

MENU

BIBLE REFERENCES

1

God invites people to pray to him in Jesus' name

God reveals his presence

Jacob's dream Genesis 28:10–19
 Moses and the burning bush Exodus 3:1–8
 The glory of God Exodus 40:34–38
 Elijah hears God in the silence
 1 Kings 19:11–13a

God invites people to pray

Psalm 50:15 2 Chronicles 1:7
 Matthew 7:7,8 1 Timothy 2:1

Pray because of Jesus

John 14:6 John 16:23,24
 Romans 5:2 Ephesians 2:18
 Ephesians 3:12 1 Thessalonians 5:16–18

People pray to God

Job Job:10
 Isaiah Isaiah 25:1–9
 Daniel Daniel 6:10
 Jonah Jonah 2
 Mary Luke 1:46–55
 Believers Acts 4:24–31

Kinds of prayer

Adoration Psalm 95:1–7
 Confession Psalm 32:1–7
 Thanksgiving Psalm 100
 Supplication Psalm 70:1–3,5

Prayers from the psalms

Morning prayer Psalm 3
 Evening prayer Psalm 4
 Prayer for help Psalm 5, 12, 13, 28
 Prayers in times of trouble Psalm 6, 40, 116
 Prayers for protection Psalm 23, 46, 121
 Prayer for guidance Psalm 25
 Prayers of praise
 Psalm 27, 67, 96, 100, 145, 150
 Longing for God Psalm 42
 Prayer in time of trouble Psalm 50:15
 Prayer for forgiveness Psalm 51:1–17
 Special relationship with God Psalm 139:1–18

Prayer postures

Raised hands 1 Kings 8:22; 1 Timothy 2:8
 Kneeling Luke 22:41; Acts 9:40,41
 Lying face down Matthew 26:39

Prayer places

In private Matthew 6:5,6
 In groups Matthew 18:20; Acts 1:14
 Acts 12:12
 At the temple Luke 1:10
 Outdoors Matthew 14:23;
 Mark 1:35; Luke 6:12

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God promises to hear and answer prayer

God's care for people

Luke 12:22–31 Galatians 4:4–6
 Ephesians 1:4–8 1 John 3:1a

God's love in Christ

John 14:6 Romans 5:1,2; 8:32,34
 Ephesians 2:18; 3:12 Hebrews 4:14–16

God answers prayers

Matthew 7:7–11 Matthew 18:19
 Matthew 21:22 Luke 11:5–13
 John 6:37b 1 John 5:14,15
 Abraham asks God to spare a city
 Genesis 18:20–32
 Abraham's servant prays for guidance
 Genesis 24:12–26
 Hannah asks for a child 1 Samuel 1:1 – 2:11
 King Hezekiah's prays for his people
 2 Kings 18,19
 Solomon prays for wisdom
 2 Chronicles 1:1–12
 Solomon prays at the temple
 2 Chronicles 6 – 7:3
 Daniel prays for help Daniel 6
 Pray for enemies Matthew 5:44
 God knows needs Matthew 6:7,8
 Holy Spirit helps us to pray Romans 8:26,27
 Pray in Jesus' name John 14:14
 Romans 8:32–34
 Praise 2 Corinthians 1:3,4
 Intercession 2 Corinthians 1:11

Pray at all times	Ephesians 6:18; 1 Thessalonians 5:17
Thanks	Philippians 1:3–5
Pray about all things	Philippians 4:6,7
Pray for everyone	1 Timothy 2:1–3
Pray with confidence	Hebrews 4:16
Pray without doubting	James 1:6

God answers prayer through the Bible

When you are worried	Luke 12:22–31; Romans 8:31–39; 1 Peter 5:7
When you are afraid	Psalm 23:4; Psalm 27:1; Psalm 46:1,2; Psalm 121; Isaiah 41:10
When you have done something wrong	1 John 1:9
When you want to thank God	Psalm 101, 103, 107, 118,
When you feel angry	Ephesians 4:31,32

