

# UNIT OUTLINE



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.

## Student Context

While individual students differ considerably, a growing idealism and a quickness to challenge, with some emotion, any perceived shallowness or inconsistency in the adult world is a noted characteristic of the year 9 and 10 student. This characteristic leads year 9 and 10 students to question the relevance of the Church in their lives and to question their own relationship with God. At the same time year 9 and 10 students have a capacity for introspection and insight which makes the adolescent more aware of his or her own understandings and values and this inclination to introspection can be channelled to practices of contemplation and reflection.

Year 9 and 10 students have had differing experiences with prayer and liturgy and some will have been positive. The challenge for teachers is to allow the students the validity of their own experience while at the same time inviting them to experience and understand more of the richness of the Catholic tradition in prayer and liturgy. The students' attraction to novel, multi-sensory experiences, and their challenging of more traditional forms of prayer and liturgy, offers great opportunities to introduce them to creative forms of prayer and liturgy which include dance, mime, music, art, meditation, etc.

## Victorian Curriculum Capabilities

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

## Theological Background for Teachers

- Prayer is communication with God and an awareness of the Creator's powerful and loving presence. (Ekstrom, 1995, *The New Concise Catholic Dictionary*, p.206)
- Prayer is a human response. It is about life. It is a human response to God's initiative in relationship. In prayer the person attempts to gain a greater sense of wholeness in life. (Archdiocese of Sydney, *Faithful to God: Faithful to People*, Stage 6, p.160)

- In the act of creation, God calls every being from nothingness into existence (CCC, 2566). “Prayer is lived in the first place, beginning with the realities of *creation*.” (CCC, 2569)
- Prayer is God’s gift implanted into human hearts, an expression of a covenant between the divine and humanity. In this covenant with every living creature, God is calling people to prayer.
- Prayerful reading of Scriptures leads the individual to discover and know thyself more deeply and to develop a relationship with God. (Archdiocese of Sydney, *Faithful to God: Faithful to People, Stage 6*, p.160)
- There are four basic types of Christian prayer: petition, praise, thanksgiving and sorrow. Prayer of petition asks something of God; it centres on human needs. Prayer of praise gives glory to God for God’s own sake and acknowledges all that God has created. Prayer of thanksgiving expresses gratitude, humility, and awareness of God’s greatness. Prayer of sorrow focuses on human failures and expresses contrition but also focuses on God’s ever-present offer of mercy and forgiveness to the sinful human community. (Ekstrom, 1995, *The New Concise Catholic Dictionary*, p.207)
- “By a living transmission – Tradition – the Holy Spirit in the Church teaches the children of God to pray.” (CCC, 2661). In the Catholic tradition there are many possible ways to pray, especially participation in the worship of the church community (e.g. the Eucharistic liturgy) and use of church practices such as meditation, reflection, litanies and Marian prayer.
  - The entire liturgy of the Church – its sacraments and rituals, including the Mass and the church’s official prayer for each day called the Liturgy of the Hours – is formal prayer. (Zanzig & Allaire, 1996, *Understanding Catholic Christianity*, p.290)
  - The Liturgy of the Hours
  - Meditation is an inner quieting so that a person can centre within him/herself and focus attention on something. Christian meditation focuses on God and the mystery of God’s love given to us in all of creation using thought, feelings and imagination. “Be still and know that I am God.” (Ps 46:10) (Zanzig & Allaire, 1996, *Understanding Catholic Christianity*, p.286)
  - Reflective prayers are similar to meditation in creating a reflective space. They are different in that they typically use relaxing music quietly playing in the background and have a focus on a particular symbol, object or scripture text. Useful prayer apps include Pray as you go, Pause and Hallow.
  - A litany is a Christian form of prayer centring on a series of invocations and responses (for example: ‘St John: Pray for us’. ‘St Joseph: Pray for us’.) During the Middle Ages, litanies were used to venerate and pray to Christian saints. Litanies are both prayer devotions and rituals in the Catholic community. They are used today in communal church worship, at the Easter Vigil liturgy, at ordinations, and by assemblies at church devotions. (Ekstrom, 1995, *The New Concise Catholic Dictionary*, pp.156-157)
  - Because of Mary’s cooperation with the action of the Holy Spirit, the Church loves to pray in communion with Mary, to magnify with her the great things the Lord has done and to entrust our petitions and praises to her (CCC 2682). Common prayers to Mary include the Hail Mary, the Hail Holy Queen, the Memorare and the Angelus.
- There are times when the response to God's presence is one of song or movement or word or art or poetry or silence.

