

**MODEL UNIT
BAND A
LEVEL 2**

PRAYER BOOKS

LIFE CONCEPT: GOD HELPS PEOPLE PRAY

YEAR:SUGGESTED DURATION: 4 weeks (100 minutes per week)

DATE OF USE: FAITH STATEMENTS: ① ② ③

UNIT-SPECIFIC GOALS (highlighted)

1. GOD INVITES PEOPLE TO PRAY TO HIM IN JESUS' NAME

1a explore the Christian belief that prayer is talking to God

1b investigate things Christians can pray about

1c investigate things Christians use to help them pray, eg books, postures, learned prayers

2. GOD PROMISES TO HEAR AND ANSWER PRAYER

2a explore Bible stories in which God answers prayer

2b explore the Christian belief that people can pray at any time and in any place

3. JESUS TAUGHT PEOPLE TO PRAY

3a investigate Bible accounts of Jesus praying

3b hear the prayer Jesus taught his disciples

STUDENT ASSESSMENT

ASSESSABLE STUDENT OUTCOMES

Illustrate times when and places where people pray. (2b)

Identify features of prayer books. (1c)

Write prayers about the topics covered in this unit. (1b)

ASSESSMENT STRATEGIES

⇒ TRS A2/1

⇒ TRS A2/2

⇒ work samples

UNIT SUMMARY

Students identify times when prayer is a part of the school day. They investigate the use of and the features of prayer books. The teacher uses one book as a model for students to investigate prayers about everyday things, prayers for times of trouble and prayers for others.

UNIT NOTES

This unit is based on the book *Prayers for Aussie Kids* and examines three topics for prayer. If you do not have access to this book, you will need to adapt the suggestions to a prayer book of your choice. Record the prayers that you select on posters, or on transparencies for use with an overhead projector. If you wish, you can include extra categories for study, eg table graces, prayers for use during the school day.

Students are given the option of writing prayers. These could be collated either into a book of their own prayers or into a class book of prayers. Other options are given throughout for students who do not feel comfortable with writing prayers.

INTRODUCTION

1. PEOPLE AT PRAYER

Copy the time line from Teacher Resource Sheet (TRS) A2/1 on the board or on paper and use it as a model for discussing the routines of a school day. Ask students to identify times they know of when people in the school community pray, eg class devotion, before meals, school worship. Record or illustrate these on the time line. If it is part of normal practice in your school, tell students that teachers also meet for devotion and prayer before school or may begin meetings with prayer.

Ask students if there are other times in the day when they pray (eg bedtime) and add these to the time line.

Through discussion lead students to recognise ways that Christians pray in different situations, eg people may say a prayer together, listen to a prayer that is said by someone else, make up a prayer by themselves.

Summarise by telling students that whenever and however Christians pray, they are always talking to God.

Students use TRS A2/1 to illustrate times and occasions in the school day when people pray.

DEVELOPMENT

2. PRAYER BOOKS

Christians can use prayer books to help them talk to God.

Option 1: Select a prayer book to show the students. This could be a prayer book that you were given or used as a child, or a popular

children's prayer book. Tell students about the book, eg what you remember about using it, illustrations or prayers you particularly like. Read some of the prayers in the book. Display the book and invite students to bring along prayer books of their own.

Option 2: Bring a number of children's prayer books into the classroom. Identify what they have in common and read selections from one or two. Invite students to bring prayer books from home to add to the display.

3. FEATURES OF PRAYER BOOKS

Use the prayer books you have collected to identify features like the following:

Appearance: Use questions like:
Which prayer book would you most like? Why? When or why might it be useful to have a prayer book that could fit into a pocket or bag? What does the cover of the book tell you about prayer?

Illustrations: Compare the different illustrations that are used in prayer books. Ask questions like:
Why do you think the artist chose to illustrate the prayer in this way? Do the illustrations help you understand what the prayer is about? What is different about the illustrations in old prayer books compared with new prayer books?

The table of contents: Show students prayer books that have a table of contents and use this to identify the types of things that people talk to God about.

The text: Read different genres of prayer to the students to help them identify different forms of the text, eg short prayers, prayers in verse or in the form of letters, prayers that sound like you are talking to a friend. Ask questions like:
What do you notice about the way this person talks to God? Have you ever felt like this? What type of prayer do you understand best? What does this prayer tell you about God?

Students complete TRS A2/2 or do their own recording of things they know about prayer books.

4. USING A PRAYER BOOK AS A MODEL

Select a prayer book to use as a model.

Show students the book and discuss the size, cover, illustrations and layout.

If using the book *Prayers for Aussie Kids*, discuss the title by asking students what they think Aussie kids might like to talk to God about. Record these suggestions and compare them with the table of contents.

A. Prayers about everyday things

Tell students the Bible says that God invites people to talk to him. People who know that God loves them talk to God at any time, just like they talk to their friends. They know they can talk to God about things that happen to them every day.

Select and read prayers from the sections *Our family* and *Toys and Home*. Use prayers such as *Toys* (p14), *Bath time* (p16) and *Pets* (p17) and lead students to consider when people might say prayers like these.

Students could

- identify other everyday things that people could talk to God about. Illustrate these or use pictures from magazines to make a collage or paste onto cards. These pictures could be used as starting points for prayers in class worship;
- learn and adapt songs like *Thank you, thank you, Lord* (Sing to Jesus 77) or *These Good Gifts* (ATOK 330);
- write a prayer that could be used to thank God for things that are part of everyday life. Use these prayers to go into the students' own books or a class book of prayers.

B. Prayers for times of trouble

Discuss and record times or events when students have felt worried or upset. Discuss things that one can do or people to whom one can talk when feeling this way.