3 Jesus taught people to pray

Jesus and prayer

The Lord’s Prayer	Matthew 6:9–13; Luke 11:2–4
Jesus thanks his Father	Matthew 11:25
Jesus prays by himself	Matthew 14:23; Mark 1:35; Luke 5:16; Luke 6:12; Luke 9:28
Jesus blesses the children	Matthew 19:13–15
Jesus sings psalms at the Last Supper	Matthew 26:26–30
Jesus prays in Gethsemane	Matthew 26:36–46
Jesus prays when he is dying	Matthew 27:46; Luke 23:46
Jesus prays before decisions	Luke 6:12,13; Luke 9:18–22; Luke 22:39–46
Jesus prays for his enemies	Luke 23:33,34
Jesus prays at Lazarus’ tomb	John 11:41,42
Jesus prays for his followers	John 17

Prayer parables

Friend at midnight	Luke 11:5–8
Persistent widow	Luke 18:1–8
Pharisee and the tax-collector	Luke 18:9–14

God’s kingdom

Parables of the treasure and the pearl	Matthew 13:44–46
People in God’s kingdom	Matthew 28:19,20; Luke 17:20,21

God’s will

Romans 8:28	1 Timothy 2:4,5
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Forgiveness of sins

1 John 2:1,2

Temptation

Jesus’ temptation	Matthew 4:1–11
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KEY BIBLE VERSES TO HEAR AND REMEMBER

When you pray, go into a room alone and close the door. Pray to your Father in private.
Matthew 6:6a (CEV)

*The Lord has chosen everyone who is faithful to be his very own,
and he answers my prayers.*
Psalm 4:3 (CEV)

*Don’t worry about anything, but pray about everything.
With thankful hearts offer up your prayers and requests to God.*
Philippians 4:6 (CEV)

MENU

INTRODUCTORY ACTIVITIES

1

God invites people to pray to him in Jesus' name

WHO DO I LIKE TO TALK TO?

Students write the names of three people they most like talking to. They record why they like to talk to these people, why they feel they can talk to them and what they talk about.

Students make a cartoon which summarises a conversation they would have with one of these people.

Go on to investigate times when people in the Bible talked to God. (1a,1b,2b)

COMMUNICATING WITH FRIENDS

Students identify and discuss the various ways a person can communicate with a friend, eg talk, give a gift, just sit in silence, write a letter. Go on to explore the various ways of praying. (1c)

PRAYER SURVEY (1) Students construct a survey which explores people's attitudes towards and participation in prayer. (1a,1b,2a,2b)

WHAT IS PRAYER? Students record what they think prayer is and their attitudes to prayer. Ask students to finish sentences such as *Prayer is... People pray when... They pray because...* Discuss the answers as a class or in small groups. Write responses on a list.

Alternatively, give students a list of definitions of prayer, 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 talking to someone who loves you.

Prayer is saying special words that you don't understand.

Students discuss which definitions are best and why. Students come up with their own definition of prayer, which they may modify as the unit progresses. (1a,1b,1c)

FEELINGS ABOUT SILENCE

Ask students to discuss how they feel about silence. Ask questions such as:

Do I like being alone sometimes?

Am I happy doing nothing?

Do I ever spend time in silence at a special place?

How much time during the day would I spend being silent?

Brainstorm those things which can take place in silence, eg the sun rises and sets, flowers grow, stars shine, I read a book, I solve a problem.

List places where people are silent and why, eg museum or art gallery to appreciate the works of art, in a hospital so people can rest and recover, in church out of respect for God.

Explore the purpose of or need for silence, eg to think, to see things in a new perspective, to be at peace. Go on to help students develop stillness which can be an effective aid to prayer. (1c)

A SETTING FOR PRAYER Explore with the students reasons for establishing a special setting and atmosphere for prayer in the classroom and ways of doing this. (Remind students, however, that prayer is not dependent on atmosphere or setting and that Christians believe that they can pray at any time and anywhere.)

