

## Religion Curriculum Inquiry Unit



School:

<b>YEAR LEVEL: 2</b>	<b>Term:</b>	<b>Year:</b>
<b>Inquiry / Wondering Question: I wonder about praying. How does prayer help me grow as a person?</b>		
<b>Strands:</b>  <div style="text-align: center;"> <b>Beliefs</b>  <b>Sacraments</b>  <b>Morality</b>  <span style="background-color: #007090; color: white; padding: 2px;">Prayer</span> </div>	<b>Cross-curricular priorities:</b>	
<b>Class context/Learners:</b> <span style="color: red;">To be added by class teacher</span>		
<b>Key Inquiry Questions:</b> What prayers can I pray? How does prayer help me to grow in friendship with God and as a person?	<b>I Wonder:</b> I wonder what prayers I can pray. I wonder how I can express my thoughts and feelings in my prayers. I wonder where I can experience to mystery and wonder of God. I wonder what I think about God.	
<b>Knowledge &amp; Understanding...</b> Jesus teaches his disciples to pray the Our Father Traditional Prayer: Sign of the Cross, Hail Mary and Our Father. Jesus hears our prayers. Jesus prays. I am with God in prayer and God is with me. I can ask for help and guidance in prayer for myself and others. Prayer is a way of expressing emotions when relating to God e.g. Praise, happiness, sadness, joy etc. Prayer involves rituals, symbols, celebrations and silence.	<b>Skills...</b> recite the Hail Mary and Our Father  identify reasons to pray  participate in class rituals select appropriate symbols for prayer	



## Identify scripture to be interpreted:

### World behind the Text

- Who wrote the text?
- When was it written?
- Who was the audience of the text?
- What do you know of the cultural, historical and political context of the author?
- What do you know of the cultural, historical and political context of the time?
- Where did this take place?

### World of the text

- What type of writing is this?
- What comes before and after this text?
- Who are the characters in the text?
- Who speaks and who is silenced?
- What happens in the text?
- What words are interesting, new or difficult and need explaining?

### World in Front of the Text

- What meaning does this text have for my life today?
- How might people of different genders and cultures interpret this text today?
- How could this text be used in prayer?
- What life experiences help me to better understand this text?
- What aspects of this text might not be relevant to our lives and time?

## Assessment Plan

### Year Level Achievement Standards:

*By the end of year two*, students explain that the Bible is important to Christians. They know that a narrative tells a story about Jesus and parables are stories or riddles that Jesus told to help teach people about God and they can retell a narrative or a parable. They compare and contrast some of the cultural and social background of the Gospels with ours e.g. family, food, housing, transport.

*By the end of year two*, students name the most common sacramental elements, words and actions from the rite of Baptism.

*By the end of year two*, students recall scripture that shows Jesus as loving and just. Students name ways they can show love and act responsibly in family, school and community.

*By the end of year two*, student recite the Hail Mary and Our Father. **Students identify reasons to pray. Students select appropriate symbols for prayer.** Students know that Lent begins on Ash Wednesday. Students demonstrate an understanding of the life of Mary.



Type of Assessment	Description	Possible Sources of Evidence	When assessment takes place
<b>Formative</b> Assessment <i>for</i> Learning	<p>I wonder...            Students sit in Talking Circles and explore the statement “A special time when I feel close to God is...”            Students take turns listening to each other’s responses to this statement</p> <p>Post – it Note brainstorm            Students are given post –it notes to write responses and place on the appropriate chart.</p>	<p>Observations</p> <p>Post-it Notes</p>	<p>Beginning of Unit</p> <p>During Unit</p>
<b>Summative</b> Assessment <i>of</i> Learning	<p>Using a Y –chart students identify what it sounds like, looks like, smells like, at times when they feel close to God and then students look for or are given a visual of a place where they might experience the mystery and wonder of God and complete a Star Chart (A-Z Teaching Strategies) to record their experiences . I can see ...I can touch...I feel...I can hear...I can smell...</p> <p>Prayer Ritual:            Students lead prayer ritual that their group has planned. At the end of each service, feedback is given by the class, and each group completes a self-assessment using the rubric.</p> <p>Action Plan:            Students to make an action plan by completing the following statements:            When I pray by myself I will...            When I pray with my friends I will...            When I pray with my class I will...            When I pray with my school community I will...            When I pray at church I will...            When I pray for the world I will...</p>	<p>Y-Chart            Star Chart</p> <p>Self-assessment Rubric</p> <p>Action Plan can be written or drawn or verbal</p>	<p>During the unit</p> <p>At the end of the Unit.</p> <p>At the end of the Unit</p>