## Scripture

**Psalm 148 (NRSV)**

## FEATURES

## The Three Worlds of the Text

*Praise the Lord!  
Praise the Lord from the heavens;  
praise him in the heights!  
Praise him, all his angels;  
praise him, all his host!*

*Praise him, sun and moon;  
praise him, all you shining stars!  
Praise him, you highest heavens,  
and you waters above the heavens!*

*Let them praise the name of the Lord,  
for he commanded and they were created.  
He established them for ever and ever;  
he fixed their bounds, which cannot be passed.*

*Praise the Lord from the earth,  
you sea monsters and all deeps,  
fire and hail, snow and frost,  
stormy wind fulfilling his command!*

*Mountains and all hills,  
fruit trees and all cedars!  
Wild animals and all cattle,  
creeping things and flying birds!*

*Kings of the earth and all peoples,  
princes and all rulers of the earth!  
Young men and women alike,  
old and young together!*

*Let them praise the name of the Lord,  
for his name alone is exalted;  
his glory is above earth and heaven.*

		<p><i>He has raised up a horn for his people, praise for all his faithful, for the people of Israel who are close to him. Praise the Lord!</i></p>
<p>The <b>world behind the text</b> is a <i>window</i>. Through this window we look to the <i>past</i>, to the time of the <i>author</i> who produced the text, and to the time in which the text was set.</p>	<p><b>What is going on at the time the text was written?</b></p>	<p>Psalm 148 is part of the last section of the Psalms, often called the "Hallel Psalms," which emphasize praise and worship. The psalmist is likely writing within a context where praise of God was central to both personal and communal worship practices in ancient Israel. This psalm reflects a worldview where God's sovereignty is recognized not just among humans, but over all creation—cosmic, natural, and social orders.</p> <ul style="list-style-type: none"> <li>• <b>Key historical elements:</b> <ul style="list-style-type: none"> <li>- The psalm reflects a time when monotheism was solidifying in Israelite religion, emphasizing Yahweh as the God of all creation.</li> <li>- It connects with the idea that everything, even non-human entities like the sun, moon, and stars, have a role in worshipping God.</li> <li>- The repeated calls for praise suggest a liturgical use, possibly during temple worship.</li> </ul> </li> </ul>
<p>The <b>world of the text</b> (also known as the world <i>within</i> the text) is a <i>picture</i>. This picture shows us the text as it is and what it says <i>now</i> through its literary features. The general approach is literary.</p>	<p><b>What is going on in the text?</b></p>	<p>Psalm 148 is a poetic hymn structured around a series of calls to praise. It can be divided into two main sections:</p> <ul style="list-style-type: none"> <li>• <b>Verses 1-6:</b> The heavens and all cosmic entities (angels, sun, moon, stars, waters) are summoned to praise God.</li> <li>• <b>Verses 7-14:</b> The earth and all that inhabits it - creatures, elements, landscapes, kings, rulers, and all peoples - are also called to join in this universal praise.</li> <li>• <b>Key historical elements:</b> <ul style="list-style-type: none"> <li>- <b>Parallelism:</b> A common feature in Hebrew poetry, where lines echo or expand upon one another. For example, "Praise him, sun and moon; praise him, all you shining stars" (v. 3).</li> <li>- <b>Inclusivity:</b> The psalm's breadth is remarkable—it stretches from the highest heavens to the earth below, encompassing all beings, both animate and inanimate.</li> <li>- <b>Imperatives:</b> The psalm uses imperative verbs like "praise" repeatedly, underscoring the command for all creation to participate in worship.</li> </ul> </li> </ul>
<p>The <b>world in front of the text</b> is a <i>mirror</i>. In this mirror the <i>reader</i> sees oneself within the text, and sees other readers, the believing Church over many years, challenged to respond to it now and into the <i>future</i>. The general</p>	<p><b>What meaning can we make of this text today?</b></p>	<p>In a contemporary reading, Psalm 148 can be understood as a celebration of the interconnectedness of creation and a reminder of humanity's place within it. It reflects a theology of universal praise, where every part of creation has value and purpose in worshipping the Creator.</p> <ul style="list-style-type: none"> <li>• <b>Theological insights:</b> <ul style="list-style-type: none"> <li>- <b>Creation as Revelation:</b> The psalm suggests that all of creation reveals God's glory. The sun, moon, stars, and even the creatures of the deep bear witness to God's power and majesty.</li> </ul> </li> </ul>