Discuss with students possible ways to set up a comfortable place for prayer which is free from distractions. Establish behavioural expectations, eg maintain respect for those who are praying. Assist students to experience stillness and silence. Set the mood by using aids such as quiet music, candles, incense, darkness. Help students to relax by asking them to

- focus on their breathing. Ask them to inhale slowly, count to five, exhale slowly, repeat three times;
- relax their muscles;
- imagine they are floating on a river or a cloud. (1c)

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God promises to hear and answer prayer

CONVERSATIONS Show students pictures of people talking in a variety of settings, eg conversation with friends, giving a speech, teaching, solving problems. Students discuss what might be taking place in the various situations. Students work in pairs to write a script for each picture. Go on to research how Christians can talk to God about all aspects of their lives. (2b)

LOOKING FOR HELP Ask students to talk about people who they would go to for help, eg parent, teacher, doctor, friend. Identify reasons why they would choose these people to go to for help, eg they trust them, they know they care about them. Go on to explore the Bible teaching that God will hear and answer prayers of Christians because he loves them. (1b,2a,2b,)

HOW DO YOU FEEL? Read students a book which deals with feelings, such as Alik's *Feelings* (see Recommended Resources Menu). Make a list of the various feelings the students experience. Beside each feeling draw or write ways of dealing with these feelings. Go on to look at situations in which people pray to God. (2b)

WAITING FOR AN ANSWER Ask students to recall occasions when they have waited for or expected an answer to a request, eg birthday, Christmas, inviting a friend for a sleep over. Was the answer always what you wanted or expected? What were the reasons for the particular answers? How did you react to the answers? Go on to explore the ways God hears and answers prayer. (2a)

IMPORTANCE OF LISTENING As a class discuss situations when it is important to listen to a message, eg in an emergency, an address of a friend, at school.

Practise listening skills, eg in pairs students talk for three minutes each about themselves or on a topic. Each person then has to share with the class as much information from their partner as they can.

Go on to look at Jesus' promise that God listens to our prayers. (2a)

DEPENDING ON OTHERS Read sections of fiction or non-fiction stories about people who needed to be rescued, eg sea rescue, trapped under rocks. Before telling the students how the person was rescued, ask them to suggest an appropriate ending to the story, where other people are involved in a rescue operation. Complete the story. Go on to explore the Christian belief that God uses people to answer prayers of those in trouble. (2a)

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Jesus taught people to pray

A PLACE TO THINK Share with students photographs of favourite places you love to go to be alone and think, eg beach, mountains. Ask students to talk about places they love to go which are special to them. Go on to explore special places Jesus went to pray. (3a)

HOW DO YOU SPEND YOUR TIME? Students make a chart which lists and/or illustrates the activities they do during a day, eg eat, play, read, work on the computer, watch TV. Go on to explore the activities Jesus did and the role of prayer in his life. (3a,3b)

A GOOD PARENT List the qualities of a good parent or good grandparent. Discuss the special name you have for your parents/grandparents, eg Dad, Gran. Why do you spend time with this person? What would you ask this person for?

Read stories which describe a loving parent or grandparent (see Recommended Resources Menu). Go on to look at what Jesus says about God as our Father and the way people can talk to God. (3a,3b,2b,1a,1b)

PRAYER BOOKS Students browse through a variety of prayer books. Students make a list of the things people talk to God about. Go on to explore what Jesus told his disciples to pray about in the Lord's Prayer. (3b, 2b,1a)

MENU

DEVELOPMENT ACTIVITIES

1

God invites people to pray to him in Jesus' name

GOD'S SPECIAL RELATIONSHIP

WITH HIS PEOPLE Explore the following stories to see the special relationship God had with his people in the Old Testament and the way God showed his presence to them and communicated with them:

Jacob's dream Genesis 28:10–19
Moses and the burning bush Exodus 3:1–8
The glory of God at the tabernacle
 Exodus 40:34–38
Elijah hears God in the 'gentle whisper'
 1 Kings 19:11–13a.

Students make 3 D models which illustrate the stories.

Students identify special places where Christians today have an awareness of the presence of God or communicate with God, eg chapel/church, in their own room, by the sea/mountains. Students could also make models of these places and add to the display of Old Testament settings. (1b,1c)

PRAYER SURVEY (2) Students collate their findings from the prayer survey. Write and present the findings of the survey. Discuss and formulate questions which come as a result of the survey or from students' own questions about prayer. Decide on ways to find answers to the questions. (1a,1b,1c,2a,2b)

A SPECIAL FRIEND Read Psalm 139:1–18 to the students. As a class discuss what you imagine the relationship is between the writer of this prayer (David) and God. Give reasons. Examine other psalms written by David which could give further information (see Bible References Menu).

