

UNIT OUTLINE



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.

Student Context

By Years 5 and 6, children see themselves as members of a community that extends well beyond their family and immediate surroundings. Many will be looking for adults, other than (and as well as) their parents, with whom they can identify so it is an appropriate stage to offer them people who model a rich prayer life such as Jesus, Paul and Peter.

Students will bring with them to this unit a number of both positive and negative experiences of prayer methods. Their image of God may well be a childhood one which will now be found to be inadequate. In searching for a more personal image of God, children will often be open to different experiences of prayer such as mantras, meditations, music and praying through art and craft.

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

- At its core, prayer is about developing a personal and intimate relationship with God. It involves a continuous dialogue and connection, reflecting the dynamic nature of our faith journey. (*Catechism of the Catholic Church, 2558*)
- God is inherently a mystery, inviting us on a journey of discovery. This journey is about recognizing the various ways God is present in our daily lives, constantly enveloping us in His love. (*CCC, 230*)
- Spiritual growth in prayer involves a deepening awareness of God's presence and wonders in our lives. This awareness helps us to see the divine in the mundane and the sacred in the everyday. (*CCC, 2725*)
- Through prayer, we uncover God's presence within the depths of our being, in the people around us, and in the beauty of the created world. This discovery enriches our spiritual lives and deepens our faith. (*CCC, 2566-2567*)

- Prayer provides a space to express our innermost thoughts, feelings, joys, sorrows, hopes, and dreams to God. It is a safe haven where we can be our true selves before our Creator. (CCC, 2590)
- As we grow in our prayer life, silence and stillness become vital. These moments allow us to listen more intently to God's voice and to experience His presence more profoundly. (CCC, 2717)
- Even in individual prayer, we are connected to others and all of creation. This interconnectedness makes us more aware of the needs of the world and inspires us to act in love and solidarity. (CCC, 2635-2636)
- Prayer fuels our motivation to reach out in love to others. It compels us to act with compassion and empathy, reflecting God's love in our interactions with others. (CCC, 2642)
- The Scriptures are a rich and vital source of nourishment for both personal and communal prayer. They guide us, inspire us, and deepen our understanding of God's word. (CCC, 2653-2654)
- The ultimate truth of human existence is that all our searching and longing lead us to God. As St. Augustine famously stated, "You have made us for yourself, O God, and our hearts are restless until they rest in you." (CCC, 30)
- In prayer, we strive to be attentive to the Holy Spirit speaking in our hearts. This attentiveness guides us, comforts us, and helps us to discern God's will in our lives. (CCC, 2671)
- 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.
- Jesus and the early Christian community prayed within the context of the Jewish tradition.
- There are four basic types of Christian prayer: petition, praise, thanksgiving and sorrow.
 - Prayer of petition; asks something of God; it centres on human needs.
 - Prayer of praise; gives glory to God for God's own sake and acknowledges all that God has created.
 - Prayer of thanksgiving; expresses gratitude, humility, and awareness of God's greatness.
 - Prayer of sorrow; focuses on human failures and expresses contrition, but also focuses on God's ever-present offer of mercy and forgiveness to the sinful human community. (Ekstrom, 1995, *The New Concise Catholic Dictionary*, p. 207)
- There are times when the response to God's presence is one of song, movement, word, art, poetry or silence.
- Lectio divina is an ancient method of praying with sacred texts, typically from the Scriptures, but other texts may also be used. The practice involves listening deeply and intently to what God might say through the text, akin to receiving a cherished love letter from God.
- The earliest Christians, who were Jews, were accustomed to praying with Scripture.
- St. Benedict of Nursia (480–543) was the first to use the term lectio divina ("sacred reading") in the rule of life for his monks.
- Guigo, a Carthusian monk, outlined the four steps or movements of lectio divina:
 - Reading (lectio): Choose a reading and read it multiple times, allowing the Holy Spirit to highlight a word, phrase, or line that God wants you to hear.

- Meditation (meditatio): Reflect on the word or words that stood out, considering them from different angles.
- Prayer (oratio): Respond to the sacred words in prayer, either silently, out loud, or in writing.
- Contemplation (contemplatio): Rest in God's presence, quieting yourself and listening for God's response to your prayer.

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Scripture

The Three Worlds of the Text

Mk 6:9-15 The Lord's Prayer

FEATURES

*"Pray then in this way:
Our Father 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 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.*

The **world behind the text** is a window. Through this window we look to the *past*, to the time of the *author* who produced the text, and to the time in which the text was set.

What is going on at the time the text was written?