approach is theological ('faith seeking understanding').

- **Unity in Praise:** This psalm calls for unity across all realms of creation. It transcends human divisions, inviting not just kings and rulers, but all people - young and old, men and women - to praise God together.
- **Ecological Implications:** In today's world, Psalm 148 can inspire a sense of stewardship for the earth. If all creation is involved in praising God, then humans are called to care for that creation.

## Scripture

**Lk 1:46-55**  
**Mary's Song of Praise (The Magnificat) NRSV**

### FEATURES

*And Mary said,  
'My soul magnifies the Lord,  
and my spirit rejoices in God my Saviour,  
for he has looked with favour on the lowliness of his servant.  
Surely, from now on all generations will call me blessed;  
for the Mighty One has done great things for me,  
and holy is his name.  
His mercy is for those who fear him  
from generation to generation.  
He has shown strength with his arm;  
he has scattered the proud in the thoughts of their hearts.  
He has brought down the powerful from their thrones,  
and lifted up the lowly;  
he has filled the hungry with good things,  
and sent the rich away empty.  
He has helped his servant Israel,  
in remembrance of his mercy,  
according to the promise he made to our ancestors,  
to Abraham and to his descendants for ever.'*

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

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

The Magnificat is part of the Infancy Narratives in Luke's Gospel, placed during Mary's visit to Elizabeth. The hymn reflects Jewish cultural and religious themes, deeply rooted in the Hebrew Scriptures.

- **Jewish hymns of praise:** Mary's song is modeled on the Old Testament tradition of thanksgiving hymns. It is reminiscent of Hannah's song in 1 Samuel 2:1-10, where Hannah praises God for reversing her lowly status and giving her a son, Samuel.