Students write a prayer/psalm which describes how they feel about God. Be inclusive of those students who do not have Christian faith or are not sure about their relationship with God, encouraging them to record their questions or doubts in their writing. (1b,2b)

FORMS OF PRAYER Ask those students who are familiar with praying to share various ways they have prayed.

Provide the opportunity for students to experience a variety of forms of prayer. Remind students to maintain respect for those students who are praying.

- Use prayers from prayer books.
- Use an item or symbol as a prayer focus.
- Imagine Jesus is sitting next to you or walking down the road with you. What would you say to him?
- Read a Bible story. Imagine yourself in the Bible story. You meet with Jesus after the story. What would you say?
- Use a picture as a prayer stimulus.
- Model informal prayer to your students.
- Make a list of situations, eg getting into a car, being in a storm, being lost, realising you hurt someone. Students make up one-line prayers for each situation, eg *Dear God, please help. Forgive me, God.* (1c)

KINDS OF PRAYER Tell students about the acronym which identifies four kinds of prayer — ACTS:

- Adoration (telling God how good He is),
- Confession (asking God to forgive),
- Thanksgiving (thanking God),
- Supplication (asking).

Divide students into four groups, each with one kind of prayer. Students use resources such as prayer books, song books, the book of Psalms in the Bible to find examples of their particular kind of prayer. See the following psalms:

- Adoration Psalm 95:1–7
- Confession Psalm 32:1–7
- Thanksgiving Psalm 100
- Supplication Psalm 70:1–3,5

Compile these examples into a class prayer book, or as a class construct a prayer with all four aspects. (1a,2b)

PASTOR Invite a pastor to share with students the various prayers used in church and the purpose of these prayers. The pastor can also share the similarities and differences between

- prayers prayed as part of a worship service;
- prayers prayed with a small group of people; and
- personal prayers.

Provide opportunities for the students to ask the pastor questions about prayer. (1a,1b,1c,2a,2b)

BE STILL Students read the passage *Be still and know that I am God* (Psalm 46:10). Discuss what this might mean when people pray.

Practise times of stillness with students. Discuss afterwards how students coped with the stillness, eg What did they enjoy? What did they find difficult? How did they feel? What did they experience?

Discuss with the students how stillness might help people when they pray. Go on to explore the rest of Psalm 46. Students identify important phrases in the psalm which describe why people can be still and calm in any situation knowing that God is with them, eg 'God is a mighty fortress, always ready to help in times of trouble'. (1b,1c)

PRAYERS FROM ART Show students paintings or prints, using resources such as *A Child's Book of Prayer in Art*. Discuss with the students their observations and feelings about the message of each piece of art. Consider also what these pieces of art say about God and God's relationship with people. Use this as a stimulus for prayer. (1a,1b,1c)

WHO MAKES IT POSSIBLE FOR PEOPLE TO PRAY TO GOD?

Students read the following passages to discover what the Bible says about why people can pray to God:

John 14:6 Romans 8:32–34

Ephesians 3:12.

Use resources such as the explanation to the second part of the Apostles' Creed in Luther's *Small Catechism* to explore how Jesus made it possible for all people to 'come to God'.

Students draw a chart, diagram or picture which describes what Christians believe Jesus did to make it possible for people to be in a loving relationship with God. (1b)

2

God promises to hear and answer prayer

OLD TESTAMENT PRAYERS

ANSWERED Explore the ways God answered the prayers of people in Old Testament Bible stories (see Bible References Menu). Students read these stories in an illustrated Bible. They retell the story from the perspective of the person who prayed, including the reason they prayed, what they said to God, how God answered their prayer. (2a)

GOD ANSWERS PRAYERS Discuss with students their responses to the following questions:

- Does God answer prayers?
- If God answers prayers, how does God do it?

Examine what 1 John 5:14,15 and Hebrews 4:16 say about God hearing and answering prayers.

Tell students the story of the boy who once prayed that he would be given the special ability that his uncle had. Every night his uncle took his teeth out of his mouth and put them in a glass. When the boy grew up he was very pleased that God hadn't answered his prayer the way he expected him to.

Discuss whether God always answers prayers the way people want or expect. Why?

Examine an example of the way God answers prayers in unexpected ways by reading to the students the story of Jesus praying in Gethsemane. Discuss: What does Jesus show in this story about praying and about God answering prayers? Draw a storyboard of Jesus praying in the garden. Include captions.