- **Historical and Cultural Context:**
 - Jesus' teaching on prayer reflects Jewish prayer traditions. Jewish prayers often began with praise to God and then moved to petitions.
 - The period in which Jesus taught was marked by various Jewish sects (Pharisees, Sadducees, Essenes) with differing views on law, piety, and prayer. Jesus' prayer encapsulates themes relevant to Jewish eschatological hopes (e.g., God's kingdom).
 - The mention of "daily bread" reflects a subsistence economy where daily sustenance was a common concern.
- **Religious Context:**
 - **The Shema:** the prayer parallels the Shema in its declaration of God's holiness and authority.
 - **Forgiveness and Debt:** in Jewish tradition, debt was both a literal and metaphorical term, often used to describe sin and obligations before God.

The **world of the text** (also known as the world *within* the text) is a picture. This picture shows us the text as it is and what it says *now* through its literary features. The general approach is literary.

What is going on in the text?

- **Literary Context:**
 - **Sermon on the Mount:** this passage is part of the Sermon on the Mount (Matthew 5-7), where Jesus teaches about the kingdom of heaven and righteousness.
 - **Lord's Prayer Structure:** the prayer is structured with a petition followed by six petitions. The first three focus on God's glory, and the next three on human needs.
 - **Themes of Forgiveness:** versus 14-15 emphasise the theme of forgiveness, which is pivotal in Jesus' teachings.
- **Literary Features:**
 - **Parallelism:** the prayer uses parallelism, a common Hebrew poetic device, enhancing memorability and emphasis.

		<ul style="list-style-type: none"> - Inclusio: an inclusion is a literary device that is used to frame a text by repeating the same message or theme at the beginning and end of a text, designed to aid in both emphasis and retention for the listener. The repetition of the forgiveness theme at the end (vv.15-15) acts as an inclusio, reinforcing the message.
<p>The world in front of the text is a mirror. In this mirror the reader 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"> • Contemporary Application: <ul style="list-style-type: none"> - Prayer Practice: the Lord's Prayer is widely used in Christian liturgy and personal prayer, serving as a model for how to pray. - Ethics of Forgiveness: the emphasis on forgiving others challenges contemporary readers to practice forgiveness in personal relationships and communities. - Dependence on God: the petition for daily bread invites believers to trust in God's provision, relevant in both affluent and impoverished contexts. • Personal Reflection: <ul style="list-style-type: none"> - Relational Aspect: addressing God as "Our Father" highlights the relational aspect of prayer, encouraging intimacy and trust. - Social Justice: praying for God's kingdom and will to be done on earth can inspire Christians to engage in social justice and peacemaking efforts.

Scripture		The Three Worlds of the Text	
<p>Lk 11:1-4 Jesus' Teaching on Prayer</p>	<p>FEATURES</p>	<p><i>He was praying in a certain place, and after he had finished, one of his disciples said to him, "Lord, teach us to pray, as John taught his disciples." So he said to them, "When you pray, say:</i></p> <p><i>Father, may your name be revered as holy.</i></p> <p><i>May your kingdom come.</i></p> <p><i>Give us each day our daily bread.</i></p> <p><i>And forgive us our sins, for we ourselves forgive everyone indebted to us.</i></p> <p><i>And do not bring us to the time of trial."</i></p>	
<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>What is going on at the time the text was written?</p>	<ul style="list-style-type: none"> • Historical and Cultural Context: <ul style="list-style-type: none"> - Jewish Prayer Tradition: similar to Matthew's account, this prayer reflects Jewish traditions of praise and petition. Rabbis commonly taught their disciples specific prayers. - Discipleship: the request from the disciples reflects the practice of Jewish teachers imparting specific prayers to their followers, as John the Baptist did for his disciples. 	

		<ul style="list-style-type: none"> - First Century Palestine: economic conditions often necessitated daily prayer for sustenance. Forgiveness and the avoidance of trials would resonate with an audience familiar with oppression and hardship. • Religious Context: <ul style="list-style-type: none"> - The Shema and Other Jewish Prayers: the prayer’s structure aligns with traditional Jewish prayers that emphasise God’s holiness and the coming of God’s kingdom. - John the Baptist’s Influence: mention of John the Baptist indicates an ongoing connection and possible influence of his ministry on Jesus’ followers.
<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"> • Literary Context: <ul style="list-style-type: none"> - Luke’s Gospel: this passage is part of Luke’s broader narrative, which emphasises Jesus’ teachings and prayer life. Luke often portrays Jesus praying and teaching about prayer. - Comparison with Matthew: The Lukan version of the Lord’s Prayer is shorter and more concise than Matthew’s, focusing on the essentials of praise, provision, forgiveness and guidance. • Literary Feature: <ul style="list-style-type: none"> - Direct Instruction: Jesus directly teaches the prayer in response to a disciple’s request, highlighting the instructional nature of the passage. - Parallelism: the prayer uses parallel structures for clarity and emphasis. - Theme of Forgiveness: forgiveness is central, reflecting Jesus’ broader teachings on mercy and reconciliation.
<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"> • Contemporary Application: <ul style="list-style-type: none"> - Prayer Practice: the Lord’s Prayer in Luke, though shorter, is still used in Christian liturgy and personal prayer, serving as a model for concise and focused prayer. - Ethics of Forgiveness: the prayer challenges believers to practice forgiveness as a reflection of God’s forgiveness, emphasising the reciprocal nature of forgiveness. - Dependence on God: praying for daily bread encourages resilience on God for daily needs, a relevant reminder in both affluent and impoverished contexts. • Personal Reflection: <ul style="list-style-type: none"> - Relational Aspect: addressing God simply as “Father” underscores intimacy and trust in the relationship with God. - Focus on essentials: the concise nature of the prayer in Luke encourages simplicity and focus in prayer, concentrating on key aspects of life and faith.

