

LESSON PLAN



YEAR LEVEL	9 & 10
TITLE	THE WORLD OF PRAYER
STRAND	Prayer and Discernment
SUGGESTED DURATION	10 weeks (20 hours)
ENDURING QUESTIONS	What is prayer? How can I nurture my spirituality?

Unit Focus

Students will focus on the concept of prayer as communication with God, expressing our relationship with God, both individually and communally. Such communication and expression assists in making meaning of life experiences. In investigating prayer, students will consider a range of formal and informal prayer forms.

Achievement Standards

By the end of Year 10:

Students recognise prayer as central to growing in faithful relationship to the living God.

Unit Outcomes

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

1. **Recognise that experiences of joy, hope, grief and gratitude are springboards to different forms of prayer.**
2. **Recognise the ways that prayer invites a response to God by drawing on examples from Hebrew and Christian Scriptures.**
3. **Analyse and experience a variety of prayers in the Catholic tradition, including meditation, liturgy, reflection, litanies, Marian prayer.**
4. **Identify elements of prayer including ritual, symbol, sacred space, music and movement.**

Key Understandings for Students

- Prayer is communication with God and expresses our relationship with God, through talking and listening to God.
- The Holy Spirit is present in prayer.
- There are many forms of prayer in the Catholic Tradition, both formal and informal.
- When people pray alone, it is personal prayer. When prayer is prayed with others it is communal.
- All liturgies, especially the Mass, are both formal and communal prayers.
- Prayer may express praise to God out of feelings of joy (e.g. at creation); it may express thanksgiving for gifts received, sorrow for sin or petition for things needed.
- Jesus taught about prayer and gave a model for prayer.
- Scripture is a rich source of prayer. Prayerful reading of Scripture leads us to discover and know ourselves more deeply and strengthens our relationship with God.
- Meditation allows us to focus on God and the mystery of God's love given to us in all of creation.
- Mary's Magnificat (Lk 1:46-55) provides a clear example of personal and public prayer. Aware of her own gifts, Mary is able to respond to God's initiative.

Major Assessment Task

Part 1 - Definition and Symbol

- Research what others have said about prayer – your teacher will present some information, and the Internet can also be utilised. Write your own 200-word definition of prayer.
- A famous expression of the meaning and purpose of prayer is Michael Leunig's picture of a man kneeling before a duck (cover of *A Common Prayer* (1990)) which he explains in the book's Introduction.
- Think about the meaning and purpose of prayer and then create your own symbol for prayer.

Part 2 – Scripture, Prayer and the Contemporary World

- Use a piece of Scripture from the suggested list and create a presentation that utilises images and expresses the meaning of the reading in our contemporary world.
- Give the context of the piece of Scripture (for example, the intended audience, the historical context, the setting in life, what has happened before the passage). This will require research.
- Select a song or suitable music that amplifies the meaning of the presentation. Justify your choice.

Major Assessment Task – Marking Rubric

Criteria	Well Below	Below	At	Above	Well Above
Definition of Prayer	The definition is unclear or incomplete, lacking research and personal reflection.	Definition is underdeveloped or unclear, showing limited personal reflection and minimal use of external sources.	Provides a general 200-word definition of prayer with minimal personal insight. Some use of external sources.	Well-researched and provides a clear, accurate 200-word definition of prayer with some personal insight, using external	Thoughtfully researched and provides a comprehensive, insightful, and original 200-word definition of prayer, incorporating external sources

				sources effectively.	and personal reflection.
Symbol for Prayer	Symbol is underdeveloped, unclear, or unrelated to the concept of prayer.	Symbol lacks depth or connection to the meaning of prayer, demonstrating limited understanding.	Symbol is simple but relevant, demonstrating a basic understanding of prayer.	Symbol is thoughtful and meaningful, showing a clear understanding of prayer's purpose.	Symbol is creative, original, and deeply meaningful, demonstrating a profound understanding of the purpose and meaning of prayer.
Context of Scripture	No clear explanation of the context or shows a misunderstanding of the Scripture.	Provides a minimal or unclear explanation of the context, with little research evident.	Provides a basic explanation of the context of the chosen Scripture passage, with limited research.	Provides a detailed and accurate explanation of the context of the chosen Scripture passage, using some research.	Provides a thorough and insightful analysis of the context (audience, historical background, setting) of the chosen Scripture passage, using a range of sources.
Presentation	Images are irrelevant or disconnected from the Scripture, and the presentation is unclear or incomplete.	Images are loosely connected to the Scripture, and the presentation lacks clarity or relevance.	Uses images to express the meaning of the Scripture, but with limited creativity or relevance to the contemporary context.	Uses images effectively to express the relevance of the Scripture in a contemporary context. The presentation is clear and coherent.	Creatively uses images to clearly and powerfully communicate the contemporary relevance of the Scripture passage. The presentation is engaging and visually coherent.
Song/Music Selection	The song or music selection is inappropriate or unjustified, with no clear connection to the Scripture.	The song or music selection is only loosely connected to the Scripture, with little justification provided.	The selected song or music is generally appropriate, but the connection to the Scripture is basic. Justification is somewhat unclear.	The selected song or music is appropriate and effectively enhances the meaning of the Scripture. The justification is clear.	The selected song or music is highly appropriate, deeply enhances the meaning of the Scripture, and the justification is insightful and well-reasoned.

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	Summary of Learning		Shared Christian Praxis Movement
Lesson 1	<p>LI- I will analyse and understand the various dimensions of prayer, including its purpose, timing, locations, and methods.</p> <p>SC- I can articulate and provide detailed examples of why, when, where, and how people pray, demonstrating a deeper understanding of the practice.</p> <p>I can work collaboratively to organize ideas using Jamboard or a similar digital tool and present my findings clearly and coherently to the class.</p>	<p>Lesson Overview:</p> <p>Students will analyse and understand the various dimensions of prayer, including its purpose, timing, locations, and methods. They will engage in collaborative learning using a digital sticky note program to effectively organize and present their insights on prayer.</p> <p>Lesson materials/resources:</p> <p>Google Jamboard (or similar program) created for class to complete through the lesson.</p> <hr/> <p>I do:</p> <p>Teacher: Today, we'll be exploring the practice of prayer. Our goal is to understand why, when, where, and how people pray. Let's start by discussing these aspects to set the foundation for our activity.</p> <p>I'll begin by modelling how we approach this topic. Let's consider the question, 'Why do people pray?' I will provide a few reasons and examples.</p> <p>Action: <i>Write on the whiteboard or shares a slide with categories for Why, When, Where, and How.</i></p> <p>Teacher: People pray for many reasons. For example, they might seek guidance during difficult times, express gratitude for blessings, or find comfort when they're feeling distressed. I'll write these reasons under the 'Why' section.</p> <p>Action: <i>Add to the Why section on the board.</i></p> <p>Teacher: Now, let's move on to 'When do people pray?' People might pray during personal crises, celebrations, or as part of their daily routine.</p> <p>Action: <i>Add to the When section on the board.</i></p>		<p>Focusing Activity</p>

	<p>We do:</p> <p>Teacher: Now, it's your turn to practice this with my guidance. We're going to work together to explore the questions: 'Where do people pray?' and 'How do people pray?'</p> <p>I'll divide you into small groups. Each group will focus on one of these questions. I want you to brainstorm ideas and examples as a group and add them to our Jamboard.</p> <p><i>Action: Divide students into groups and assign each group one question. Provide guidance as needed.</i></p>	
	<p>You do:</p> <p>Teacher: We've covered the basics of why, when, where, and how people pray. Your task is to explore these aspects further and reflect on them personally.</p> <p>Use Jamboard to organize your thoughts about all four questions: Why, When, Where, and How people pray. You'll do this individually and then share your findings with a partner.</p> <p>After organizing your ideas, write a short reflection on how understanding these aspects of prayer might impact your own spiritual or personal growth. Be sure to include insights you found interesting or surprising.</p> <p><i>Action: Students work individually on Jamboard and then write their reflections.</i></p> <p>Review of Learning: Students explore the various aspects of prayer—why people pray, when they pray, where they pray, and how they pray. Through discussions and Jamboard activities, they examine different reasons and methods of prayer and identified various settings where it occurs.</p>	

Lesson
1 hour 15
min
duration

**Learning Intention
and Success
Criteria**

Teaching and Learning Experiences

**Shared
Christian
Praxis
Movement**

Lesson 2: **LI – I will explore various perspectives on prayer using quotations from the YouCat and reflect on how these relate to my own understanding. I will articulate my personal understanding of prayer and work collaboratively to develop a class definition of prayer.**

SC- I can choose a quote from the YouCat that resonates with my personal understanding of prayer and explain why it is meaningful.

SC- I can articulate a personal understanding of prayer, and contribute to the development of a class definition of prayer.

Lesson Overview:
Students explore prayer by selecting a quote from the *YouCat* (Appendix 1) that resonates with their understanding, reflecting on it in writing, and discussing their insights in pairs and small groups. They collaborate to develop a class definition of prayer, incorporating personal and shared perspectives.

Lesson materials/resources:
Appendix 1 – YouCat prayer quotes.

I do:
Teacher: Today, we’re going to explore different perspectives on prayer using quotes from the YouCat. Each of you will choose a quote that resonates with your understanding of prayer, and you’ll have the opportunity to explain why that particular quote is meaningful to you.

Action: *Distribute the YouCat Appendix 1 or display the quotes on the board.*

Teacher: Take a few minutes to read through the quotes. Think about which one speaks to your own experience or understanding of prayer. Once you’ve chosen your quote, we’ll move on to reflecting and writing about why it resonates with you.

Teacher: Let me give you an example. I’m going to choose a quote from the YouCat that says, ‘Prayer is the raising of one’s mind and heart to God.’ I might reflect on this by thinking about how, for me, prayer is a way to connect deeply with something greater than myself, especially in times when I feel overwhelmed or grateful. I would explain why this quote reflects my personal understanding of prayer.

Teacher: Your task is to choose a quote that connects with you and then write a response explaining why it resonates with your own experience or understanding of prayer.

Accessing Christian Story and Vision/Reflecting Critically

We do:

Teacher: Now, let's practice together. I'll give you a few minutes to silently choose a quote that resonates with you. Once you have chosen, start thinking about why that particular quote connects with your understanding of prayer.

Action: *Pause for a few minutes to let students choose their quotes.*

Teacher: Now, I want you to turn to a partner and share which quote you chose and why. Take turns explaining your choices. As you talk, write down some notes about your reflection.

Action: *Facilitate student pair discussions and provide assistance as needed.*

You do:

Teacher: Next, I'd like you to work on writing a more detailed response. You will explain why you chose your quote and how it reflects your understanding of prayer. You can do this individually. You will need to provide a written response.

Action: *Students work on their written responses individually or in pairs.*

Teacher: Now that you've written your reflections, let's form small groups.

