is something appropriate that we could draw to represent this belief?

Action: Allow students time to respond, acknowledging appropriate responses. If students require the scaffolding, go through each highlighted sections and get suggestions on images that they could draw. This list can be displayed on the board to be referred to as students are working.

Give students time to complete the activity.

Review of Learning: Ensure students can identify at least one aspect of the Apostles Creed and identify one aspect.

Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Teaching and Learning Experiences	Shared Christian Praxis Movement
Lesson 7	<p>LI - I will understand the role that hymns play in prayer.</p> <p>SC - I can explain why music is important in prayer.</p> <p>SC - I can choose hymns that enhance my prayers.</p>	<p>Lesson overview:</p> <p>In this lesson, students are going to be introduced to the concept of hymns and music during prayer and the role that hymns play in the Catholic tradition. Students will begin the lesson by journaling some of their own prayers so as to make a start on their assessment piece. This will be added to for the remainder of the unit. Students will have the opportunity to choose appropriate music/hymns that enhance their experience of prayer.</p> <p>Lesson materials/resources:</p> <p>Journal/book for students to use for the assessment task. IT accessibility for students to select and listen to appropriate music and headphones. Teacher will also need access to the bank of hymns and music that are pre-approved for this activity.</p> <p>I do:</p> <p>Teacher: Today we are going to be looking at hymns and music that we use during prayer. Catholics use hymns and music in prayer because it helps them feel closer to God and makes worship more special. Singing together also brings people together and makes them feel like a big family. Plus, music helps them remember prayers and stories from the Bible better.</p> <p>We are going to come together and pray using music and hymns.</p> <p>Action: <i>Gather the students in the prayer circle. They will need to be able to view the screen as you share the music and hymns. Light the candle.</i></p> <p>Teacher: We are going to begin in the name of the Father, of the Son and of the Holy Spirit, Amen. The first song we are going to begin with is These Hands by Andrew Chinn. This song reminds us that we can all be used by God to make a better world.</p> <p>Action: <i>Listen to Andrew Chinn "These Hands", available at:</i> https://www.youtube.com/watch?v=e31sPOSpdQ8</p>	

Teacher: Can anyone tell me how this song made them feel? Was it special to you in any way?

Action: *Allow time for student responses.*

We do:

Teacher: The next song we are going to listen to is one that we might hear when we are at Mass in the Church. This hymn is called “Open my Eyes” by Jesse Manibusan. As the song plays, I’d like you to think about what the song is asking us to do.

Action: *Listen to the hymn, found at: <https://www.youtube.com/watch?v=eo6gZAUuQ3E>*

Teacher: We are going to close our prayer today in the name of the Father, of the Son and of the Holy Spirit.

Make the Sign of the Cross.

Now that we have covered a hymns and a song that can be used in prayer, you are going to have the change to choose a hymn or song that could be used when you pray. This song needs to be appropriate for a prayerful experience, but still mean something to you. You are going to write down the song/hymn name, artist and the lyrics in your prayer journal. You also need to write a short explanation describing why you chose that song.

You do:

Action: *Allow students time to complete the activity. Ensuring that they receive guidance in choosing appropriate music and writing their short explanation in their prayer journals.*

Teacher: You are now going to have time to write your own prayers in your prayer journal. These are special prayers for you, that are meaningful and important to you. They can be prayers you have written; prayers we have covered in class or other prayers that you know. This journal is going to be used to assess your learning in this unit.

Action: *Allow students time to write prayers in their prayer journal.*

Review of Learning: Students will be able to identify the role that music and hymns play in the prayer life of Catholics. Students will also be able to choose appropriate hymns/music for their

