

**MODEL UNIT
BAND B
LEVEL 3**

THE LORD'S PRAYER

LIFE CONCEPT: GOD HELPS PEOPLE PRAY

YEAR:.....SUGGESTED DURATION: 5 weeks (135 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 Christian prayer as thanking God and asking God for help
- 1b explore the Christian belief that people can pray to God because God loves them for Jesus' sake
- 1c investigate forms of Christian prayer, eg quiet meditation, circle prayer, class prayer, prayer partners

2. GOD PROMISES TO HEAR AND ANSWER PRAYER

- 2a investigate the Christian belief about ways God answers prayers
- 2b explore the Christian belief that people can pray to God about all aspects of their lives

3. JESUS TAUGHT PEOPLE TO PRAY

- 3a explore the role of prayer in Jesus' life
- 3b examine the basic structure and meaning of the Lord's Prayer

STUDENT ASSESSMENT

ASSESSABLE STUDENT OUTCOMES

- Examine and record information about prayer, using prayer resources, such as prayer books. (1a,1b,2a,2b)
- Record what the Bible says about prayer. (1a,1b,2a,2b)
- Describe the meaning of the parts of the Lord's Prayer. (3b)
- Present what has been learnt about the meaning of the Lord's Prayer. (3b)

ASSESSMENT STRATEGIES

- ⇒ observation, TRS B3/2
- ⇒ observation, TRS B3/2
- ⇒ work sample
- ⇒ work sample/presentation

UNIT SUMMARY

Students explore their understanding of prayer. They examine what prayer resources, such as prayer books and the Bible, teach about prayer. The students investigate the meaning of the Lord's Prayer. They write their own prayers or produce a visual or dramatic presentation based on the Lord's Prayer.

UNIT NOTES

This unit involves the students learning about and exploring the concept of prayer, in particular the Lord's Prayer, rather than participating in prayer.

If you intend that the students survey people's attitudes to prayer, make sure students have collected responses to the prayer survey (using Teacher Resource Sheet [TRS] B3/1) prior to commencing the unit.

INTRODUCTION

1. WHAT ARE THEY SAYING?

Show students pictures of people involved in speaking to others, eg conversation between friends, teaching, a sporting coach with a team, a group of people working on a problem. (If you do not have an appropriate picture set, ask students to find pictures from newspapers or magazines.) Students work in pairs to develop a script for each picture.

As a class compare the differences in the conversations. Consider how relationships affect conversations, eg compare how friends talk and what they might talk about with how a student would talk to the school principal and what they might talk about.

Show the students a picture of a person(s) praying. As a class record suggestions about what the person(s) might be saying.

DEVELOPMENT

2. WHAT IS PRAYER?

The following activities will assist you to determine the attitudes and knowledge of the students as well as helping the students to explore the concept of prayer. Choose one of the activities:

- Ask students to complete the prayer survey sheet, TRS B3/1. The answers to the questions can remain confidential or the students can work in small groups to discuss answers to particular questions they feel comfortable with, such as *What is prayer?* Encourage the students to be honest in their responses and not to be concerned if they are unable to answer all questions.
- Prior to this session, ask students to give the prayer survey TRS B3/1 to friends, relatives and neighbours. Students use this session to collate the information from their surveys and report on the findings.

- Give students a list of definitions of prayer and ask them to discuss in groups which are the best and why, eg
Prayer is enjoying the company of a friend.
Prayer is something you do when nothing else has worked.
Prayer is putting your hand in God's hand.
Prayer is asking for things.
Prayer is talking to someone who loves you.
Prayer is saying special words that you don't understand.
 Students come up with their own definition of prayer.

3. FINDING OUT MORE ABOUT PRAYER

Provide students with prayer resources such as prayer books. Students work in pairs to record things people pray about and what the people who wrote the prayers believe about God, eg

- People thank God for all the things God gives: God is loving and caring.
- People pray to God to confess their sins: God is forgiving.
- People ask God to take care of them: God protects.

Students report findings to the class and record them on the first section of TRS B3/2.

Students check the following Bible passages to identify what the Bible says about prayer:

Ephesians 3:12	Because of Christ we can approach God as our Father
Ephesians 6:18	Pray at all times and for others
Philippians 4:6,7	Pray about all things
1 Timothy 2:1–3	Pray for everyone
James 1:6	Pray without doubting
1 Peter 5:7	Turn all worries over to God
1 John 5:14,15	God hears and answers prayers according to his will

Students record information on the second part of TRS B3/2.

4. JESUS TEACHES HIS DISCIPLES HOW TO PRAY

Tell students that Jesus' followers saw him praying and asked Jesus to teach them to pray.

Students can either read Matthew 6:9–13 and Luke 11:2–4 or listen to a song or recording of the Lord's Prayer in order to hear Jesus' response to the disciples.