Action: *Divide students into small groups.*

Teacher: In your groups, share your chosen quote and the reason why you think it represents your understanding of prayer. After each person has shared, I want you to work together to identify any common themes in your group's understanding of prayer.

Action: *Facilitate group discussions and provide support.*

Teacher: Once you've discussed your reflections, come up with a personal definition of prayer that reflects the common ideas from your group. This definition can include key phrases from the YouCat quotes, as well as your personal interpretations.

Review of Learning: Students deepen their understanding of prayer through reflection, peer discussions, and group work. By sharing perspectives and developing a class definition, they gain new insights into the diverse interpretations of prayer and how their views may have evolved.

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 engage with traditional prayers of the Church and understand their meanings by exploring key phrases. I will personalise my understanding by rewriting a selected prayer in my own words while preserving the original intent.</p> <p>SC - I can identify and explain the meaning of unfamiliar or archaic words in traditional prayers.</p> <p>SC - I can select words, lines, or phrases from the prayer that resonate with them and articulate why.</p> <p>SC - I can successfully rewrite a traditional prayer in their own words while keeping</p>	<p>Lesson overview:</p> <p>In this lesson, students will engage with traditional prayers of the Church, exploring their meaning and language. After reading and discussing unfamiliar words or phrases, students will select parts of the prayer that resonate with them. They will then rewrite a traditional prayer in their own words, preserving its core meaning, and share their versions with classmates. This process encourages personal connection and deeper understanding of formal prayers.</p> <p>Lesson materials/resources: Appendix 2 – list of Formal Prayers.</p> <p>I do:</p> <p>Teacher: Today, we'll be looking closely at some traditional prayers of the Church. These prayers have been used for centuries, but some of the words and phrases may feel unfamiliar to us today. Our goal is to understand their meaning and then rewrite them in language that makes sense to us, while still keeping the core message of the prayer intact.</p> <p>Let's start by reading through these formal prayers together. As we read, I'll explain any words or phrases that might be unclear or seem old-fashioned.</p> <p>Action: <i>Distribute Appendix 2 or display it on the board.</i></p> <p>Teacher: Let's begin by reading the first prayer together.</p> <p>Action: <i>Read the last prayer, Gloria, aloud as a class.</i></p> <p>Teacher: Now, let's look at some of the words or phrases that might need clarification. For example, the word 'begotten' means brought into existence or as if by a parent. Does anyone else have words or phrases they don't understand?</p> <p>Action: <i>Write key words or phrases on the whiteboard and provide definitions. Engage students in discussing unfamiliar terms.</i></p>	<p>Accessing the Christian Story and Vision/Responding</p>

<p>the core meaning intact.</p>	<p>Teacher: To show you how to approach this, let’s look at the phrase ‘Thy kingdom come’ in the Lord’s Prayer. This might feel a bit distant, but it’s asking for God’s will to be done on Earth. If I were to rewrite this, I could say, ‘May your vision for the world come true in our lives today.’ I’ve kept the meaning but put it in language that feels more familiar to me.</p>	
	<p>We do:</p> <p>Teacher: Now, I’d like each of you to select a word, line, or phrase from this prayer that resonates with you or stands out to you for some reason. You might relate to it, or you might find it challenging, but I want you to choose one part that speaks to you.</p> <p><i>Action: Allow time for students to select a portion of the prayer.</i></p> <p>Teacher: Let’s hear some of your choices. Who can share the word, line, or phrase they chose and explain why they picked it?</p> <p><i>Action: Facilitate sharing and discussion. Encourage students to explain why they connect with or find meaning in specific phrases.</i></p>	
	<p>You do:</p> <p>Teacher: Now that you’ve selected a part of the prayer that resonates with you, I’d like you to rewrite the entire prayer in your own words. Remember to keep the meaning the same but use language that feels personal and relevant to you.</p> <p>Teacher: Take about 10 minutes to rewrite the prayer. Think about how you would say this if you were praying it today, in a way that makes sense in your own life and experience.</p> <p><i>Action: Students rewrite the prayer independently.</i></p> <p>Teacher: When you’ve finished rewriting your prayer, pair up with a partner and share your versions. As you listen to each other, notice the similarities and differences in how you approached the task.</p> <p><i>Action: Students share their rewritten prayers in pairs.</i></p>	

Teacher: Let's come back together now. I'd like a few volunteers to share the rewritten prayer they came up with. How did you keep the meaning intact while changing the language? What parts of the prayer felt most important to preserve?

Action: *Invite students to share their rewritten prayers and discuss the process.*

Review of Learning: Students explored the meaning behind traditional prayers by analysing key words and phrases and then rewriting them in personal language. Through this exercise, they gained a deeper connection to the prayers and developed a greater appreciation for their significance. Sharing their rewritten versions allowed for reflection on how traditional prayers can be recontextualized for modern, personal use.

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Lesson
1 hour 15
min
duration

**Learning Intention
and Success Criteria**

Teaching and Learning Experiences

**Shared
Christian
Praxis
Movement**

Lesson 4

LI – I will review the reasons why people pray, categorize these reasons into experiences of joy, hope, grief, or gratitude, and link these experiences to the four main types of prayer: petition, praise, thanksgiving, and sorrow.

SC- I can categorize reasons for prayer into the experiences of joy, hope, grief, or gratitude.

SC- I can link each categorized experience to one of the four main types of prayer (petition, praise, thanksgiving, sorrow) and provide examples of each.

Lesson overview:

Students will explore the reasons why people pray and categorize these reasons into four experiences: joy, hope, grief, and gratitude. They will then link these experiences to the four main types of prayer: petition, praise, thanksgiving, and sorrow. Through group research and presentation, students will identify and share examples of each type of prayer, enhancing their understanding of how different prayers correspond to specific human experiences.

Lesson materials/resources:

IT resources.

I do:

Teacher: Today, we're going to explore why people pray and how different reasons for prayer can be categorized into specific experiences. We will also connect these experiences to the four main types of prayer: petition, praise, thanksgiving, and sorrow.

First, let's review why people pray. Think about different reasons someone might pray. We'll categorize these reasons into four experiences: joy, hope, grief, and gratitude.

I'm going to divide the whiteboard into four sections for each of the experiences: joy, hope, grief, and gratitude. As a class, we will brainstorm reasons why people pray and categorize them into these sections.

Joy	Hope	Grief	Gratitude

Teacher: Let's start with joy. Can anyone think of a reason why someone might pray when they are experiencing joy?

*Accessing Christian
Story and
Vision/Understand
ing and Integrating*

SC – I can research and identify additional examples of each type of prayer.

Action: *Record responses under the 'joy' section. Repeat for hope, grief, and gratitude.*

Teacher: Now, let's link these experiences to the four main types of prayer.

Here are the four main types of prayer: petition (hope), praise (joy), thanksgiving (gratitude), and sorrow (grief). I'll provide an example of each type of prayer.

Teacher (*write these examples on the board*):

- **Petition (hope):** A prayer asking for guidance or help in difficult times, such as asking God for strength during a challenging situation.
- **Praise (joy):** A prayer expressing joy and admiration for God, such as a hymn celebrating the beauty of creation.
- **Thanksgiving (gratitude):** A prayer of thanks for blessings received, like thanking God for a successful outcome to a prayerful request.
- **Sorrow (grief):** A prayer expressing sorrow or repentance, such as asking for forgiveness after realizing a mistake.

We do:

Teacher: Now, in your groups, use your devices to research and find one additional example of each type of prayer. You will need to identify how each example fits into the categories of joy, hope, grief, or gratitude.

Action: *Students research and identify additional examples in their groups.*

		<p>You do:</p> <p>Teacher: Individually, you are now going to write your own prayer example for each of the 4 categories. For each example, explain which experience (joy, hope, grief, gratitude) it relates to and how it fits into the type of prayer.</p> <p>Review of Learning: Students categorized reasons for prayer into experiences of joy, hope, grief, and gratitude, and linked these to the types of prayer: petition, praise, thanksgiving, and sorrow. By researching and presenting additional examples of each prayer type, students deepened their understanding of how various prayers address specific needs and emotions. This process reinforced their grasp of the diverse purposes and expressions of prayer in personal and communal contexts.</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 5	<p>LI – I will explore different forms of prayer through visual imagery and personal reflection. They will create or find images representing various types of prayer and write prayers in response to experiences of joy, hope, grief, and gratitude.</p> <p>SC- I can find or create visual images that</p>	<p>Lesson overview:</p> <p>Students will explore different forms of prayer by finding or creating visual images that represent various types of prayer. They will reflect on personal experiences of joy, hope, grief, and gratitude to write prayers corresponding to each experience. Students will display their images, share their prayers with the class, and discuss how their visuals influenced their reflections.</p> <p>Lesson materials/resources:</p> <p>IT resources and magazines for sourcing images of prayer.</p>	<p><i>Accessing Christian Story and Vision/ Understanding and Integrating</i></p>	
<p>I do:</p> <p>Teacher: Today, we'll be exploring different forms of prayer through visual images and personal reflection. We'll start by discussing how different types of prayer can be represented visually and then create or find images that reflect these forms.</p>				

<p>represent different forms of prayer.</p> <p>SC- I can reflect on personal experiences of joy, hope, grief, and gratitude to write prayers for each type.</p> <p>SC- I can display and explain their visual images and written prayers to the class.</p>	<p>I'll show you a few examples. For instance, an image of a peaceful landscape might represent prayer for gratitude, while a person with outstretched hands might represent a prayer of hope.</p> <p><i>Action: Show visual examples of different types of prayer.</i></p> <hr/> <p>We do:</p> <p>Teacher: In pairs or small groups, you will find or create visual images that reflect different forms of prayer. You can use digital tools, draw, or use magazines to find images. Think about how images can represent prayers of joy, hope, grief, and gratitude. For each image you choose, write a short description as to why it is representative of each prayer type.</p> <p><i>Action: Students work in pairs or small groups to find or create their images.</i></p> <hr/> <p>You do:</p> <p>Teacher: Take a moment to reflect on your own experiences of joy, hope, grief, and gratitude. Write a prayer for one of these experiences, using the images you have created as a group as inspiration.</p> <p>Think about how the images might relate to your personal experiences. For example, if you have an image representing joy, write a prayer expressing joy and thanks. If your image represents grief, write a prayer that reflects on your feelings of sorrow and seeks comfort.</p> <p><i>Action: Allow students time to complete the activity.</i></p> <p>Review of learning: Students engaged with visual representations of prayer by finding or creating images and reflecting on personal experiences to write prayers. Displaying and explaining their images helped them connect their visuals to different types of prayer. This process deepened their understanding of how various forms of prayer can be expressed through both imagery and personal reflection.</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 create a book of prayers suitable for younger children, including traditional prayers and explanations of their meanings.</p> <p>SC- I can select appropriate traditional prayers for inclusion in the book.</p> <p>SC – I can write clear, age-appropriate explanations for each prayer.</p> <p>SC - I can assemble and present the book in a format suitable for younger children.</p>	<p>Lesson overview:</p> <p>Students will create a book of prayers tailored for younger children, including traditional prayers and simple explanations of their meanings. The book is intended for use with younger siblings, junior classes, or donation to parish children’s groups. Students will select appropriate prayers, write accessible explanations, and design the book to be engaging for young readers.</p> <p>Lesson materials/resources:</p> <p>Materials for the creation of a prayer book throughout the lesson. This may include art supplies, coloured paper and pens/pencils/textas. Appendix 2 – List of Formal Prayers.</p> <p>I do:</p> <p>Teacher: Today, we’ll be creating a book of prayers for younger children. This book will include traditional prayers and simple explanations of their meanings. Our goal is to make the prayers accessible and understandable for younger audiences.</p> <p>I’ll start by showing you a few examples of traditional prayers and how we can write brief explanations suitable for younger children.</p> <p>Action: <i>Distribute or show examples of traditional prayers.</i></p> <p>Teacher: Looking at our list, the first prayer is the Lords Prayer or Our Father. If I am thinking of say a 7-year-old, I might explain the prayer like this:</p> <p>Teacher: The Lord’s Prayer is a special way to talk to God. It starts by recognizing God as our loving Father and asking Him to bring His goodness to our world. We ask for our daily needs and forgiveness for our mistakes and promise to forgive others too. We also ask God to help us avoid doing wrong and to keep us safe from harm. Finally, we remember that God is powerful and in charge of everything.</p>	<p>Responding</p>

