

# UNIT OUTLINE



<b>YEAR LEVEL</b>	<b>8</b>
<b>TITLE</b>	<b>COMMUNITIES AT PRAYER</b>
<b>STRAND</b>	<b>PRAYER</b>
<b>SUGGESTED DURATION</b>	<b>10 weeks (20 x 1-hour lessons)</b>
<b>ENDURING QUESTIONS</b>	<b>What is Prayer? How can I nurture my Spirituality?</b>

## Unit Focus

In this unit, 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 8, 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.

## Student Context

Teachers can expect Year 7 and 8 students to exhibit an increasing capacity to reflect on existing knowledge and to better understand cause and effect along with a deeper understanding of how symbols can be connected to abstract concepts. This along with the natural curiosity and enthusiasm of students commencing secondary schooling, suggests the use of a diverse range of teaching and assessment strategies that allow for individual abilities and interests. The exploration of diverse ways of praying and the culturally influenced methods of prayer should motivate students at this level.

Students will bring with them to this unit a number of both positive and negative experiences of prayer methods. Their image of God may well be a childhood one which will now be found to be inadequate. The search for a spiritual dimension to life in terms of finding meaning and space is a common adolescent experience. Usually they will be open to the use of music, chant and meditation in prayer, and will be able to name favourite places of peace and meaning. The process of investigating the presence of prayer in the school community will also serve as a way of researching the culture and tradition of the school.

**It is important to acknowledge the students’ past experience, or lack thereof, of family, school and parish community, and to help them own their own experience and be able to build on it.**

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

## Theological Background for Teachers

- Prayer is communication with God and an awareness of the Creator’s powerful and loving presence. Prayer is a response to God: a basic openness to and communication with God, within a dialogue initiated by the Creator.
  
- Prayer can be silent or verbal, formal or informal, private or communal.
- The Gospels describe Jesus praying to God frequently. He went off to quiet, deserted places to pray before crucial events in his life and ministry.
  
- The origin of the word ‘*prayer*’ is to entreat or to ask. In Christian tradition the faith community has come to describe prayer as the raising of one’s heart and mind to God.

- In the Christian tradition there are many ways to pray, including participation in the worship of the Church community, joining Bible studies, local prayer groups and spiritual renewal movements, and quiet prayerful reflection alone or in communal settings with others.
- Prayers of petition ask something of God; it centres on human needs. Prayers of adoration offer praise to the Creator. Prayers of thanksgiving express gratitude, humility, and awareness of God's greatness. Prayers of contrition focus on human failures and sinfulness but also on God's ever-present offer of mercy and forgiveness to the sinful human community.
- Communal prayer is:
  - a celebration of God speaking through the Scriptures;
  - a community celebrating God's love and forgiveness.
- Communal prayer should:
  - be relevant and meaningful for the students' level of faith, and incorporate the use of symbols accessible to students of a specific age group;
  - establish a reflective atmosphere;
  - provide an opportunity for the student to come into contact with God and to experience a sense of awe and wonder;
  - enable students to reflect on the presence of God in their life experiences;
  - encourage formal and informal responses.
- In common with all religious rituals, Christian liturgy has the following characteristics: it is structured, familiar, and repetitive. It is the common action of a community assembled to experience the presence of the Divine within the ritual moment. It is the public prayer of the whole Body of Christ.
- Discernment is the art of prayerful decision making that uses specific spiritual practices. It means being aware that God wants us to make good decisions, that God will help us make good decisions.
- We are often moved by competing forces. Therefore, discernment is the ability to see clearly what those forces are; to be able to identify, weigh and judge them; and finally to choose the path most in line with God's desires for you and for the world. It takes into account the richness and complexity of a person's life and—most importantly—assumes that God is active in the decision-making process.
- Meditation (from Latin *meditor* = to practice or think over) is a spiritual exercise practiced in various religions and cultures. In meditation a Christian seeks silence so as to experience intimacy with God and to find peace in God's presence. The essence of meditation is a prayerful seeking that starts with a sacred text or image and explores the will, signs and presence of God. In this way we lift our hearts to God and say that we are quite open to what God wants to say to us. Meditation techniques that promise a direct experience of God however are false - God cannot be compelled to show up by any means. (Youcat, pp275-6).

