

LESSON PLAN



YEAR LEVEL	8
TITLE	Communities at Prayer
STRAND	Prayer and Discernment
SUGGESTED DURATION	10 weeks (20 x 1 Hour Lessons)
ENDURING QUESTIONS	What is Prayer? How can I nurture my Spirituality?

Unit Focus

Students examine various forms of prayer used within the school and local community. Attention is drawn to the influences of other religious traditions on the choice and practice of prayer forms. Opportunity is given for the students to explore how prayer relates to, but is not bound by, a particular time and space. Students also investigate how prayer can build community.

Achievement Standards

By the end of **Year Eight** students should be able to:

Students examine various forms of prayer that have arisen from cultural and scriptural faith traditions over time.

Students engage in various forms of prayer.

Unit Outcomes

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

1. Recognise how prayer in our school/parish community nourishes and enriches our relationship with God and each other.
2. Explore examples of personal, communal and liturgical prayer from scripture and Church Tradition.
3. Understand the importance of different mediums of expression in prayer.

Key Understandings for Students

- Prayer is a response to a loving God. Prayer is also communicating honestly and openly with God about our lives.
- Prayer is for all people regardless of their age, race, beliefs, sex, class, and social status.
- Our relationship with God and each other can be developed and nourished through individual and communal prayer.
- Prayer takes place in a variety of ways including spontaneous prayer – there is no single ‘right’ way to pray.
- People pray in different ways according to their personality, stage of life, culture, religious background.
- Different forms of prayer can be learnt and developed through a regular practice. There are formal prayers which ought to be known well.
- Prayer engages the whole person. It is not just an exercise of the mind.
- Prayer requires effort and perseverance. It is not always easy to pray, but ‘the Spirit comes to help us’ (Romans 2:26-27) in discerning our choices.

Scripture

Major Assessment Task

Students create a hard copy prayer journal, which reflects their understanding and knowledge of prayer. This journal will be compiled throughout the unit.

The journal should include:

- A Contents page.
- A reflection based on the interview with a member of staff about when they pray.
- Your own definition of prayer.
- Group prayer Wordle.
- (If appropriate), a prayer / prayer style from another religious tradition. Explain where it comes from and how it is used.
- A response to three gospel passages outlining:
 - (i) where, when and how Jesus prayed?
 - (ii) what these texts say to you about the meaning and purpose of prayer, ways of praying and places of prayer?
- Your recontextualised Lord’s Prayer.
- A description of one of the liturgical prayers used during the Mass.
- One example of each of the six common types of prayer (Blessing; Adoration; Petition; Intercession; Thanksgiving; Praise)
- A short statement from Pope Francis teaching about prayer and why was this chosen
- A song, a photo and an artwork that speaks to you of prayer, or could be used in prayer, with a short commentary for each.
- A personal reflection on the many ways in which people can pray together.

Major Assessment Task – Marking Rubric

Criteria	Well Below	Below	At	Above	Well Above
Criteria 1 Contents Page and Structure	No contents page or sections are missing; journal is disorganized.	Incomplete or unclear contents page; some sections are missing or poorly structured.	Complete contents page and all sections are present, though the structure may lack clarity.	Well-organized with a clear contents page and logical structure.	Exceptionally organized, with a highly professional layout and easy navigation.

Criteria 2 Reflection on Prayer (interview) and Personal Reflection on Communal Prayer	No reflection or lacks coherence.	Minimal reflection with little insight on prayer.	Sufficient reflection, addresses key points from the interview and basic personal insight on prayer.	Thoughtful reflection, with meaningful insights about prayer practices.	Deep, critical reflection on both the interview and personal experience, connecting to broader theological ideas on prayer.
Criteria 3 Personal Definition of Prayer and Types of Prayer	No definition or examples provided.	Basic or unclear definition; few types of prayer provided or explained poorly.	Clear definition of prayer; all six types of prayer are included with basic descriptions.	Well-developed definition and thoughtful explanations of the six types of prayer.	Comprehensive, insightful definition and detailed, reflective descriptions of all types of prayer, demonstrating deep personal understanding.
Criteria 4 Recontextualised Lord's Prayer and Liturgical Prayer Description.	No recontextualised Lord's Prayer or liturgical prayer description provided.	Recontextualised Lord's Prayer lacks relevance; liturgical prayer description is unclear or incomplete.	Adequate recontextualised Lord's Prayer and description of a liturgical prayer used in Mass.	Thoughtful and relevant recontextualisation; well-explained liturgical prayer, showing understanding of its meaning.	Exceptionally insightful recontextualisation, demonstrating creative thinking; detailed, insightful explanation of liturgical prayer.
Criteria 5 Response to Gospel Passages on Jesus' Prayer	No response included.	Superficial response with little analysis of Jesus' prayer.	Adequate response, addressing where, when, and how Jesus prayed, with basic personal insight.	Detailed and thoughtful response with meaningful reflections on Jesus' prayer and its relevance to personal prayer.	Comprehensive, critical analysis and reflection on the gospel passages, showing deep personal connection to Jesus' prayer life.
Criteria 6 Prayer from Another Tradition and Pope Francis' Teaching on Prayer	No prayer from another tradition or Pope Francis' statement included.	Prayer from another tradition or statement lacks relevance or explanation.	Adequate inclusion of a prayer from another tradition and a statement from Pope Francis with basic explanation.	Well-chosen prayer and statement, both thoughtfully explained with personal reflections.	Insightful, deeply relevant prayer and statement, with thorough and thoughtful explanations connecting them to personal faith and practice.
Criteria 7 Creative Elements (Group Prayer Wordle, Song, Photo, Artwork) and Commentary	No creative elements included, or commentary is unclear.	Some creative elements are missing or commentary lacks depth.	All creative elements included with basic commentary reflecting understanding of prayer.	Thoughtful and relevant creative elements, with insightful commentary on their connection to prayer.	Exceptionally creative choices, with deep and reflective commentary on how each element connects to personal and communal prayer.

Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Teaching and Learning Experiences		Shared Christian Praxis Movement
Lesson 1	<p>LI- I will identify recent communal prayer experiences.</p> <p>SC- I can identify the focus and elements of a recent communal prayer experience.</p> <p>SC- I can explain how communal prayer experiences speak to me.</p>	<p>Focusing activity:</p> <p>Lesson overview: Within this lesson, students will recall the most recent communal prayer that they have experienced at school, either as a whole school community or at a year level. They will respond to a number of teacher-posed prompting questions to guide dialogue.</p> <p>Lesson materials/resources: RE books/journals. For each lesson students should have access to the portfolio that will be used for the assessment task.</p> <p>I do:</p> <p>Teacher: Today, we're going to explore the idea of communal prayer. I want you to think back to the last time you prayed together at school, whether at an assembly, Mass, or another special event. We'll reflect on what that experience was like and why we come together to pray. Let's start by recalling that experience.</p> <p>Action: <i>Pause briefly for students to recall their prayer experience.</i></p> <p>Teacher: One prayer experience that comes to mind for me is X (discuss a recent communal prayer experience both you and the students are familiar with. This could be an opening school Mass, assembly, morning prayer etc).</p> <p>Teacher: Turn to the person next to you and quickly share the last communal prayer you remember from school. Tell them where it happened and what it was about. You've got 2 minutes each to share.</p> <p>Action: <i>Allow time for students to share with their partner. Checking for appropriate responses whilst monitoring discussion.</i></p> <p>Teacher: Let's hear from a couple of pairs. Who would like to share what they talked about?</p> <p>Action: <i>Allow time for students to share their responses with the class.</i></p>		<p>Focusing Activity</p>

Teacher: Now, let's think about that communal prayer in more detail. I'm going to ask some questions to guide our discussion. Firstly, I'd like you to think about what the focus of the prayer was. What are some of the themes. For example, in the experience I mentioned, the focus of the prayer was X (relate the focus directly to the prayer experience you explained earlier. Focus could include gratitude, unity or call for peace).
Would anyone like to share what the focus of their prayer experience was?

Action: *Allow time for responses.*

Teacher: Were the words of the prayer familiar? Why were they familiar? Do we often hear these prayers, or were they something new to you?

Action: *Allow time for responses. Discuss students' familiarity with prayers often used in the school (e.g., Lord's Prayer, Hail Mary).*

Teacher: What are the elements of the prayer? Think about what was happening during the prayer. Were there any songs, actions, or symbols like candles or crosses?

Action: *Allow time for students to respond. Encouraging them to mention singing, gestures, symbols or any physical actions involved in the prayer.*

Teacher: Why do we gather as a school to pray together? What's the importance of praying as a group rather than individually?

Action: *Allow time for students to respond.*

Teacher: Did this prayer mean something to you? Did you feel connected to others, or did it make you think about something in your own life?

Action: *Allow time for students to respond.*

We do:

Teacher: Now we're going to work in small groups of 3 or 4. Each group will focus on one aspect of communal prayer, based on our discussion. Your job is to create a poster that reflects what you talked about. Here are the themes for each group: *(Write on these on the board)*

- Group 1: The focus or theme of the prayer

- Group 2: Familiar or new words used in prayer
- Group 3: The different elements of prayer (songs, symbols, actions)
- Group 4: Why we come together to pray

You'll have time now to create your poster. Be sure to write or draw what you remember and discuss as a group how best to present it.

Action: *Allow students 15 or so minutes to complete the activity, circulating to offer clarification and guidance where necessary.*

Teacher: We are now going to present our posters to the class.

Action: *Allow students time to present posters to the class.*

You do:

Teacher: To end our lesson today, I'd like each of you to create a short journal entry about the communal prayer you recalled earlier. In your journal, answer the same questions we just discussed as a class. This will be a chance for you to reflect a little more deeply on your own.

Action: *Write the questions on the board or display them on a screen:*

- What was the focus of the prayer?
- Were the words familiar?
- What elements stood out to you?
- Why do you think we come together to pray?
- How did this prayer experience speak to you personally?

Review of Learning: Students will be able to identify and discuss elements of a recent communal prayer experience.

Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Teaching and Learning Experiences	Shared Christian Praxis Movement
Lesson 2:	<p>LI – I will understand and explore various personal and communal prayer experiences with a school staff member.</p> <p>SC- I can identify and describe different aspects of prayer experiences shared during interviews.</p> <p>SC- I can create thoughtful and focused interview questions that address key aspects of prayer (focus, time, place and frequency).</p>	<p style="text-align: center;">Lesson Overview:</p> <p>Within this lesson, students will formulate interview questions about prayer experiences. Their questions will take into consideration the place, the time, the focus of the prayer and in some cases the frequency. Students will then interview an appropriate member of staff about prayer experiences and answer their interview questions. Collected data is presented visually and displayed for a Gallery Walk.</p> <p>Students will write a reflection based on the interview about communal prayer to add to their portfolio for assessment.</p> <p style="text-align: center;">Lesson materials/resources:</p> <p>Member of the Leadership or RE team to be interviewed by the class. Materials to make posters for Gallery Walk. For each lesson students should have access to the portfolio that will be used for the assessment task.</p> <p>I do:</p> <p>Teacher: Today, we are going to be interviewers, focusing on the topic of prayer. We'll start by developing questions about people's experiences with prayer, and then you'll interview a member of staff at school. Your job will be to gather some interesting insights and present them visually at the end of the lesson. By the end of the lesson, you'll have some great information about prayer from someone in our school community, and we'll display it in a mini Gallery Walk.</p> <p>First, let's think about what makes a good interview question. For this task, we're focusing on four main aspects of prayer:</p> <ul style="list-style-type: none"> • Place: Where do they pray? • Time: When do they pray? • Focus: What is the prayer about? • Frequency: How often do they pray? <p>We'll use these categories to help guide our questions."</p>	<p>Reflecting critically / Naming</p>

Action: Write the four categories on the board or display them.

Teacher: To start us off, I am going to brainstorm some examples of questions for each of the aspects of prayer.

- Place: "Where do you feel most comfortable praying?"
- Time: "When during the day do you find time to pray?"
- Focus: "What is the main focus of your prayers?"
- Frequency: "How often do you pray with others versus alone?"

Action: Write the responses you have formulated beside each topic on the board. Reading aloud each as you write.

We do:

Teacher: You are now going to create a table in your book so you can jot down your own questions ready for our interview. We are going to organise our questions into a table. Making sure to leave room for the interviewees response.

Action: Display the below table so students can copy into their books:

<i>Place</i>	
<i>Time</i>	
<i>Focus</i>	
<i>Frequency</i>	

Teacher: You now have time to write your questions ready for our interview.

Action: Give students time to write their interview questions, along with the examples you provided on the board. Ensure you monitor students work to vet for appropriate questions.

Invite member of staff to class for interviewing.

You do:

Teacher: Now that you've gathered your data, it's time to write a reflection for you assessment task portfolio for this unit. I would like you to write a reflection on the following question: *write on the board*

What is prayer life like for (interviewees name)?

You might like to think of the following things to discuss: *write on board*

- Where the person prays.
- When they pray.
- What their prayers focus on.
- How often they pray.

Any interesting details or quotes you gathered.

Review of Learning: Students will be able to formulate and ask thoughtful interview questions about prayer experiences, focusing on where, when, how, and why people pray.

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 explore and understand various definitions of prayer, both personal and from different sources.</p> <p>SC- I can write my own definition of prayer and contribute key words to the class understanding.</p> <p>SC- I can research and organise at least three different definitions of prayer.</p>	<p>Lesson overview: Students will write their own definition of prayer in response to the prompt: ‘what is prayer?’. They will then create a Wordle of their responses as a class group. Students will then find different definitions of prayer and create a mind-map of their findings.</p> <p>Lesson materials/resources: RE book/journal, IT capabilities. For each lesson students should have access to the portfolio that will be used for the assessment task.</p> <p>I do: Teacher: Today, we’re going to answer a very important question: ‘What is prayer?’ We’ll start by defining it in our own words, then explore other definitions, and finally, create a Wordle and a mind-map to compare our ideas with different sources.</p> <p>Prayer can mean different things to different people, but let’s start by thinking about how we would personally define it. I’m going to write a sample definition on the board to show you how I think about prayer.</p> <p>Action: <i>Write the following definition on the board: Prayer is a way to communicate with God, express gratitude, or seek guidance</i></p> <p>Teacher: Notice how I focus on what prayer means to me—communication with God. Now, I want you to think about how you would define prayer.</p> <p>We do:</p> <p>Teacher: Now, let’s work together. Think about your personal experiences or what you’ve learned in class, and write your own definition of prayer in one or two sentences.</p> <p>Action: <i>Allow students time to respond in their books, monitoring for understanding.</i></p> <p>Teacher: Once you’re done, let’s hear a few of your definitions. Who would like to share?</p>	<p>Accessing Christian Story and Vision</p>

Action: Choose 3-4 students to share their responses and discuss briefly.

Teacher: Now, we're going to take the key words from your definitions and create a Wordle together. This Wordle will visually show the words that are most important to you in defining prayer.

I'll write the key words you give me on the board, and then we'll use a program to create the Wordle.

Action: Guide the class in sharing key words, writing them on the board (e.g., communication, reflection, gratitude).

Teacher: Now we are going to take a few minutes to create a Wordle individually to highlight some of these key words. The Wordle will form a section of your assessment portfolio.

Action: Allow students time to complete the activity. Printing off Wordles to add to their portfolios.

Review of Learning: By the end of the lesson, students will have developed their own definition of prayer and explored various definitions from different sources. They will have collaboratively created a Wordle that represents their collective ideas and used mind-maps to organise the different definitions they researched. Students will reflect on the diversity and similarities in prayer practices, enhancing their understanding of prayer as a personal and communal experience.

Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Teaching and Learning Experiences	Shared Christian Praxis Movement
Lesson 4	<p>LI – I will understand how the parish community engages in prayer and reflect on the significance of prayer in building relationships within the parish and in our own lives.</p> <p>SC- I can ask thoughtful and relevant questions about parish prayer practices during the interview.</p> <p>SC- I can reflect on and articulate how communal prayer influences relationships within the parish and their personal lives.</p>	<p>Lesson overview: Within this lesson, students will engage in dialogue with the Parish Priest or representative of the parish (parish prayer group, council etc). Students will formulate questions regarding when and how the parish prays. In response to this, students will consider the place of prayer in human life, and how the practice and attitude of prayer can influence relationships.</p> <p>Lesson materials/resources: Interviewee from the Parish (Priest or representative). For each lesson students should have access to the portfolio that will be used for the assessment task. Reflection sheet with the following questions:</p> <ol style="list-style-type: none"> 1. How does prayer strengthen relationships within the parish community? 2. What role do you think prayer plays in human life, based on what we learned today? 3. Can prayer influence your relationships with others? If so, how? <p>I do:</p> <p>Teacher: Today, we have the special opportunity to talk with a representative from our parish about prayer practices in the church community. We will focus on two key questions: ‘When and how does the parish pray?’ and ‘What role does prayer play in our relationships and in human life?’ After our discussion, you will reflect on how prayer might influence your relationships and your own approach to prayer.</p> <p>Before we begin our discussion, we need to think about the kinds of questions we want to ask. When we talk about prayer in the parish, we could ask about when the parish prays—like during Mass, in groups, or privately. We can also ask how they pray—what types of prayers, rituals, or traditions are important.</p> <p>Action: (write on board):</p> <ul style="list-style-type: none"> • "When does the parish come together for prayer outside of Mass?" • "Are there any special prayer traditions that our parish observes?" • "How do you think prayer strengthens relationships within the parish community?" 	<p>Accessing the Christian Story and Vision</p>

Teacher:

Now, let's work together to create more questions. Think about what you would like to learn about parish prayer and how it influences the lives of people in the community.

Action: *Guide the class in brainstorming and writing questions on the board. Aim for 5-6 well-thought-out question*

We do:

Teacher: Now that we've had our discussion, let's take a few minutes to reflect on what we learned. Think about how the parish practices prayer and how prayer might influence relationships—both within the parish and in your own life.

Action: *Distribute a reflection worksheet with the following questions. Allow time to respond.*

1. How does prayer strengthen relationships within the parish community?
2. What role do you think prayer plays in human life, based on what we learned today?
3. Can prayer influence your relationships with others? If so, how?

Teacher: Let's finish by sharing some of your reflections. How do you think prayer impacts relationships within a community? Did anything in our discussion with the parish representative surprise or inspire you?

Action: *Allow time to respond.*

You do:

Teacher: Now that we've had our discussion, let's take a few minutes to reflect on what we learned. Think about how the parish practices prayer and how prayer might influence relationships—both within the parish and in your own life.

Action: *Distribute a reflection worksheet with the following questions. Allow time to respond.*

4. How does prayer strengthen relationships within the parish community?
5. What role do you think prayer plays in human life, based on what we learned today?
6. Can prayer influence your relationships with others? If so, how?

Teacher: Let's finish by sharing some of your reflections. How do you think prayer impacts

relationships within a community? Did anything in our discussion with the parish representative surprise or inspire you?

Action: *Allow time to respond.*

Review of Learning: By the end of the lesson, students will have engaged in meaningful dialogue with a Parish Priest or representative, gaining insights into how the parish prays and the significance of communal prayer. Through this conversation and subsequent reflection, students will have explored the broader role of prayer in human life and considered how prayer can influence and strengthen relationships within a community. They will also have had the opportunity to critically reflect on their own experiences and understanding of prayer, connecting it to the practice of communal and relational prayer in their parish.

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 understand how communal prayer in our school responds to the important issues and how it fosters a sense of unity and support.</p> <p>SC- I can identify and discuss specific examples of when the school community has come together to pray in response to significant issues.</p> <p>SC- I can reflect on the impact of communal prayer and articulate why it is an important practice in times of crisis or need.</p>	<p>Lesson overview: Students will explore how their school community prays in response to significant issues such as Aboriginal reconciliation, natural disasters, conflict, and tragedies. They will reflect on the role of communal prayer in fostering unity, healing, and hope.</p> <p>Lesson materials/resources: For each lesson students should have access to the portfolio that will be used for the assessment task.</p> <p>I do:</p> <p>Teacher: Today, we're going to discuss how our school community comes together to pray in response to important issues, both locally and globally. We'll talk about times when we've prayed for Aboriginal reconciliation, for communities impacted by natural disasters or conflict, and for people affected by tragedy. Our goal is to think about why prayer is an important response to these situations and how it brings us together as a community.</p> <p>In the past, our school community has come together to pray during important times. For example, we've had prayer services for Aboriginal reconciliation, where we acknowledge the history and ongoing need for healing. We've prayed for people affected by natural disasters, such as bushfires or floods, and for peace during times of conflict, like in war zones or political upheaval.</p> <p>When we pray together in response to these events, we're not only asking for help or healing, but also showing that we stand in solidarity with others. Our prayer can be a powerful way to express care and hope.</p> <p>We do:</p> <p>Teacher: Now let's think about some specific examples of when we've prayed as a school in response to issues like these. What are some times that stand out to you?"</p> <p>Action: <i>Encourage students to share examples from their experience, prompting with questions such as:</i></p>	<p><i>Understanding and Integrating / Responding</i></p>

- "Can you think of a time we prayed for Aboriginal reconciliation? Why was this important?"
- "What natural disasters have we prayed about as a school? How did that make you feel?"
- "Have we ever prayed for peace or forgiveness in response to conflict or tragedy?"