		<ul style="list-style-type: none"> <li>• <b>Socio-political climate:</b> At the time of Jesus’ birth, Judea was under Roman occupation, and there was deep economic inequality. The Jewish people longed for liberation and divine intervention.</li> <li>• <b>Role of women in Jewish society:</b> Mary, a young, humble woman, would have been considered of little importance in societal structures. Yet here, she is the bearer of the Messiah, and through her, God’s plan for salvation is announced.</li> </ul>
<p>The <b>world of the text</b> (also known as the world <i>within</i> the text) is a <i>picture</i>. This picture shows us the text as it is and what it says <i>now</i> through its literary features. The general approach is literary.</p>	<p><b>What is going on in the text?</b></p>	<p>The Magnificat is a poetic hymn and can be analyzed through its structure, themes, and symbolic language.</p> <ul style="list-style-type: none"> <li>• <b>Structure:</b> <ul style="list-style-type: none"> <li>- <b>Verses 46-49:</b> Mary begins with personal praise for what God has done in her life, recognizing her own humble state and calling.</li> <li>- <b>Verses 50-55:</b> She shifts to proclaiming God’s actions on behalf of all people, focusing on God’s mercy, justice, and faithfulness to Israel.</li> </ul> </li> <li>• <b>Key literary elements:</b> <ul style="list-style-type: none"> <li>- <b>Reversal of fortunes:</b> Central to the Magnificat is the theme of God’s “great reversal.” The proud are scattered, the powerful are brought down, the lowly are lifted up, the hungry are filled, and the rich are sent away empty. This theme of reversal echoes the prophetic tradition, where God’s justice often involves upending societal structures.</li> <li>- <b>Parallelism:</b> The hymn employs poetic parallelism, common in Hebrew poetry. For example, “He has brought down the powerful from their thrones, and lifted up the lowly” (v. 52).</li> <li>- <b>Allusion to covenant promises:</b> Mary’s song speaks of God’s mercy “to Abraham and his descendants forever” (v. 55), pointing to God’s faithfulness to the covenant made with Israel.</li> </ul> </li> </ul>
<p>The <b>world in front of the text</b> is a <i>mirror</i>. In this mirror the <i>reader</i> sees oneself within the text, and sees other readers, the believing Church over many years, challenged to respond to it now and into the <i>future</i>. The general approach is theological (‘faith seeking understanding’).</p>	<p><b>What meaning can we make of this text today?</b></p>	<p>In the world today, the Magnificat continues to inspire reflection on God’s justice, mercy, and the preferential option for the poor. Its theological depth invites us to explore how God acts in history and in the lives of ordinary people.</p> <ul style="list-style-type: none"> <li>• <b>Theological themes:</b> <ul style="list-style-type: none"> <li>- <b>God’s preference for the humble and lowly:</b> The Magnificat reveals God’s special concern for the marginalized, the poor, and the oppressed. Mary herself embodies this humility, yet she is chosen by God for a pivotal role in salvation history.</li> <li>- <b>Social justice and divine mercy:</b> Mary’s praise of God’s actions is not only personal but social. The hymn proclaims a vision of divine justice that overturns the oppressive systems of the world. This is a challenge for modern Christians to engage in acts of justice and mercy in their own contexts.</li> </ul> </li> </ul>

- **God's faithfulness to promises:** The reference to the covenant with Abraham emphasizes that God's salvation is part of a long-standing relationship with humanity. The Magnificat thus situates Jesus within the larger story of God's saving action for Israel and the world.
- **Contemporary implications:**
  - **Empowerment of the marginalized:** The Magnificat can inspire movements for social justice, reminding the oppressed that God's plan lifts up the lowly. In the context of the Church, it calls for a preferential option for the poor, challenging the faithful to act with compassion and to fight for equity.
  - **Personal transformation:** On a personal level, the Magnificat encourages believers to reflect on their own humility and openness to God's will. Like Mary, Christians are called to magnify the Lord in their lives by embracing God's plan.

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## Scripture

**Phil 1:2-11**  
**Paul's Prayer for his Believers (NRSV)**

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## FEATURES

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

What is going on in the text?

## The Three Worlds of the Text

*Grace to you and peace from God our Father and the Lord Jesus Christ. I thank my God every time I remember you, constantly praying with joy in every one of my prayers for all of you, because of your sharing in the gospel from the first day until now. I am confident of this, that the one who began a good work among you will bring it to completion by the day of Jesus Christ. It is right for me to think this way about all of you, because you hold me in your heart, for all of you share in God's grace with me, both in my imprisonment and in the defence and confirmation of the gospel. For God is my witness, how I long for all of you with the compassion of Christ Jesus. And this is my prayer, that your love may overflow more and more with knowledge and full insight to help you to determine what is best, so that on the day of Christ you may be pure and blameless, having produced the harvest of righteousness that comes through Jesus Christ for the glory and praise of God.*

Philippians is one of Paul's "prison epistles," written while he was imprisoned (likely in Rome) around 60-62 AD. The letter is addressed to the Christian community in Philippi, a Roman colony in Macedonia, which Paul had founded on his second missionary journey (Acts 16).