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.

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>

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Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Unit overview	Shared Christian Praxis Movement
Lesson 1	LI - I will co-create a class sacred prayer space. SC - I can identify various items we have included on our prayer table and why they are important. SC - I can wonder about prayer and its place in our lives.	<p>Lesson overview: 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: Materials for the establishment of a prayer space, 4 learning intentions on paper.</p> <p>Focusing activity: Set the scene for this unit through the establishment of a new sacred prayer space.</p>	Focusing activity
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.	<p>Lesson overview: In this lesson, students will research and learn about traditional aspects of Judaism as they relate to Jesus' Jewish heritage.</p> <p>Lesson materials/resources: Access to websites listed below for research. IT access to create a PowerPoint.</p> <p>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.</p>	
Lesson 3	LI - I will understand the roots of the Our Father prayer in the New Testament. SC - I am beginning to be able to locate passages in the Bible. SC - I can identify Bible passages that form the Our Father prayer.	<p>Lesson overview: 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 materials/resources: Class Bibles, preferably one per student. Copy of the Aboriginal Our Father (Appendix 2).</p> <p>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.</p>	

<p>Lesson 4</p>	<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>Lesson overview: 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>Lesson materials/resources: Class set of Bibles, list of New Testament books as outlined below, Bible references for Paul et al also listed.</p> <p>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.</p>	
<p>Lesson 5</p>	<p>LI- I will create a class bank of prayer language and use this to write my own prayers.</p> <p>SC- I can name different words used in prayers.</p> <p>SC- I can write my own prayers.</p>	<p>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.</p> <p>Lesson materials/resources: RE books/journals, Bibles, IT resources, materials to make a class prayer book (paper/booklet/art supplies).</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>	
<p>Lesson 6</p>	<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: 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: Printed copies of the Apostles Creed, 1 per student. A range of coloured highlighters/textas.</p> <p>Review of Learning: Ensure students can identify at least one aspect of the Apostles Creed and identify one aspect.</p>	
<p>Lesson 7</p>	<p>LI - I will understand the role that hymns play in prayer.</p>	<p>Lesson overview: 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</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>have the opportunity to choose appropriate music/hymns that enhance their experience of prayer.</p> <p>Lesson materials/resources: 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 in Appendix 1.</p> <p>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.</p>	
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: 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: 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>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 9	<p>LI - I will understand how Jesus' Jewish prayer life influenced Catholic prayer life.</p> <p>SC - I can explain one type of Jewish prayer practice.</p> <p>SC - I can link this with Catholic prayer practices.</p> <p>SC – I can write my own prayers of praise, sorrow, adoration and petition.</p>	<p>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.</p> <p>Lesson materials/resources: https://www.myjewishlearning.com/</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 different to the Jewish practices. Students will be able to articulate that Jesus would have participated in these prayer practices.</p>	

<p>Lesson 10</p>	<p>LI- I will understand what the Lectio 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: Within this lesson, students will be introduced to the lectio divina. Students will be guided through the 4 steps of the prayer; reading, meditation, prayer and contemplation, by the teacher and then have their own opportunity to write a reflection/contemplation in their prayer/RE journals.</p> <p>Lesson materials/resources: Mt 6:9-15 written on paper, one copy for each student. Ensure that you are reading the passage from the Bible for the lesson. Soft, reflective music for use during prayer, this can be a song or hymn that your students are familiar with.</p> <p>Review of Learning:</p>	
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Prayer Ritual

Overview

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 together 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.
- Appendix 2 – Aboriginal Our Father
- 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=eo6qZAUuQ3E>
- Class set of Bibles NRSV.
- Booklets/journals for assessment task.
- Appendix 1 – Prayer Hymns and Music.
- 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