		<p>Action: <i>Display on the board for students to see.</i></p> <p>Teacher: Can anyone tell me what they think about this child-friendly description of the Lord's Prayer?</p> <p>Action: <i>Allow time for students to respond.</i></p>	
		<p>We do:</p> <p>Teacher: Now we are going to come up with a child-friendly description of the Hail Mary together. So, let's start by reading the prayer together.</p> <p>Action: <i>Display the prayer or direct students to the Appendix 2.</i></p> <p>Teacher: We'll start by identifying the key phrases in the Hail Mary. I'll highlight them on the whiteboard. For instance, 'full of grace' and 'blessed is the fruit of thy womb' are important parts of the prayer.</p> <p>Action: <i>Highlight phrases such as "full of grace," "blessed art thou among women," and "pray for us sinners." Highlight others of importance as identified by the students.</i></p> <p>Teacher: Let's discuss what each phrase means. For example, 'full of grace' means that Mary is very special because she is filled with God's love and kindness.</p> <p>Teacher: 'Blessed art thou among women' means that Mary is very blessed and honoured more than anyone else because she is the mother of Jesus.</p> <p>Teacher: What do we think 'Pray for us sinners' might mean?</p> <p>Action: <i>Allow time for response, ensuring that students identify that it is asking Mary to help us by talking to God on our behalf, especially when we need it the most. Allow time for discussion of the meanings of other phrases of importance as identified by the students.</i></p> <p>Teacher: Now, let's work on writing a simple explanation for the Hail Mary. I'll help you come up with a sentence for each part of the prayer. For example, we might write, 'The Hail Mary is a prayer asking Mary to help us and reminding us that she is very special because she is Jesus's mother.'</p> <p>Action: <i>Continue working with students to write a complete definition for the prayer.</i></p>	

You do:

Teacher: You are now going to work in pairs to pick a prayer, write a child-friendly explanation for it and create a design for a page in the prayer book. When you have picked a prayer let me know so we can make sure it is appropriate and so there are no double-ups.

Action: *Ensure students have picked an appropriate prayer for young students and ensure that there are no double-ups. Allow time for students to create their contribution to the class prayer book with their prayer and a child-friendly explanation.*

Review of Learning: Students successfully created a book of prayers for younger children, selecting traditional prayers and writing clear, age-appropriate explanations. They demonstrated their ability to communicate complex ideas in a simple way and produced a visually appealing resource. This activity enhanced their understanding of the prayers and highlighted the importance of making religious content accessible to younger audiences.

Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Teaching and Learning Experiences	Shared Christian Praxis Movement
Lesson 7	v	<p style="text-align: center;">Lesson overview:</p> <p>Students will engage with creation through two contemplative activities. First, they will spend time in nature, quietly observing and reflecting on their surroundings, followed by an artistic or written response to their experience. Then, they will explore images that showcase the earth’s majesty and diversity, collecting photos that resonate with their sense of creation. Students will curate these photos into a digital presentation to express the beauty of creation.</p> <p style="text-align: center;">Lesson materials/resources:</p> <p>Ensure you have a pre-planned route/location for the lesson.</p> <p>I do:</p> <p>Teacher: Today, we’re going to reflect on the beauty of creation in two different ways. First, we’ll spend time outside, quietly observing the natural world around us. Then, you’ll create a personal response, either through art or writing, to express how being in nature makes you feel. After that, you’ll collect or curate photos that you feel represent creation in all its beauty.</p> <p>Let’s head outside to a quiet place where we can contemplate the world around us. This time is for you to sit quietly, enjoy your surroundings, and reflect on what creation means to you. As you sit, think about how the natural world makes you feel, how you connect to it, and what stands out to you.</p> <p>Action: <i>Lead the class to a suitable outdoor space for contemplation.</i></p> <p>Teacher: We’re all going to take some time to be still and notice the details around us. What do you see, hear, or feel that moves you? Afterward, you’ll create a response – it could be a drawing, a poem, or even a few sentences that capture your feelings.</p> <p>Action: <i>Students sit quietly and observe their surroundings. After adequate time, return with the students to the classroom.</i></p>	<i>Responding</i>

We do:

Teacher: Now that we've spent time reflecting, I'd like you to create a response. You can draw something you saw, write about how the environment made you feel, or even craft a short poem. This is your personal reflection on the beauty of creation, so express what feels right to you.

Action: *Students work individually, creating their artistic or written response.*

You do:

Teacher: Now that we've reflected on our personal experiences, let's look at some images that demonstrate the majesty and diversity of creation. These might include photos of mountains, oceans, forests, or animals. I'll show you a few examples, and then you'll search for or use your own photos to create a digital presentation.

Action: *Show a selection of images that highlight the earth's beauty and diversity.*

Teacher: Using either photos you've taken or ones you find online, you'll curate a collection that reflects the diversity of creation. Think about the different environments, creatures, and landscapes that inspire awe. You'll use these photos to create a digital presentation that showcases the beauty of the world we live in.

Action: *Students work individually to collect and compile photos into a digital presentation. Allow time for students to share these with the class.*

Review of Learning: Students connected with the natural world by spending time in contemplation and reflecting through creative responses. By curating images of creation's diversity, they deepened their understanding and appreciation of the beauty around them. The activities encouraged personal reflection, creativity, and a greater awareness of the significance of creation in their lives.

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 three main types of psalms (lament, thanksgiving, and praise) and explore the emotions expressed in these psalms. They will also illustrate Psalm 148 using symbols, images, or photos.</p> <p>SC- I can identify and explain the three types of psalms.</p> <p>SC- I can create a visual representation that reflects the themes and emotions of Psalm 148.</p>	<p>Lesson overview:</p> <p>Students will explore the three main types of psalms: lament, thanksgiving, and praise (hymns). They will analyse examples of each type and examine the emotions expressed in these psalms. Then, students will creatively illustrate Psalm 148 using images, symbols, or photos to visually represent the praise of creation described in the psalm.</p> <p>Lesson materials/resources:</p> <p>Materials to create the poster (the poster can also be created using IT). NRSV Bibles.</p> <p>I do:</p> <p>Teacher: Today, we are going to explore the Book of Psalms, which is a collection of poems or songs found in the Bible. These psalms are used in worship and express a range of human emotions. The Psalms are divided into three main categories: psalms of lament, psalms of thanksgiving, and psalms of praise, also called hymns. Let's look at an example of each.</p> <p>Action: <i>Display or read aloud Psalm 6 (lament), Psalm 138 (thanksgiving), Psalm 8 (praise).</i></p> <p>Teacher: Notice how Psalm 6 expresses sadness and asking for help (lament), while Psalm 138 thanks God for blessings (thanksgiving), and Psalm 8 celebrates God's greatness (praise).</p>	<p><i>Accessing Christian Story and Vision/Responding</i></p>
		<p>We do:</p> <p>Teacher: Let's take a closer look at these psalms together. Can anyone identify the emotion being expressed in Psalm 6? What about Psalm 138? What wording is evidence of this emotion?</p> <p>Action: <i>Guide discussion to include key emotional expressions like sorrow, joy, and gratitude.</i></p>	

		<p>Teacher: Now, what kinds of feelings or ideas are being celebrated in Psalm 8?</p> <p><i>Action: Students share responses.</i></p> <p>Teacher: Now that we've explored the different types of psalms, let's focus on Psalm 148, which is a psalm of praise. This psalm invites all of creation—animals, nature, people—to praise God. Here's how it begins: 'Praise the Lord! Praise the Lord from the heavens; praise him in the heights! Praise him, all his angels; praise him, all his host!' We are going to read the rest of Psalm 148 together and then create a visual interpretation of it.</p> <p><i>Action: Read through Psalm 148 as a class.</i></p> <p>Teacher: As we read, imagine what this psalm might look like. What symbols, images, or photos come to mind that could show the different parts of creation praising God?</p> <p>Let's brainstorm together. For example, 'Praise him, sun and moon'—what might that look like in a visual? Could you use a photo or a drawing of the sun or moon?</p> <p><i>Action: Work with students to think of images or symbols for other parts of the psalm—animals, mountains, people, etc.</i></p>	
		<p>You do:</p> <p>Teacher: You are now going to create a poster, PowerPoint, or collage that illustrates Psalm 148. You can take photos, use images online, or draw symbols that reflect the words of the psalm. Be creative in how you represent the idea of praise—think about the emotions we discussed earlier.</p> <p><i>Action: Students begin working on their projects. Circulate to offer support and feedback.</i></p> <p>Review of Learning: At the end of the lesson, students will review the three types of psalms and the emotions they express. They will reflect on their visual representations of Psalm 148, discussing how they captured the theme of praise through their chosen images or symbols.</p>	

Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Teaching and Learning Experiences	Shared Christian Praxis Movement
Lesson 9	<p>LI – I will explore and reflect on how Jesus prayed in different situations, times, and ways by analysing scripture passages from the Gospel of Luke.</p> <p>SC- I can identify key themes about prayer in the life of Jesus from scripture passages.</p> <p>SC- I can reflect and record what each passage reveals about the importance of prayer.</p>	<p>Lesson overview:</p> <p>In this lesson, students will explore how Jesus prayed at specific times and in particular ways by reading selected scripture passages from the Gospel of Luke. They will reflect on each passage and record what it reveals about prayer and praying in the life of Jesus. Through this, students will gain insights into the role of prayer in Jesus' ministry and its relevance for their own lives.</p> <p>Lesson materials/resources: NRSV Bibles</p> <p>I do:</p> <p>Teacher: Today, we're going to explore how and when Jesus prayed, and what that can teach us about prayer. Jesus prayed throughout His life, often at important moments and in different ways. We're going to read some key passages from the Gospel of Luke that highlight these prayer moments.</p> <p>Action: <i>Display or read aloud the references: Luke 5:15-16, Luke 6:12-13, Luke 9:28-29, Luke 11:1-10, Luke 22:39-46.</i></p> <p>Teacher: As we read, think about why Jesus might have prayed in each situation and what His prayer tells us about His relationship with God.</p> <p>Let's start with Luke 5:15-16:</p> <p>'But he would withdraw to deserted places and pray.'</p> <p>What do we notice here? Jesus withdraws to pray in solitude. It shows how He needed time alone with God, despite the demands of His ministry. Now, let's read the next passages and look for other patterns or themes.</p> <p>I'll read the passage, and then together we'll reflect on what it suggests about prayer.</p>	<p><i>Accessing Christian Story and Vision/ Understanding and Integrating</i></p>

		<p>Action: <i>Read Luke 6:12-13 aloud.</i></p> <p>Teacher: Jesus spent the night in prayer before choosing His disciples. What might this suggest about the role of prayer in decision-making?</p> <p>Action: <i>Students respond, discuss the importance of discernment and seeking God’s guidance.</i></p>	
		<p>We do:</p> <p>Teacher: In pairs, you are going to read the following passages and write short reflections in your books. Writing about what the passage is telling us about how Jesus prayed. We will then share as a class.</p> <p>Action: <i>Continue with the remaining passages in pairs, following the same pattern: reading the passage, reflecting, and discussing as a class.</i></p> <ul style="list-style-type: none"> ○ <i>Luke 9:28-29 - Jesus prays before the Transfiguration.</i> ○ <i>Luke 11:1-10 - Jesus teaches the Lord’s Prayer, showing the importance of communal prayer.</i> ○ <i>Luke 22:39-46 - Jesus prays in Gethsemane before His arrest, showing perseverance and surrender to God’s will.</i> <p>Action: <i>After students have completed the activity, bring the class back together and facilitate a discussion on students’ reflections.</i></p>	
		<p>You do:</p> <p>Teacher: Now, take a few minutes to reflect on each passage we’ve read. In your books, write down what each passage suggests about prayer. You can think about how Jesus prayed, why He prayed, and what we can learn from it.</p> <p>Action: <i>Allow time to complete the activity.</i></p> <p>Review of Learning: Students will have explored the various ways and times Jesus prayed, reflecting on the themes of solitude, perseverance, and dependence on God. They will share what they learned from the passages and how these insights might shape their understanding of prayer.</p>	

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 how St. Paul's prayer in Philippians 1:2-11 reflects his faith and reliance on God during his imprisonment, and to analyse how prayer can be a source of strength and gratitude in difficult circumstances.</p> <p>SC- I can research and explain St. Paul's situation during his imprisonment and how it influenced his prayer.</p> <p>SC- I can analyse Philippians 1:2-11, identifying it as a prayer of thanksgiving and petition, and explain what it teaches about the role of prayer in challenging times.</p>	<p>Lesson overview:</p> <p>In this lesson, students will study Philippians 1:2-11, where St. Paul prays for the Philippians. They will research Paul's situation at the time of writing, focusing on how his imprisonment influenced his prayer. Students will analyse the content of Paul's prayer, identifying it as a prayer of thanksgiving and petition, and explore what this teaches about prayer, even in difficult circumstances.</p> <p>Lesson materials/resources: Catholic Youth NRSV Bible</p> <p>I do:</p> <p>Teacher: Today, we'll study a prayer from St. Paul found in Philippians 1:2-11. This prayer was written while Paul was in prison, and it reflects his deep care for the Philippian believers. But before we dive into the text, let's take a moment to understand the situation Paul was in when he wrote this letter.</p> <p>Action: <i>Display a brief introduction from the Catholic Youth Bible about Paul's imprisonment and his purpose in writing the letter. Facilitate discussion on the background of this piece of Scripture (see Worlds of the Text analysis in the Unit Outline).</i></p> <p>Teacher: Paul was writing to the Philippians from prison, yet his prayer is full of joy and gratitude. Let's read this prayer together and see what we can learn from it.</p> <p>We do:</p> <p>Teacher: Let's read Philippians 1:2-11 together. As we read, pay attention to what Paul prays for and the emotions he expresses.</p> <p>Action: <i>Read the passage aloud as a class.</i></p>	<p><i>Accessing Christian Story and Vision</i></p>

Teacher: What stands out to you about Paul's prayer? What does he pray for?

Action: *Guide a brief discussion, highlighting key points such as Paul's gratitude, joy, and his prayer for love and spiritual growth in the Philippians.*

Teacher: Now, let's dig deeper. I want you to research the situation Paul was in when he wrote this letter. You can use the Introduction to Philippians in the Catholic Youth Bible for help. After you've done that, reflect on how his circumstances might have influenced his prayer.

Action: *Students work individually or in pairs to research Paul's situation and write down key points.*

Teacher: Now that we understand Paul's situation, let's think about the type of prayer this is. Is it a prayer of petition, praise, thanksgiving, or sorrow? Let's go back to the text and see what fits.

Action: *Guide students through identifying the type of prayer. Lead them to recognize that it is primarily a prayer of thanksgiving and petition, as Paul thanks God for the Philippians and asks for their spiritual growth.*

You do:

Teacher: In your books, write down what type of prayer Paul offers and why you think it fits into that category. Support your answer with evidence from the text. Write a short reflection on how, despite Paul's challenges, he was still able to be faithful to God.

Review of Learning: By the end of the lesson, students will have gained a deeper understanding of St. Paul's prayer for the Philippians. They will have learned about Paul's situation in prison and how, despite his hardships, he expressed gratitude and hope in his prayer. Students will also have identified the prayer as one of thanksgiving and petition, recognizing how Paul prays for the spiritual growth of the Philippians. Through this, students will have explored the idea that prayer can be both an expression of gratitude and a request for God's guidance, even in challenging circumstances.

Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Teaching and Learning Experiences	Shared Christian Praxis Movement
Lesson 11	<p>LI – I will experience Christian meditation and prayer, focusing on reflection/litany to Mary, and understand how these practices connect to the Catholic tradition of prayer and contemplation.</p> <p>SC- I can actively participate in Christian meditation/prayer litany to Mary.</p> <p>SC- I can reflect on the significance of prayer to Mary in their personal faith or spiritual practice.</p>	<p>Lesson overview:</p> <p>In this lesson, students will participate in a Christian meditation and a prayer to Mary. They will be guided through a reflection on Mary’s role in the Catholic faith and her significance as an intercessor. Students will have the opportunity to experience moments of silence, contemplation, and prayer, deepening their understanding of meditation and Marian devotion in Catholic tradition.</p> <p>Lesson materials/resources:</p> <p>Meditation script (Appendix 5). NRSV Bibles.</p> <p>I do:</p> <p>Teacher: Today, we’ll be participating in a Christian meditation and a prayer to Mary. Christian meditation is a form of prayer where we spend quiet time in reflection, allowing ourselves to connect deeply with God. Praying to Mary is a tradition in the Catholic Church where we ask for her intercession, trusting that she will bring our prayers to Jesus.</p> <p>Action: <i>Display an image of Mary or a peaceful scene to help set the tone for meditation.</i></p> <p>Teacher: During this meditation, I will guide you through a reflection on Mary’s role in our lives and how we can seek her help in prayer.</p> <p>Let’s begin by getting comfortable in our seats. Close your eyes and take a few deep breaths. Allow your mind to quiet and focus on being present in this moment.</p> <p>Action: <i>Guide students into a state of calm. Take time to allow the class to settle into the meditation.</i></p> <p>Teacher: Now, I will lead us in a reflection on Mary. Think about Mary’s life—her faith, her courage, her willingness to trust in God’s plan. As I say each line, let the words settle in your heart.</p> <p>Action: <i>Pause after each line to give students time to reflect.</i></p>	<p><i>Accessing Christian Story and Vision</i></p>

Mary, mother of Jesus, you were chosen by God to bear the Savior of the world. *Pause.*

You responded with faith and trust, even when the road ahead was uncertain. *Pause.*

Help us, too, to say 'yes' to God in our lives. *Pause.*

Teach us to be faithful, humble, and willing to serve as you did. *Pause.*

Teacher: In the next part of the lesson, we will reflect on the moment when Jesus called His first disciples. This is a significant moment in the Gospel of Matthew, where Jesus invites ordinary people to follow Him and become 'fishers of men.' As we meditate on this passage, let's open our hearts to the call of Jesus in our own lives.

Action: *Using Appendix 5, guide the class in the Christian Meditation.*

We do:

Teacher: Next, we are going to pray a litany. A litany in Catholic prayer is a form of prayer that involves a series of petitions, each followed by a fixed response from those present. They often have a rhythmic or repetitive structure and include invocations to saints with those responding with phrases such as "pray for us" or "have mercy on us".

We are going to pray together a litany of Mary. For each statement you are going to respond with "pray for us". We will begin with the Sign of the Cross.

Action: *Make the Sign of the Cross.*

Teacher: Holy Mary, Mother of God

Class Response: "Pray for us."

Teacher: Queen of Angels

Class Response: "Pray for us."

Teacher: Mother of Mercy

Class Response: "Pray for us."

Teacher: Let's take a few moments in silence to meditate on Mary's example of faith. In your heart, offer up any personal prayers or intentions you may have.

Action: Allow for a period of silent reflection and meditation. Conclude with the Sign of the Cross.

You do:

Teacher: For the next part of our activity, I want you to write your own Christian meditation based on Matthew 4:18-22. Use the following prompts to guide your writing.

Action: *(Write the bold points on the board, read out loud the descriptions):*

- **Visualise the Scene:** Start by describing the setting of the Sea of Galilee and the fishermen at work. Picture the calm and the scene vividly.
- **Jesus' Call:** Reflect on how it would feel to hear Jesus call you personally. What emotions arise? How does His invitation impact you?
- **Personal Response:** Consider what you would need to leave behind to follow Jesus fully. What changes might you need to make in your life? How can you respond with faith and courage?
- **Invitation to Follow:** Write a short prayer or reflection asking Jesus to help you understand and follow His call in your life. Be sincere and open in your response.

Teacher: Take your time to write your meditation. When you're ready, you can share it with the class if you feel comfortable or keep it as a personal reflection.

Action: Allow time for students to write their meditations. Encourage them to reflect deeply and write thoughtfully.

Review of Learning: By the end of the lesson, students will have learned how to engage in Christian meditation and experienced prayer to Mary as an intercessor. They will have reflected on Mary's qualities of faith, humility, and trust in God, understanding how these attributes can inspire their own spiritual lives. Additionally, they will appreciate the importance of silence and reflection in strengthening their connection to God through prayer.

