

**MODEL UNIT
BAND C
LEVEL 2**

PRAY THIS WAY

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 investigate prayer as a vital part of a Christian's relationship with God
- 1b investigate what it means to pray in Jesus' name
- 1c investigate and compare the features and benefits of personal and corporate prayer

2. GOD PROMISES TO HEAR AND ANSWER PRAYER

- 2a explore the Christian belief that God answers prayers according to his will
- 2b identify situations in which people are led to pray or which make praying difficult
- 2c investigate prayers written by Christians throughout history, including traditional church prayers

3. JESUS TAUGHT PEOPLE TO PRAY

- 3a examine Jesus' teaching on prayer
- 3b investigate the Lord's Prayer as a framework for Christian prayer

STUDENT ASSESSMENT

ASSESSABLE STUDENT OUTCOMES

- Record information about prayers and what they reveal about Christians' relationship with God. (1a,2a)
- Record what Christians believe about God answering prayer. (2a)
- Record information about prayer from prayers throughout history. (2c,3b)
- Write the Lord's Prayer in their own words. (3b)
- Write a summary of Jesus' teaching about prayer and why Jesus says to pray in his name. (3a,1b)

ASSESSMENT STRATEGIES

- ⇒ work sample
- ⇒ TRS C2/2/3
- ⇒ work sample
- ⇒ work sample
- ⇒ TRS C2/3

UNIT SUMMARY

In this unit students conduct an investigation of prayer through a study of prayers from the Bible and from the Christian church and Christians through history. Students use the prayers to explore what people pray about and what prayers reveal about Christians' beliefs concerning God and their relationship with God. Each student will use the information they gather to prepare their own 'home page'.

UNIT NOTES

Students research prayer through a study of prayers in the Old and New Testaments, Jesus' prayers, traditional and contemporary prayers. They need access to a wide range of prayer books. They use the information they gather to design their own home page about prayer. There are a number of multimedia computer programs available for creating home pages. Alternatively, students could use other computer programs to present their information.

INTRODUCTION

1. PRAYER BOOKS FOR THE 21ST CENTURY

Show students a range of home pages on the Internet, eg the home page for the school, the LCA, Openbook Publishers. Students list the type of information recorded on a home page.

Students surf the Internet for 'Christian prayer' sites. Some useful sites are listed in the Recommended Resources Menu. Students record the kind of information listed on the home pages.

Tell students that they will design a home page about prayer. In groups they develop a list of the kinds of things they will include on a home page about prayer. Encourage students to list questions they have about prayer. These questions can be used to guide the investigation, eg What do people pray about? How do they pray? Who do they pray to?

Distribute Teacher Resource Sheet (TRS) C2/1 and discuss expectations of the investigation. As the unit progresses, students can record the information in a rough draft or immediately on the home page.

DEVELOPMENT

2. PEOPLE IN THE OLD TESTAMENT PRAY

Highlight these points:

- Talking to God was a vital part of people's relationship with God.
- People in the Old Testament spoke boldly to God and expected him to answer.
- God always answered their prayers, sometimes immediately, sometimes after many years, eg Abraham and Sarah, Israel praying to return from exile.
- People can have conversations with God or pray formally. There is no one set pattern.

Tell students that they will be using prayers of people throughout history to gather their information about prayer.

Students investigate prayers of people in the Old Testament (see TRS C2/2). Students read the Bible stories and record information concerning the things people pray about, how people pray and people's relationship with God. Discuss students' findings.

Students record for their home page information they have learnt about prayer and one or more samples of Old Testament prayers.

3. NEW TESTAMENT PEOPLE PRAY

Students explore the relationship between Christian prayer and faith. Christians believe that prayer flows out of a trusting relationship with God. Christians pray knowing that God will answer according to his will and do what is ultimately best for people.

Students investigate the prayers of people in the New Testament. See TRS C2/3. Discuss the questions with students. You may also wish to comment or discuss:

- The people in Jesus' day could speak to him face to face. Christians today speak to Jesus in prayer even though they can't see him.

Students record prayers from this section and information for their home page.

4. JESUS PRAYS

Read the story of Jesus praying in the garden of Gethsemane, Luke 22:39–46. Set the context of the story by reading the headings of stories before and after the story. Discuss:

- Why do you think Jesus was feeling so distressed?
- What did Jesus pray?
- What do you think Jesus meant when he said: 'If you will, take this cup of suffering away from me. **Not my will, however, but your will be done**'?
- How did the Father answer Jesus' prayer?