Action: Write their responses on the board, highlighting different occasions when the school has prayed for various issues.

Teacher: Why do you think we come together to pray during these times? What does it mean to us as a school community?

Action: Facilitate a short discussion on the importance of prayer in building community, offering support, and fostering a sense of shared responsibility.

You do:

Teacher: Now I'd like you to think about one of the issues we've discussed—maybe it's Aboriginal reconciliation, a natural disaster, or a community affected by tragedy. Reflect on why our school prayed for this issue and how it affected you personally. Write a short response, about 5-6 sentences, explaining how you felt when we prayed together and why you think it was important.

Action: Allow students time to respond in their journals/RE books.

Review of Learning: By the end of the lesson, students will have explored how their school community responds to important global and local issues through communal prayer. They will reflect on times when the school has prayed for causes such as Aboriginal reconciliation, natural disasters, and communities affected by tragedy, understanding the importance of prayer in fostering unity and solidarity. Students will engage in thoughtful discussion and personal reflection on the role of prayer in these situations and how it can offer support, healing, and hope.

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 explore the significance of an official school prayer and understand how it reflects the values and identity of the school community.</p> <p>SC- I can analyse the wording and themes of the school’s prayer (or create a meaningful school prayer) that reflects the school’s values.</p> <p>SC- I can articulate when and where a school prayer might be used and why it is important for the school community.</p>	<p>Lesson overview: Students will explore the concept of an official school prayer by analysing an existing prayer or drafting a potential one. They will discuss its importance, possible applications, and whether it should include the school’s patron saint and motto.</p> <p>Lesson materials/resources: Copy of the school’s prayer (if applicable). RE book/journal, IT capabilities.</p> <p>For each lesson students should have access to the portfolio that will be used for the assessment task.</p> <p>I do:</p> <p>Teacher: Today, we’re going to think about the role of an official school prayer. Many schools have one, but have you ever thought about the meaning behind the words, or why we need an official prayer? If our school has an official prayer, we’ll study it carefully. If not, you’ll get the chance to work in groups to create one.</p> <p>An official school prayer is something that can bring the community together, providing a sense of unity and shared purpose. It is often recited at important school events like assemblies, Mass, or graduation. But why might a school need one? A prayer can be a way of expressing the school’s values, vision, and identity.</p> <p>Can anyone recall a time when they have heard the school prayer said (if applicable)? Or have you noticed other schools using official prayers?</p> <p>Action: Allow time to respond.</p> <p>We do: This will differ if the school has a school prayer or not.</p>	<p>Accessing Christian Story and Vision</p>

If the school has an official prayer:

Teacher: Let's take a close look at our school's prayer. I want you to analyse the words carefully. What do you think the intention behind the prayer is? What values or themes does it emphasize? Does it include the school's patron saint or motto?

Action: *Display or distribute copies of the school prayer, and guide students in analysing the wording and intention of the prayer with the discussion questions displayed:*

- What are the key words or phrases in this prayer?
- How does the prayer reflect the values of our school?
- When do we usually say this prayer as a community?
- Do you think this prayer represents our school well? Why or why not?

Encourage group discussion and write down student responses on the board.

If the school does not have an official school prayer:

Teacher: Now, you'll get the opportunity to create a possible official school prayer. In groups of three, discuss what you think should be included. Think about the following questions (*display on the board*):

- Why is an official prayer important for our school?
- What values should it express?
- Should we mention our school's patron saint and motto? Why or why not?
- When and where would this prayer be used (e.g., assemblies, special events)?

In your groups, draft a possible prayer that reflects our school community. Make sure the prayer is respectful, meaningful, and represents our school's values and identity.

Action: *Give students time to discuss and draft their prayers in small groups. Walk around and support groups as needed.*

You do: **This will differ if the school has a school prayer or not.**

If the school has an official prayer:

Teacher: Now that we've analysed our school's prayer, let's reflect on it. Think about what you've learned and write a short paragraph about how you think this prayer represents our

school. What does it say about our values, and when should we use this prayer?

Action: *Students will spend time writing individual reflections on the school's prayer.*

Teacher: After you've finished your reflection, discuss your thoughts with the person next to you. Compare what you wrote about the values and themes in the prayer.

If the school does not have an official school prayer:

Teacher: In groups of three, you'll now have the chance to create a possible official school prayer. Discuss what you think should be included in a prayer that reflects our school's values. Consider if you want to include our patron saint or school motto. Also, think about when and where this prayer might be used.

Guiding Questions for Group Discussion (*write on the board*):

- What values should the prayer express?
- Should we mention our school's patron saint or motto? Why or why not?
- When and where would this prayer be used (e.g., assemblies, special events)?
-

Teacher: Work together to draft a short prayer that could be used in our school. Make sure it's respectful, meaningful, and represents our community. You'll share your prayer with the class afterward.

Action: *Allow time for students to write their prayers and then share with the class.*

Review of Learning: By the end of this lesson, students will have gained a deeper understanding of the purpose and significance of an official school prayer. If their school has an official prayer, they will have analysed its wording, reflecting on how it represents the school's values, identity, and sense of community. If the school does not have a prayer, students will have collaborated to create a meaningful and thoughtful prayer that captures the school's mission and spirit. Through group discussions and presentations, they will also consider the importance of prayer in uniting the school community and how it can be applied in various school settings.

Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Teaching and Learning Experiences	Shared Christian Praxis Movement
Lesson 7	<p>LI – I will explore how Christian prayers have been adapted in different cultural communities and investigate the practice of prayer in other religious traditions.</p> <p>SC- I can identify and explain examples of how Christian prayers have been adapted by Aboriginal people and other cultural communities.</p> <p>SC- I can investigate and present a fact file on prayer practices in other religious traditions present in the community.</p>	<p>Lesson Overview: Lesson overview: In this lesson, students will explore the adaptation of Christian prayers within various cultural communities, with a specific focus on Aboriginal adaptations, such as the Aboriginal Our Father. They will discuss how prayer has been influenced by culture and share examples from their school or parish. The second part of the lesson will involve an investigation into prayer practices in other religious traditions present in their community. Students will work individually or in pairs to research a specific religion and create a fact file detailing the purpose, form, and cultural elements of prayer in that tradition. The lesson will conclude with a Gallery Walk to display and review the fact files, followed by a class reflection on the universality of prayer.</p> <p>Lesson materials/resources: Copies of the Aboriginal Our Father (or other adapted Christian prayers). Access to research materials for investigating prayer in other religious traditions. For each lesson students should have access to the portfolio that will be used for the assessment task.</p> <p>I do:</p> <p>Teacher: Today, we will explore how Christian prayers have been influenced by different cultures, including Aboriginal adaptations of Christian prayers. We will also learn about how prayer is practiced in other religious traditions around the world and in our community. Let’s start by thinking about how different cultural groups make prayer their own. Christian prayer has often been adapted by different cultures to make it meaningful for them. For example, Aboriginal communities in Australia have adapted the Christian 'Our Father' to reflect their traditions and ways of communicating with God. One example is the Aboriginal Our Father, which has been used in Reconciliation Week Masses.</p> <p>Action: <i>Display the Aboriginal Our Father (or other examples of adapted Christian prayers used in your parish or community, like a message stick used during the Gospel).</i></p> <p>Teacher: Let’s examine this prayer and discuss how Aboriginal people have made</p>	<p>Accessing Christian Story and Vision</p>

Christian prayer part of their culture.

Discussion Questions (*display on the board*):

- How does the Aboriginal Our Father differ from the traditional version?
- Why do you think Aboriginal people have adapted this prayer in this way?
- What examples of cultural adaptations to Christian prayers have you seen in our parish or community?

Action: *Allow time for discussion.*

We do:

Teacher: Now, let's explore other examples of how Christian prayers are adapted in different cultural settings. Does anyone know of any cultural adaptations we use in our parish or school, such as during Mass or special services?

Action: *Students share examples they may have seen or experienced in the school, parish, or local community, such as:*

- *The use of cultural symbols (e.g., message sticks, traditional songs, or instruments).*
- *The language or imagery used in prayer that reflects a specific cultural identity.*

List students' responses on the board.

Amen.

You do:

Teacher: Now that we've looked at how Christian prayer can be adapted by different cultures, let's investigate how prayer is practiced in other religious traditions that may be present in our community. Religions such as Islam, Judaism, Hinduism, Buddhism, and others all have unique prayer practices.

Working individually or in pairs, choose a religious tradition that is practiced by people in our community. Research and create a short fact file that includes the following information about prayer in that tradition (*write on the board*):

- Name of the religious tradition
- The purpose of prayer in this religion
- Key prayers or prayer practices
- How, when, and where prayers are said (e.g., in temples, mosques, homes)
- Any cultural elements or symbols used during prayer

Action: *Students will work to complete their fact file using online resources.*

Teacher: Once you have completed your fact file, you are now going to write about the [prayer or prayer style from your chosen religious tradition and create a section for your assessment portfolio. You are going to explain (*write on the board*):

- What it is.
- Where it comes from.
- How it is used.

Action: *Allow students time to respond and complete the assessment piece.*

Review of Learning: By the end of this lesson, students will have developed an understanding of how Christian prayers are adapted in different cultural contexts, with a focus on Aboriginal adaptations and practices. They will have learned to recognize and describe specific examples of how prayer can reflect cultural identities, including adaptations observed in their own parish or community. Additionally, students will have investigated and presented on prayer practices in other religious traditions, gaining insights into the diverse ways that different cultures and religions approach prayer. Through their research and presentations, they will appreciate the universal nature of prayer and its significance in various cultural and religious contexts.

Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Teaching and Learning Experiences	Shared Christian Praxis Movement
<p>Lesson 8</p>	<p>LI – I will understand St. Paul’s view on the importance of prayer as expressed in Romans 8:26-27, and to explore the concepts of the Spirit’s intercession and the role of saints.</p> <p>SC- I can articulate St. Paul’s understanding of prayer and the concept of the Spirit’s intercession.</p> <p>SC- I can identify and discuss who St. Paul refers to as saints and relate this understanding to saints in their own lives.</p>	<p>Lesson overview:</p> <p>Lesson overview: In this lesson, students will explore St. Paul’s understanding of prayer as presented in Romans 8:26-27. They will examine how prayer deepens our relationship with God and how the Holy Spirit intercedes on our behalf. Through group discussions and personal reflections, students will explore the concepts of the Spirit’s role in prayer and identify who the saints are in both the biblical context and their personal lives. The lesson will facilitate an understanding of how the Spirit supports and guides us in our spiritual journey and encourage students to recognize the influence of saints in their faith.</p> <p>Lesson materials/resources: For each lesson students should have access to the portfolio that will be used for the assessment task. Copy of Romans 8:26-27.</p> <p>I do:</p> <p>Teacher: Let’s start by reading Romans 8:26-27 together. I’ll read the passage aloud, and then we’ll discuss its meaning.</p> <p>Action: <i>Distribute passage to students. Then read Romans 8:26-27 aloud:</i></p> <p><i>Likewise the Spirit helps us in our weakness; for we do not know how to pray as we ought, but that very Spirit intercedes with sighs too deep for words. And God, who searches the heart, knows what is the mind of the Spirit, because the Spirit intercedes for the saints according to the will of God.</i></p> <p>Teacher: In this passage, St. Paul speaks about the role of prayer in our lives and how the Spirit helps us. Let’s break down some key concepts.</p> <p>First, let’s discuss St. Paul’s understanding of prayer.</p> <p>Action: <i>Use the following points and examples to facilitate discussion.</i></p> <ul style="list-style-type: none"> • St. Paul’s Understanding of Prayer: St. Paul emphasizes that prayer is essential for deepening our relationship with God and discerning His will. It’s a way to communicate our needs and seek guidance. 	<p>Accessing Christian Story and Vision/ Responding</p>

		<ul style="list-style-type: none"> • Who Knows Our Needs Better: According to St. Paul, the Spirit knows our needs better than we do. The Spirit helps us when we are unsure of how to pray or what to ask for. • The Spirit Intercedes: When St. Paul talks about the Spirit interceding, he means that the Spirit speaks on our behalf, especially when we cannot express our needs in words. The Spirit helps us in our weaknesses and brings our concerns to God. • Understanding ‘The Spirit’: The Spirit, in this context, refers to the Holy Spirit, who acts as a guide and comforter in our prayer life and spiritual journey. • Saints in the Text: The saints in this passage refer to the believers who are trying to live according to God's will. The Spirit intercedes for them. • Saints in Our Lives: In our own lives, saints can be people who inspire us in our faith, help us grow spiritually, or serve as role models in living a Christian life. These might include people in our church community, family members, or even historical figures. 	
		<p>We do:</p> <p>Teacher: You are now going to work in small groups to answer the following questions based on the passage and our discussion (<i>write on the board</i>):</p> <ol style="list-style-type: none"> 1. How does the idea of the Spirit’s intercession affect your understanding of prayer? 2. Who are some people you consider saints in your life, and why? 3. How can knowing that the Spirit intercedes for us impact the way you approach prayer? <p>Action: <i>Groups will spend time discussing these questions and then share their thoughts with the class.</i></p> <p>Teacher: Each group will now present their responses. Let’s listen to each other’s insights and experiences.</p> <p>Action: <i>Groups present their findings and reflect on how the concept of the Spirit and saints influences their own prayer life.</i></p>	
		<p>You do:</p>	

Teacher: Now, take a few minutes to write a short reflection on the following prompts (*write on the board*):

- How does understanding that the Spirit intercedes for us change your view on prayer?
- Who are the saints in your life, and how have they influenced your faith or prayer life?

Action: *Allow students time to write their reflections.*

Review of Learning: By the end of this lesson, students will have developed a deeper understanding of St. Paul's perspective on prayer, including the role of the Holy Spirit in interceding for believers. They will be able to articulate how the Spirit supports their prayers and helps them align with God's will. Additionally, students will have reflected on the concept of saints, recognizing their role in the biblical text and identifying individuals in their own lives who inspire and support their faith. Through discussions and personal reflections, students will gain insight into how prayer, guided by the Spirit, enriches their spiritual journey and strengthens their relationship with God.

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 examine how Jesus prayed according to different scripture passages and understand what these passages reveal about the meaning, purpose, and practice of prayer.</p> <p>SC- I can identify and describe where, when, and how Jesus prayed in selected scripture passages.</p> <p>SC- I can reflect on the meaning and purpose of prayer, as well as the different ways and places of praying demonstrated by Jesus.</p>	<p>Lesson overview:</p> <p>In this lesson, students will explore how Jesus modelled prayer through various scripture passages from the Gospels. They will analyse selected passages to understand where, when, and how Jesus prayed, and what these practices reveal about the meaning, purpose, and methods of prayer. By examining examples such as Jesus’ prayers in the Garden of Gethsemane, early morning solitude, and teachings on the Lord's Prayer, students will gain insights into different aspects of prayer. The lesson will involve group analysis of scripture passages, presentations, and personal reflections to deepen their understanding of Jesus' approach to prayer and its relevance to their own lives.</p> <p>Lesson materials/resources:</p> <p>For each lesson students should have access to the portfolio that will be used for the assessment task. Bible NRSV.</p> <p>I do:</p> <p>Teacher: Today, we are going to explore how Jesus prayed according to different passages from the Gospels. We’ll look at various instances where Jesus prayed and discuss what these examples teach us about prayer’s meaning, purpose, and practices.</p> <p>We have several passages to explore that describe how Jesus prayed. Let’s briefly read through each passage to get an overview.</p> <p>Action: <i>Write the following passage references on the board:</i></p> <p>Mt 5:5-14; Mt 26:36-44; Mt 27:45-46 Mk 1:35; Mk 6:46; Mk 14:32-39 Lk 4:42; Lk 5:16; Lk 11:1-4; Lk 22:31-32; Lk 22:40-44; Lk 23:34a; Lk 23:46 Jn 17:1-9, 20.</p> <p>Action: <i>Read through all the passages from Matthew. Once completed, write the following description alongside the scripture references on the board:</i></p> <ul style="list-style-type: none"> • <i>Matthew 5:5-14: Jesus teaches about prayer and the Lord’s Prayer.</i> • <i>Matthew 26:36-44: Jesus prays in the Garden of Gethsemane before his crucifixion.</i> 	<p>Accessing Christian Story and Vision</p>

Action: Read through all the passages from Mark. Once completed, write the following description alongside the scripture references on the board:

- Mark 1:35: Jesus prays early in the morning in a solitary place.

Action: Read through all the passages from Luke. Once completed, write the following description alongside the scripture references on the board:

- Luke 11:1-4: Jesus teaches his disciples the Lord's Prayer.

Action: Read through all the passages from John. Once completed, write the following description alongside the scripture references on the board:

- John 17:1-9, 20: Jesus prays for himself, his disciples, and all believers.

Teacher: Each of these passages provides insights into how Jesus approached prayer. We will focus on three of these passages to understand where, when, and how Jesus prayed and what these examples teach us about prayer.

We do:

Teacher: We are now going to work together to unpack further one of these passages. We are going to be looking at these 5 questions:

1. Where did Jesus pray?
2. When did Jesus pray?
3. How did Jesus pray?
4. What does this passage reveal about the meaning and purpose of prayer?
5. What different ways or places of praying are demonstrated?

Action: Have students write the questions in their books.

Let's look at Matthew 26:36-44 together.

Action: Have students find this passage in their Bibles. Read together:

Then Jesus went with them to a place called Gethsemane, and he said to his disciples, "Sit here while I go over there and pray." He took with him Peter and the two sons of Zebedee and began to be grieved and agitated. Then he said to them, "My soul is deeply grieved, even to death; remain here, and stay awake with me." And going a little farther, he threw himself on the ground and prayed, "My Father, if it is possible, let this cup pass from me, yet not what I want

but what you want.” Then he came to the disciples and found them sleeping, and he said to Peter, “So, could you not stay awake with me one hour? Stay awake and pray that you may not come into the time of trial; the spirit indeed is willing, but the flesh is weak.” Again, he went away for the second time and prayed, “My Father, if this cannot pass unless I drink it, your will be done.” Again, he came and found them sleeping, for their eyes were heavy. So, leaving them again, he went away and prayed for the third time, saying the same words.

Teacher: Let’s now go through each of our 5 questions to see if we can answer them better after reading the passage. We are going to make notes of our answers as you are going to use this for your assessment portfolio.

You do:

Teacher: Work in small groups to analyse two of the following passages. For each passage, answer these questions:

1. Where did Jesus pray?
2. When did Jesus pray?
3. How did Jesus pray?
4. What does this passage reveal about the meaning and purpose of prayer?
5. What different ways or places of praying are demonstrated?

At the end of the lesson you should have three responses for you to add to your assessment portfolio.

Action: *List the following passages to choose from (groups can select different passages or all analyse the same ones):*

- *Matthew 26:36-44*
- *Mark 1:35*
- *Luke 11:1-4*

John 17:1-9, 20

Review of Learning: By the end of this lesson, students will have developed a comprehensive understanding of how Jesus approached prayer, including where and when He prayed, and the methods He used. They will be able to articulate how these examples from scripture illustrate the meaning and purpose of prayer. Additionally, students will have reflected on how Jesus’ prayer practices can inspire and inform their own prayer lives. Through group analysis and personal reflection, students will gain a deeper appreciation for the diverse ways Jesus engaged with God and how this can shape their own spiritual practices.

Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Teaching and Learning Experiences	Shared Christian Praxis Movement
Lesson 10	<p>LI – I will understand the significance of the Lord’s Prayer and recontextualize it to reflect personal and contemporary experiences.</p> <p>SC- I can identify and explain the key elements of the Lord’s Prayer as presented in Matthew 6:5-15.</p> <p>SC- I can recontextualise the Lord’s Prayer by translating its traditional language into a modern or personal context and clearly articulate their responses in their journals</p>	<p>Lesson overview:</p> <p>In this lesson, students will explore the Lord’s Prayer as presented in Matthew 6:5-15. They will analyse the prayer’s significance and meaning in the Christian faith and then recontextualize it by translating its elements into their own contemporary language and experiences. The lesson will involve reading and discussing the passage, creating personalized versions of the prayer, and pasting the completed responses into their journals. This exercise aims to deepen students’ understanding of the prayer’s foundational role and its relevance to their personal spiritual life.</p> <p>Lesson materials/resources:</p> <p>For each lesson students should have access to the portfolio that will be used for the assessment task. NRSV Bible. Copies of the Lord’s Prayer.</p> <p>I do:</p> <p>Teacher: Today, we will focus on the Lord’s Prayer, a foundational prayer in Christian tradition. We’ll start by reading Matthew 6:5-15 and then discuss its significance. Following this, you will recontextualise the prayer to make it relevant to your own life and experiences.</p> <p>Action: <i>Read Matthew 6:5-15 aloud: Matthew 6:5-15 includes Jesus’ teachings on prayer, including the Lord’s Prayer.</i></p> <p>We do:</p> <p>Action: <i>Discuss in pairs or small groups the following questions (write these on the board):</i></p> <ul style="list-style-type: none"> • <i>What are the main elements of the Lord’s Prayer?</i> • <i>What do these elements signify in the context of Christian teaching?</i> • <i>Why is the Lord’s Prayer considered a foundational prayer for Christians?</i> <p>Action: <i>Groups share their insights with the class.</i></p>	<p><i>Accessing Christian Story and Vision / Responding</i></p>

You do:

Teacher: Using your understanding of the Lord's Prayer, recontextualise it by rewriting it in your own words or applying it to a modern context. Think about how each line can be expressed in a way that reflects your own life and experiences. You are going to add your completed recontextualised Lord's Prayer into your assessment portfolio.

Instructions for Recontextualization (*write these on the board*):

- Rewrite each line of the Lord's Prayer in a modern or personal context.
- Consider how each line can be adapted to address contemporary issues or personal experiences.

Action: *Students work individually to complete their recontextualised versions.*

Review of Learning: By the end of this lesson, students will have gained a deeper understanding of the Lord's Prayer and its significance in Christian practice. They will have recontextualized the prayer to reflect personal and contemporary experiences, demonstrating an ability to connect traditional teachings with their own lives. This exercise will help students appreciate the prayer's foundational role and its relevance in their personal spiritual journey.

Lesson
1 hour 15
min
duration

**Learning Intention
and Success Criteria**

Teaching and Learning Experiences

**Shared
Christian
Praxis
Movement**

Lesson 11

LI – I will differentiate between personal, communal, and liturgical prayers, and to identify and understand the specific prayers used in the Eucharistic celebration.

SC- I can articulate the differences between personal, communal, and liturgical prayers.

SC- I can identify the liturgical prayers in the Eucharistic celebration, describe who says each prayer, and explain the form each prayer takes.

Lesson overview:

In this lesson, students will explore the differences between personal, communal, and liturgical prayers. They will brainstorm and record their ideas on the classroom display. The lesson will then focus on identifying and understanding the various liturgical prayers used during the Eucharistic celebration. Students will learn who says each prayer and the form each prayer takes, enhancing their understanding of how these prayers fit into the structure of the Mass.

Lesson materials/resources:

I do:

Teacher: Today, we will learn about three types of prayer: personal, communal, and liturgical. Let's start by defining each one.

- Personal prayer is when you pray alone. Can anyone give an example of personal prayer? *(Record responses on the whiteboard.)*
- Communal prayer is when we pray together as a group. What might be an example of communal prayer? *(Record responses.)*
- Liturgical prayer is used in formal worship settings, like the Mass. Can you think of a liturgical prayer? *(Record responses.)*

Now, let's look at the prayers used during the Mass.

Here's a list of liturgical prayers *(write on the board)*.

- Sign of the Cross
- Penitential Act
- Gloria
- Collect (Opening Prayer)
- The Creed
- The Prayer of the Faithful
- Offertory
- Prayer over the Offerings

***Accessing Christian
Story and Vision /
Responding***

- Preface
- Sanctus (Holy, Holy, Holy)
- The Eucharistic Prayer
- The Lord's Prayer
- Lamb of God

Prayer after Communion

Action: Write Prayer of the Board for Students

We do:

Teacher: Now, you are going to work in small groups. Each group will analyse a few liturgical prayers. In your groups, find out who says each prayer and describe what the prayer is for. For example, what is the purpose of the Gloria or the Creed?

- Group 1: Sign of the Cross, Penitential Act, Gloria
- Group 2: Collect, The Creed, Prayer of the Faithful
- Group 3: Offertory, Prayer over the Offerings, Preface
- Group 4: Sanctus, The Eucharistic Prayer, Lord's Prayer
- Group 5: Lamb of God, Prayer after Communion

Action: Allow time for students to complete the activity, with their responses to be anticipated as follows:

Sign of the Cross:

- **Who Says It:** The priest and the congregation.
- **Purpose:** Acknowledges the Holy Trinity and begins the Mass. It is a sign of blessing and commitment.
- **Form:** The priest and congregation make the sign of the cross on their bodies.

Penitential Act:

- **Who Says It:** The priest leads, and the congregation responds.
- **Purpose:** Confesses sins and asks for God's mercy. It prepares the congregation for worship.
- **Form:** Includes the Confiteor ("I confess...") or other forms of asking for forgiveness.

Gloria:

- **Who Says It:** The congregation (usually sung).
- **Purpose:** Praises God and rejoices in His glory.
- **Form:** A hymn of praise beginning with "Glory to God in the highest..."

Collect (Opening Prayer):

- **Who Says It:** The priest.
- **Purpose:** Summarizes the intentions of the Mass and gathers the prayers of the people.
- **Form:** The priest prays aloud, and the congregation responds with "Amen."

The Creed:

- **Who Says It:** The congregation (usually recited).
- **Purpose:** Profess faith in the core beliefs of Christianity.
- **Form:** A declaration of faith, typically the Nicene Creed or Apostles' Creed.

The Prayer of the Faithful:

- **Who Says It:** The priest leads, and the congregation responds.
- **Purpose:** Offers prayers for the Church, the world, and specific needs.
- **Form:** A series of petitions, each followed by the congregation's response.

Offertory:

- **Who Says It:** The priest.
- **Purpose:** Prepares the gifts of bread and wine to be consecrated.
- **Form:** The priest offers the gifts to God.

Prayer over the Offerings:

- **Who Says It:** The priest.
- **Purpose:** Asks God to accept and bless the offerings.
- **Form:** A prayer said by the priest as the gifts are prepared for consecration.

Preface:

- **Who Says It:** The priest.
- **Purpose:** Prepares the congregation for the Eucharistic Prayer and gives thanks to God.
- **Form:** Begins with "It is truly right and just..." and includes a hymn of praise.

Sanctus (Holy, Holy, Holy):

- **Who Says It:** The congregation (usually sung).
- **Purpose:** Acclaims God's holiness and joins in the heavenly hymn of praise.
- **Form:** A hymn that starts with "Holy, Holy, Holy Lord God of hosts..."

The Eucharistic Prayer:

- **Who Says It:** The priest.
- **Purpose:** Consecrates the bread and wine, making them the Body and Blood of Christ.
- **Form:** Includes the Institution Narrative ("This is my body...") and other prayers of thanksgiving.

The Lord's Prayer:

- **Who Says It:** The priest leads, and the congregation responds.
- **Purpose:** Recites the prayer given by Jesus, asking for God's guidance and provision.
- **Form:** A communal recitation of the prayer Jesus taught his disciples.

Lamb of God:

- **Who Says It:** The congregation (usually sung).
- **Purpose:** Invites Christ to take away the sins of the world and grant peace.
- **Form:** A hymn that starts with "Lamb of God, you take away the sins of the world..."

Prayer after Communion:

- **Who Says It:** The priest.
- **Purpose:** Concludes the celebration of the Eucharist and expresses gratitude for the sacrament.

Form: A final prayer that the priest says after the congregation has received Communion.

Teacher: Each group will now present their findings to the class. Please share who says each prayer and its purpose.

You do:

Teacher: For your assessment portfolio, you are going to write a description of one of the liturgical prayers used during Mass that we have just researched in our groups.

Action: *Allow students time to respond and complete their assessment piece.*

Review of Learning: By the end of this lesson, students will have a clear understanding of the differences between personal, communal, and liturgical prayers. They will be able to identify and explain the various liturgical prayers used in the Eucharistic celebration, describing who says each prayer and the form it takes. This will enhance their appreciation of the structure and significance of the Mass and deepen their understanding of how different types of prayer contribute to their spiritual life.

Lesson
1 hour 15
min
duration

**Learning Intention
and Success Criteria**

Teaching and Learning Experiences

**Shared
Christian
Praxis
Movement**

Lesson 12

LI – I will explore and distinguish between the six common types of prayer: Blessing, Adoration, Petition, Intercession, Thanksgiving, and Praise. I will apply my understanding by writing my own prayer for one of these types and collaborating to create a collective prayer collection.

SC- I can accurately identify and describe the six types of prayer and distinguish between them.

SC- I can write a meaningful prayer for one of the six types and explain how it reflects the characteristics of that type of prayer.

Lesson overview:

In this lesson, students will explore and distinguish between the six common types of prayer: Blessing, Adoration, Petition, Intercession, Thanksgiving, and Praise. Students will write their own prayer for one of these types and work collaboratively to create a collection of prayers representing each type. They will document their work in their journals.

Lesson materials/resources:

For each lesson students should have access to the portfolio that will be used for the assessment task. Handouts with the descriptions of the 6 types of prayer (**Appendix 1**):

I do:

Teacher: Today, we are going to learn about six common types of prayer: Blessing, Adoration, Petition, Intercession, Thanksgiving, and Praise. Each type of prayer serves a different purpose and helps us communicate with God in various ways.

Action: *Ensure each student has a copy of the handout. Read through each definition and answer questions as they arise.*

Teacher: Let's write a prayer of Adoration together. I will start by addressing God and praising His greatness. Then, I'll add specific attributes of God and express how wonderful He is.

Heavenly Father,
We are in awe of Your infinite majesty and boundless love, marvelling at Your creation and wisdom. You are the source of all life and the guiding light in our lives, offering strength and comfort through Your compassion. We adore You for Your unwavering faithfulness and the peace Your presence brings to our hearts. Amen.

Can anyone identify some of the parts of the prayer that tells us it is a prayer of Adoration?