# Scripture

# The Three Worlds of the Text

## FEATURES

### Mt 6:5-15

"And whenever you pray, do not be like the hypocrites; for they love to stand and pray in the synagogues and at the street corners, so that they may be seen by others. Truly I tell you, they have received their reward. But whenever you pray, go into your room and shut the door and pray to your Father who is in secret; and your Father who sees in secret will reward you.

When you are praying, do not heap up empty phrases as the Gentiles do; for they think that they will be heard because of their many words. Do not be like them, for your Father knows what you need before you ask him.

"Pray then in this way:  
Our Father in heaven, hallowed be your name.  
Your kingdom come.  
Your will be done, on earth as it is in heaven.  
Give us this day our daily bread.  
And forgive us our debts,  
as we also have forgiven our debtors.  
And do not bring us to the time of trial,  
but rescue us from the evil one.  
For if you forgive others their trespasses, your heavenly Father will also forgive you;  
but if you do not forgive others, neither will your Father forgive your trespasses.

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

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

- **Historical Context:** Jesus' teaching on prayer reflects Jewish prayer traditions. Jewish prayers often began with praise to God and then moved to petitions. The period in which Jesus taught was marked by various Jewish sects (Pharisees, Sadducees, Essenes) with differing views on law, piety, and prayer. Jesus' prayer encapsulates themes relevant to Jewish eschatological hopes (e.g., God's kingdom). The mention of "daily bread" reflects a subsistence economy where daily sustenance was a common concern.

- **Religious Context:**  
**The Shema:** The prayer parallels the Shema in its declaration of God's holiness and authority.  
**Forgiveness and Debt:** In Jewish tradition, debt was both a literal and metaphorical term, often used to describe sin and obligations before God

The **world of the text** (also known as

- **Literary Context:**  
**Sermon on the Mount:** This passage is part of the Sermon on the Mount (Matthew 5-7),

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

**What is going on in the text?**

where Jesus teaches about the kingdom of heaven and righteousness.

**Lord’s Prayer Structure:** The prayer is structured with an petition followed by six petitions. The first three focus on God's glory, and the next three on human needs.

**Themes of Forgiveness:** Verses 14-15 emphasize the theme of forgiveness, which is pivotal in Jesus' teachings.

- **Literary Features:**

**Parallelism:** The prayer uses parallelism, a common Hebrew poetic device, enhancing memorability and emphasis.

**Inclusio:** an inclusion is a literary device that is used to frame a text by repeating the same message or theme at the beginning and end of a text, designed to aid in both emphasis and retention for the listener. The repetition of the forgiveness theme at the end (vv. 14-15) acts as an inclusio, reinforcing the message. .

The *world in front of the text* is a mirror. In this mirror the reader sees oneself within the text, and sees other readers, the believing Church over many years, challenged to respond to it now and into the *future*. The general approach is theological ('faith seeking understanding').

**What meaning can we make of this text today?**

- **Contemporary Application:**

**Prayer Practice:** The Lord’s Prayer is widely used in Christian liturgy and personal prayer, serving as a model for how to pray.

**Ethics of Forgiveness:** The emphasis on forgiving others challenges contemporary readers to practice forgiveness in personal relationships and communities.

**Dependence on God:** The petition for daily bread invites believers to trust in God's provision, relevant in both affluent and impoverished contexts.
- **Personal Reflection:**

**Relational Aspect:** Addressing God as "Our Father" highlights the relational aspect of prayer, encouraging intimacy and trust.

**Social Justice:** Praying for God's kingdom and will to be done on earth can inspire Christians to engage in social justice and peacemaking efforts.