Lesson
1 hour 15
min
duration

**Learning Intention
and Success Criteria**

Teaching and Learning Experiences

**Shared
Christian
Praxis
Movement**

Lesson 12

LI – I will research and understand the practice of the Liturgy of the Hours, including its various times and elements, and compare it to the Islamic practice of Salah. They will also explore how these practices support and enrich faith.

SC- I can identify and explain the times and elements of the Liturgy of the Hours.

SC- I can compare and contrast the Liturgy of the Hours with the Islamic practice of Salah, and describe how these practices support a person in their faith.

Lesson overview:

Students explore the Christian practice of the Liturgy of the Hours and compare it to the Islamic practice of Salah. Students identify the specific times for the Liturgy of the Hours—Lauds, Terce, Sext, None, Vespers, and Compline—and compare these to the Islamic prayer times of Fajr, Dhuhr, Asr, Maghrib, and Isha. Students examine the elements of each practice, including prayers, hymns, and rituals, and discussed how these practices support the practitioner's faith.

Lesson materials/resources:

IT resources.

I do:

Teacher: Today, we will delve into the Liturgy of the Hours, a structured practice of daily prayer in the Christian tradition. This practice involves specific prayers at various times throughout the day.

Liturgy of the hours practice	Salah practice

We'll use the Universalis app (*or other as appropriate e.g. <https://universalis.com/index.htm>*) to explore the Liturgy of the Hours. This provides the texts and timings for daily prayers, which will guide our research. There are 6 parts to this prayer, and they are as follows (*write the parts on the board, read the definitions*):

Lauds: Morning prayer, typically prayed at dawn or early morning, to start the day with praise.

Terce: Mid-morning prayer, around 9 AM, to focus the day's work with a moment of prayer.

*Reflecting
Critically/
Accessing Christian
Story and Vision*

Sext: Midday prayer, around noon, reflecting on the day's progress and seeking strength for the afternoon.

None: Mid-afternoon prayer, around 3 PM, a time for reflection and preparation for the evening.

Vespers: Evening prayer, usually around 6 PM, offering thanks and reflecting on the day.

Compline: Night prayer, before bedtime, around 9 PM, a time of quiet reflection and seeking peace before rest.

Teacher: For the task, I am going to research more about this part of the Liturgy of the hours. To find information about one part of the Liturgy of the Hours. I'll look up 'Lauds,' which is the morning prayer.

Action: *Demonstrate this to the students by either using the universalis app or another appropriate internet resource. Highlight to students that through this research or app you can see the specific prayers and readings that are associated with Lauds. Including Psalms, a hymn and a short scripture reading. Then write specific dot points into the table.*

Teacher: Let's compare these times with the Islamic practice of Salah, which includes (*write the parts on the board, read the definitions*):

- **Fajr:** "Pre-dawn prayer, before sunrise, to start the day in devotion."
- **Dhuhr:** "Midday prayer, after the sun's zenith, a break in the day for spiritual reflection."
- **Asr:** "Afternoon prayer, before sunset, a time for spiritual renewal."
- **Maghrib:** "Just after sunset, marking the end of the day with gratitude."
- **Isha:** "Night prayer, after twilight, before sleep, reflecting on the day and seeking guidance."

Teacher: Let's compare Lauds to the Islamic practice of Fajr, the pre-dawn prayer. I'm going to do this by searching for information on this practice.

Action: *Demonstrate this internet research for students using appropriate websites such as: <https://www.islam4kids.org/salat-beginner> fill in information in the table as per the Liturgy of the hours points.*

Teacher: Now, the information in our table tells us that Fajr occurs before sunrise, similar to how Lauds marks the start of the Christian day with prayer.

Both practices involve a moment of reflection and spiritual focus to begin the day. Fajr includes specific recitations from the Quran, while Lauds includes Psalms and other readings.

We do:

Teacher: In pairs or small groups, you are going to research one of the elements of the Liturgy of the Hours and Islamic Salah. For each of them you are going to look into (*write on the board*):

Liturgy of the Hours:

Prayers and Hymns: What specific prayers or hymns are included in each time?

Readings: What scriptures or readings are used?

Rituals: Any specific actions or rituals associated with each prayer time?

Salah:

Prayers and Actions: What are the specific prayers and physical actions (e.g., standing, bowing, prostrating)?

Recitations: What specific verses or phrases are recited?

Rituals: What are the key components of each Salah?

You are then going to write a short explanation on how each practice supports the believer's faith. Consider how the structure and regularity of these prayers help maintain spiritual focus and growth.

Action: *Divide the students up into the remaining aspects of the Liturgy of the hours (terce, sext, none, vespers and compline) and aspects of Salah (dhuhr, asr, maghrib, isha).*

Action: *Allow time for students to complete the activity and then report back to the class.*

You do:

Teacher: Write a brief summary comparing the Liturgy of the Hours and Islamic Salah. Include the times for each, key elements, and how they support the believer's faith. Reflect on how regular prayer can influence daily life and personal spirituality.

Review of Learning: Students will have gained an understanding of the Liturgy of the Hours, identifying key prayer times such as Lauds, Terce, and Vespers, and comparing them to the Islamic practice of Salah. They will have explored the elements of both traditions, such as prayers, hymns, and physical actions, recognizing how these structured practices support spiritual growth. Additionally, students will have reflected on how regular, timed prayers in both Christianity and Islam foster personal faith and discipline, deepening their connection to their spiritual lives.

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Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Teaching and Learning Experiences	Shared Christian Praxis Movement
Lesson 13	<p>LI – I will understand the role of a litany in Christian prayer, particularly the invocation of saints, and will research the significance of a particular saint in Christian tradition.</p> <p>SC- I can explain what a litany is and its role in Christian prayer.</p> <p>SC- I can research and present the significance of a saint included in the litany.</p>	<p>Lesson overview:</p> <p>Students will learn about the role of litanies in Christian prayer, specifically how they invoke Mary, angels, and saints for intercession. Through research, students explore the significance of a specific saint, understanding why these figures are included in the litany and how their lives serve as models for Christian living.</p> <p>Lesson materials/resources: Appendix 3 – Litany of the Saints. NRSV Bible.</p> <p>I do:</p> <p>Teacher: Today, we are learning about a type of prayer called a litany. A litany is a form of prayer that involves calling upon God while invoking Mary, the angels, and Christian saints. It is often recited during important liturgical events, such as the Easter Vigil Mass.</p> <p>Example from the Easter Vigil Mass: At the Easter Vigil, a special litany is used where the community asks for the intercession of Mary and many saints. The saints included in this litany are important figures in the Christian faith.</p> <p>Our focus today is to explore why specific saints are included in the litany. You will research one of these saints and find out what makes them significant.</p> <p>Let’s look at a list of saints typically invoked in a litany.</p> <p>Action: <i>Provide students with Appendix 3.</i></p> <p>Teacher: Together, we’ll go through one saint as an example. Let’s take St. Francis of Assisi.</p> <p>Action: <i>Model research from https://www.britannica.com/biography/Saint-Francis-of-Assisi on St. Francis of Assisi writing these key points on the board:</i></p> <ul style="list-style-type: none"> • St. Francis of Assisi is well-known for his love of nature and animals, but he is also significant for his humility and dedication to poverty, following Christ’s example. 	<p>Accessing Christian Story and Vision/ Understanding and Integrating</p>

- He founded the Franciscan order.
- He considered a role model for Christians who seek simplicity and humility.

We do:

Teacher: Now we are going to research a little more on St Francis together. I'd like you to go to the Britannica website.

Action: *Write on the board:* <https://www.britannica.com/biography/Saint-Francis-of-Assisi>

Teacher: I'm going to give you time now to find 3 more facts about St Francis. We will then share our facts.

Action: *Give students time to complete the activity.*

Action: *Ensure all students have then shared a different fact that they have gained from the Britannica site.*

You do:

Teacher: Now, in pairs, you will each select a saint from the litany and do similar research. Research the life of this saint. Consider the following questions (*write on the board*):

1. Who was this saint, and when did they live?
2. What are they known for in Christian tradition?
3. Why are they significant enough to be included in the litany?

You will use resources such as the Catholic Youth Bible and credible online sources. Be sure to note their contributions to the faith and any miracles or important acts they performed.

Action: *Students work independently or in pairs to research their chosen saint. Circulate the room, offering support and guidance where needed.*

Review of Learning: Students will have a clear understanding of what a litany is and how it functions in Christian prayer. They will demonstrate an ability to research and explain the life and significance of a chosen saint, understanding why they are invoked in litanies. They will also reflect on how the virtues and lives of saints can inspire their own personal faith journey.

Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Teaching and Learning Experiences	Shared Christian Praxis Movement
Lesson 14	<p>LI – I will understand the key themes of the Magnificat and demonstrate their ability to interpret the scripture into contemporary language.</p> <p>SC- I can explain the meaning behind sections of the Magnificat.</p> <p>SC- I can re-write a section of the Magnificat in today’s language, reflecting its key message.</p>	<p style="text-align: center;">Lesson overview:</p> <p>In this lesson, students will explore the Magnificat (Luke 1:46-55), Mary's song of praise. They will work collaboratively to analyse and recontextualize the scripture in today’s language, gaining a deeper understanding of the meaning behind Mary’s words. This process will help students appreciate how scripture can be reinterpreted in modern contexts.</p> <p style="text-align: center;">Lesson materials/resources: Appendix 3 – NRSV Bible.</p> <p>I do:</p> <p>Teacher: Today, we will be focusing on a well-known prayer from the Bible called the Magnificat, found in Luke 1:46-55. This is Mary's song of praise, where she expresses her joy and gratitude to God. By the end of the lesson, you will be able to explain what this prayer means and rewrite a section of it in your own words.</p> <p>Teacher: Let’s read the Magnificat together. I’ll read the full prayer first, and then we will take a closer look at it.</p> <p>Action: <i>Reads Luke 1:46-55 aloud.</i></p> <p>Teacher: Now let’s take a closer look at the first part: ‘My soul glorifies the Lord and my spirit rejoices in God my Saviour’ (Luke 1:46-47). In this part, Mary is expressing how her whole being is filled with praise and joy for God.</p> <p>If I were to re-write this in today’s language, I might say: ‘I’m so happy and grateful to God for all He has done for me, my heart feels like it’s singing with joy!’ I have kept the meaning the same but changed the wording to sound like how we speak today.</p> <p>We do:</p>	<p><i>Accessing Christian Story and Vision/ Responding</i></p>

Teacher: Now, let's try this together with the next section. Here's the verse:
'for he has been mindful of the humble state of his servant. From now on all generations will call me blessed' (Luke 1:48)

What do you think Mary is saying here?

Action: *Engage students in a discussion, helping them interpret the meaning: Mary is humbled and grateful that God has chosen her, and she recognizes that future generations will see her as blessed.*

Teacher: How might we say this in today's language? Maybe something like: 'God has noticed me, even though I'm not important in the world's eyes. People will always remember me as someone who was blessed by God.'

Let's try to write it together.