		prayer journal. Students will have made a start on the development of their prayer journal for assessment.	
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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 understand the Rosary and its use in prayer.</p> <p>SC - I can explain how the Rosary is prayed.</p> <p>SC - I can pray the Rosary.</p>	<p>Lesson overview:</p> <p>In this lesson students will be given an overview of the Rosary and its use within Catholic prayer. Students will then create their own decade of the Rosary using pipe cleaners and beads.</p> <p>Lesson materials/resources:</p> <p>Beads and thread/pipe cleaners to make own Rosary. There should be 10 similar beads and one larger/different style bead for each student. Abacus. Ensure students have visuals of the Apostles Creed, Our Father, the Hail Mary and the Glory Be prayers easily in view.</p> <p>I do:</p> <p>Teacher: Sometimes to remember things we need physical things we can hold to help us remember things. Like this abacus, we use it in maths so we don't lose count when we are working with numbers. We use calendars and diaries to help us keep track of the days, months and years. We use alarm clocks and timers to help us keep time.</p> <p>In our lesson today we are going to be looking at a special way that Catholics keep track of their praying. It's called the Rosary. Can anyone tell me more about the Rosary?</p> <p>Action: <i>Allow time for responses. Students should be able to identify basic aspects you covered as the prayer table was set up at the beginning of the unit.</i></p> <p>Teacher: The Rosary is a special prayer that helps people remember important events in the lives of Jesus and his mother, Mary. It uses a string of beads to keep track of the prayers. First, you say a prayer called the "Apostles' Creed" on the cross.</p> <p><i>Point to the cross on the Rosary</i></p>	

then an "Our Father" on the first big bead, and three "Hail Marys" on the next three small beads.

Point to the small section between the cross and the beginning of the large loop of the Rosary beads.

Next, you think about different stories from Jesus' life, called Mysteries, while saying an "Our Father" on each big bead and ten "Hail Marys" on the small beads in between.

Show students that the Rosary is grouped into these 'decades'.

There are four sets of Mysteries, each with five stories, and they help you remember things like Jesus being born, teaching people, and coming back to life. At the end, you say a special prayer to Mary called the "Hail, Holy Queen." The rosary helps people feel closer to God and Mary.

So let's pray the first section of the Rosary and one decade together. 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.

The first prayer we are going to pray is the Apostles Creed. So, let's say that together:

I believe in God, the Father Almighty,
Creator of heaven and earth;
and in Jesus Christ, His only Son, our Lord;
Who was conceived by the Holy Spirit,
born of the Virgin Mary,
suffered under Pontius Pilate,
was crucified, died, and was buried.
He descended into hell;
the third day He arose again from the dead.
He ascended into heaven,
and sits at the right hand of God, the Father Almighty;
from thence He shall come to judge the living and the dead.
I believe in the Holy Spirit, the Holy Catholic Church, the communion of Saints, the forgiveness
of sins, the resurrection of the body and life everlasting.
Amen.

The next big bead reminds us to say the Our Father. Each time we come across the larger bead it reminds us to say the Our Father. Let's all say that together.

	<p>Our Father, Who is in heaven, Hallowed be your name, Your kingdom come, your will be done, On Earth as it is in Heaven. Give us this day, our daily bread, And forgive us our trespasses, as we forgive those who trespass against us, And lead us not into temptation, But deliver us from evil. Amen.</p> <p>The next group of 3 beads we say a Hail Mary on each one. Lets do that now. Hail Mary, full of grace, the Lord is with you.</p> <p>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.</p> <p>Action: <i>Repeat 3 times, once for each bead.</i></p> <p>Teacher: Before we get to the next bead, we say the Glory Be. Let's say that together.</p> <p>Glory be to the Father, and to the Son and to the holy Spirit. As it was in the beginning, is now, and ever shall be, world without end. Amen.</p>	
	<p>We do:</p> <p>Teacher: Lets quickly recap what we have done so far.</p> <p>We began on the cross with what prayer? <i>Wait for a response.</i></p> <p>We then moved to the big bead and said which prayer next? <i>Wait for a response.</i></p> <p>After we said this what did we then say 3 of?</p>	

	<p><i>Wait for a response.</i></p> <p>And after we finished these 3 prayers, what do we say before we get to the next bog bead?</p> <p><i>Wait for a response.</i></p> <p>Does anyone know what prayer we might say now we have arrived back to at a big bead?</p> <p><i>Wait for a response. Students should identify the Our Father prayer.</i></p> <p>Can anyone tell me what they think might be these next 10 little beads? What prayer might we then say 10 of?</p> <p><i>Wait for a response. Students should identify 10 Hail Marys.</i></p> <p>Teacher: We are now going to make our own mini Rosary beads. These are going to only contain one decade. We are going to make them using beads and pipe cleaners. We are going to follow along with the video to make our own.</p> <p>Action: <i>Play the YouTube video: https://www.youtube.com/watch?v=6NQ3Zloec-o and pause intermittently to allow students to make their Rosary as the video explains each step.</i></p>	
	<p>You do:</p> <p>Teacher: You are now going to have time to write your own prayers in your prayer journal. These are special prayers for you, that are meaningful and important to you. They can be prayers you have written; prayers we have covered in class or other prayers that you know. This journal is going to be used to assess your learning in this unit.</p> <p>Action: <i>Allow students time to write prayers in their prayer journal.</i></p> <p>Review of Learning: Students should be able to explain the role that the Rosary plays for Catholics in prayer and describe aspects of the Rosary that they have made. They should also link sections of this with prayers said.</p>	

Lesson
1 hour 15
min
duration

**Learning Intention
and Success Criteria**

Teaching and Learning Experiences

**Shared
Christian
Praxis
Movement**

Lesson 9

LI - I will understand how Jesus' Jewish prayer life influenced Catholic prayer life.