Students record what they think God the Father would have said to Jesus when Jesus had finished praying (Ephesians 1:6–8 gives clues about how God feels about Jesus, about people and about what Jesus had to do). (2a)

GOD COMMUNICATES Discuss ways Christians believe God communicates with people, eg in worship, through the Bible, Bible story books, devotion books, through Christians, through the events of our lives, through relationships with others. Describe what God can communicate through these various ways. Dramatise findings.

Discuss how prayer is a human response to God's communication (eg thanking God for the good news about Jesus). (1a,2a)

GOD ANSWERS PRAYERS

THROUGH THE BIBLE Tell students that Christians believe one way God answers prayers is through the message in the Bible. Examine the following passages and describe how they could provide an answer to prayer.

When you are worried Luke 12:22–3;
Romans 8:31–39

When you are afraid Psalm 23:4; Psalm 27:1;
Psalm 46:1,2; Psalm 121; Isaiah 41:10

When you have done something wrong
1 John 1:9

When you want to thank God Psalm 100;
Psalm 103; Psalm 118

When you feel angry Ephesians 4:31,32

Discuss with students the following questions:

- Do these verses promise that people will always receive the answers to their prayers they are expecting?
- What do these passages say about God and his relationship with people? (2a, 1b)

PRAYER WITNESS Ask Christians, eg teachers or parents from the school community to talk with the class about their prayer life. Speakers include information about why they pray to God, where they pray, how they pray and what they pray about. Also ask them to share the ways God has answered their prayers. (Encourage guests to give examples of times when God has answered their prayers in a way they were not expecting or not even wanting, or times when God has taken a long time to answer their prayers, or times when God’s answer has apparently been No.)

Alternatively, look for newspaper or magazine articles which refer to people praying and the reasons for their prayers. (2a,2b, 1a,1b,1c)

NEWSPAPERS Make a display of newspaper articles or headlines. Ask students to suggest prayer ideas for each of the articles. Students choose one of the articles and write a prayer in response to the article. Christians believe that God can use people to answer prayers. Discuss ways people can be an answer to prayers in these situations, eg people or money is provided to help starving people. (2a,2b)

3 Jesus taught people to pray

PRAYING TO GOD Read stories of Jesus teaching his disciples to pray (Matthew 6:5–13; Luke 11:1–13). Students identify what Jesus taught his friends about the kind of God they pray to (ie a loving caring father; you don’t have to impress God with the ‘right’ words or actions; you don’t have to be afraid of God: God wants to hear about your needs.)

Students write a poem which describes what Jesus teaches about God and the way people can pray to him. (3a,3b)

JESUS TEACHES HOW TO PRAY

Students work in pairs to explore what Jesus taught about how to pray. They choose one of the Bible verses below, record it and illustrate the meaning of the verse.

- Pray for enemies Matthew 5:44
 - Pray in private Matthew 6: 6
 - Pray knowing that God knows your needs Matthew 6:7,8
 - Pray about what concerns you Matthew 6:9–13
 - Pray confidently knowing God gives good things Luke 11:1–13
 - Pray for what God wants Matthew 26:39
- (3a, 2b,1a)

PARABLES OF PRAYER Students read the stories Jesus told about prayer (see Bible References Menu). As a class discuss what these parables teach about prayer.

Students make parables into illustrated books, or a dramatisation, or rewrite them in a contemporary setting. (3a, 1a,1b,2a,2b)

JESUS PRAYS Students find examples of occasions when Jesus prayed alone (see the Bible References Menu). Students construct a visual presentation which illustrates how, when and where Jesus prayed. Include in the pictures the context of the situation, eg away from a large crowd Jesus had been with all day, before important decisions. (3a)

PLACES JESUS PRAYED Students investigate various places and ways Jesus prayed, eg prayed in the temple, alone on the mountain, in the desert, aloud in the presence of others, sang psalms in the Last Supper, asking to forgive his enemies on the cross. Students write or role-play an interview with one of Jesus’ followers who describes the role of prayer in Jesus’ life. (3a)