Action: *Write their suggested version on the board.*

You do:

Teacher: Now it's your turn. I'm going to divide the rest of the Magnificat into sections, and each group will take one part. You'll need to read it carefully, discuss what Mary is saying, and then work together to re-write it in today's language. Remember, it's important to keep the meaning the same but use words that feel natural to you.

Action: *Divide the Magnificat up into sections. Distribute the sections and supports groups as needed while they work.*

Review of Learning: Students will have explored the Magnificat and successfully have re-written sections in recontextualising language, while maintaining the original meaning.

Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Teaching and Learning Experiences	Shared Christian Praxis Movement
Lesson 15	<p>LI – I will understand the history and meaning of common prayers to Mary and explain their significance in Catholic devotion.</p> <p>SC- I can explain the historical origins and purpose of the Hail Mary, Hail Holy Queen, Memorare, and the Angelus.</p> <p>SC- I can describe how these Marian prayers are used in personal and communal Catholic practices.</p>	<p>Lesson overview:</p> <p>In this lesson, students will research the history and usage of four common prayers to Mary: the Hail Mary, the Hail Holy Queen, the Memorare, and the Angelus. They will explore the origins, meanings, and purposes of these prayers, developing a deeper understanding of Marian devotion.</p> <p>Lesson materials/resources: IT Resources</p> <p>I do:</p> <p>Teacher: Today, we are going to research some important prayers to Mary—the Hail Mary, the Hail Holy Queen, the Memorare, and the Angelus. These prayers are central to many Catholics’ devotion to Mary. By the end of the lesson, you will understand where these prayers came from, what they mean, and how they are used in both personal and communal prayer.</p> <p>Teacher: Let’s begin by exploring one of the most well-known prayers to Mary: the Hail Mary. I want everyone to pay close attention to the words as I read it aloud.</p> <p>Action: <i>Displays the text of the Hail Mary on the board:</i> <i>“Hail Mary, full of grace, the Lord is with thee; blessed art thou among women, and blessed is the fruit of thy womb, Jesus. Holy Mary, Mother of God, pray for us sinners, now and at the hour of our death. Amen.”</i></p> <p>Teacher: Now, let’s break this prayer down together. The Hail Mary consists of two main parts: the greeting and the petition. The first part—‘Hail Mary, full of grace’—comes from the angel Gabriel’s greeting to Mary during the Annunciation. This shows that Mary is blessed and chosen by God.</p> <p>Action: <i>Point to the phrase "full of grace" and explain its significance: being filled with God’s grace, making her worthy to bear Jesus.</i></p>	<p><i>Accessing Christian Story and Vision</i></p>

Teacher: The second part of the prayer, ‘Holy Mary, Mother of God, pray for us sinners,’ is a petition. Here, we are asking Mary to intercede for us. This part emphasizes Mary’s role as our advocate before God. Why might we ask Mary – of all people – to pray for us?

Action: *Encourage students to consider why they might ask Mary to pray for them, prompting discussion.*

Teacher: To understand this prayer better, we can look at its historical origins. I’m going to use the Britannica resource to research when this prayer was first used.

Action: *Demonstrate how to navigate a text or online resource, highlighting keywords such as "Hail Mary history" or "Hail Mary origins.": <https://www.britannica.com/topic/Hail-Mary-prayer>*

Teacher: From this site, we can learn that the Hail Mary developed over centuries, with the earliest forms of the prayer appearing around the 12th century. However, it was officially recognized and popularized by the 15th century. This shows us how the Church has embraced this prayer over time as a means of devotion.

Teacher: Now, let’s think about the context in which this prayer is often used. The Hail Mary is not only recited in personal prayers but is also integral to the Rosary. Can anyone tell me what the Rosary is?

Action: *Allows students to respond and engage in discussion about the Rosary's purpose and significance in Catholic practice.*

Teacher: The Rosary helps Catholics meditate on the life of Christ and Mary, and the Hail Mary is recited repeatedly as part of this meditation. It reinforces our relationship with Mary and reminds us of her unique role in salvation history.

Action: *Encourage students to reflect on their experiences with the Rosary, if applicable.*

Teacher: Finally, let’s consider the emotional aspect of this prayer. When we pray the Hail Mary, we’re not just reciting words; we’re connecting with Mary, expressing our hopes and struggles, and asking for her guidance. Think about a time when you might have felt comforted by this prayer or needed Mary’s intercession.

Action: *Facilitate a brief discussion, allowing students to share their thoughts and experiences.*

Teacher: Now that we have explored the Hail Mary, we’ll move on to the next prayer: the Hail Holy Queen.

We do:

Teacher: Now, let's look at another prayer to Mary—the Hail Holy Queen. Let's try researching this one together. Here is the prayer:

Action: Write or display the prayer:

*Hail, Holy Queen, Mother of Mercy,
our life, our sweetness and our hope.
To you do we cry,
poor banished children of Eve.
To you do we send up our sighs,
mourning and weeping in this valley of tears
Turn then, most gracious advocate,
your eyes of mercy toward us,
and after this exile
show unto us the blessed fruit of thy womb,
Jesus.
O clement, O loving,
O sweet Virgin Mary.*

This prayer is often said at the end of the Rosary. Can anyone tell me what the prayer is asking or saying about Mary?

Action: Students respond, guided by the teacher to understand that it praises Mary and asks for her help.

Teacher: Now let's research the history of this prayer. When was it written, and who wrote it? Let's all open the following website.

Action: Display the website address for students: <https://www.ncregister.com/blog/the-hidden-stories-behind-5-of-your-favorite-prayers>

Teacher: Together, we can find that the Hail Holy Queen comes from the 11th century and was written by a monk named Blessed Hermann of Reichenau. This prayer became widely used to seek Mary's help and guidance, especially during times of difficulty. What else can we learn about this prayer?

Action: *Write down key points on the board as students as students contribute.*

You do:

Teacher: Now it's your turn to research two more prayers to Mary: the Memorare and the Angelus. Each group will take one of these prayers. Your job is to find out when the prayer was written, who wrote it (if known), and how it's commonly used in Catholic prayer. You'll also explain the meaning of the prayer.

Action: *Groups are assigned one prayer each and given time to research. Write or display the following research requirements:*

- When the prayer was written.
- Author (if known).
- Common uses in Catholic prayer.
- Meaning of the prayer.
- Key facts.

Teacher: As you research, keep in mind how these prayers are not just historical documents but part of living Catholic traditions. Think about where you might have heard these prayers before, in Mass or during personal devotion.

Review of Learning: Students will be able to articulate the history and usage of Marian prayers.

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Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Teaching and Learning Experiences	Shared Christian Praxis Movement
Lesson 16	<p>LI – I will develop a deeper understanding of Psalm 23 through guided meditation and reflect on its meaning in their lives.</p> <p>SC- I can articulate the themes and messages of Psalm 23 during the guided meditation.</p> <p>SC- I can express my personal reflections and feelings about the meditation in my journal.</p>	<p>Lesson overview:</p> <p>In this lesson, students will engage in a guided meditation based on Psalm 23, focusing on its themes of comfort, guidance, and peace. They will create a calming prayer space, participate in reflective prayer, and journal their thoughts and experiences afterward. This lesson aims to deepen students' spiritual connection through meditation and reflection on Scripture.</p> <p>Lesson materials/resources:</p> <p>NRSV Bible – Psalm 23. Soft instrumental music.</p> <p>I do:</p> <p>Teacher: Today, we will explore Psalm 23 through guided meditation. First, let's read Psalm 23 together. I will read it aloud slowly, allowing you to absorb its meaning:</p> <p><i>The Lord is my shepherd; I shall not want. He makes me lie down in green pastures; he leads me beside still waters; he restores my soul. He leads me in right paths for his name's sake. Even though I walk through the darkest valley, I fear no evil, for you are with me; your rod and your staff, they comfort me. You prepare a table before me in the presence of my enemies; you anoint my head with oil; my cup overflows.</i></p>	<p><i>Accessing Christian Story and Vision/ Reflecting Critically</i></p>

*Surely goodness and mercy shall follow me
all the days of my life,
and I shall dwell in the house of the Lord
my whole life long.*

Teacher: As I read, think about the imagery in this Psalm. What feelings does it evoke for you? How does it describe God's care and guidance?

Action: *Read the Psalm again. Then encourage brief discussion and shares insights on the Psalm's themes of peace and restoration.*

Teacher: Now, let's prepare our prayer space. We will turn off the lights and find a comfortable space on the floor. We will also place the cross and lit candle in the centre to focus our thoughts. We will play soft instrumental music in the background to create a peaceful atmosphere.

Action: *Demonstrate how to set up the space, modelling the importance of creating a conducive environment for meditation. Play the chosen music.*

We do:

Teacher: Now that we have our space ready, let's begin our guided meditation. Please find a comfortable position, sitting or lying down. Close your eyes gently and take a deep breath in... and out.

Action: *Wait for students to settle down and enter the meditation space.*

Teacher: Now, as you continue to breathe deeply and slowly, I want you to imagine a beautiful, peaceful landscape. Visualize a lush green pasture stretching out before you, bathed in warm sunlight. The grass is soft beneath you, inviting you to rest.

Picture the gentle hills in the distance, swaying trees, and a clear blue sky above. This is a safe and comforting place, a space where you can let go of all your worries. Let this image bring you peace.

Action: *Pauses for a moment to allow students to visualize.*

Teacher: In this serene setting, allow your mind to reflect on the words of Psalm 23:
'The Lord is my shepherd; I shall not want.'

Feel the assurance that comes from knowing you are cared for. Imagine God as your shepherd, guiding you through life's journey. Think about what it means to trust in His provision.

Action: *Pause for a moment.*

Teacher: As we continue, let's focus on the next verse:

'He makes me lie down in green pastures. He leads me beside still waters. He restores my soul.'

Visualize yourself lying down in those green pastures, feeling a sense of peace wash over you. Hear the gentle sound of still waters nearby, creating a calming rhythm as you breathe. Allow yourself to be restored in this moment, letting go of any stress or anxiety.

Action: *Pause for a moment.*

Teacher: Now, reflect on the phrase:

'He leads me in paths of righteousness for his name's sake.'

Consider the ways God guides you in your life. What are the paths you have taken? How has He been your guide during challenging times? Imagine walking with Him along those paths, feeling secure and loved.

Action: *Pause to allow for reflection.*

Teacher: As we come closer to the end of our meditation, let's meditate on the final verses:

'Even though I walk through the valley of the shadow of death, I will fear no evil, for you are with me; your rod and your staff, they comfort me.'

Consider the valleys in your life - times of uncertainty, fear, or sadness. Know that you are not alone in these moments; God is with you, offering comfort and strength. Visualise His presence beside you, guiding and protecting you as you walk through any challenges you may face.

Action: *Pause for a moment.*

Teacher: As we prepare to conclude this meditation, take a moment to express gratitude for the guidance and comfort you have received. Feel a sense of peace enveloping you, knowing that God is your shepherd and will always be there for you.