Tell students that they will be exploring in more detail the prayer Jesus taught his disciples,

using resources such as Luther's *Small Catechism*.

Students record and illustrate the Lord's Prayer (from the *Small Catechism*) in their chosen way, eg computer, using calligraphy pens or textas.

5. EXPLORING THE LORD'S PRAYER

The students will be exploring the meaning of the different prayers in the Lord's Prayer. This can be done in either of the following ways:

- As a class examine the meaning of one of the prayers each session, using TRS B3/3–B3/7 as resources.
- Students work in pairs or in a small group to explore just **one** of the prayers, using appropriate TRS B3/3–B3/7 to direct research. Make sure that all prayers have been chosen by at least one group in the class.

Groups share their research findings and presentations with the class.

A routine for research sessions is provided in Band B level 3 model unit in *God saved people through Jesus* planning guide.

Consider the way the students will present the information they discover about the Lord's Prayer, eg in their books, as a class book, multimedia presentation.

RESPONSE

6. WRITING YOUR OWN PRAYER

Students use the information they have gathered from the previous sessions to demonstrate their understanding of the Lord's Prayer. Students choose from the following response activities:

- Students construct their own prayer using the structure of the Lord's Prayer (eg address, petitions, conclusion). The teacher can provide a model by constructing a class prayer which uses the structure and ideas of the Lord's Prayer.
- Make a big book to share with Junior Primary students which explains the Lord's Prayer.
- Students identify a key word or phrase for each prayer in the Lord's Prayer, eg God's name, God's kingdom, forgiveness. They make a series of banners or posters for each of the key words. Students print, sew, paste, paint or draw examples of things Christians could pray to God about which relate to the key words.
- Write each part of the Lord's Prayer on a separate large sheet of paper. Students work in small groups, and each group chooses a part of the Lord's Prayer. Groups create new prayer-thoughts for their part of the prayer.
Display the prayer and provide a quiet time for the students to reflect on the thoughts which have been added by the class to each part.
- Students make up a drama which helps people to understand the meaning of the Lord's Prayer.
- Students select a set of slides and music which can accompany each of the parts of the Lord's Prayer.

These responses can be displayed around the school or in the chapel area, included in newsletters to parents, or used in worship sessions.

Consider asking students to complete the prayer survey again. This can provide an opportunity to gauge the students' attitudes, knowledge and questions about prayer after having completed the unit.

YOU WILL NEED

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| <ul style="list-style-type: none"><input type="radio"/> photographs of people talking to others in a range of settings, or newspapers and magazines with pictures<input type="radio"/> picture of person(s) praying<input type="radio"/> photocopies of TRS B3/1–B3/7 for students | <ul style="list-style-type: none"><input type="radio"/> Bibles<input type="radio"/> prayer books and other prayer resources<input type="radio"/> Luther's <i>Small Catechism</i><input type="radio"/> materials needed for response activity |
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INTEGRATING INTO OTHER CURRICULUM AREAS

ENGLISH: *Literature:* Explain and justify own opinions about texts. Find and cite elements of a text to support a point of view. Directed reading, reading alone. Editing skills. *Everyday Texts:* Consider needs of audience when speaking. Develop discussion and problem-solving skills. Use strategies for gathering, recording and reporting data. Report findings in speech and writing.

SOCIETY AND ENVIRONMENT: *Investigation, Communication, Participation:* Formulate questions, reflect on knowledge and understanding. Identify information sources. Gather, organise and interpret information using diagrams. Identify similar data. Draw conclusions. Identify, analyse and clarify values. Consider audience in presentation. Cooperation skills.

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' knowledge about the Lord's Prayer?

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?



SURVEY

I think that prayer is _____

People pray when _____

People pray because _____

(Tick one, then give reasons for your choice.)

- I think that God answers prayers.
 does not answer prayers.

(Tick one, then give reasons for your choice.)

- I pray fairly often.
 I never pray.

If you pray fairly often, describe:

I pray about _____

I pray when _____

If you don't pray regularly, describe

I might pray when _____

My questions about prayer:

PRAYER PRAYER PRAYER PRAYER PRAYER PRAYER

INFORMATION ABOUT PRAYER

Write what you have discovered about prayer from prayer resources.

PRAYER

PRAYER

PRAYER

PRAYER

Write what you have discovered about prayer from the Bible.

PRAYER

PRAYER

PRAYER

PRAYER

PRAYER

THE LORD'S PRAYER

INTRODUCTION

Our Father in heaven

1. Write the introduction to the Lord's Prayer.
2. Write answers to the following questions:
 - What sorts of things could you talk to a loving parent about?
 - Why do you think Jesus told people to call God 'Father'?
 - How does the Bible show 'God the Father' as being like good human fathers? (Read Matthew 7:7-11)
3. Choose one of the following activities:
 - Write a prayer to God telling God about the things you would tell a parent who loves you and cares about you.
 - Find songs from Christian songbooks which refer to God as 'Father' or 'Dad'. Record a verse (verses) you like and describe what the verse shows about God's relationship with people. Illustrate the verse.