Action: *Allow time for discussion and students to identify adoration aspects.*

**Reflecting
Critically/Access
ing Christian
Story and Vision**

We do:

Teacher: Now, I want you to work in small groups. Each group will choose one of the six types of prayer to focus on. You will create a prayer based on that type, and then share it with the class.

In your groups, discuss the type of prayer you have chosen. Think about its purpose and how you can write a meaningful prayer for that type.

Write your prayer together, ensuring it aligns with the purpose of the type you selected.

Action: *Divide the class into the following 6 groups. Listing the types of prayers they will focus on, on the board:*

- Group 1: Blessing
- Group 2: Adoration
- Group 3: Petition
- Group 4: Intercession
- Group 5: Thanksgiving
- Group 6: Praise

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

Teacher: Each group will present their prayer to the class. Explain why you chose this type of prayer and how your prayer reflects its purpose.

You do:

Teacher: You are now going to work through the other 5 types of prayer that were not covered by your group. Write your own prayer for each type, making sure to incorporate its purpose and characteristics. This is going to be added to your assessment portfolio.

Action: *Allow time for students to complete the activity.*

Review of Learning: By the end of this lesson, students will be able to distinguish between the six common types of prayer and understand their distinct purposes. They will have written their own prayers for one of these types and contributed to a collective class resource. This will help deepen their understanding of the different ways to engage with God through prayer and enhance their personal prayer practice.

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 and reflect on Pope Francis' teachings about prayer and apply these insights to personal prayer practices.</p> <p>SC- I can identify and summarize a recent statement about prayer from Pope Francis.</p> <p>SC- I can explain the significance of the statement and what lessons can be learned from it.</p> <p>SC- I can articulate why the selected statement is relevant and include it meaningfully in their assessment portfolios.</p>	<p>Lesson overview:</p> <p>In this lesson, students will explore recent statements about prayer from Pope Francis. They will analyse the content of these statements to understand what the Pope teaches about prayer and how these teachings can be applied to their own prayer practices. Students will also reflect on why the selected statements were chosen and how they can be included in their assessment portfolios.</p> <p>Lesson materials/resources:</p> <p>For each lesson students should have access to the portfolio that will be used for the assessment task. Access to the internet.</p> <p>I do:</p> <p>Teacher: Today, we will explore recent statements from Pope Francis about prayer. His teachings provide valuable insights into how we can deepen our relationship with God through prayer.</p> <p>I have found a statement from Pope Francis on prayer. Let's read it together and discuss what he says:</p> <p>"Prayer is the humble opening of our hearts to God, a way to invite Him into our lives and express our trust in His divine providence. It is through prayer that we find strength, comfort, and a deeper connection with God."</p> <p>This statement is a great example because it highlights the essential role of prayer in opening our hearts to God and emphasises the strength and comfort we gain through it.</p> <p>I will now demonstrate how to summarise this statement and reflect on its significance. We need to capture the key message and think about how it can be applied to our own lives.</p> <p>Now, the first way we are going to summarise is to break the statement into its main ideas. We want to focus on the core concepts. Here are the key points in this statement:</p> <ol style="list-style-type: none"> 1. Prayer involves opening our hearts to God with humility. 	<p><i>Accessing Christian Story and Vision / Responding</i></p>

2. Prayer invites God into our lives and expresses our trust in Him.
3. Through prayer, we gain strength, comfort, and a deeper connection with God.

Based on the key points, we can create a brief summary. Let's combine these ideas into a concise version of the statement.

Action: *Write the following summary statement on the board:*

Pope Francis teaches that prayer is a humble act where we open our hearts to God, inviting Him into our lives and expressing our trust in His care. Through prayer, we receive strength, comfort, and deepen our relationship with God.

We do:

Teacher: In your groups, find a recent statement about prayer from Pope Francis. You can use his official website, Twitter feed, or other reliable sources.

You are going to discuss the statement you find, summarize its key points, and reflect on the lessons it teaches about prayer. Then, prepare to share your findings with the class.

These are the 3 things you need to cover (*write on the board*):

- Summarise: Write a brief summary of the statement.
- Reflect: Discuss what lessons can be learned and how these teachings might influence personal prayer practices.
- Share: Each group will present their statement, summary, and reflections.

Action: *Allow time for students to complete the activity in pairs.*

You do:

Teacher: Select a statement from Pope Francis about prayer that resonates with you. Write a summary of the statement and explain why it is significant. Reflect on how this statement can influence your own prayer life. Include the selected statement, your summary, and your reflections in your assessment portfolio. Make sure to explain why you chose this statement and how it relates to your understanding of prayer.

Action: *Allow time for students to complete the activity. Ensuring the statement is added to their assessment portfolio.*

Review of Learning: By the end of this lesson, students will be able to identify and summarize recent statements about prayer from Pope Francis. They will reflect on the significance of these

		statements and articulate how they can apply the lessons learned to their own prayer practices. This will help students deepen their understanding of prayer and enhance their assessment portfolios with meaningful insights from a contemporary religious leader.	
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Lesson
1 hour 15
min
duration

**Learning Intention
and Success Criteria**

Teaching and Learning Experiences

**Shared
Christian
Praxis
Movement**

Lesson 14

LI – I will explore different mediums of prayer (music, photos, artworks) and reflect on how these mediums can express personal and communal prayer.

SC- I can choose a song, photo, and artwork that resonate with my understanding of prayer.

SC- I can write thoughtful reflections on how each medium represents or enhances prayer.

Lesson overview:

In this lesson, students will explore how prayer can be expressed through various mediums such as music, photos, and artworks. They will be guided to choose a song, a photo, and an artwork that resonates with their understanding of prayer or could be used in prayer. Students will then write reflections explaining why they chose these specific mediums and how they connect to prayer. The lesson will foster creative expression and deepen students' understanding of personal and communal prayer.

Lesson materials/resources:

For each lesson students should have access to the portfolio that will be used for the assessment task. Access to the internet.

I do:

Teacher: Today, we are going to explore different ways people can experience or express prayer, beyond just spoken words. Music, images, and artwork can be powerful forms of prayer, helping us connect with God in unique ways. I'll share some examples, and then you will choose a song, a photo, and an artwork that speak to you of prayer.

Action: *Play a short instrumental or religious song and display a meaningful photo and piece of religious artwork (e.g., an image of nature, a classical religious painting).*

Teacher: How can music like this be a form of prayer? How does this image or artwork make you feel connected to something bigger?"

We do:

Teacher: Now that you've seen some examples, it's your turn to start thinking about what song, photo, or artwork speaks to you of prayer. Let's brainstorm some ideas together. Think about the songs you listen to, pictures that inspire you, or artworks that make you feel peaceful or reflective.

In small groups, you will discuss the following (*write on the board*):

- "What music could be used in a prayerful setting?"

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Responding***

- "How do certain photos or images make you feel connected to God or others?"
- "Can art be a way to pray?"

Action: *Walk around the room to prompt students and provide feedback during their discussions. Highlight different perspectives and mediums (e.g., modern songs, cultural images, personal artworks).*

You do:

Teacher: Now it's time for you to choose a song, photo, and artwork that resonates with your understanding of prayer. You'll place each of these in your journal and write a short reflection for each. Your reflection should answer the question: How does this medium represent or enhance my connection with prayer?

You will cover the following (*write on the board*):

1. A **song** that speaks to them of prayer.
2. A **photo** that represents or inspires prayer.
3. An **artwork** that could be used in prayer or makes them feel prayerful.

Action: *Monitor students to ensure work is completed appropriately. Ensure task is placed in assessment portfolio.*

Review of Learning: Students will have learned that prayer is not limited to spoken words but can be expressed through different artistic and creative forms. By selecting and reflecting on a song, photo, and artwork, students will understand how these mediums can inspire a connection with God and serve as a form of personal or communal prayer. Through these reflections, they will gain a broader appreciation of how prayer can be integrated into their daily lives in unique and meaningful ways.

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 significance of the environment in fostering meaningful prayer and contemplation.</p> <p>SC- I can explain why the environment plays an important role in creating a space for prayer.</p> <p>SC- I can identify places within my school that are conducive to prayer and reflection.</p> <p>SC - I can participate in a class prayer held in an alternative environment and reflect on the experience.</p>	<p>Lesson overview:</p> <p>In this lesson, students explore the significance of the environment in fostering meaningful prayer experiences. They discuss why certain settings, such as chapels, gardens, or quiet spaces, can help deepen focus and reflection during prayer. Students then explore different locations around the school to identify spaces conducive to prayer. The lesson concludes with a class prayer in one of these alternative environments, followed by a personal reflection on how the setting influenced their prayer experience.</p> <p>Lesson materials/resources:</p> <p>For each lesson students should have access to the portfolio that will be used for the assessment task.</p> <p>I do:</p> <p>Teacher: Today, we’re going to talk about how the environment can help us pray. Sometimes, the place where we pray—whether it’s indoors, outdoors, or in a specific space—makes a difference in how we feel connected to God. Let’s think about why the environment might be important when we pray.</p> <ul style="list-style-type: none"> ○ Think about different environments where you have prayed. We are going to focus on prayer in the Church for our discussion. Let’s have a think about: Why is the environment important in helping us focus during prayer?" ○ "How is this space designed to help people reflect or pray?" ○ "What other environments could be conducive to prayer? Could places outdoors be as effective as indoors?" <p>Action: Facilitate discussion and focus on the following key points to cover:</p> <ul style="list-style-type: none"> ○ The environment can influence how focused, calm, and connected we feel during prayer. ○ Spaces for prayer are often quiet, peaceful, and reflective to support contemplation. ○ Natural environments like gardens or open spaces can bring a different, calming connection to God. 	<p><i>Accessing Christian Story and Vision</i></p>

We do:

Teacher: Now let's think together about what makes a good environment for prayer. Can anyone identify places that you think would be ideal for prayer and reflection?

Action: *Facilitate discussion and focus on the following key points to cover:*

- How does this place feel? Could it help you focus on prayer?
- What about the environment makes this place peaceful or distracting?

You do:

Teacher: What you are going to do now, to add to your assessment portfolio is a short summary and reflection on a personal prayer space of yours. In your summary, I would like you to cover the following things (*write these on the board*):

- A description of your prayer space.
- What is it about this environment that makes it a good space for prayer.
- How does the space help you feel connected to God or to your own thoughts? Does it enhance your sense of spirituality?