Action: *Pause for reflection.*

Teacher: Slowly start to bring your awareness back to the present moment. Move your fingers and toes, and when you feel ready, gently open your eyes. Take a deep breath in... and out... and feel free to stretch your body if that feels good.

Action: *Gradually brings students back to the present moment.*

You do:

Teacher: Now that we've meditated on Psalm 23, let's enter a time of reflective prayer. You can use the prayer space to pray silently or with a partner. Focus on what you felt during the meditation and any insights that came to you.

Action: *Encourage students to take time for individual reflection.*

Teacher: After your prayer, I would like you to take some time to journal about your thoughts and experiences. You might consider questions like:

- What did you feel during the meditation?
- How does Psalm 23 resonate with your life right now?
- What messages or images stood out to you?

Action: *Give students around 10-15 minutes to write in their journals.*

Review of Learning: Students can articulate the themes and messages of Psalm 23 and journal personal reflections and feelings regarding the guided meditation that they participated in.

Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Teaching and Learning Experiences	Shared Christian Praxis Movement
Lesson 17	<p>LI – I will learn to identify and understand the role of rituals, symbols, sacred space, music, and movement in family/community events and religious practices.</p> <p>SC- I can identify the rituals, symbols, sacred spaces, music, and movement used in significant family or community events.</p> <p>SC- I can explain how rituals and symbols are used in religious practices from other faith traditions.</p>	<p>Lesson overview:</p> <p>In this lesson, students will explore how rituals, symbols, sacred spaces, music, and movement play a role in significant family or community events, such as Christmas or Anzac Day. They will also examine the use of these elements in prayer within other religions, such as the Jewish Seder meal, Salah, or Hajj in Islam. Through these explorations, students will gain a deeper understanding of how various cultures and religions express faith and meaning through ritual practices.</p> <p>Lesson materials/resources:</p> <p>Visual representations of ANZAC day solemnities. Access to IT.</p> <p>I do:</p> <p>Teacher: Today, we'll explore how rituals, symbols, sacred spaces, music, and movement are used in family or community events like Christmas or Anzac Day. We'll also look at how these elements appear in religious practices, such as the Jewish Seder meal or the Islamic prayer rituals of Salah and Hajj.</p> <p>Our learning intention is: 'We are learning to identify and explain the role of ritual and symbol in both family/community events and religious practices from other traditions.'</p> <p>You will know you've succeeded if you can do two things:</p> <ol style="list-style-type: none"> 1. Identify and explain the rituals and symbols in family or community events. 2. Describe how they are used in religious traditions. <p>Teacher: Let's begin by thinking about Christmas as a family or community celebration. What are some common symbols you see during Christmas time?</p> <p>Action: <i>Encourage answers such as Christmas trees, nativity scenes, lights, or candles.</i></p>	<p><i>Naming/Accessing Christian Story and Vision</i></p>

Teacher: The Christmas tree is a symbol of new life, light represents hope, and the nativity scene symbolizes the birth of Jesus. Music is also an important part of this celebration. We sing carols, attend services with hymns, and use music to bring people together in celebration.

Another important part of Christmas is the way we use sacred space. Many families create special spaces in their homes, like a place for a nativity set or where we gather for prayer. Movement, like lighting candles or exchanging gifts, is another part of the ritual. These actions are not just habits; they carry deep meaning, connecting us to the traditions of Christmas.

Teacher: Now, let's consider Anzac Day. What symbols and rituals are used in Anzac Day services?

Action: *Encourage responses such as the poppy, laying wreaths, or the Last Post bugle call.*

Teacher: The red poppy symbolizes remembrance, and the wreaths honour those who have died in war. The Last Post is a symbolic musical element that marks the end of the day and commemorates fallen soldiers. Rituals such as moments of silence and the dawn service are part of the solemnity and respect of the day.

Action: *Teacher shows images of symbols and brief videos of these practices to provide visual understanding.*

We do:

Teacher: Now that we have discussed the use of rituals, symbols, sacred spaces, music, and movement in family and community events like Christmas and Anzac Day, let's turn our attention to how these elements are used in religious practices from other traditions. Together, we will look at the Jewish Seder meal and the Islamic practices of Salah and Hajj.

Teacher: The Seder meal is an important part of the Jewish celebration of Passover. It's a ritual meal that helps Jewish people remember their ancestors' escape from slavery in Egypt. Let's start by identifying some key rituals and symbols in this celebration. Let's have a look at Britannica to get more in-depth information.

Action: *Write/display the website: www.britannica.com/topic/seder-Passover-meal*

Teacher: The Seder meal uses a special plate called the 'Seder Plate,' which holds symbolic foods. Each food represents a part of the Exodus story. For example, the 'matzah,' or unleavened bread,

reminds us of the haste with which the Israelites had to leave Egypt—they didn't have time to let their bread rise.

Action: *Show the image on the website of the Seder Plate and explains each item: matzah, bitter herbs, charoset, shank bone, egg, and parsley.*

Teacher: The act of eating these symbolic foods is part of the ritual. Prayers are recited, wine is poured and shared, and the youngest child traditionally asks four important questions. Washing hands is another symbolic act that occurs during the meal, showing the importance of purity.

Teacher: The Seder meal is often celebrated in a home, which becomes a sacred space for this ritual. Families gather around the table, and the table itself becomes a central part of the sacred space. Music, especially the singing of traditional Passover songs like 'Dayenu,' is used to tell the story of the Exodus and to celebrate the freedom of the Jewish people.

Teacher: There are also specific movements in the Seder meal. For example, participants lean on pillows while they eat, which symbolizes freedom and relaxation—unlike their ancestors, who were slaves and had to eat quickly.

Action: *Invite the class to ask questions about the Seder meal and reflects on the connection between ritual and meaning.*

Teacher: Let's now explore how ritual, symbol, sacred space, music, and movement are used in Islam. We'll begin by looking at the daily prayer called 'Salah,' and then we'll explore the pilgrimage to Mecca, known as 'Hajj.' Let's get two tabs open:

Action: *Write/display the following two website addresses:*

<https://www.britannica.com/topic/salat>

<https://www.britannica.com/topic/hajj>

Teacher: Let's begin with Salat. I'd like you to begin by reading the 3 paragraphs on the Britannica website.

Action: *Give students time to read the information on Salat from the Britannica website.*

Teacher: I'm going to summarise some of the information on the site for you. Muslims pray five times a day, and this ritual is called Salat or Salah. Each prayer involves a series of movements, including standing, bowing, and prostrating. These movements are a way of showing submission

to God. What makes this even more special is that Muslims face the Kaaba in Mecca no matter where they are in the world.

Teacher: These movements are very structured and done in a specific order. For example, the prayer begins with standing and reciting the first chapter of the Quran. Then the person bows, stands, and prostrates. This movement expresses both humility and devotion.

Teacher: Although Salat can be performed almost anywhere, Muslims often go to a mosque, which is considered a sacred space. The mosque is often designed to help people focus on their prayer, with simple decorations and large open spaces for prayer.

Teacher: There isn't music in Salah, but the recitation of the Quran itself has a rhythmic, melodic quality. The verses are chanted in a special way, creating a reflective, prayerful atmosphere.

Teacher: For the Hajj, you are going to research in pairs. You are going to write down 5 important aspects of this ritual.

Action: *Ensure the following are covered:*

- Muslims who are able make this pilgrimage at least once in their lifetime.
- Pilgrims walk seven times around the Kaaba, a cube-shaped structure that is the most sacred site in Islam.
- During Hajj, pilgrims also perform symbolic acts such as the 'stoning of the devil,' where they throw stones at pillars that represent Satan's temptation. This movement symbolizes resisting evil and staying on the path of faith.
- The Kaaba and the surrounding area become the sacred space during Hajj. The act of circling the Kaaba and the collective movements of millions of people during the pilgrimage create a powerful sense of unity and faith.

Teacher: Now, let's take a moment to reflect together on what we've learned so far. How are the rituals in the Jewish Seder and Islamic Salah similar to or different from the ones we discussed in Christmas and Anzac Day?

Action: *Encourage students to share their thoughts, drawing connections between the different rituals and symbols they've explored.*

You do:

Teacher: Choose one community or family event (e.g., Christmas or Anzac Day).

Choose one religious practice (e.g., Jewish Seder meal, Islamic Salah, or Hajj). Then you are going to research and analyse (*write on the board*):

For each of your chosen events or practices, identify the following elements:

- Rituals: Specific actions performed, e.g., lighting candles, prayers, or processions.
- Symbols: Objects, images, or gestures with meaning, e.g., crosses, flags, or food.
- Sacred Spaces: Places or settings where the event or practice occurs, e.g., churches, memorials, mosques, or homes.
- Music: Songs, hymns, or chants used, if applicable.
- Movement: Physical actions such as standing, kneeling, walking, or processions.

Then you are going to fill in the comparison table to compare your selected community/family event and religious practice (*Display for students to copy down*):

Element	Community/Family Event	Religious Practice
Rituals		
Symbols		
Sacred Spaces		
Music		
Movement		

Teacher: After completing the table, write a brief reflection addressing the following questions (*write on the board*):

- How do both family/community events and religious practices use rituals, symbols, sacred spaces, music, and movement to express identity and cultural meaning?

		<ul style="list-style-type: none">• What similarities and differences do you observe in how these elements are used in the two events you selected?• How do these practices help people connect with their faith, culture, or community? <p>Review of Learning: Students will understand how rituals, symbols, sacred spaces, music, and movement are used in both family/community events, such as Christmas and Anzac Day, and religious practices, like the Jewish Seder meal and Islamic Salah and Hajj. By comparing these practices, students gain an understanding of how different traditions use these elements to express faith, identity, and cultural meaning.</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 18	<p>LI – I will understand how the categories of voice, listening, movement, music, and symbol are used in Christian and other world religions' prayer and ritual practices to express faith, identity, and cultural meaning.</p> <p>SC - I can identify and explain how voice, listening, movement, music, and symbols are used in Christian prayer and ritual and other world religions.</p> <p>SC - I can compare and contrast the use of these elements in different religious traditions.</p>	<p>Lesson overview: Students will explore how voice, listening, movement, music, and symbol are used in Christian and other world religions' prayer and ritual practices, identifying examples for each category.</p> <p>Lesson materials/resources: IT resources.</p> <p>I do: Teacher: Today, we are going to learn about how people participate in prayer and ritual using five categories: voice, listening, movement, music, and symbols. These categories are found in many religious traditions, such as Christianity, Islam, Judaism, and others. They allow people to express their faith and connect with their community and culture. Let's start by breaking down each of these categories and looking at specific examples in both Christian and other world religions (<i>list each category on the board while discussing with students</i>).</p> <p>1. Voice:</p> <ul style="list-style-type: none"> • Christianity: Reciting the Lord's Prayer, singing hymns, reading scripture. • Islam: Reciting the Qur'an, spoken prayers during Salah. <p>2. Listening:</p> <ul style="list-style-type: none"> • Christianity: Listening to scripture during mass, reflecting in silent prayer. • Buddhism: Listening to chants or Dharma talks. <p>3. Movement:</p> <ul style="list-style-type: none"> • Islam: Prostration during Salah, walking around the Kaaba during Hajj. 	<p><i>Accessing Christian Story and Vision/ Understanding and Integrating</i></p>

Teacher: Can anyone tell me what movements are done in Christianity?