THE LORD'S PRAYER

FIRST PRAYER

Hallowed be your name

1. Write the first prayer of the Lord's Prayer.
2. Write answers to the following questions:
 - What does the word 'holy' mean?
 - How can people show that God's name is holy?
 - Why do you think people use God's name when they are angry or when they swear?
3. Choose one of the following activities:
 - Write a prayer which tells God how great and loving God is.
 - Find a Christian song or a psalm which describes how special God is. Write it and illustrate it.

THE LORD'S PRAYER

SECOND PRAYER

Your kingdom come.

1. Write the second prayer of the Lord's Prayer.
2. Write answers to the following questions:
 - How would you describe what a 'kingdom' is?
 - What does Luther's explanation to the second prayer say about how God 'rules over' people. Write this in your own words.
 - Read Matthew 28:19,20. What sort of people does the Bible say God wants in his kingdom?
3. Choose one of the following activities:
 - Draw what you imagine 'God's kingdom' is like.
 - Read the parables of the kingdom in Matthew 13:44-46. Write these parables in a form which would be suitable to share with Junior Primary students.

THE LORD'S PRAYER

THIRD PRAYER

Your will be done on earth as in heaven.

1. Write the third prayer of the Lord's Prayer.
2. Write answers to the following questions:
 - Use an illustrated Bible or Bible story book to read the story of Joseph, Ruth or Jonah. Describe how God was able to work good things in bad situations.
 - How can people find out what 'God's will' is?
 - What does 1 Timothy 2:4,5 say God's will for all people is?
3. Choose from the following activities:
 - Make a poster of the Bible verse Romans 8:28.
 - Imagine you have a friend who has a very sick parent and who says that God is not listening to their prayers. Write a letter to this friend.

THE LORD'S PRAYER

FOURTH PRAYER

Give us today our daily bread.

1. Write the fourth prayer of the Lord's Prayer.
2. Write answers to the following questions:
 - What is meant by 'daily bread'? (Use Luther's explanation to the fourth prayer as a resource.)
 - If 'God gives daily bread', why are there so many starving people in the world?
 - What are some of the ways people can help give 'daily bread' to others?
3. Choose from the following activities:
 - Make a poster which illustrates what is meant by 'daily bread'.
 - Write a prayer thanking God for all the things God gives day after day.

THE LORD'S PRAYER

FIFTH PRAYER

Forgive us our sins as we forgive those who sin against us.

1. Write the fifth prayer of the Lord's Prayer.
2. Write answers to the following questions:
 - What does Luther's *Small Catechism* say people are asking God when they pray the fifth prayer? Write it in your own words.
 - What does 1 John 2:1,2 say about why God forgives sins?
 - Describe your feelings about forgiving a person who has done something wrong against you. What can help you when you find forgiving difficult?
3. Choose from the following activities:
 - Write a prayer in which you tell God about the wrong you have done and ask God to help you to forgive people who have done wrong to you.
 - Make up a play about forgiving others.

THE LORD'S PRAYER

SIXTH PRAYER

Lead us not into temptation

1. Write the sixth prayer of the Lord's Prayer.
2. Write answers to the following questions:
 - In what situations are you tempted to do something wrong?
 - Who tempts people to go against God? See Luther's explanation of the sixth prayer.
3. Choose from the following activities:
 - Read the story of Jesus' temptation (Matthew 4:1-11). Illustrate the story, showing the various scenes including how the devil tempted Jesus and Jesus' response.
 - Draw a poster which describes ways people can make good decisions when they are tempted to do something wrong.

THE LORD'S PRAYER

SEVENTH PRAYER

But deliver us from evil.

1. Write the seventh prayer of the Lord's Prayer.
2. Write answers to the following questions:
 - What are some troubles and dangers that you face?
 - Read the story of Shadrach, Meshach and Abednego or Daniel in the lions' den, using resources such as an illustrated Bible or Bible story book or video. Describe how God 'delivered people from evil' in the story.
3. Choose from the following activities:
 - Find a song, prayer or psalm (Psalm 23, Psalm 121) which describes God's protection. Record and illustrate it.
 - Write a prayer which asks for God's protection and help in scary times.

THE LORD'S PRAYER

CONCLUSION

For the kingdom, the power, and the glory are yours now and forever.

Amen.

1. Write the conclusion to the Lord's Prayer.
2. Write answers to the following questions:
 - What does the conclusion of the Lord's Prayer say about God?
 - What does the word 'Amen' mean?
3. Choose from the following activities:
 - Find a song or psalm of praise to God or write your own and illustrate it.
 - Write your own conclusion to the Lord's Prayer.