# Scripture

# The Three Worlds of the Text

	<p style="text-align: center;"><b>FEATURES</b></p>	<p><b>Rom 8:26-27</b></p> <p>Spirit intercedes with sighs too deep for words.</p> <p>And God, who searches the heart, knows what the mind of the Spirit is, because the Spirit intercedes for the saints according to the will of God.</p>
<p>The <b>world behind the text</b> is a window. Through this window we look to the <i>past</i>, to the time of the <i>author</i> who produced the text, and to the time in which the text was set.</p>		<p style="text-align: center;"><b>What is going on at the time the text was written?</b></p>
<p>The <b>world of the text</b> (also known as the world <i>within</i> the text) is a picture. This picture shows us the text as it is and what it says <i>now</i> through its literary features. The general approach is literary.</p>	<p style="text-align: center;"><b>What is going on in the text?</b></p>	<ul style="list-style-type: none"> <li>• <b>Structure:</b> The passage begins with a connection to the previous verses ("Likewise"), suggesting that the Spirit's assistance is part of a broader reflection on the suffering of creation and the hope for redemption (Romans 8:18-25).</li> <li>• <b>Language:</b> The word "helps" (Greek: <i>synantilambanetai</i>) in verse 26 suggests active support or assistance, indicating that the Spirit works alongside believers.</li> <li>• The term "sighs too deep for words" points to the inexpressible nature of the Spirit's intercession, transcending human language.</li> <li>• "Searches the heart" refers to God's intimate knowledge of human intentions and the alignment of the Spirit's intercession with God's will.</li> <li>• <b>Theology:</b> Paul presents a Trinitarian view of prayer—where believers, through their relationship with Christ, are helped by the Holy Spirit, whose intercession aligns perfectly with the will of God the Father.             <ul style="list-style-type: none"> <li>○ This passage reassures believers that even when they feel inadequate, their prayers are carried by the Spirit in accordance with God's plan.</li> </ul> </li> </ul>
<p>The <b>world in front of the text</b> is a mirror. In this mirror the <i>reader</i> sees oneself within the text, and sees other</p>	<p style="text-align: center;"><b>What meaning can we</b></p>	<ul style="list-style-type: none"> <li>• <b>Human Weakness and Divine Assistance:</b> Many people today, like the early Christians, often feel inadequate in their spiritual lives or unsure how to pray in moments of suffering or confusion. This passage offers comfort by affirming that the Spirit intercedes on their</li> </ul>

readers, the believing Church over many years, challenged to respond to it now and into the *future*. The general approach is theological ('faith seeking understanding').

### make of this text today?

behalf.

- **Deep and Wordless Prayer:** The idea of "sighs too deep for words" resonates with modern believers who might experience deep emotions or yearnings that are difficult to articulate. The passage suggests that even unspoken prayers are heard by God through the Spirit.
- **God's Will and Intercession:** The text reminds contemporary Christians that their prayers are aligned with God's will, not because of their own knowledge or insight, but through the Spirit's active role. This offers hope that their lives and prayers are guided by a higher purpose, even when they don't fully understand it

## 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 your interview of a family member or friend about when they pray communally.
- 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
<b>Criteria 1 Contents Page and Structure</b>	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.
<b>Criteria 2 Reflection on Communal Prayer (interview) and Personal Reflection on Communal Prayer</b>	No reflection or lacks coherence.	Minimal reflection with little insight on communal prayer.	Sufficient reflection, addresses key points from the interview and basic personal insight on communal prayer.	Thoughtful reflection, with meaningful insights about communal prayer practices.	Deep, critical reflection on both the interview and personal experience, connecting to broader theological ideas on communal prayer.
<b>Criteria 3 Personal Definition of Prayer and Types of Prayer</b>	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.