Tell students that Christians believe that God loves all people. They know they can talk to him about things that make them worried. Select and read prayers from the sections *Troubles* and *At School*. As you read these prayers, ask questions like:
Have you ever felt like this?
What did you do when you felt like this?
Who did you talk to?

Students could

- use their own illustrations, newspapers or magazines to make a collage of times when people might feel worried. Add words to describe these feelings;
- illustrate times or events that make them feel worried or upset. Talk with students individually about their illustrations;

- write a prayer that someone could use when they are feeling upset. Use these prayers to go into the students' own books or a class book of prayers.

C. Praying for other people

Tell students the Bible says that people can also pray for other people.

Select prayers from the section *For Others*. Introduce these prayers by choosing appropriate pictures from newspapers, magazines or picture sets. Discuss what is happening in each picture and how the people may be feeling. Ask students what they think someone could say if they were praying for that person. Read an appropriate prayer from the book.

Students could

- make a display which includes pictures or students' suggestions of people for whom Christians could pray. Use this as a basis for prayers in class worship;
- make a personal prayer list of people for whom they could pray. This could be done as a list, card file or photo album (using a computer as appropriate);
- write a prayer that could be used to pray for somebody in need. Use these prayers to go into the students' own books or a book of prayers.

RESPONSE

5. CONCLUSION

In this unit students have had the opportunity to respond to each section as it was presented. Select from the following options to conclude the unit:

- If students have been making individual books, or writing prayers for a class book, collate this and add any final illustrations or finishing touches. Share the books with an audience (eg buddy classes, another class) before taking it home to parents.
- Give each student a prayer book of their own. Suitable small books are available from the Lutheran Tract Mission.
- The teacher writes a personal prayer for each student. Write these onto coloured card and give to students individually.

YOU WILL NEED

- | | |
|---|---|
| <input type="checkbox"/> a prayer book from your own childhood, or a collection of prayer books | <input type="checkbox"/> pictures from magazines, newspapers etc |
| <input type="checkbox"/> a prayer book to use as a model, eg <i>Prayers for Aussie Kids</i> | <input type="checkbox"/> optional: materials for students to make individual prayer books or a class big book |
| | <input type="checkbox"/> photocopies of TRS A2/2 for student use |

INTEGRATING INTO OTHER CURRICULUM AREAS

ENGLISH: *Literature:* Relate what is read and viewed to own knowledge and experience. *Linguistic Structures and Features:* Identify the features characteristic of some kinds of text; distinguish between different text types. *Strategies:* Use enlarged text to demonstrate basic reading strategies.

ARTS: *Visual Arts:* Use simple skills of visual communication, eg lettering, layout.

HEALTH: *Identity:* Identify things they enjoy. Identify the feelings and needs of themselves and others.

from the National Statements and Profiles

UNIT EVALUATION

Which activities worked well in this unit?

Which resources were useful in the implementation of this unit?

How did I respond to the range of students' understanding of what prayer is and things that people can pray for?

How did I respond to the range of students' attitudes towards prayer?

What would I do differently if I was teaching this unit again?

How will I use and build on knowledge, understandings, skills, attitudes, and values students have developed in this unit?

TIMES PEOPLE PRAY



In the morning

Wake up

Eat breakfast

Come to school

In school time

School starts

Learning in school

Time to eat and play

Learning in school

Lunchtime and playtime

Learning in school

School finishes

After school

Playing

Watching TV

Helping at home

Time to eat

Bedtime

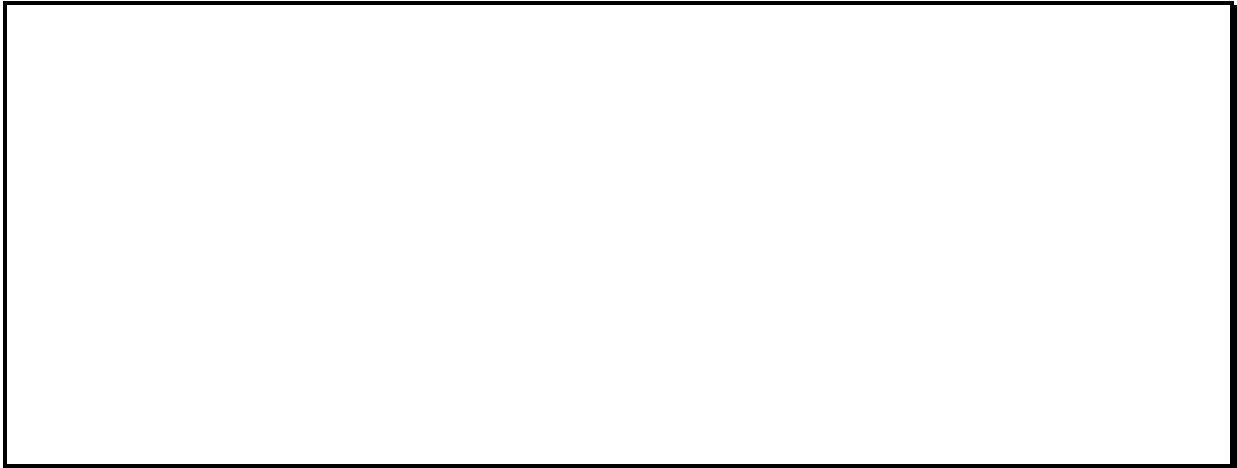


PRAYER BOOKS

People use prayer books to help them talk to God.

Prayer books can be different sizes.

Prayer books can have illustrations that look like this:



Prayers can sound like this:

Rhymes

*D*ear Father in heaven,

look down from above.

*B*e with Mum and Dad

and all whom I love.

Talking to God

God,
sometimes
I get scared.
Please look
after me.

Letters

*Dear God,
Thank you all for all the
things that you made.
I like coloured fish the
best.
From Zoe*