Action: *Allow time for students to complete the activity, ensuring that the work is then placed in their assessment portfolio.*

Review of Learning: In this lesson, students explore the significance of different environments for prayer and reflection. They considered how the setting can influence their focus, mood, and connection to God. By identifying various spaces around the school, students reflected on what makes an environment conducive to prayer, such as tranquillity, natural beauty, or a sense of sacredness. This helped them understand the importance of choosing a space that fosters a deeper and more meaningful prayer experience.

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 understand the significance of Marian prayers in the Catholic Church and why Mary holds a special place in Catholic devotion.</p> <p>SC- I can identify and explain key Marian prayers.</p> <p>SC- I can reflect on why the Catholic Church has a special devotion to Mary</p>	<p>Lesson overview:</p> <p>In this lesson, students will explore the significance of Marian prayers in the Catholic Church. They will examine key prayers to God through Mary, such as the Hail Mary, Memorare, and Hail Holy Queen, and consider why Mary holds a special place in Catholic devotion. Through group discussion and individual research, students will delve into the meaning and origins of these prayers, reflecting on how they express trust in Mary’s intercession and devotion to God. The lesson will conclude with students presenting their findings and reflecting on Mary’s role in prayer.</p> <p>Lesson materials/resources:</p> <p>For each lesson students should have access to the portfolio that will be used for the assessment task. Marian prayers on display and for student hand outs (Appendix 2).</p> <p>I do:</p> <p>Teacher: Today, we are going to learn about prayers to God through Mary. Mary holds a very special place in the Catholic Church. We will explore why she is so important and look at some key prayers, like the Hail Mary and the Memorare, which are addressed to her. Let's start by thinking about why Mary might be an important figure in our faith.</p> <p>Why do you think Mary is such a central figure in the Catholic Church? Why might Catholics pray to God through her?</p> <p>Action: <i>Allow students time to answer.</i></p> <p>Teacher: Let’s look at some of the key Marian prayers. The first prayer we will study is the Hail Mary. This is one of the most well-known prayers in the Catholic tradition. Let’s read it together.</p> <p>Action: <i>Display the Hail Mary on the board, and read it aloud as a class.</i></p> <p>Teacher: The Hail Mary is a prayer asking Mary to intercede for us—meaning she speaks to God</p>	<p>Accessing Christian Story and Vision</p>

on our behalf. The words come from Scripture, where the angel greets Mary as ‘full of grace.’ It is a prayer of both praise and request for her help.

Action: *Then, briefly introduce the Memorare and Hail Holy Queen, explaining their focus on trust in Mary’s protection and her role as Queen of Heaven.*

We do:

Teacher: Now, let’s think about why Catholics pray to Mary. What do these prayers tell us about her role in our faith? Why do we trust her to intercede for us? Let’s discuss.

Action: *Guide students through a brief discussion, asking questions like:*

- *“How might these prayers show our trust in Mary?”*
- *“Why is it important that Mary intercedes for us?”*

You do:

Teacher: Now it’s your turn to explore these prayers more deeply. You will choose one of the three Marian prayers—Hail Mary, Memorare, or Hail Holy Queen—and research it further. I want you to find out the meaning of the prayer, where it comes from, and why it is important in Catholic prayer.

Action: *Distribute copies of the prayers to each student and direct them to research and write a brief reflection on the chosen prayer in their journals.*

Teacher: Once you’ve completed your research, write a short reflection in your journal. Answer these questions (*write on the board*):

- What does this prayer say about Mary’s role in our faith?
- How does it help us pray to God through her?
- When and where is this prayer commonly used?

Action: *Allow time for students to complete the task.*

Review of Learning: In this lesson, students gained an understanding of Marian prayers and their importance in the Catholic faith. They explored key prayers such as the Hail Mary, Memorare, and Hail Holy Queen, learning about their origins and significance. Through discussion and reflection, students deepened their appreciation for the Catholic Church’s special devotion to Mary and her role as an intercessor. The lesson provided students with the opportunity to connect these prayers to their own faith experience and understand how Mary’s example continues to inspire prayer and devotion today.

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 explore and understand different meditation techniques and identify which are Christian. I will reflect on personal experiences with these techniques.</p> <p>SC- I can identify various meditation techniques and explain which ones are Christian and why.</p> <p>SC- I can participate respectfully in different forms of meditation and reflect on my experience and feelings.</p>	<p>Lesson overview:</p> <p>In this lesson, students will explore various meditation techniques, including Christian and non-Christian methods, to understand their purposes and effects. They will participate in contemplative prayer, guided meditation, and silent meditation, reflecting on their experiences with each technique. By analysing how these different practices impact their spirituality and personal well-being, students will gain a deeper appreciation for meditation as a tool for enhancing their spiritual journey.</p> <p>Lesson materials/resources:</p> <p>For each lesson students should have access to the portfolio that will be used for the assessment task.</p> <p>I do:</p> <p>Teacher: Today, we are going to explore different meditation techniques and see how they can help us in our spiritual practice. Meditation can help us find peace and focus our minds. We will look at a few techniques, some of which are specifically Christian, and others that are not. We'll also have the opportunity to try out different forms of meditation.</p> <p>First, let's review some common meditation techniques and discuss which ones are Christian and why.</p> <p>Action: <i>Write the following types of prayer on the board for students to copy into their books:</i></p> <ul style="list-style-type: none"> • <i>Christian meditation</i> • <i>Guided meditation</i> • <i>Silent meditation</i> <p>Teacher: Christian meditation techniques often include elements of prayer, scripture, and a focus on God's presence. Guided and silent meditations may not always be Christian but can be adapted for spiritual practice.</p>	<p><i>Accessing Christian Story and Vision / Responding</i></p>

We are now going to add in some further information for each heading:

Action: Write the following on the board for students to copy:

- Christian meditation:
 - Contemplative Prayer: Focuses on deepening one's relationship with God through silent reflection and scripture.
 - Centring Prayer: Involves sitting in silence and focusing on a sacred word or phrase to deepen connection with God.
- Guided Meditation:
 - A practice where a guide leads the individual through a series of instructions and imagery to relax and focus.
- Silent Meditation:
Involves sitting quietly without any external guidance, focusing on one's breath or thoughts.

We do:

Teacher: Now, we are going to try different forms of meditation. We'll start with a Christian meditation technique and then move on to other types.

Teacher: After each meditation session, we will take a few moments to reflect on our experiences. Think about how each type of meditation made you feel and what you noticed.

Teacher: Take a few moments to settle into your space. Breathe slowly and deeply, feeling the air fill your lungs and then gently release it. As you breathe, become aware of God's presence around you and within you.

Now, I will read a passage of Scripture. Listen to the words and allow them to resonate in your heart. Reflect on their meaning and how they speak to you personally.

'Be still, and know that I am God; I will be exalted among the nations, I will be exalted in the earth.'

As you meditate on this passage, let these words remind you of God's power and presence in your life. Picture yourself in a place of peace and calm, fully in the presence of God.

Imagine God's loving embrace surrounding you, offering comfort and strength.

If your mind begins to wander, gently bring your focus back to the Scripture passage. Repeat the verse silently in your mind, letting it become a mantra that guides you back to a place of stillness.

Action: *Pause for about 2 minutes to allow students to meditate.*

Teacher: As we come to the end of our meditation, let us offer a short prayer together: 'Heavenly Father, we thank You for this time of quiet reflection. Help us to carry the peace and presence we've experienced here into our daily lives. Strengthen our faith and guide us in Your truth. Amen.'

When you're ready, gently open your eyes and take a moment to reorient yourself.

Teacher: Before we begin the next meditation. Would anyone like to share their experience, thoughts or feelings about the Christian meditation? What did you feel and what did you notice?

Action: *Allow time for responses.*

Teacher: We are now going to meditate in a similar way, with a guided meditation:

Take a deep breath in through your nose, allowing your lungs to fill with air. Breathe out slowly through your mouth, releasing any tension you may be carrying. Feel yourself settling into a peaceful state.

Now, focus on the presence of God around you. Imagine that you are in a sacred space, surrounded by God's love and light. As you breathe, visualize this light gently enveloping you, bringing a sense of calm and serenity.

Let's reflect on a passage from Scripture.

I will read a verse from the Gospel of Matthew:

'Come to me, all you who are weary and burdened, and I will give you rest.' (Matthew 11:28)

As you listen to this verse, let it speak to your heart. Imagine Jesus inviting you with open arms, offering you rest and comfort. Let His presence fill you with peace, knowing that He is with you in every moment.

Action: **Pause to allow for reflection.**

Teacher: Now, bring to mind a personal intention or concern. Offer it to God in your heart, asking for His guidance and support. Trust that He hears your prayers and is working in your life.

Action: Pause to allow for reflection.

Teacher: As we come to the end of our meditation, let us close with a prayer:
'Heavenly Father, thank You for this time of reflection and for the comfort of Your presence. May we carry Your peace with us throughout the day and trust in Your loving care. Guide us and keep us close to You. Amen.'

When you're ready, gently open your eyes, take a deep breath, and return to the present moment, carrying with you the peace and calm of this time of prayer."

Teacher: Before we begin the next meditation. Would anyone like to share their experience, thoughts or feelings about the guided meditation? What did you feel and what did you notice?

Action: Allow time for responses.

Teacher: we are now going to experience a short silent meditation.

Close your eyes if you're comfortable and take a deep breath in through your nose, allowing your lungs to fill with air. Exhale slowly through your mouth, releasing any tension or stress.

Now, bring your attention to your breathing. Notice the gentle rise and fall of your chest with each breath. Breathe in slowly and deeply, feeling the air fill your body, and breathe out completely, letting go of any worries or distractions.

As you focus on your breath, allow yourself to enter a state of stillness. Let go of any thoughts that arise and gently bring your focus back to your breath. Feel the calm and peace that comes with being fully present in this moment.

Take this time to simply be with yourself. Observe any sensations, feelings, or thoughts without judgment. Just let them pass by like clouds in the sky.

Teacher: Would anyone like to share their experience, thoughts or feelings about the silent meditation? What did you feel and what did you notice? What was different or similar between the meditation types?

Action: Allow time for responses.

You do:

Teacher: Now it's your turn to reflect on the meditation techniques we practiced. Write a brief reflection in your journal on the following points for each meditation type you experienced (*write the questions on the board*):

1. How did this type of meditation make you feel?
2. What did you find helpful or challenging about this technique?
3. How does this technique compare to your understanding of Christian meditation?