<b>Criteria</b>	<b>Well Below</b>	<b>Below</b>	<b>At</b>	<b>Above</b>	<b>Well Above</b>
<b>Criteria 4 Recontextualise d Lord’s Prayer and Liturgical Prayer Description.</b>	No recontextualise d Lord’s Prayer or liturgical prayer description provided.	Recontextualise d Lord’s Prayer lacks relevance; liturgical prayer description is unclear or incomplete.	Adequate recontextualise d Lord’s Prayer and description of a liturgical prayer used in Mass.	Thoughtful and relevant recontextualisatio n; well-explained liturgical prayer, showing understanding of its meaning.	Exceptionally insightful recontextualisatio n, demonstrating creative thinking; detailed and insightful explanation of liturgical prayer.
<b>Criteria 5 Response to Gospel Passages on Jesus’ Prayer</b>	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.
<b>Criteria 6 Prayer from Another Tradition and Pope Francis’ Teaching on Prayer</b>	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.
<b>Criteria 7 Creative Elements (Group Prayer Wordle, Song, Photo, Artwork) and Commentary</b>	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.

## Praxis Movements

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

Lesson 1 hour 15 min duration	Learning Intention and Success Criteria	Unit overview	Shared Christian Praxis Movement
<b>Lesson 1</b>	<p><b>LI- I will identify recent communal prayer experiences.</b></p> <p><b>SC- I can identify the focus and elements of a recent communal prayer experience.</b></p> <p><b>SC- I can explain how communal prayer experiences speak to me</b></p>	<p><b>Focusing Activity</b></p> <p><b>Lesson overview:</b> 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><b>Lesson materials/resources:</b> RE books/journals.</p> <p><b>Focusing activity:</b> 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. Students will identify and discuss the following:</p> <ul style="list-style-type: none"> <li>• What was the focus of the prayer?</li> <li>• Were the words familiar? Why/why not?</li> <li>• What were the elements of the prayer? (singing, blessing, physical actions, symbols etc.)</li> <li>• Why do groups at school come together to pray?</li> <li>• Did this prayer experience speak to you? How/why?</li> </ul> <p><b>Review of Learning:</b> Students will be able to identify and discuss elements of a recent communal prayer experience.</p>	<b>Focusing activity</b>
<b>Lesson 2</b>	<p><b>LI – I will understand and explore various personal and communal prayer experiences with a school staff member.</b></p> <p><b>SC- I can identify and describe different aspects of prayer experiences shared during interviews.</b></p> <p><b>SC- I can create thoughtful</b></p>	<p><b>Lesson overview:</b></p> <p>Within this lesson, students will formulate interview questions about communal 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>	<b>Naming / Reflecting Critically</b>

	<p>and focused interview questions that address key aspects of prayer (focus, time, place and frequency).</p>	<p><b>Lesson materials/resources:</b></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><b>Review of Learning:</b> Students will be able to formulate and ask thoughtful interview questions about prayer experiences, focusing on where, when, how, and why people pray. They will conduct interviews with staff members and gather meaningful insights, which they will then analyse and present visually through posters or diagrams. During the Gallery Walk, students will compare and contrast the prayer experiences of different individuals, reflecting on the diversity of practices and deepening their understanding of communal and personal prayer. Ensure that the reflection is added to their portfolio for assessment at completion of the unit.</p>	
<p><b>Lesson 3</b></p>	<p><b>LI – I will explore and understand various definitions of prayer, both personal and from different sources.</b></p> <p><b>SC- I can write my own definition of prayer and contribute key words to the class understanding.</b></p> <p><b>SC- I can research and organise at least three different definitions of prayer.</b></p>	<p><b>Lesson overview:</b> 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><b>Lesson materials/resources:</b> 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><b>Review of Learning:</b> 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.</p>	<p><b>Reflecting critically</b></p>
<p><b>Lesson 4</b></p>	<p><b>LI – I will understand how the parish community engages in prayer and reflect on the significance of prayer in building relationships within</b></p>	<p><b>Lesson overview:</b> 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><b>Accessing the Christian Story and Vision</b></p>