Highlight the following points during the discussion:

- Jesus beginning his prayer with 'Father' or 'Dad' shows Christians the type of relationship that God, the perfect parent, has with them.
- God answered Jesus' prayer, not by sparing him suffering, but by strengthening him in suffering.

Students can investigate other prayers of Jesus (see Bible References Menu).

Students record one of Jesus' prayers and other information about prayer for their home page.

5. JESUS TEACHES ABOUT PRAYER

Tell students that Christians believe that when Jesus came he made everything new, including prayer. Students use TRS C2/4 to explore Jesus' teaching about prayer.

As you discuss students' summaries of Jesus teaching, emphasise that Jesus invites people to pray to God with confidence, knowing that he loves them and will answer in the way he knows is best.

To introduce the Lord's Prayer, tell students that Jesus' disciples watched Jesus pray and asked him questions about how to pray. Jesus taught the disciples a prayer they could use. Read Matthew 6:9–15.

Students work in groups. Each group is assigned one of the parts of the Lord's Prayer to investigate using Luther's *Small Catechism*. They record their part of the Lord's Prayer on a large piece of paper and describe in their own words what their part means.

Each group shares its recordings and discusses:

- What key words could be used to identify the different sections of the Lord's Prayer? (eg God's name)
- What can we learn about prayer from the Lord's Prayer?

An optional activity is to use the Internet to investigate the Lord's Prayer.

Students write their own version of the Lord's Prayer with their reflections on each part for the home page.

6. TRADITIONAL PRAYERS

Gather a range of prayer books which contain traditional prayers from people such as Martin Luther, Francis of Assisi, Saint Augustine (see TRS C2/5). *Prayer Resources for Daily Worship* by David Schubert and *Personal Prayers of Famous People* are excellent resources.

Students read and study traditional prayers and record information on the types of things Christians pray about and what the prayers reveal about Christians' relationship with God. Choose from the following options for the investigation:

- Each student chooses two traditional prayers to study.
- As a class study a number of traditional prayers.
- Students work in groups and are assigned a collection of prayers to investigate.

Students use encyclopedias to investigate the authors of the prayers. Discuss:

- What do you learn about prayer from traditional prayers?
- What do you think are the benefits of using traditional prayers?
- How can Christians use traditional prayers when praying?

Students record one of the prayers and other information about prayer for their home page.

7. CONTEMPORARY PRAYERS

Provide students with a range of contemporary prayer books. Ensure that prayer books for young people are included in the selection (see Recommended Resources Menu for titles).

In pairs students choose and study a contemporary prayer. Each pair must record:

- What is the prayer about?
- What does the prayer say about the relationship between Christians and God?
- What can be learnt about prayer from the prayer?

Students record the prayer and other information for their home page.

RESPONSE

8. PRAYER HOME PAGE

Students design their own home page about prayer. Provide time for students to view and use other students' home pages. Consider having a launch of the home pages and inviting other classes to browse through them.

YOU WILL NEED

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| <ul style="list-style-type: none"><input type="checkbox"/> range of prayer books with traditional and contemporary prayers<input type="checkbox"/> copies of TRS C2/1 – 2/5 for students<input type="checkbox"/> copies of Luther's <i>Small Catechism</i> | <ul style="list-style-type: none"><input type="checkbox"/> access to computers and software for designing home pages<input type="checkbox"/> encyclopedias to research authors of traditional prayers |
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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. *Everyday Texts:* Consider needs of audience when speaking. Develop discussion and problem-solving skills.

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

TECHNOLOGY: *Design, Make, Appraise:* Identify needs and opportunity. Follow specifications. *Information:* Create, organise and present in a variety of ways. Interpret and produce information in multi-media forms. Select and use appropriate resources, techniques and equipment.

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' experience with prayer?

How did I respond to the range of students' attitudes towards developing their own prayer home page?

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?



PRAYER BOOKS FOR THE 21ST CENTURY

Have you been surfing lately?

Have you had the opportunity to explore the Internet?

The Internet has an amazing amount of information for all aspects of our lives.

What type of information is recorded on home pages?

In Christian Studies we are about to design a home page about prayer.

What kind of information would we need to include?

Make a list here:

eg examples of prayers

an explanation of what prayer is

What features would you like to include in your home page that you have seen on other home pages?