BIBLE STORIES Students use an illustrated Bible and skim through stories of Jesus’ ministry. They choose a story and read it carefully. They imagine and write a prayer Jesus could have prayed to his Father after this event took place or a prayer a character from the story might pray. (3a)

THE LORD’S PRAYER Students investigate as a class or in small groups the meaning of each part of the Lord’s Prayer. Use resources such as Luther’s *Small Catechism*. Choose from the following activities:

- Write individual or group versions which explain the meaning of the prayer.
- Make a poster which explains each part of the prayer.
- Make a big book to share with Junior Primary students which explains the meaning of the prayer.
- Make a series of banners which illustrate each part of the prayer. (3b)

GENERAL ACTIVITIES

BIBLE VERSE Students learn an appropriate Bible verse (see Bible References Menu page 11).

SONGS Students learn songs about prayer (see *Resources for Music and Devotions* in the appendix).

MENU

RESPONSE ACTIVITIES

1

God invites people to pray to him in Jesus' name

STIMULUS FOR PRAYER Provide students with a range of stimuli for prayer, eg:

- photographs of various settings, eg rainforest, city, war, conflict, beach, family
- newspaper articles
- a nature walk (take photographs of this activity)
- a cross
- any object.

Students write their own prayers or thoughts. These could be words of thanks, praise, asking, seeking forgiveness. Display prayers or thoughts around photographs, articles or objects. (1a,1c)

SCRIPTURE AND PRAYER Model the use of a short passage from Scripture as the starting point for writing a prayer, eg Genesis 1: *Thank you, God, for creating the world. Dear God, I am sorry for the way we misuse the world. Help us to care.*

Give students a verse of the Bible to read in pairs or on their own. Ask them to think about the meaning of the verse. Students write a personal reflection or prayer. (1a,1b,1c)

PRAYER PRESENTATION Students prepare and present a prayer presentation which can be used at whole-school worship. Students create a computerised multimedia prayer presentation, which includes the use of slide images, music and words of meditation from the book of Psalms, or their own prayers. (1a,1b,1c)

CONVERSATION WITH GOD Read to students prayers which deal with daily life and begin with the words *Dear God* (see books such as *Prayers for Aussie Kids* by Bruce Prewer).

At the end of each day provide time for the students to write a *Dear God* prayer about things which have happened during the day. If students do not feel comfortable writing a prayer, allow them to write a journal entry to you which reveals their thoughts and feelings about the day. (1a,1b,1c,2a,2b)

MUSIC AND PRAYER Students create musical accompaniment to prayers from prayer books or to their own prayers, which can be used for devotions or whole-school worship. (1c,1a)

SONG PRAYERS Examine Christian songs and select a song where the songwriter is talking to God. Write a summary which describes what the writer says about God and what the prayer is saying to God. (1a,1b)

PRAYER COLLAGE Students make a collage of words and pictures which describes what Christian prayer is. (1a,1b,1c)

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God promises to hear and answer prayer

PRAYER BOOK FOR ALL

OCCASIONS Students work in pairs and choose an occasion or special time when Christians pray, eg when they are happy, worried, sad, thankful, lonely. Include particular times of the year, eg holidays, birthdays, Christmas, Easter. They find or write their own prayers which would be suitable for their chosen category.

Alternatively, students make a class prayer book of favourite prayers. Leave blank pages in the book for students to write their own or to add other prayers they find throughout the year. (2b,1a,1b,1c)

IMPORTANT BIBLE PASSAGES

Students choose one of the situations described in the Development Activity *God Communicates through the Bible*. Write a simple prayer, eg *Help me, God, I am feeling so scared*. They record a Bible verse(s) which could be helpful in this situation. Include the prayer and Bible verse in a banner or poster. (2a)

PRAYER REQUESTS Make a prayer display board with headings such as **others' needs, our needs**. Students write personal requests on the board or attach newspaper clippings of situations where prayer can be appropriate. (2b,1a)

CONCEPT MAPS Students create concept maps about their day or about their relationships or any aspect of their lives. Students use the concept maps as aids to writing individual prayers. (2b)

PRAYER CALENDAR As a class make a flip-over prayer calendar for a month. Each student is responsible for the page for one day. They write their own short prayer for one day or find one in a prayer resource. Students decorate their page in a way which illustrates the subject and meaning of their prayer. Use the prayer calendar in class devotions. (2b)

BANNER: PRAYER FOR OTHERS Challenge students to list twenty groups of people who need to be remembered in prayer, eg missionaries, homeless people.