	<p>the parish and in our own lives.</p> <p><b>SC- I can ask thoughtful and relevant questions about parish prayer practices during the interview.</b></p> <p><b>SC- I can reflect on and articulate how communal prayer influences relationships within the parish and their personal lives.</b></p>	<p><b>Lesson materials/resources:</b> 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"> <li>1. How does prayer strengthen relationships within the parish community?</li> <li>2. What role do you think prayer plays in human life, based on what we learned today?</li> <li>3. Can prayer influence your relationships with others? If so, how?</li> </ol> <p><b>Review of Learning:</b> 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.</p>	
<p><b>Lesson 5</b></p>	<p><b>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.</b></p> <p><b>SC- I can identify and discuss specific examples of when the school community has come together to pray in response to significant issues.</b></p> <p><b>SC- I can reflect on the impact of communal prayer and articulate why it is an important practice in times of crisis or need.</b></p>	<p><b>Lesson overview:</b> 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><b>Lesson materials/resources:</b> For each lesson students should have access to the portfolio that will be used for the assessment task.</p> <p><b>Review of Learning:</b> 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.</p>	<p><b>Naming/ Accessing Christian Story and Vision</b></p>

<p><b>Lesson 6</b></p>	<p><b>LI – I will explore the significance of an official school prayer and understand how it reflects the values and identity of the school community.</b></p> <p><b>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.</b></p> <p><b>SC- I can articulate when and where a school prayer might be used and why it is important for the school community.</b></p>	<p><b>Lesson overview:</b> 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><b>Lesson materials/resources:</b> Copy of the schools prayer (if applicable). 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><b>Review of Learning:</b> 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.</p> <p><b>NOTE: This lesson will differ depending on whether your school has a school prayer or not.</b></p>	<p><b>Understanding and Integrating</b></p>
<p><b>Lesson 7</b></p>	<p><b>LI – I will explore how Christian prayers have been adapted in different cultural communities and investigate the practice of prayer in other religious traditions.</b></p> <p><b>SC- I can identify and explain examples of how Christian prayers have been adapted by Aboriginal people and other cultural communities.</b></p> <p><b>SC- I can investigate and present a fact file on prayer practices in other religious traditions present in the community.</b></p>	<p><b>Lesson overview:</b> 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><b>Lesson materials/resources:</b> 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><b>Accessing Christian Story and Vision</b></p>

		<p><b>Review of Learning:</b> 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.</p>	
<b>Lesson 8</b>	<p><b>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.</b></p> <p><b>SC- I can articulate St. Paul’s understanding of prayer and the concept of the Spirit’s intercession.</b></p> <p><b>SC- I can identify and discuss who St. Paul refers to as saints and relate this understanding to saints in their own lives</b></p>	<p><b>Lesson overview:</b> 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><b>Lesson materials/resources:</b> 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><b>Review of Learning:</b> 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.</p>	<b>Accessing Christian Story and Vision/Responding</b>
<b>Lesson 9</b>	<p><b>LI – I will examine how Jesus prayed according to different scripture passages and understand what these passages</b></p>	<p><b>Lesson overview:</b> 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</p>	<b>Accessing Christian Story and Vision</b>

	<p>reveal about the meaning, purpose, and practice of prayer.</p> <p><b>SC- I can identify and describe where, when, and how Jesus prayed in selected scripture passages.</b></p> <p><b>SC- I can reflect on the meaning and purpose of prayer, as well as the different ways and places of praying demonstrated by Jesus.</b></p>	<p>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><b>Lesson materials/resources:</b> For each lesson students should have access to the portfolio that will be used for the assessment task. NRSV Bible.</p> <p><b>Review of Learning:</b> 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.</p>	
<p><b>Lesson 10</b></p>	<p><b>LI – I will understand the significance of the Lord's Prayer and recontextualize it to reflect personal and contemporary experiences.</b></p> <p><b>SC- I can identify and explain the key elements of the Lord's Prayer as presented in Matthew 6:5-15.</b></p> <p><b>SC- I can recontextualize the Lord's Prayer by translating its traditional language into a modern or personal context and clearly articulate their responses in their journals.</b></p>	<p><b>Lesson overview:</b> 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><b>Lesson materials/resources:</b> 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><b>Review of Learning:</b> 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</p>	<p><b>Accessing Christian Story and Vision/Responding</b></p>