- **Historical and cultural context:**
  - **Philippi as a Roman colony:** Philippi was known for its strong Roman influence. The Philippians were proud of their Roman citizenship, which brought status and privilege. Paul's message contrasts worldly citizenship with heavenly citizenship.
  - **Paul's relationship with the Philippians:** The Philippian church had a close relationship with Paul, marked by their financial support for his ministry and their deep care for him during his imprisonment. This relationship explains the warmth and personal nature of the letter.
  - **Persecution of Christians:** The church in Philippi, like other early Christian communities, likely faced opposition and persecution, both from the local Roman authorities and from their pagan surroundings.

Philippians 1:2-11 is part of Paul's introduction and thanksgiving prayer for the church. It sets the tone for the rest of the letter, emphasizing partnership, gratitude, and spiritual growth.

- **Structure of the passage:**
  - **Verses 2-5:** Paul begins with a typical greeting and expresses deep gratitude for the Philippians' partnership in the Gospel.
  - **Verses 6-8:** Paul assures them that God, who began a good work in them, will bring it to completion, and he expresses his affection for them.
  - **Verses 9-11:** Paul prays for their love to grow in knowledge and discernment, leading them to live fruitful lives until the day of Christ.

		<ul style="list-style-type: none"> <li>• <b>Key literary features:</b> <ul style="list-style-type: none"> <li>- <b>Grace and peace (v. 2):</b> Paul’s greeting, “Grace and peace to you from God our Father and the Lord Jesus Christ,” is a blend of Greek (grace) and Jewish (peace, or <i>shalom</i>) elements, uniting the two cultural backgrounds of the early Christian communities.</li> <li>- <b>Thanksgiving and joy (v. 3-4):</b> Paul’s frequent mention of joy and thanksgiving throughout the letter is striking, especially considering his imprisonment. He views his suffering as secondary to the advancement of the Gospel and the well-being of the Philippians.</li> <li>- <b>Partnership (v. 5):</b> The Greek word for "partnership" (<i>koinonia</i>) conveys the idea of deep fellowship and sharing in a common mission, emphasizing the communal and collaborative nature of their relationship.</li> <li>- <b>Divine completion (v. 6):</b> Paul’s confidence that God will complete the work He began in them reflects the theme of spiritual growth and sanctification that runs throughout the letter.</li> <li>- <b>Growth in love and discernment (v. 9-11):</b> Paul prays that their love may abound more and more in knowledge and depth of insight, suggesting that Christian love is not only emotional but rooted in wisdom and understanding. This leads to living a righteous life that bears “the fruit of righteousness” (v. 11).</li> </ul> </li> </ul>
<p>The <b>world in front of the text</b> is a <i>mirror</i>. In this mirror the <i>reader</i> sees oneself within the text, and sees other readers, the believing Church over many years, challenged to respond to it now and into the <i>future</i>. The general approach is theological (‘faith seeking understanding’).</p>	<p><b>What meaning can we make of this text today?</b></p>	<p>Paul’s prayer for the Philippians holds deep theological and spiritual insights for today’s readers, focusing on themes of joy, spiritual growth, and Christian fellowship.</p> <ul style="list-style-type: none"> <li>• <b>Theological insights:</b> <ul style="list-style-type: none"> <li>- <b>God's ongoing work:</b> In verse 6, Paul highlights that spiritual growth is a process initiated by God and brought to completion by Him. This speaks to the doctrine of <b>sanctification</b>, where believers are gradually transformed to reflect Christ more fully.</li> <li>- <b>Partnership in the Gospel:</b> Paul emphasizes that Christian life is lived in community. The idea of partnership (<i>koinonia</i>) underscores the importance of mutual support, shared mission, and fellowship within the Church.</li> <li>- <b>Love and discernment:</b> Paul’s prayer for love to abound in knowledge and discernment (v. 9) suggests that Christian love is not blind or unthinking, but requires wisdom and insight. This reflects the balance between heart and mind in the Christian life, where love is informed by a deep understanding of God’s will.</li> <li>- <b>Day of Christ:</b> Paul’s reference to the "day of Christ" (v. 10) reflects his eschatological vision, reminding the Philippians (and contemporary Christians) to live in anticipation of Christ’s return, striving to live blameless and fruitful lives.</li> </ul> </li> <li>• <b>Contemporary implications:</b></li> </ul>