SC - I can explain one type of Jewish prayer practice.

SC - I can link this with Catholic prayer practices.

SC – I can write my own prayers of praise, sorrow, adoration and petition.

Lesson overview:

This lesson will explore the aspect of prayer and action in our daily lives. Students will be re-exposed to prayer of praise, sorrow, petition and adoration. Students will explore how Jesus as a Jew prayed these types of prayers and how Catholics do today. Students will then be given time to write prayers of this type in their prayer journals for assessment.

I do:

Action: *Students will fill in the following table throughout the lesson. They will do this through teacher directed work and group work. Ensure the table is in their books prior to commencement of learning. This can also be printed.*

	Sorrow	Adoration	Petition
Jewish practices			
Catholic practices			

Teacher: Today we are going to be looking at ways Jesus prayed and how Jewish prayer has influenced how we, as Catholics pray today. We know that Jesus was raised as a Jewish man. He prayed like Jewish people prayed and celebrated Jewish practices and customs.

We are going to explore some of the ways that Jewish people pray today to get a bit of an understanding of how Jesus might have prayed.

We are going to explore the My Jewish Learning website and complete the table together.

Action: *Ensure students have the table completed in their books and then open the My Jewish Learning website: <https://www.myjewishlearning.com/>*

		<p>Teacher: The prayer I am going to guide you through is a prayer of praise. But first, we need to fill in the Catholic section – can anyone remind us what a prayer of adoration is?</p> <p><i>Action: Allow time for responses. Students should articulate that these prayers express praise and honour to God.</i></p> <p>Teacher: Now that we know what a prayer of adoration is, let’s fill in the Catholic practices section of the table. What types of things can we put in here?</p> <p><i>Action: Allow time for responses.</i></p> <p>Teacher: Let’s have a look at the Shema, the daily Jewish prayer. I am going to focus on the meaning of the prayer. This will help us fill in this section of the table.</p> <p><i>Action: Scroll down the page to the heading ‘Shema Meaning’ and read out the three paragraphs.</i></p> <p>Teacher: Let’s summarise this into three dot points about the Shema, the Jewish prayer of adoration:</p> <ul style="list-style-type: none"> • The Shema's first verse declares the core belief of Jewish faith: the oneness of God, followed by instructions on how to live this faith daily. • The second section outlines blessings for obedience to God's commands and consequences for disobedience, emphasizing the importance of following God's will. • The final section discusses the commandment of wearing tzitzit, ritual fringes that serve as a reminder of God's presence and the need to keep His commandments. <p><i>Action: Write these dot points on the board, have students add it into the table in their books.</i></p>	
		<p>We do:</p> <p>Teacher: The prayer we are going to be looking at together is a prayer of petition, and in this case, it is a prayer for the sick. We are going to locate information on this under the section on ‘Pray’.</p> <p><i>Action: Open the website to the pray section and chose ‘prayer for the sick’.</i></p>	