<b>Affective</b>  <b>Assessment as Learning</b>	Personal prayer Rubric – Teacher and students create a “Personal Prayer’ rubric for students to fill in. This is not to be shared with the class, but could be included in their personal journals. Headings are rated 1-3 stars in the following areas: - I pray - I know the Our father - I know the Hail Mary - I can make up prayers - I make time to pray - I can make the sign of the cross		Beginning and end of Unit
-------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	---------------------------

## Learning and Teaching Sequence

<b>WK</b>	<b>Inquiry Phase</b>	<b>Activity/Experience/Differentiation</b>	<b>Resources/ICLTs</b>	<b>Assessment</b>
	<b>Tuning In</b>	<p>Create prayer space in the classroom where children gather daily for prayer. Place the Bible in a prominent place; make use of candles, icons, flowers or whatever is appropriate to the prayer focus at that time.</p> <p>As a class complete a brainstorm using the following: ‘What is prayer?’ Use a mind map to represent students’ responses.</p> <p>Students share times and experiences when they have prayed. What prayers do they say? Do they pray alone or with someone? Where do they pray?</p> <p>Use the time in your prayer space to introduce prayer starters: “Jesus help me to...” “Thank you for ...” “Show me how...” “Today I feel...” “I am sorry for ...” etc. Display prayer starters so students don’t have to rely on memory.</p>	Candles, flowers, a proper Bible, cross etc.	



		<p>Use morning prayer as a time to affirm students. These students can be 'Prayer leader' for the day. Make a badge for them to wear. Say a 'thank you' prayer for these people.</p> <p>Use simple songs with actions for the afternoon prayer time. Simple songs can be found in the book "Sing Your prayers" by Karen Comstock and Nancy Metcalf E.g. <i>To the tune of jingle bells</i></p> <p style="text-align: center;">God sends love From above We send love to God.</p> <p style="text-align: center;">Hear us pray Every day We send prayers to God.</p> <p style="text-align: center;">With our love We will share All our thoughts with God God will hear and answer prayers And keep us in God's care.</p> <p>A simple grace song from Expressions Book 1 p. 43 Thank you God to the tune Hot cross buns</p> <p style="text-align: center;"><i>Thank you God, Thank you God For my lunch and for my friends, thank you God.</i></p> <p>When teaching songs incorporate appropriate gestures.</p> <p>List ways of communicating Talking, listening, Drawing, Writing, etc.</p> <p>Discuss Who communicates? Where do we communicate? Why do we communicate? What do we communicate about?</p> <p>Introduce prayer as our way of communicating .</p>	<p><i>Sing Your Prayers</i> by karen Comstock and Nancy Metcalf E.T. Nedder Publishing.</p> <p>Expressions book 1 p 43</p>	
--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------	--



		<p>Introduce the children to quiet prayer time by:</p> <ul style="list-style-type: none"> <li>- Listening to sounds</li> <li>- Focusing on breathing</li> <li>- Using the relaxation exercises</li> <li>- Listening to music</li> <li>- Listening to nature noises</li> <li>- Allowing children to sit in a quiet space outside.</li> <li>-</li> </ul> <p>I wonder...</p> <p>Students sit in Talking Circles and explore the statement “A special time when I feel close to God is...”</p> <p>Students take turns listening to each other’s responses to this statement.</p> <p>Personal prayer Rubric – teacher and students create a “Personal Prayer” rubric for students to fill in. This is not to be shared with the class, but could be included in their personal journals.</p> <p>Headings are rated 1-3 stars in the following areas:</p> <ul style="list-style-type: none"> <li>- I pray</li> <li>- I know the Our father</li> <li>- I know the Hail Mary</li> <li>- I can make up prayers</li> <li>- I make time to pray</li> <li>- I can make the sign of the cross</li> </ul> <p>This rubric can also be used at the end of the unit, and students may wish to discuss any changes in their ratings and why they think this has happened</p>	<p>Prayer journals</p>	<p>Assessment for learning – this will indicate students’ prior knowledge and experiences of prayer.</p> <p>Assessment as learning</p>
	<p><b>Finding Out</b></p>	<p>Begin a class prayer book which will contain examples of children’s work as formal prayers, favourite prayers, prayers-songs etc. Add to this as the learning continues.</p> <p>Students assemble a prayer journal. As they learn different types of prayers their thoughts, reflections and examples could be placed in the journal.</p> <p>Post – it Note brainstorm</p> <p>Have a poster on walls in the classroom with the following headings:</p> <p>Prayer is...</p> <p>Prayers I know...</p> <p>I pray to ...</p>	<p>Prayer journal</p> <p>Posters. Post-it notes</p>	<p>Assessment for learning</p>