- **Perseverance and growth:** Paul's assurance that God will complete the good work begun in us (v. 6) is a message of hope for modern Christians. Despite struggles, setbacks, or suffering, we are reminded that our spiritual journey is overseen by God's faithfulness.
- **Christian unity and partnership:** The sense of deep fellowship that Paul shares with the Philippians is a model for the Church today. It challenges Christians to support one another in the work of the Gospel, emphasizing collaboration rather than individualism.
- **Living in love and discernment:** Paul's prayer that love be informed by knowledge and discernment invites Christians to balance compassion with wisdom. It encourages thoughtful, intentional action in a world where both emotion and reason play a role in ethical decisions.

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# 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
<b>Definition of Prayer</b>	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 sources effectively.	Thoughtfully researched and provides a comprehensive, insightful, and original 200-word definition of prayer, incorporating external sources and personal reflection.
<b>Symbol for Prayer</b>	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.
<b>Context of Scripture</b>	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.
<b>Presentation</b>	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.
<b>Song/Music Selection</b>	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

<b>Naming</b>	<b>Reflecting Critically</b>	<b>Accessing Christian Story and Vision</b>	<b>Understanding and Integrating</b>	<b>Responding</b>
Naming life experience of self, others and world	Critically reflecting on life experience.	Teaching and learning about the scriptures, Church Tradition and liturgical experience.	Integrating reflection and life experience with Christian Story and Vision.	Responding in order to authentically live out the Christian Story and Vision.
<i>Share experiences that are familiar to students</i>	<i>Probe and reflect to understand our experience more deeply</i>	<i>Present Scripture and Tradition related to the Topic</i>	<i>Apply Scripture, Tradition to our own lives</i>	<i>Decide what can be done. How can it be lived?</i>

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Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Unit overview	Shared Christian Praxis Movement
<b>Lesson 1</b>	<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>SC - 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><b>Lesson overview:</b> 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><b>Lesson materials/resources:</b> Google Jamboard (or similar program) created for class to complete through the lesson.</p>	<b>Focusing activity</b>
<b>Lesson 2</b>	<p>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.</p> <p>SC - I can choose a quote from the YouCat that resonates with my personal understanding of prayer and explain why it is meaningful.</p> <p>SC - I can articulate a personal understanding of prayer and</p>	<p><b>Lesson overview:</b> Students explore prayer by selecting a quote from the <i>YouCat</i> 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.</p> <p><b>Lesson materials/resources:</b> <b>Appendix 1</b> – YouCat prayer quotes.</p> <p><b>Review of Learning:</b> Students deepened their understanding of prayer through reflection, peer discussions, and group work. By sharing perspectives and developing a class definition, they gained new insights into the diverse interpretations of prayer and how their views may have evolved.</p>	<b>Accessing Christian Story and Vision/Reflecting Critically</b>

	contribute to the development of a class definition of prayer.		
<b>Lesson 3</b>	<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 the core meaning intact.</p>	<p><b>Lesson overview:</b> 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><b>Lesson materials/resources:</b> <i>Appendix 2</i> – list of Formal Prayers</p> <p><b>Review of Learning:</b> 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.</p>	<i>Accessing Christian Story and Vision/Reflecting Critically</i>
<b>Lesson 4</b>	<p>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.</p> <p>SC - I can categorize reasons for prayer into the experiences of joy, hope, grief, or gratitude.</p> <p>SC - I can link each categorized experience to one of the four main types of prayer (petition,</p>	<p><b>Lesson overview:</b> In this lesson, 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.</p> <p><b>Lesson materials/resources:</b> IT resources.</p> <p><b>Review of Learning:</b> 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>	<i>Accessing Christian Story and Vision/Understanding and Integrating</i>

