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| **Strands:** | Faith in action, Action Leading to Faith; Meditation, Prayer and Worship | | | |
| **Stage of Development** | Early Childhood (K-2) | **Created** May 2021 | | **Review** 2025 |
| **Aim** | The unit considers the topic of meditation and prayer and provides students with the opportunity to experience a time of prayer and Christian meditation. | | | |
| **Content Descriptions** | **Knowledge and Understanding**   * Understanding of what prayer is and the role of sacred places for Christians * An understanding of Christian mediation | | **Religious Studies Skills & Virtues**   * Meditation and prayer | |
| **Resources** | Prayer Spaces in Schools  <https://www.prayerspacesinschools.com/> | | This is a great website that helps you set up a prayer space for students at your school. It also has some great ideas for a smaller space in your classroom. | | |
|  | A Prayer Book for Australia [APBA] | | Specific Occasional Prayers are found pages 202-217 and 218-222  Numerous other prayers are found throughout APBA, including those for various Feast Days throughout the Church Year.  There is an Index of Prayers pages 838-843 | | |
|  | The School Prayer  School Hymn / Song | | Those prayers which form part of your School’s tradition | | |

| **Lesson** | | | **Key Questions** | | **Lesson Activity Ideas** | | | **Resources** | |
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| 1 | We can talk to God | Can we talk to God?  How can we talk to God?  What can we talk to God about? | | 10min  5min  5min  20min  5min | | Activity: Print out the numbers 1-10 on a bit of paper. Take the students outside a sit them in a group. Ask for a student volunteer. Give the volunteer the numbers and ask them to stand around a meter away from the rest of the class. Ask a student in the class group to call out a number. The volunteer must hold up the piece of paper that corresponds to the number called out. Each time the volunteer answers correctly they take two steps further away from the group. Complete the activity until the volunteer does not hold up the correct number (i.e. they can no longer hear). Discuss the different things that can stop us for hearing e.g. noise, distance etc.  Explain: Christians believe when we talk to God, he always hears us.  Discuss: Who do you talk to when you are happy, or sad, or worried, or pleased about something? Maybe you talk to your mum or dad. Maybe you tell a friend, or a grandparent. Christians believe that they have an extra-special friend that they can talk to about anything – God (the creator of everything!). When Christians talk to God, it's called praying  Read: The Lord’s Prayer to students.  Chat Stations: Print out the pictures that represent some of the different aspects of the Lord’s Prayer and place them at stations around the classroom. Put students into groups of three or four and give them a reporting sheet, numbered as per the stations. Send students around to talk about each station in turn, recording their key discussion points. Return to seats, and then discuss the stations in turn with the whole class.  Prayer activity: students write or draw one thing they would like to pray for on a scrap of paper and place it in the middle of the circle. Students select a different piece of paper from the centre of the circle and pray for the thing listed. You can do this as a class group or in smaller groups.  Exten: the worksheet on Prayer from the ‘God & Me’ unit could be used in this unit. | Numbers 1-10 printed on A4 paper.  The Lord’s Prayer  Luke 11.1  APBA - page 25 for example  “Warda Kwabba Luke-Ang” The Gospel of Luke in Noongar [Bible Society 2014] page 124  Chat stations: The Lord’s Prayer Cards  Small pieces of paper. | |
| 2. | We can pray to God anywhere | Where can we pray? | | 5min  5min  5min  5min  10min  15min | | Activity: Break students into pairs and get them to sit with their backs to each other. Ask the students to tell their partner what they had for dinner last night. Discuss if we can still hear people when we can’t see them. Brainstorm some other times where this might happen e.g. over the phone. Explain that God can always hear us even though we can’t see him.  ASC video on payer (about 3:11 min) and discuss.  Brainstorm: Where can people pray? (answer anywhere)  Read: Students reflect that Jesus would often seek out quiet places when he wanted to think, contemplate, pray, etc. Teacher recounts to students the story of Jesus’ meeting with his apostles/friends in the Garden of Gethsemane to pray (John 18:1-11) and/or the story of Jesus spending 40 days in the desert (Matt 4:1-11)  Activity: Using the camera from a tablet/iPad Students create a ‘Did You Know …’ poster about Christians Praying … include digital photos of students depicting some of the different ways and places that people can pray (i.e. at school, while walking, sitting, with eyes open or closed, while lying down, kneeling, in church, under a tree, on my bed, etc).  Visit the School Chapel or another appropriate place and discuss what sacred means (dedicated to a religious purpose) and why sacred places are significant to many Christians, particularly in relation to prayer e.g. sacred places can remind us of God’s presence, help us slow down and focus on God, bring us together with other people who also want to talk to God. | ASC video on Prayer  Children’s Bible or Bible  iPad/Tablet  School Chapel or sacred place. | |
| 3. | Meditation | What is Christian Meditation?  What is a prayer labyrinth?  What could a prayer Labyrinth symbolise for Christians? | | 5min  15min  25min | | Watch: ASC video on meditation (about 3:26 min)  Conduct a Christian mediation session with students.  For example, you could light a candle and ask the students to  Look at the flame of the candle as it flickers….  Watch the flame grow and move…..  As we look at the candle which Christians believe represents Jesus amongst us, let us say thank you to Jesus for promising to be with us always. Sit quietly and relax. Watch the candle flicker and burn.  Labyrinth: Draw a prayer Labyrinth with chalk on the ground (designs are available online). Explain to the students that they are to imagine that they are laying down their burdens as they walk to the centre of the labyrinth (perhaps laying down pebbles along the way as symbols of their worries or cares). In the centre, students should pause to thank God for taking your burdens on himself ([1 Peter 5:7](https://www.biblegateway.com/passage/?search=1+Peter+5%3A7&version=CEB)). Then encourage students to count their blessings and give thanks on the journey to the exit. | ASC video on Meditation (ASC Website)  Chalk, pebbles.  Word Document: Teacher resource on walking the Labyrinth | |