Title: WE CAN PRAY IN DIFFERENT WAYS

Level Outcome
By the end of Level Two students should be able to:

1. **Identify special ways to talk and respond to God.**
2. **Experience and participate in prayers of praise, thanks, forgiveness and petition.**
3. **Identify the Parish Church as a special place for the Church community to gather and celebrate and pray.**
4. **Identify and know some simple prayers, some traditional prayers and some formal responses when participating in liturgy.**

### Unit Outcomes
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### Key Understandings for Students
- God is present in every moment in our lives.
- Through prayer we grow in our relationship with God – personally and as a faith community.
- People celebrate and pray together at different times and in different ways.
- Jesus modelled how to pray both publicly and privately.
- Prayer is essential for living a Christian life.
- We are called to respond in prayer to the Word of God.
- The Scriptures have a central place in personal and communal prayer.

### Curriculum Links - VELS
**Victorian Essential Learning Standards**
The unit *We Can Pray In Different Ways* can be used to assess a range of VELS. The table below gives examples of how Level 2 standards could be assessed.
### Strand

<table>
<thead>
<tr>
<th>Strand</th>
<th>Domain</th>
<th>Dimension</th>
<th>Key elements of Standards Students…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical, Personal and Social Learning</td>
<td>Interpersonal Development</td>
<td>Building Social Relationships</td>
<td>-“identify the feelings and needs of other people. Students identify and accept that there are consequences for their actions. They take appropriate steps to resolve simple conflicts.”</td>
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<tr>
<td></td>
<td></td>
<td>Working in Teams</td>
<td>-“work in teams in assigned roles, stay on task and complete structured activities within set timeframes. They share resources fairly. With teacher support, they describe their contribution to the activities of the team.”</td>
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### Inter disciplinary Learning

<table>
<thead>
<tr>
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<th>Domain</th>
<th>Dimension</th>
<th>Key elements of Standards Students…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inter disciplinary Learning</td>
<td>Information and Communications Technology</td>
<td>ICT for Visualising Thinking/ICT for Creating</td>
<td>-“students manipulate text, images and numeric data to create simple information products for specific audiences. They make simple changes to improve the appearance of their information products. With some assistance, students use ICT to locate and retrieve relevant information from a variety of sources.”</td>
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### Curriculum Framework Context

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<th>Level 1</th>
<th>Level 2</th>
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<tbody>
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<td></td>
<td>I Can Talk to God.</td>
<td>We Can Pray in Different Ways</td>
<td>Prayer</td>
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### Student Context

All children have the capacity and potential to pray. Children’s faith develops in different stages and is usually age-related. Children develop their images of God as they grow older. Children need mature adults who have a good understanding of their own faith development and of theology for them to model different ways of praying and to help them develop their understanding of God. Prayer experiences for children need to take into account the whole child – the physical, emotional and spiritual dimensions of each child.

Prayer is relevant and meaningful for children of different faith traditions and for children who do not have any regular or formal association with the Catholic Church. Adults can learn about prayer and theology from children. An awareness of the presence of God is fundamental in the development of a life of prayer. Children need to be taught that prayer is a relationship with God that permeates one’s whole life; it is not just ‘talking to God’. (Nolen, Beth. Prayer strategies, p.7)

### Theological Background for Teachers

- Teach a child to pray and you have given him or her a most precious gift of life.’ (Bretherton, 1995, p.v)
- Prayer connects us with God who communicates with us as we walk together on our faith journey. God is present in all places, at all times and in all activities. Prayer is a way of acknowledging the presence of God in our lives. We are able to respond in word and action. Prayer connects us with God and with each other. Our loving God shows us how to care for each other, to live together in harmony and to care for the earth.
- Jesus is a model for our prayer life as he teaches us how to pray. There are many accounts in Scripture of Jesus praying. The Holy Spirit guides and directs the words and actions of our prayers. We are able to express ourselves in various forms that enhance our communication with God.
- Prayer can be expressed as praise, thanks, sorrow or petition. We are called to communicate with God in ways that express our uniqueness. Using prayers of the church links us to
tradition and gives us a sign of unity and belonging.

- Our Christian life is nurtured by prayer, which can take the following formats:
  - Traditional prayers (such as the Our Father, Hail Mary)
  - Formal and informal prayers (prayers of praise, thanksgiving, petition and sorrow)
  - Meditation (using guided imagery, story, scripture, nature and art)
  - Contemplative prayer (through silence, mantras and breath prayer)
  - Other methods of prayer (through movement, journal writing and music)

- Prayer is an essential element of the religious education of children. Through prayer children are able to express and deepen their relationship with God. It is the task of the religious educator to assist students in the development of their prayer life.