		<p>Teacher: Let’s have a read through and see some of the key points of how Jewish people pray for the sick.</p> <p>Action: <i>Read through the first paragraph on the website.</i></p> <p>Teacher: So now we know what the Mi Sheberach is, we need to summarise it into 2 points to add into our table under the heading ‘prayer of petition’.</p> <p>Action: <i>Allow students time to respond. Ideally, the two points will be loosely as follows:</i></p> <ul style="list-style-type: none"> • <i>The Mi Sheberach is a central Jewish prayer for those who are ill or recovering, seeking both physical and spiritual healing.</i> • <i>The prayer asks for blessings, compassion, restoration, and strength, emphasizing the support of the community and extending these wishes to all Jews and all humanity.</i> <p>Teacher: So together, we have filled in the Jewish and Catholic prayer practices for prayers of adoration and prayers of petition. In groups of three (numbers permitting), you are going to fill in the last prayer type, prayers of sorrow. You need to fill in how Catholic pray prayers of sorrow. And using the website you are going to research how Jewish people pray prayers of sorrow and fill in the table.</p>	
		<p>You do:</p> <p>Action: <i>Allow time for students to complete the activity. Students may also access www.chabad.org www.reformjudaism.org if additional resources/information is needed.</i></p> <p>Teacher: You are now going to have time to write your own prayers in your prayer journal. These are special prayers for you, that are meaningful and important to you. They can be prayers you have written, prayers we have covered in class or other prayers that you know. This journal is going to be used to assess your learning in this unit.</p> <p>Action: <i>Allow students time to write prayers in their prayer journal.</i></p> <p>Review of Learning: Students will be able to articulate the Jewish prayer practices of prayers of petition, sorrow and praise. They will also be able to articulate how Catholics pray and how it is</p>	

		different to the Jewish practices. Students will be able to articulate that Jesus would have participated in these prayer practices.	
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 understand what the Lection Divina is.</p> <p>SC - I can name the 4 different parts of the lection divina.</p> <p>SC - I can participate in a lectio divina prayer session.</p>	<p>Lesson overview:</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>Lesson materials/resources:</p> <p>I do:</p> <p>Teacher: There are many ways to pray using a Bible story or passage. Lectio divina is a way we can have a quite conversation with God. The way we pray lectio divina is in 4 steps; reading, thinking, praying and listening.</p> <p>First, we read the Bible story, or passage from the Bible slowly. We might even read it a couple of times to let the words really sink in. this is the reading step.</p> <p>Action: Write step 1: reading on the board.</p> <p>Teacher: The next step in our prayer is thinking. After we read the passage or story from the Bible, we take time to think about what stood out to you. Maybe there is a word or sentence that feels important. I wonder why it might be special? So, after our first step of reading, our second step is thinking.</p> <p>Action: Write step 2: Think on the board.</p> <p>Teacher: Next, you take time to talk to God about what you have read. You can say thank you, ask questions, or just share with God what you are feeling. This is the third step, and we call it praying.</p>	

Action: Write step 3: Pray on the board.

Teacher: Finally, we spend some quiet time just being with God, listening with our hearts for anything that God might want to say to you. This is the final step and it's called listening.

Action: Write step 4: Listen on the board.

Teacher: So now we have our 4 steps to pray the lectio divina, we are ready to pray it together. we are going to use a passage from the Bible that we have already been working with this unit.

We do:

Action: Give each student a copy of Mt 6:9-15.

Teacher: We are going to begin the lectio divina with the Sign of the Cross.

Action: Make the Sign of the Cross.

Teacher: Can anyone remind me what the first step is?

Action: Allow students time to respond, checking for understanding. Anticipating the identification of reading.

Teacher: I will read the passage, we will have a moment of silence, then we will read the passage together. we will have another moment of silence and then read the passage to ourselves. So all up we will read it three times:

Pray, then, in this way:

Our Father in heaven,
may your name be revered as holy.
May your kingdom come.
May your will be done
on earth as it is in heaven.
Give us today our daily bread.

And forgive us our debts,
as we also have forgiven our debtors.
And do not bring us to the time of trial,
but rescue us from the evil one.

“For if you forgive others their trespasses, your heavenly Father will also forgive you, but if you do not forgive others, neither will your Father forgive your trespasses.

Action: After you have read the passage aloud, pause, then read the passage with the students. Pause again and ask the students to silently read the passage themselves.

Teacher: Now we have completed the first step of reading, we can move onto the second step, which is the thinking. Can anyone tell me what we do during this step?

Action: Allow students time to identify what happens during the thinking part of lectio divina.

Teacher: We are now going to think about phrases, or words that stood out to us, how do these words and phrases link to your life right now?

How does God’s word make you feel?

What action might you be called to take?

Action: Give time for students to meditate and reflect on these questions.

Teacher: Next, we are going to pray. This is time when we respond to the reading and talk to God through prayer. We can pray to God for many different things during this section of the lectio divina. We can talk to God about our wonderings during the last step, we can give thanks to God, we can ask God for clarification if we don’t really understand what the reading was about.

So, for this step, we are going to put on some quite music and you can have time to pray.