	<p>praise, thanksgiving, sorrow) and provide examples of each.</p> <p>SC – I can research and identify additional examples of each type of prayer.</p>		
<b>Lesson 5</b>	<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 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><b>Lesson overview:</b> 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><b>Lesson materials/resources:</b> IT resources and magazines for sourcing images of prayer.</p> <p><b>Review of Learning:</b> 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>	<i>Accessing Christian Story and Vision/Understanding and Integrating</i>
<b>Lesson 6</b>	<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><b>Lesson overview:</b> 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><b>Lesson materials/resources:</b> Materials for the creation of a prayer book throughout the lesson. This may include art supplies, coloured paper and pens/pencils/textas.</p> <p><b>Review of Learning:</b> 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</p>	<i>Responding</i>

	<p>SC - I can assemble and present the book in a format suitable for younger children.</p>	<p>visually appealing resource. This activity enhanced their understanding of the prayers and highlighted the importance of making religious content accessible to younger audiences.</p>	
<b>Lesson 7</b>	<p>LI – I will reflect on the beauty of creation by spending time in nature and responding creatively to my surroundings. I will also explore images of the earth’s majesty and diversity.</p> <p>SC - I can engage in personal reflection and contemplation of the natural world.</p> <p>SC - I can create an artistic or written response that expresses my feelings about creation.</p> <p>SC - I can collect and curate photos that demonstrate the diversity and beauty of creation, presenting them in a digital format.</p>	<p><b>Lesson overview:</b> 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><b>Lesson materials/resources:</b> Ensure you have a pre-planned route/location for the lesson.</p> <p><b>Review of Learning:</b> 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.</p>	<i>Responding</i>
<b>Lesson 8</b>	<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</p>	<p><b>Lesson overview:</b> 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><b>Lesson materials/resources:</b> Materials to create the poster (the poster can also be created using IT). NRSV Bibles.</p> <p><b>Review of Learning:</b> 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>	<i>Accessing Christian Story and Vision/Responding</i>

	themes and emotions of Psalm 148.		
<b>Lesson 9</b>	<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><b>Lesson overview:</b> 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><b>Lesson materials/resources:</b> NRSV Bibles.</p> <p><b>Review of Learning:</b> 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>	<i>Accessing Christian Story and Vision/Understanding and Integrating</i>
<b>Lesson 10</b>	<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><b>Lesson overview:</b> 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><b>Lesson materials/resources:</b> NRSV Bibles.</p> <p><b>Review of Learning:</b> 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.</p>	<i>Accessing Christian Story and Vision</i>

<p><b>Lesson 11</b></p>	<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><b>Lesson overview:</b> 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><b>Lesson materials/resources:</b> Meditation script (<b>Appendix 5</b>). NRSV Bibles.</p> <p><b>Review of Learning:</b> 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.</p>	<p><i>Accessing Christian Story and Vision</i></p>
<p><b>Lesson 12</b></p>	<p>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.</p> <p>SC- I can identify and explain the times and elements of the Liturgy of the Hours.</p> <p>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.</p>	<p><b>Lesson overview:</b> 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.</p> <p><b>Lesson materials/resources:</b> IT resources.</p> <p><b>Review of Learning:</b> By the end of the lesson, 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.</p>	<p><i>Reflecting Critically/Accessing Christian Story and Vision</i></p>
<p><b>Lesson 13</b></p>	<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><b>Lesson overview:</b> 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><b>Lesson materials/resources:</b> <b>Appendix 3</b> – Litany of the Saints. NRSV Bible.</p>	<p><i>Accessing Christian Story and Vision/Understanding and Integrating</i></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><b>Review of Learning:</b> 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.</p>	
<b>Lesson 14</b>	<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><b>Lesson overview:</b> 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><b>Lesson materials/resources:</b> <i>NRSV Bible.</i></p> <p><b>Review of Learning:</b> Students will have explored the Magnificat and successfully have re-written sections in recontextualising language, while maintaining the original meaning.</p>	<i>Accessing Christian Story and Vision/Responding</i>
<b>Lesson 15</b>	<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><b>Lesson overview:</b> 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><b>Lesson materials/resources:</b> IT resources.</p> <p><b>Review of Learning:</b> Students will be able to articulate the history and usage of Marian prayers.</p>	<i>Accessing Christian Story and Vision</i>
<b>Lesson 16</b>	<p>LI – I will develop a deeper understanding of Psalm 23 through guided meditation and</p>	<p><b>Lesson overview:</b> 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</p>	<i>Accessing Christian Story and Vision/Reflecting Critically</i>