**Scripture**

**Teacher References (NRSV)**

_Mt 18:19-20_

Again, truly I tell you, if two of you agree on earth about anything you ask, it will be done for you by my Father in heaven. For where two or three are gathered in my name, I am there among them.

_Mk 10:13-16_

People were bringing little children to him in order that he might touch them; and the disciples spoke sternly to them. But when Jesus saw this, he was indignant and said to them. “Let the little children come to me; do not stop them; for it is to such as these that the kingdom of God belongs. Truly I tell you, whoever does not receive the kingdom of God as a little child will never enter it.” And he took them up in his arms, laid his hands on them and blessed them.

**Student References (CEV)**

_Mt 6: 9-13 Prayer_

You should pray like this:

Our Father in heaven,
help us to honour
your name.

Come and set up
your kingdom,
so that everyone on earth
will obey you,
as you are obeyed
in heaven.

Give us our food for today. Forgive us for doing wrong,
as we forgive others.

Keep us from being tempted
and protect us from evil.
Assessment tasks for this unit may include:

**Outcome 1**  Identify ways to talk and respond to God.
- On a strip of paper students write how, when, where and why they pray to God. The strips are pasted onto a poster headed “We Pray to God…….”

**Outcome 2**  Experience and participate in prayers of praise, thanks, forgiveness and petition.
- Students contribute to a Class Prayer Book identifying the prayer form.

**Outcome 3**  Identify the Parish Church as a special place for the Church community to gather and celebrate and pray.
- Students draw, name their Church and show people at prayer.

**Outcome 4**  Identify and know some simple prayers, some traditional prayers and some formal responses when participating in liturgy.
- Students complete a cloze activity or sequencing activity on a prayer that the class knows.

N.B Outcome 4 lends itself to reporting in the dimension of Knowledge and Understanding.

### Suggested Teaching & Learning Experiences

**Focusing Activity**

Create a Prayer Space in the classroom where children gather daily for prayer. Place the Word of God (Bible) in a prominent place; make use of candles, icons, flowers or whatever is appropriate to the prayer theme for the day.

- Begin a Class Prayer Book which contains examples of children’s work, formal prayers, favourite prayers, prayer-songs etc.
- Teach simple morning offerings. Alternate spoken prayers with songs or hymns. As children become more confident, they can take it in turns to lead prayer.
- When teaching songs, incorporate appropriate gestures. i.e. Teach actions for the Cliff Richard version on the “Our Father” found on the CD “The Millennium Prayer.” Or “Cliff at Christmas”. See actions suggested on p.16 of “Praying with children”. (Bretherton, Barbara)
- Create your own prayers of the day. e.g. Morning Prayer, Grace etc
- Go to the Church (if possible) and sit and be still. See if there are any parish prayer groups or activities that students may be able to experience.
- Use the time in the ‘Prayer Space’ to introduce prayer starters. “Jesus help me to …”, “Thank you for …” etc.
- Introduce the children to quiet prayer time by:
  - listening to sounds
  - focusing on breathing
  - using relaxation exercises
  - listening to music
  - listening to nature noises
  - allowing children to sit in a quiet space outside.
- On a sheet of paper divided into four parts students complete the following phrases and illustrate;
  When it is playtime I can talk to……..
  Before we eat we……..
  Before I go to sleep I…….
  When I talk to God I pray……..
- Have students respond to meditation through drawing and writing after the meditation time.
- Students make Prayer Cubes with prayer types on each face. (Thanksgiving, praise, sorrow, petition, blessing, grace.
Students design a prayer cloth that demonstrates an understanding that prayer involves rituals, symbols, celebrations, silence and thanksgiving. If possible, this activity could be completed with family input.

The students are introduced to the traditional prayers of The Sign of the Cross, The Lord’s Prayer (referring to scripture Mt 6:9-13) Hail Mary, Act of sorrow, before and after meals. Exposure to the Rosary

Mt 6:9-13 To PREPARE TO HEAR the Word – prayer is talking to God, (always to God) it is a relationship between ourselves and God. Jesus prayed alone and with others; in the desert, in the garden, on the cross for the sick and for those who were outcasts. Explain that this prayer is found in the bible and was given to us by Jesus.

Mt 6:9-13 To ENCOUNTER the Word after reading the text students pray the prayer using hand movements (Bretherton, B, Praying with children).

Mt 6:9-13 To ENCOUNTER the Word after reading the text students sing the “Our Father”.

Mt 6:9-13 To RESPOND to the Word – students learn the “Our Father” prayer

For resources to support this unit, refer to the online planning tool. For additional resources, refer to the Resource Centre Catalogue: http://www.ceoballarat.catholic.edu.au and follow links to Resource Centre.