Action: Allow time for students to respond anticipate the answer of: Christianity: Kneeling, making the sign of the cross.

4. Music:

- Hinduism: Bhajans (devotional songs), instruments like harmoniums in prayer.

Teacher: Can anyone tell me what movements are done in Christianity?

Action: Allow time for students to respond anticipate the answer of: Christianity: Choirs, organ music, and hymns during services.

5. Symbol:

- Christianity: The cross, candles, bread and wine during the Eucharist.
- Judaism: The Star of David, menorah, Torah scrolls.

These examples show that while different religions have their unique practices, many use similar elements to express faith and cultural identity.

We do:

Teacher: Now that we've explored some examples together, let's practice identifying these categories across Christian and other world religions. I'll guide you through this process.

Action: Ensure that the following are displayed the following categories on the board:

- Voice
- Listening
- Movement
- Music
- Symbol

Teacher: I'll read out a few scenarios, and together, we'll decide which category they fit into. For example, if I say, 'reading a scripture passage during mass,' which category would that fit into?

Action: *Pause for student responses: "Voice."*

Teacher: Now, if I say 'walking around the Kaaba during Hajj,' which category is that?

Action: *Students respond: "Movement."*

Teacher: Let's try a few more examples. Chanting a mantra in Buddhism.

Action: *Students answer: "Voice."*

Teacher: Listening to a sermon in church.

Action: *Students answer: "Listening."*

Teacher: Lighting candles during the Eucharist.

Action: *Students answer: "Symbol."*

Teacher: Now, let's move into smaller groups where you'll work together to find more examples.

You do:

Teacher: Now, it's your turn. I'm going to divide you into five groups. Each group will focus on one of the categories—voice, listening, movement, music, or symbol. Your task is to find examples of how your assigned category is used in Christian prayer and ritual, as well as in one other world religion of your choice.

Action: *Write on the board:*

Group Assignments:

- *Group 1: Voice*
- *Group 2: Listening*
- *Group 3: Movement*
- *Group 4: Music*

- *Group 5: Symbol*

Teacher: You will now research and discuss your examples. Afterward, each group will present their findings to the class.

Action: *Students work in groups, and the teacher circulates to provide support and guidance. After students have completed the activity, allow time for presentation of findings.*

Review of Learning: Students will have explored how the categories of voice, listening, movement, music, and symbol are used in Christian and other world religions' prayer and ritual practices. Through group work and reflection, students gained a deeper understanding of how these elements express faith, identity, and cultural meaning across different traditions.

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Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Teaching and Learning Experiences	Shared Christian Praxis Movement
Lesson 19	<p>LI – I will research, reflect, and define the meaning and purpose of prayer through the insights of others and by creating a personal symbol for prayer.</p> <p>SC- I can research and synthesize others’ ideas about prayer.</p> <p>SC- I can write my own 200-word definition of prayer.</p> <p>SC – I can create a personal symbol that represents my understanding of the meaning and purpose of prayer.</p>	<p>Lesson overview:</p> <p>Students will delve into the concept of prayer by examining various definitions and expressions from diverse sources. They will synthesize this information to craft their own definition, articulating a personal understanding of prayer. Furthermore, inspired by Michael Leunig’s symbolic illustration of prayer—a man kneeling before a duck—students will create their own visual representations that encapsulate their interpretations of prayer’s meaning and purpose.</p> <p>Lesson materials/resources:</p> <p>Appendix 6 – Warming the heart article (1 per student). Australian Catholics article – ‘The Contagious Spirit of Music’. Michael Leunig’s picture of a man kneeling before a duck (cover of <i>A Common Prayer</i> (1990)).</p> <p>I do:</p> <p>Teacher: Today, we’re going to deepen our understanding of prayer by exploring how others define and express its meaning and purpose. You’ll have the opportunity to research, reflect, and create your own definition of prayer. Then, we’ll take inspiration from Michael Leunig, an Australian cartoonist and poet, to create personal symbols that represent what prayer means to you.</p> <p>Action: <i>Displays a few quotes or definitions about prayer on the board:</i></p> <ol style="list-style-type: none"> 1. St. Teresa of Avila: “Prayer is an intimate sharing between friends; it means taking time frequently to be alone with Him who we know loves us.” 2. Pope Francis: “Prayer is the breath of faith, it is faith’s most proper expression.” 3. Rabindranath Tagore: “Let me not pray to be sheltered from dangers, but to be fearless in facing them.” 	<p><i>Understanding and Integrating / Responding</i></p>

Teacher: Let's start by discussing what these quotes suggest about prayer. How do each of these perspectives approach the purpose or meaning of prayer?

Action: *Facilitate a brief discussion, eliciting responses from students.*

Teacher: One famous interpretation of the meaning and purpose of prayer is by Michael Leunig. He drew a picture of a man kneeling before a duck on the cover of his book *A Common Prayer*. In the book's introduction, Leunig explains that this image represents the simplicity and humility of prayer—it's not about grand gestures, but about quiet moments of reflection and connection with life's mysteries.

Action: *Display Leunig's image of the man kneeling before a duck.*

Teacher: This image challenges the traditional notion of prayer and opens up space for thinking about prayer in new ways. It suggests that prayer doesn't have to be elaborate but can simply be about being present and mindful. Leunig's work invites us to think about the meaning and purpose of prayer in a personal and symbolic way.

We do:

Teacher: Now, let's research how others have defined and talked about prayer. In groups, we are going to read the article: *Warming the Heart* and the article *The Contagious Spirit of Music* and report back answering the following:

Instructions:

- Quotes or definitions on prayer.
- Outline the main ideas about prayer you discover.

Action: *Allocate groups to each article. Allow time for students to complete the activity using the article. Allow time for students to report back.*

You do:

Teacher: Now, using what you've learned, it's your turn to write your own definition of prayer. You should aim for around 200 words and think about the following questions as you write:

- What is the purpose of prayer?

- What does prayer mean to you personally?
- How is prayer expressed in different ways?
- Create your own symbol for prayer.

Take your time to reflect on everything we've discussed and write your own thoughtful definition. This will form part of your assessment task for this unit.

Review of Learning: Throughout the lesson, students engaged in critical thinking and creative expression to deepen their comprehension of prayer. By researching and reflecting on different perspectives, they articulated personal definitions, highlighting the subjective nature of prayer. The creation of individual symbols allowed students to visually convey their interpretations, fostering a diverse appreciation of prayer's significance across various contexts.

DRAFT

Lesson
1 hour 15
min
duration

**Learning Intention
and Success Criteria**

Teaching and Learning Experiences

**Shared
Christian
Praxis
Movement**

Lesson 20

LI – I will interpret a piece of scripture by researching its context and expressing its meaning in today’s world through images and music.

SC - I can research and explain the historical and cultural context of a selected scripture passage.

SC - I can create a visual presentation that conveys the meaning of the scripture in a contemporary context.

SC - I can select a song or music that enhances the message of my presentation and justify why it is appropriate.

Lesson overview:

Students will explore the meaning and relevance of a scripture passage by researching its historical and cultural context, then create a visual presentation that expresses the scripture’s message in today’s world. Students will select images that symbolise the scripture’s themes, explain the context surrounding the passage, and choose relevant music.

Lesson materials/resources:

Appendix 4 – Suggested Scripture – Assessment. NRSV Bibles.

I do:

Teacher: Today, we’re going to explore the meaning of scripture in our modern world. Your task is to select a piece of scripture, research its context, and then create a presentation that uses images and music to express its relevance today. By the end of the lesson, you will have developed a deeper understanding of how scripture speaks to us both in its original context and in contemporary life.

Action: *Provide the students with Appendix 4 – Suggested Scripture.*

Teacher: Choose one of these passages to work with for today’s lesson. Before we can fully understand its meaning, though, we need to know the context in which it was written.

Teacher: Let’s take a closer look at how to understand the context of a scripture passage. When we talk about context, we mean things like (*write these on the board*):

- Historical context: What was happening in the world at the time this passage was written?
- Audience: Who was the message intended for?
- Setting in life: What was the everyday life of people in that time like?

**Accessing Christian
Story and Vision**

- What happened before: What events or teachings come before this passage that might influence its meaning?

Teacher: I'm going to unpack Matthew 5:14-16, as an example, where Jesus tells his disciples that they are the 'light of the world.'

Action: *Have students locate Matthew 5:14-16 in their Bibles.*

Teacher: Historically, this is part of the Sermon on the Mount, where Jesus is teaching his followers about living as part of God's kingdom. The audience is primarily Jewish, living under Roman occupation, and Jesus is encouraging them to be a positive influence in the world.

Teacher: You'll need to do similar research for your chosen scripture passage.

We do:

Teacher: Now, it's your turn to research the context of your selected passage. Use your devices or the materials I've provided to find out:

- Who the passage was written for.
- What the historical setting was.
- What was happening around the time the passage was written.

Once you have that information, you'll include it in your presentation to help explain the deeper meaning of the scripture.

Action: *Students begin researching, and the teacher circulates to provide guidance and answer questions.*

You do:

Teacher: Now that you've researched the context of your scripture, the next step is to create a visual presentation. This will form part of your assessment for this unit. Your presentation should (*write these on the board*):

- Use images that represent the meaning of the passage in today's world.
- Include a brief explanation of the historical context you've researched.

- Convey how this scripture speaks to issues, challenges, or themes that we face today.

Teacher: Lastly, select a song or piece of music that enhances the message of your presentation. Think about what kind of music reflects the themes in your passage. You'll need to explain why you chose this music and how it supports the meaning of the scripture.

Instructions for the presentation (*provide to students*):

1. Choose 3-5 images that visually express the scripture's message in a contemporary context.
2. Include text in the presentation explaining the scripture's historical and cultural context.
3. Select music that fits the theme and include a brief justification of why it works with your presentation.

Action: *Students work independently or in pairs to create their presentations, selecting images, adding context, and choosing appropriate music.*

Review of Learning: Students will have explored how scripture can be brought to life in today's world through images and music. By researching the historical context and reflecting on the message of the passage, we see that scripture continues to have meaning and relevance for us.

Prayer Ritual

Each unit should end with a prayer ritual.

Teacher: Let us begin with the sign of the cross.

Action: *Make the sign of the cross.*

Teacher: Loving God, we come before you today with open hearts. As we gather in your presence, may we listen to your word and reflect on your love. Help us to recognize your presence in our lives and give us the strength to live as followers of Christ. We ask this through Jesus Christ, our Lord.

Action: *Have students prayerfully present their presentations.*

Resources

- Text

Curriculum Adjustments

Student	Adjustment