All students make a print of their hands on a large sheet of fabric or paper to form the background for the banner. When the paint has dried, students record the names of the groups to be prayed for, prayers from the students and ways people act as God's agents in God's answer to prayer for these groups.

Display the banner and invite students to use it as a stimulus for private prayer in quiet moments. (2a)

A PLACE FOR PRAYER Discuss with the students which time of the school day they would best like to have a silent time where prayer could be an option and where they would like to do this. Make a regular time each day for students to pray or meditate on important issues. (2b)

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Jesus taught people to pray

MY SPECIAL THINKING PLACE

Assist students to meditate in their own special place by choosing one of the following activities:

- Take students outside to a quiet place and give them time on their own to pray or to think about things which are important to them.
- Students describe in their journals their favourite thinking place. Write what they would like to think or pray about if they were there now.
- Play some quiet meditative music and allow students time to pray or to think about something important in their lives. (3a,1a,2b)

THE LORD'S PRAYER Students choose from the following response activities which could be used in a class devotion or school worship:

- Make up your own actions for the words of the Lord's Prayer.
- Make up a set of slides which accompany each of the parts of the Lord's Prayer.
- Write each part of the Lord's Prayer on large sheets of paper and use the parts of the prayer to stimulate new prayer thoughts. Choose a leader to say each part of the Lord's Prayer. Provide a brief quiet time for the students to reflect on the thoughts which have been added to each part by the class.
- Create a liturgical dance to be used with a song version of the Lord's Prayer. (3b)

MENU**RECOMMENDED RESOURCES**

The introduction to LIFE contains suggested general resources for all LIFE concepts. The following resources may be used to develop a unit about *God helps people pray*.

Some of these resources may be out of print.

They are listed because they (or others similar to them) may be found in school libraries.

Preview these and any other resources you intend using to be sure that they are appropriate for your students.

LITERATURE — NON-FICTION**Prayer books**

Batchelor M (compiled by) *The Lion Book of Children's Prayers* 1977 Lion

Baynes P *Thanks Be to God— Prayers from around the World* 1990 Lutterworth

Beckett W *A Child's Book of Prayer in Art* 1995 Dorling Kindersley

Morgan W *Personal Prayers for Children* 1989 Chi Rho Books

Prewer B *Prayers for Aussie Kids* 1993 Openbook Publishers

Rock L *Glimpses of Heaven: Poems and Prayers of Mystery and Wonder* 1997 Lion

Rock L *All Year Long* 1997 Lion

Watson C *365 Children's Prayers* 1989 Lion

The Lord's Prayer

Johnson S *Talking with God* 1996 Christian Focus Publications

Rock L *The Lord's Prayer for Children* 1993 Lion

Books about prayer

Osborne R *I Want to Know about Prayer* 1998 Zondervan Publishing House

Books about God

Erickson M *What Is God Like?* 1990 Chariot Books

Libby L *Someone Awesome* 1995 Gold'n'Honey Books

Rock L *A First Look: God* 1994 Lion

Feelings

Aliki *Feelings* 1984 Piccolo Books

TEACHER RESOURCES

Abbott M *Igniting Sparks of Reconciliation and Compassion* 1996 Catholic Education Office Adelaide

Bretherton B *Praying with Children* 1995 Social Science Press

Glavich M *Leading Students into Prayer* 1993 Twenty-Third Publications

Heller E *The Kid's Book of Prayers* 1995 Pauline Books and Media

Pate J *Praying with Children* 1995 McCrimmon Publishing

Wezeman P *Twenty Prayer Lessons for Children* 1996 Twenty-Third Publications

MUSIC**Meditative music****CLASSICAL**

Bach *Brandenburg Concerto #2*

Beethoven *'Emperor' Concerto*, second movement

Brahms *Symphony #1*, third movement

Chopin *Concerto in F Minor, #2*

Liszt *Liebestraum*

Mozart *Clarinet Concerto*, second movement

Rodrigo *Concierto de Aranjuez*, second movement

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O'Connor T *Rainforest Magic or Wilderness* Stephen Parish Publishers

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