Action: *Allow time for responses.*

Lesson
1 hour 15
min
duration

**Learning Intention
and Success Criteria**

Teaching and Learning Experiences

**Shared
Christian
Praxis
Movement**

Lesson 18

LI – I will understand the significance of different postures in Christian prayer and how these postures express various aspects of spiritual practice and devotion.

SC- I can identify and describe the significance of at least five different postures used in Christian prayer.

SC- I can demonstrate an understanding of how each posture reflects different aspects of reverence, submission, and relationship with God.

Lesson overview:

In this lesson, students will explore the various postures adopted in Christian prayer and their significance. They will investigate how different postures—such as standing, sitting, kneeling, prostrating, and folding hands—reflect various aspects of reverence, submission, and relationship with God. Through discussion and practical demonstrations, students will understand how body language can express devotion and connection in prayer.

Lesson materials/resources:

I do:

Teacher: Today, we are going to explore how Christians use different postures in prayer to express their feelings and relationship with God. These postures help convey reverence, humility, and connection.

Action: *Demonstrate and explain the significance of each posture. Write the following list on the board:*

- *Standing*
- *Sitting*
- *Kneeling*
- *Prostrating*
- *Folding hands*

Teacher: Standing: Represents respect and readiness to listen.

Sitting: Indicates a posture of learning or rest.

Kneeling: Symbolizes humility and submission before God.

Prostrating (bowing low to the ground): Reflects deep humility and total submission.

Folding Hands: A common posture for prayer, symbolizing focus and devotion.

Teacher: Each of these postures has its own meaning and helps us express different aspects of our relationship with God.

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		<p>We do:</p> <p>Teacher: in groups you are now going to research one of the postures used in prayer and create a short presentation on it's use and significance in prayer.</p> <p><i>Action: Divide up students and allocate them one of the postures used in prayer. Allow time to complete activity and present back to the class.</i></p>	
		<p>You do:</p> <p>Teacher: You do:</p> <p>Teacher: You are now going to write a short reflection in your journal about a posture that you have learnt about today – not the one you researched yourself. Write about it's significance and use during prayer.</p> <p><i>Action: Allow time to complete activity and present back to the class.</i></p> <p>Review of Learning: Review of Learning: Students will be able to identify and describe various postures used in Christian prayer and understand the significance of each. They will reflect on how these postures can enhance their personal prayer life, recognizing that body language in prayer is a meaningful way to express reverence and connection with God. Through group work and individual reflection, students will have gained a deeper appreciation for the role of physical expression in spiritual practice.</p>	

Lesson
1 hour 15
min
duration

**Learning Intention
and Success Criteria**

Teaching and Learning Experiences

**Shared
Christian
Praxis
Movement**

Lesson 19

LI – I will understand that prayer is a holistic practice that involves the entire person and requires persistence, even in difficult moments, with the help of the Holy Spirit.

SC- I can describe how prayer engages the mind, body, and spirit.

SC- I can reflect on how perseverance in prayer is essential, supported by the Holy Spirit, and identify ways people can pray together.

Lesson overview:

In this lesson, students will explore the concept that prayer involves the whole person—mind, body, and spirit—and requires effort and perseverance. Through Scripture, discussion, and reflection, students will examine how prayer can be a challenge but is supported by the Holy Spirit. They will conclude by creating a personal reflection on the various ways people pray together, drawing from their own experiences and insights.

Lesson materials/resources:

For each lesson students should have access to the portfolio that will be used for the assessment task.

I do:

Teacher: Today, we will explore how prayer is not just an exercise of the mind but something that involves our whole being—our thoughts, emotions, and even our body. We will also look at how prayer can sometimes be difficult, but the Holy Spirit helps us in moments of struggle. We are going to look at Romans 8:26-27

“Likewise, the Spirit helps us in our weakness; for we do not know how to pray as we ought, but the Spirit intercedes with sighs too deep for words.”

This passage teaches us that even when we find prayer difficult, the Holy Spirit helps us persevere, especially when we face important choices.

Teacher: I’d like you to take a moment now to talk with the person next to you about these two questions (*write on the board*):

- When has prayer been difficult for you?
- How do you think prayer involves more than just your mind?

Teacher: Let’s share what we discussed.

Action: Allow time for students to share their discussions. aspects of our relationship with God.

**Accessing Christian
Story and Vision**

We do:

Teacher: Let's talk about how prayer involves different parts of ourselves.

Action: *Guide students to consider:*

- *Mind: Thinking and reflecting during prayer.*
- *Body: Postures, actions, and places for prayer.*
- *Spirit: The deeper connection we feel in our hearts and souls.*

Teacher: We also need to persevere in prayer because it's not always easy. Like in Romans 8:26-27, the Holy Spirit helps us when we struggle.

Let's now brainstorm ways people pray together as a whole class (e.g., *in church, in small groups, during meals*).

Action: *Write ideas on the board and encourage students to think of both traditional and creative ways people pray together (e.g., music, communal prayers, silent prayer).*

You do:

Teacher: You are now going to write a reflection in their journals for your assessment portfolio based on the prompt:

- "In what ways can people pray together? How does praying together involve more than just the mind, and why does it require perseverance?"

Action: *Encourage students to include examples of communal prayer they've experienced (e.g., in Mass, family gatherings, or school settings).*

Review of Learning: Students will have reflected on how prayer involves the whole person—mind, body, and spirit—and discussed why prayer can be difficult but requires perseverance, with the help of the Holy Spirit. Through their reflections on communal prayer, they will have explored the importance of praying together and how it enhances their spiritual experience.

Lesson
1 hour 15
min
duration

**Learning Intention
and Success Criteria**

Teaching and Learning Experiences

**Shared
Christian
Praxis
Movement**

Lesson 20

LI – I will understand that prayer can take many forms, including spontaneous prayer, and that there is no single “right” way to pray.

SC- I can identify and describe different forms of prayer, including spontaneous prayer.

SC- I can compose and share their own spontaneous prayer.

Lesson overview:

Students will explore the different ways prayer can be expressed, focusing on the idea that there is no single “right” way to pray. They will look at various forms of prayer, including spontaneous prayer, and understand that prayer is a personal and dynamic interaction with God. The lesson will include discussion, examples of different types of prayer, and an opportunity for students to compose their own spontaneous prayer.

Lesson materials/resources:

For each lesson students should have access to the portfolio that will be used for the assessment task. For this lesson, students will submit their final assessment piece. NRSV Bibles.

I do:

Teacher: Today, we’re going to learn that prayer can happen in many different ways. Sometimes, we may follow a set prayer, like the Our Father, and other times, we may pray from the heart, which is called spontaneous prayer.

Spontaneous prayer means talking to God with your own words. There’s no specific formula or structure—you just speak what’s in your heart.

Here are a few examples of common prayer forms (*write these on the board*):

- Structured prayers
- Quiet meditation
- Communal prayer
- Songs

Together, we are going to look at an example of each. For a structured prayer, we can find this in Matthew. Chapter 6, verses 9-13.

Action: *Have each student open the Bible, find Mt 6:9-13 and read together.*

Teacher: Now, lets look at a spontaneous prayer, a prayer coming directly from the heart. We

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Vision/Understand
ing and Integrating**

can find this in Psalm 51:10-12

Action: Have each student open the Bible, find Psalm 51:10-12 and read together.

Teacher: Both types of prayer are meaningful. One gives us words when we don't know what to say, and the other lets us express our feelings to God in our own way.

We do:

Teacher: We are now going to discuss different prayer forms.

Teacher: What are some prayers you've learned or said in school or at home?

Action: Allow time for students to share their discussions.

Teacher: Have you ever prayed without using a set prayer? How did that feel?

Action: Allow time for students to share their discussions.

Teacher: Why do you think people pray in different ways?

Action: Allow time for students to share their discussions. Emphasise the point that there's no single 'right' way to pray.

Teacher: Now let's practice spontaneous prayer. I'm going to start by saying a prayer out loud without following a specific set of words.

Action: Model a spontaneous prayer, expressing gratitude for the day and asking for help with any challenges.

Teacher: In small groups, you take turns offering their own spontaneous prayers.

Action: Encourage students to keep it simple and speak from the heart. If students are nervous, they can share a sentence or two

You do:

Teacher: **Teacher:** Individually, you are now going to compose a spontaneous prayer, writing down what you would say to God in the moment. Think about things you are thankful for, things you need help with, or people you care about.

Action: *Allow time for students to complete their prayers.*

Teacher: At the end of the lesson today you will be submitting your assessment portfolio. You will now have time to collect all your items for assessment and to create a contents page for the beginning of the portfolio.

Action: *Allow time for students to complete their contents page and finalise their assessment portfolio. Collect at the end of the lesson.*

Review of Learning: Students will have explored the different ways in which prayer can be expressed, with a focus on spontaneous prayer. They will have identified that there is no single 'right' way to pray and reflected on their own experience of creating and sharing a personal, spontaneous prayer. Through the lesson, students will gain confidence in expressing their own prayers and appreciate the diversity of prayer practices.

Prayer Ritual

Prayer Ritual

(Each unit should end with a prayer ritual)

Action: *Gather the students in a circle with the prayer table. Make the Sign of the Cross.*

Teacher: As we conclude our unit on prayer, we gather in the presence of God, who listens to our prayers in all their forms. We light this candle as a reminder of the light of Christ that guides us, warms our hearts, and shines through us in our prayers.

Action: *Light the candle. Read Romans 8:26-27.*

Teacher: In the same way, the Spirit helps us in our weakness. We do not know what we ought to pray for, but the Spirit himself intercedes for us through wordless groans.

As we've learned in this unit, prayer can take many forms—spoken and unspoken, written and unwritten. We are never alone in prayer, for the Spirit helps us when words cannot.

Let's take a moment of silence to reflect on the different ways we can pray—whether through words, actions, music, or simply being still in God's presence. What form of prayer has spoken most to your heart during this unit

Action: *Distribute small pieces of paper and pens to the students.*

Teacher: I invite you to write down a short prayer from your heart. It could be a prayer of thanks, a prayer of blessing, or even a simple petition for someone in need. When you're ready, bring your prayer to the centre and place it in the bowl as an offering to God.

Action: *Allow time for students to respond and write their prayers.*

Teacher: We lift these prayers as a community, knowing that God hears the cry of our hearts. Let's finish with the Sign of the Cross.

Action: *Make the Sign of the Cross.*

Resources

- List of prayer experiences interviews on YouTube (Appendix 1).
- List of Marian prayers (Appendix 2).

Curriculum Adjustments

Student	Adjustment