		<p>Times when I pray...  Places where I pray...  People I pray with...  Questions I have about prayer...  Students are given post –it notes to write responses and place on the appropriate chart. Charts are displayed around the room and referred to as necessary, or presented in a variety of ways, e.g. PowerPoint presentation, book, art-form.</p> <p>Use the following steps to guide the class in the following meditation:</p> <ul style="list-style-type: none"> <li>- <i>Everybody take a big breath in and out.</i></li> <li>- <i>Can you feel your breathing?</i></li> <li>- <i>Listen to your heartbeat.</i></li> <li>- <i>Listen to the sounds outside.</i></li> <li>- <i>Listen to the sounds inside the room.</i></li> <li>- <i>Feel the quiet inside you.</i></li> <li>- <i>Think of a quiet place where you feel comfortable.</i></li> <li>- <i>Who is there with you/</i></li> <li>- <i>What would you say to them?</i></li> <li>- <i>Listen to your heartbeat.</i></li> <li>- <i>Listen to the sounds outside.</i></li> <li>- <i>Listen to the sounds inside the room.</i></li> <li>- <i>Now listen to me, open your eyes.</i></li> </ul> <p>Think pair share strategy;  Give students quiet time to reflect on this experiences, using the following questions to guide their thoughts:</p> <ul style="list-style-type: none"> <li>- <i>Did you feel your breathing?</i></li> <li>- <i>Did you feel your heartbeat?</i></li> <li>- <i>What sounds did you hear?</i></li> <li>- <i>How did the quiet feel?</i></li> <li>- <i>Describe your quiet place.</i></li> <li>- <i>Who was there with you?</i></li> <li>- <i>What did you talk about?</i></li> </ul> <p>Work with a partner and share responses. Display these questions around the room.</p> <p><a href="http://www.cominghome.org.au/">http://www.cominghome.org.au/</a> The purpose of a programme of Christian Meditation is to impart knowledge about God and to provide first-hand experience of God’s love through the experiential process of ‘doing’ meditation. This website is an excellent resource for more information and</p>	<p><a href="http://www.cominghome.org.au/">http://www.cominghome.org.au/</a></p>	<p>This will be added to and referred to during the teaching and learning activities</p> <p>Assessment for learning – observations</p> <p>Assessment as learning – self reflection</p>
--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



		<p>practical suggestions for introducing meditation to the classroom.</p> <p><a href="http://www.cominghome.org.au/practice/dsp-default-d.cfm?loadref=136">http://www.cominghome.org.au/practice/dsp-default-d.cfm?loadref=136</a>          Leading the process – The Practical Way – suggestions to help with doing meditation in the classroom.</p> <p>In their journals students respond to the guided meditation by answering the following questions:          Where was my quiet place?          Who did I talk to?          What did I say?          Invite students to share their responses to the class.</p> <p><b>Photo wall</b>          Create a photo/image wall of places of prayer at home, school, other classes, Church, and the wider community. Students are grouped to go to other grades and to the parish to photograph and observe the prayer places and rituals, and interview teachers and students about their prayer practices. Set up a Google sites page with relevant links for groups to research information.          Students create a concept map linking these words to the information/photos using coloured string or wool. Some suggestions for words:</p> <ul style="list-style-type: none"> <li>- Prayer</li> <li>- Father</li> <li>- Son</li> <li>- Spirit</li> <li>- Friendship</li> <li>- Symbols</li> <li>- Talk</li> <li>- Listen</li> <li>- Story</li> <li>- Actions</li> <li>- Informal</li> <li>- Formal</li> <li>- 'Sing</li> <li>- Movement</li> <li>- Special Place.</li> </ul> <p><i>How /where did Jesus pray?</i>          Using gospel references from Luke 3: 21-22, 4: 42, 6:12, 9: 18, 9:28          Students consider the significance of prayer in Jesus' life.</p>	<p><a href="http://www.cominghome.org.au/practice/dsp-default-d.cfm?loadref=136">http://www.cominghome.org.au/practice/dsp-default-d.cfm?loadref=136</a></p> <p>Prayer journals</p> <p>Photos/images</p> <p>Google sites</p> <p>Coloured wool or string</p> <p>Bible</p>	<p>Assessment as learning          This task will indicate students' understanding and experience of meditation as prayer.</p>
--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------