		own lives. This exercise will help students appreciate the prayer's foundational role and its relevance in their personal spiritual journey.	
<b>Lesson 11</b>	<p><b>LI – I will differentiate between personal, communal, and liturgical prayers, and to identify and understand the specific prayers used in the Eucharistic celebration.</b></p> <p><b>SC- I can articulate the differences between personal, communal, and liturgical prayers.</b></p> <p><b>SC- I can identify the liturgical prayers in the Eucharistic celebration, describe who says each prayer, and explain the form each prayer takes.</b></p>	<p><b>Lesson overview:</b> 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.</p> <p><b>Lesson materials/resources:</b> For each lesson students should have access to the portfolio that will be used for the assessment task.</p> <p><b>Review of Learning:</b> 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.</p>	<b>Accessing Christian Story and Vision</b>
<b>Lesson 12</b>	<p><b>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.</b></p> <p><b>SC- I can accurately identify and describe the six types of prayer and distinguish between them.</b></p> <p><b>SC- I can write a meaningful</b></p>	<p><b>Lesson overview:</b> 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.</p> <p><b>Lesson materials/resources:</b> 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):</p> <p><b>Review of Learning:</b> 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</p>	<b>Reflecting Critically/Accessing Christian Story and Vision</b>

	<p>prayer for one of the six types and explain how it reflects the characteristics of that type of prayer.</p>	<p>different ways to engage with God through prayer and enhance their personal prayer practice.</p>	
<p><b>Lesson 13</b></p>	<p><b>LI – I will understand and reflect on Pope Francis' teachings about prayer and apply these insights to personal prayer practices.</b></p> <p><b>SC- I can identify and summarize a recent statement about prayer from Pope Francis.</b></p> <p><b>SC- I can explain the significance of the statement and what lessons can be learned from it.</b></p> <p><b>SC- I can articulate why the selected statement is relevant and include it meaningfully in their assessment portfolios.</b></p>	<p><b>Lesson overview:</b> 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><b>Lesson materials/resources:</b> For each lesson students should have access to the portfolio that will be used for the assessment task. Access to the internet.</p> <p><b>Review of Learning:</b> 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.</p>	<p><b>Accessing Christian Story and Vision/Understanding and Integrating</b></p>
<p><b>Lesson 14</b></p>	<p><b>LI – I will explore different mediums of prayer (music, photos, artworks) and reflect on how these mediums can express personal and communal prayer.</b></p> <p><b>SC- I can choose a song, photo, and artwork that resonate with my understanding of prayer.</b></p> <p><b>SC- I can write thoughtful reflections on how each medium represents or enhances prayer.</b></p>	<p><b>Lesson overview:</b> 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.</p> <p><b>Lesson materials/resources:</b> For each lesson students should have access to the portfolio that will be used for the assessment task. Access to the internet.</p> <p><b>Review of Learning:</b> 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</p>	<p><b>Responding</b></p>

		<p>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.</p>	
<p><b>Lesson 15</b></p>	<p><b>LI – I will Understand the significance of the environment in fostering meaningful prayer and contemplation.</b></p> <p><b>SC- I can explain why the environment plays an important role in creating a space for prayer.</b></p> <p><b>SC- I can identify places within my school that are conducive to prayer and reflection.</b></p> <p><b>SC - I can participate in a class prayer held in an alternative environment and reflect on the experience.</b></p>	<p><b>Lesson overview:</b> 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><b>Lesson materials/resources:</b> 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><b>Review of Learning:</b> 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.</p>	<p><b>Accessing Christian Story and Vision</b></p>
<p><b>Lesson 16</b></p>	<p><b>LI – I will understand the significance of Marian prayers in the Catholic Church and why Mary holds a special place in Catholic devotion.</b></p> <p><b>SC- I can identify and explain key Marian prayers.</b></p> <p><b>SC- I can reflect on why the Catholic Church has a special devotion to Mary.</b></p>	<p><b>Lesson overview:</b> 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><b>Lesson materials/resources:</b> For each lesson students should have access to the portfolio that will be used for the assessment task.</p> <p><b>Review of Learning:</b> In this lesson, students gained an understanding of Marian</p>	<p><b>Accessing Christian Story and Vision</b></p>