	<p>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>experiences afterward. This lesson aims to deepen students' spiritual connection through meditation and reflection on Scripture.</p> <p><b>Lesson materials/resources:</b> NRSV Bible – Psalm 23. Soft instrumental music.</p> <p><b>Review of Learning:</b> Students can articulate the themes and messages of Psalm 23 and journal personal reflections and feelings regarding the guided meditation that they participated in.</p>	
<b>Lesson 17</b>	<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><b>Lesson overview:</b> 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><b>Lesson materials/resources:</b> Visual representations of ANZAC day solemnities. Access to IT.</p> <p><b>Review of Learning:</b> 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>	<i>Naming/Accessing Christian Story and Vision</i>
<b>Lesson 18</b>	<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><b>Lesson overview:</b> 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><b>Lesson materials/resources:</b> IT resources.</p> <p><b>Review of Learning:</b> 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.</p>	<i>Accessing Christian Story and Vision/Understanding and Integrating</i>

	<p>SC- I can compare and contrast the use of these elements in different religious traditions.</p>		
<b>Lesson 19</b>	<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><b>Lesson overview:</b> 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><b>Lesson materials/resources:</b> <i>Appendix 6</i> – 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><b>Review of Learning:</b> 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.</p>	<i>Understanding and Integrating/Responding</i>
<b>Lesson 20</b>	<p>LI – I will interpret a piece of scripture by researching its context and expressing its meaning in today’s world through images and music.</p> <p>SC- I can research and explain the historical and cultural context of a selected scripture passage.</p> <p>SC- I can create a visual presentation that conveys the meaning of the scripture in a contemporary context.</p> <p>SC - I can select a song or music that enhances the message of my</p>	<p><b>Lesson overview:</b> 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.</p> <p><b>Lesson materials/resources:</b> <i>Appendix 4</i> – Suggested Scripture – Assessment. NRSV Bibles.</p> <p><b>Review of Learning:</b> 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.</p>	<i>Accessing Christian Story and Vision</i>

	presentation and justify why it is appropriate.		
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# Prayer Ritual

## Overview

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

- <https://www.britannica.com/topic/salat>
- <https://www.britannica.com/topic/hajj>
- [https://www.chabad.org/holidays/passover/pesach\\_cdo/aid/1751/jewish/What-Is-a-Seder-Passover-Meal.htm](https://www.chabad.org/holidays/passover/pesach_cdo/aid/1751/jewish/What-Is-a-Seder-Passover-Meal.htm)
- <https://www.britannica.com/topic/seder-Passover-meal>
- <https://www.britannica.com/topic/Hail-Mary-prayer>
- <https://www.ncregister.com/blog/the-hidden-stories-behind-5-of-your-favorite-prayers>
- <https://www.britannica.com/biography/Saint-Francis-of-Assisi>
- <https://www.islam4kids.org/salat-beginner>
- Pre-planned route/location for the contemplation in nature lesson.
- Universalis app or <https://universalis.com/index.htm>
- Appendix 1 – YouCat Prayer quotes.
- Appendix 2 – List of Formal Prayers
- Appendix 3 – Litany of the Saints
- Appendix 4 – Suggested Scripture.
- Appendix 5 – Meditation script.
- Appendix 6 – Warming the Heart article.
- Australian Catholics article – ‘The Contagious Spirit of Music’.
- Access to Google JamBoard
- Art supplies.
- Magazines.
- ANZAC Day images.
- NRSV Bibles.
- Soft instrumental music.
- Michael Leunig’s picture of a man kneeling before a duck (cover of *A Common Prayer* (1990))

## Curriculum Adjustments

Student	Adjustment

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