In this unit we will be gathering a range of information.
You will need to keep a file or journal of information you wish to include on your home page about prayer.

PRAYERS IN THE OLD TESTAMENT

Work in a group and divide the following Bible stories between you.

Genesis 18:16–33 ♦ Abraham pleads for Sodom

Exodus 32:1–14 ♦ Moses prays for Israel

1 Kings 3:1–15 ♦ Solomon’s prayer pleases God

1 Kings 18:20–39 ♦ Elijah’s prayer

Your task is to read the story and report on the questions below:

♦ What did the person in the story pray about?

♦ What does the prayer reveal about the person’s relationship with God?

♦ What does the prayer reveal about God?

♦ What does the story teach about how God answers prayer?



PRAYER BOOKS FOR THE 21ST CENTURY

NEW TESTAMENT PRAYERS

Work in a group and each choose one of the following stories to read and summarise to your group:

- Matthew 8:1–4 ♦ A man with leprosy comes to Jesus
- Matthew 8:23–27 ♦ Jesus' followers call to him in danger
- Matthew 15:21–28 ♦ A Canaanite woman comes to Jesus
- Luke 7:1–10 ♦ A Roman officer comes to Jesus
- Luke 17:11–19 ♦ Ten men with leprosy come to Jesus
- Acts 7:59,60 ♦ Stephen prays in his dying moments

Use these questions to help you share with the group:

- ♦ What do these prayers show about the people's attitude towards Jesus?

- ♦ Why do you think faith is important in Christian prayer?

- ♦ What if a person's faith is not very strong? (see Matthew 8:23–27) _____

- ♦ What can we learn from these stories about the way God answers prayers?



PRAYER BOOKS FOR THE 21ST CENTURY

JESUS TEACHES ABOUT PRAYER

Work with a partner and investigate the following Bible readings.

Record Jesus' message after each reading.

- ◆ Matthew 5:44 _____

- ◆ Matthew 6:5-8 _____

- ◆ Matthew 7:7-11 _____

- ◆ Mark 11:24,25 _____

- ◆ Matthew 18:19,20 _____

- ◆ Luke 18:1-14 _____

- ◆ John 16:23 _____

If someone asked you what Jesus taught about prayer, what would you say? Write your own summary of Jesus' teaching on prayer or a list of Jesus' guidelines for praying.

Why do you think Jesus says to use his name in prayer?



PRAYER BOOKS FOR THE 21ST CENTURY

PRAYING WITH TRADITIONAL PRAYERS

Read the following prayers of Christians from history.

*L*et us give thanks to the God and Father of our Lord Jesus Christ, the merciful Father, the God from whom all help comes! He helps us in all our troubles, using the same help that we ourselves have received from God. Just as we have a share in Christ's many sufferings, so also through Christ we share in God's great help.

Paul, first century
2 Corinthians 1:3-5

*L*ord, make me an instrument of your peace.

Where hate rules, let me bring your love;
where malice, forgiveness;
where disputes, reconciliation;
where error, truth;
where doubt, belief;
where despair, hope;
where darkness, your light;
where sorrow, joy!

Francis of Assisi, 1181-1226

*G*rant me, Lord,

to know what I ought to know,
to love what I ought to love,
to praise what delights you most,
to value what is precious in your sight,
and to hate what is offensive to you.

Thomas a Kempis, 1380-1471

*L*ord,

never let us think
that we can stand by ourselves,
and not need you.

John Donne, 1572-1631

*T*hank you, Father in heaven,
through your Son Jesus Christ,
for protecting me all night
from harm and danger.
Protect me today
from all sin and evil,
so that everything I do
will please you.
I put myself and all I have
into your hands.
Send your holy angel to be with me
so that the devil
will have no power over me. Amen

Martin Luther, 1483-1546

*G*od of love:

through your only Son you have given us a
new commandment,
that we should love one another
as you loved us, the unworthy and
wandering.

Give to us, throughout our life on earth,
a mind ready to forget past ill will,
a pure conscience,
and a heart to love our brothers.

We ask this through your Son, Jesus Christ
our Lord.

Saint Cyril, fifth century

Choose two prayers and read them carefully.

What is the message of the prayer?

What does the prayer suggest about the relationship between the prayer writer and God?

What questions does the prayer raise for you?



PRAYER BOOKS FOR THE 21ST CENTURY