Action: *Put on some quiet, reflective music. This can be a song your students are familiar with, or soft background music.*

Teacher: Now we have completed the first three steps, read, think and pray, we have reached the final step. This step is where we listen for God. Now that we have prayed to God about this passage, let's take time to be quite so we can hear what God might be saying back to us. Inside of our hearts.

Action: *Allow the students time to pray. You could continue music during this time.*

Teacher: Now we have finished our lectio divina prayer session, we are going to finish with the Sign of the Cross.

Action: *Conclude the lectio divina with the Sign of the Cross.*

You do:

Teacher: We are now going to spend some time reflecting on the lectio divina prayer that we have just completed together. We are going to do this quietly, answering the questions on the worksheet.

Action: *Provide students with the reflection questions for them to answer in their journals.*

- *My favourite part of the Scripture was ...*
- *I think God/Jesus is teaching me ...*
- *I can connect this story to the part of my life when ...*
- *Please help me to understand ...*

Review of Learning: students will be able to articulate the 4 different parts of the lectio divina prayer. Students will also actively participate in the reflective journaling aspect of the lesson to ensure comprehension of the 4 key parts.

Prayer Ritual

Students will participate in an adapted version of the lectio divina using their rosary beads. Access is also required to the Hail Mary, Gentle Woman song:

<https://www.youtube.com/watch?v=OUey6ytEXqY>

I do:

Teacher: We are going to gather together into the prayer space to pray an adjusted version of the lectio divina using our rosary beads.

Action: *Bring the students into the prayer space, bring the prayer focus into the middle of the circle and light the candle.*

Teacher: Let's begin with the Sign of the Cross. In the name of the Father, of the Son and of the Holy Spirit.

Action: *Make the sign of the cross.*

Teacher: Can anyone remind me what the 4 parts of the lectio divina prayer are?

Action: *Allow time for students to respond, identifying reading, thinking, praying and listening.*

Teacher: So, we won't be using scripture today, we will be using the prayer that we pray when we pray the rosary. Can anyone remind us of what this main prayer is?

Action: *Allow time for students to identify the Hail Mary as the prayer they will pray.*

We do:

Teacher: So, let's pray that twice together.

Action: *using the rosary beads as a guide, pray the Hail Mary twice.*

Teacher: now we are going to move to the next step, thinking. This is where we take time to talk with God about what we have just been praying.

Action: *Allow students time to think.*

Teacher: Our next step is praying. This is where we are taking time to spend some quiet time with God, listening in our hearts to anything that God might be telling us, or saying. We are going to pray two more Hail Mary's and then listen to a song about the Hail Mary.

Action: *Pray the Hail Mary twice more and play the music from YouTube <https://www.youtube.com/watch?v=OUey6ytEXqY>*

You do:

Teacher: Now we have done the first 3 sections together, you are going to pray two more sections of the rosary yourself. We will then join in a few moments to close our prayer with special intentions.

Action: *Allow time for students to pray to more Hail Mary prayers.*

Teacher: Does anyone have any special intentions.

Action: *Allow time for students to share their special intentions.*

Teacher: We are now going to close our prayer session with the Sign of the Cross.

Action: *Close with the Sign of the Cross and extinguish the candle.*

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 artwork, a Coolaman, stones/water/soil/sand from the local area, foliage, rosary beads, a display of formal Catholic prayers (Our Father, Hail Mary), small prayer cards.
- 4 Learning Intentions individually printed on A4 paper.
- Access to the following websites:
- www.myjewishlearning.com
- www.chabad.org
- www.reformjudiasm.org
- Small cards to create prayer cards – approx. ½ of an A5 sheet.
- Copy of the Aboriginal Our Father and access to Andrew Chinn’s song “Aboriginal Lord’s Prayer” <https://www.youtube.com/watch?v=aGQ2gyWeXnw>
- Andrew Chinn “These Hands”, available at: <https://www.youtube.com/watch?v=e31sPOSpdQ8>
- “Open my Eyes” hymn <https://www.youtube.com/watch?v=e06gZAUuQ3E>
- Class set of Bibles NRSV.
- Booklets/journals for assessment task.
- Apostles Creed printed for each student on A5.
- Beads and pipe cleaners to create one decade of the rosary.
- Youtube clip <https://www.youtube.com/watch?v=6NQ3ZJoec-o> on making Rosary beads.
- Lectio divina reflection questions.
- Hail Mary, Gentle Woman youTube song: <https://www.youtube.com/watch?v=OUey6ytEXqY>

Curriculum Adjustments

Student	Adjustment