		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.	
<b>Lesson 17</b>	<p><b>LI – I will explore and understand different meditation techniques and identify which are Christian. I will reflect on personal experiences with these techniques.</b></p> <p><b>SC- I can identify various meditation techniques and explain which ones are Christian and why.</b></p> <p><b>SC- I can participate respectfully in different forms of meditation and reflect on my experience and feelings.</b></p>	<p><b>Lesson overview:</b> 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><b>Lesson materials/resources:</b> For each lesson students should have access to the portfolio that will be used for the assessment task.</p> <p><b>Review of Learning:</b> Students will have explored various meditation techniques, including Christian contemplative prayer, guided meditation, and silent meditation. They participated in each type of meditation and reflected individually on how these practices affected their thoughts and feelings. By understanding and experiencing different meditation methods, students gained insight into how various techniques can enhance their spiritual and personal well-being, and appreciated the unique aspects of Christian meditation practices.</p>	<b>Accessing Christian Story and Vision/Responding</b>
<b>Lesson 18</b>	<p><b>LI – I will understand the significance of different postures in Christian prayer and how these postures express various aspects of spiritual practice and devotion.</b></p> <p><b>SC- I can identify and describe the significance of at least five different postures used in Christian prayer.</b></p>	<p><b>Lesson overview:</b> 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.</p> <p><b>Lesson materials/resources:</b> For each lesson students should have access to the portfolio that will be used for the assessment task.</p>	<b>Accessing Christian Story and Vision</b>

	<p><b>SC- I can demonstrate an understanding of how each posture reflects different aspects of reverence, submission, and relationship with God.</b></p>	<p><b>Review of Learning:</b> 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>	
<p><b>Lesson 19</b></p>	<p><b>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.</b></p> <p><b>SC- I can describe how prayer engages the mind, body, and spirit.</b></p> <p><b>SC- I can reflect on how perseverance in prayer is essential, supported by the Holy Spirit, and identify ways people can pray together.</b></p>	<p><b>Lesson overview:</b> 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.</p> <p><b>Lesson materials/resources:</b> For each lesson students should have access to the portfolio that will be used for the assessment task.</p> <p><b>Review of Learning:</b> 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.</p>	<p><b>Accessing Christian Story and Vision/Responding</b></p>
<p><b>Lesson 20</b></p>	<p><b>LI – I will understand that prayer can take many forms, including spontaneous prayer, and that there is no single “right” way to pray.</b></p> <p><b>SC- I can identify and describe different forms of prayer, including spontaneous prayer.</b></p> <p><b>SC- I can compose and share their own spontaneous prayer.</b></p>	<p><b>Lesson overview:</b> 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.</p> <p><b>Lesson materials/resources:</b> 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.</p>	<p><b>Accessing Christian Story and Vision/Understanding and Integrating</b></p>

		<p><b>Review of Learning:</b> 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.</p>	
--	--	--	--

# Prayer Ritual

Every unit should have 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. Lets finish with the Sign of the Cross.

**Action:** *Make the Sign of the Cross.*

# Resources

- Prayer Types(Appendix 1).
- List of Marian prayers (Appendix 2).
- Statements on Prayer (Appendix 3).
- Teacher background on the Lord's Prayer (Appendix 4).

# Curriculum Adjustments

Student	Adjustment