		<p>Possible headings:</p> <ul style="list-style-type: none"> <li>- I wonder where Jesus prayed.</li> <li>- I wonder what happened.</li> <li>- I wonder what words or actions were used.</li> <li>- I wonder why Jesus prayed.</li> <li>- I wonder what might he have been feeling or thinking?</li> <li>- I wonder who Jesus prays to.</li> <li>- I wonder what names does he use and why?</li> </ul> <p>Students come together and complete a class data chart. Interpret the data chart and make generalisations.</p> <p>Using a Y –chart students identify what it sounds like, looks like, smells like, at times when they feel close to God and then students look for or are given a visual of a place where they might experience the mystery and wonder of God and complete a Star Chart (A-Z Teaching Strategies) to record their experiences . I can see ...I can touch...I feel...I can hear...I can smell...</p> <p>The visuals could include:</p> <p>A large shady tree  A lightning storm  A waterfall  Welcoming a new baby to the family.  Mountains  Seeing animals  Being with friends  On the beach etc.</p> <p>Children literature to support this theme:  <i>Grandad's Prayers of the Earth</i> by Douglass Wood  <i>Because Nothing Looks like God.</i> by Lawrence Kushner and Karen Kushner  <i>All the Places to Love</i> by Patricia MacLachlan</p> <p><i>Play with prayer forms</i>  Expressions Book 1 Topic 1 Prayer and Celebrations  Give many ways that they can “play” with each structure e.g.  Write a prayer onto long pieces of card and cut each word.  Give one word to individual students who are to come out to the front of the class and put themselves in to the right order.  The other children can prompt them as to where they should be standing.</p>	<p>Y-chart  Star chart  A-Z teaching and learning strategies.</p> <p>Children literature to support this theme:  <i>Grandad's Prayers of the Earth</i> by Douglass Wood  <i>Because Nothing Looks like God.</i> by Lawrence Kushner and Karen Kushner  <i>All the Places to Love</i> by Patricia MacLachlan</p> <p>Expressions Book 1 Topic 1 Prayer and Celebrations</p>	<p>Assessment as learning  This task will indicate what students have understood about prayer in the life of Jesus. It will indicate how students identify with Jesus and the place of prayer in his life.</p> <p>Assessment of learning  Students will describe personal experiences of the awe and wonder of God.</p>
--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



		<p>Assist students to apply reading clues that you have already taught them, such as, the capital letter goes to the front, the full stop tells us what? Learn to finger spell using Auslan signs the word Amen.</p> <p>Make a paper chain with one word per chain link. Display the paper chain in the classroom.</p> <p><i>Singing prayers</i>  <i>Sing Your Prayers</i> book for examples of simple sung prayers using familiar tunes.          Music by John Burland, Andrew Chinn, and Michael Mangan and As One Voice for Kids have many beautiful songs that can be used with actions and movements for various prayer times of the day.</p>	<p>Sing Your Prayers by Karen Comstock and Nancy Metcalf          Music form John Burland          Michael Mangan          Andrew Chinn</p>	
	<p><b>Sorting Out</b></p>	<p>John Burland DVD - God Loves Me – has Movements and Music to faith through Song.          Such songs as:          Hail Mary and the Our Father can be used form this resource</p> <p>Students are introduced to the traditional prayers of: The Lord’s Prayer, referring to scripture Luke 11: 1-4 and the Hail Mary.          Use Rina Wintour Just Imagine 3 Echo mine on page 13 to enact the scripture.          Wondering :          I wonder where Jesus and the disciples were praying.          I wonder what words they used before Jesus taught them the Lord’s prayer.          I wonder how many disciples were there.          I wonder what words you do not understand in the prayer.</p> <p>Students role play Jesus teaching the disciples about prayer.</p> <p>Understanding the Lord’s Prayer Luke 11: 1-4  <i>(Did you know that there are two versions of the Our Father – Matthew 6: 9-13 and Luke 11:1-4)</i>          Read the gospel (Luke 11:1-4 )          Use a model of scripture exploration, e.g. KWL model, KITE, composite model to explore this passage.          In pairs, using gestures, music or movement try and pray the Our Father using your whole body.</p>	<p>God Loves Me – DVD          John Burland</p> <p>Just Imagine 3 – Rina Wintour p 13</p>	



		<p>Explore each line of the prayer and discuss what it means. Complete related cut and paste activity</p> <p>Compare and Contrast Use a Venn diagram to compare Luke 11:1-4 with the Aboriginal Our Father</p> <p style="text-align: center;"><b><i>Aboriginal Our Father</i></b>  <i>You are our Father</i>  <i>You live in Heaven</i>  <i>We talk to you</i>  <i>Father you are good</i>  <i>We believe your word Father</i>  <i>We are children</i>  <i>Give us bread today</i>  <i>Others have done wrong to us</i>  <i>And we are sorry for them</i>  <i>Father today</i>  <i>Help us from doing wrong</i>  <i>Father</i>  <i>Save us from the evil one</i>  <i>You are our Father</i>  <i>You live in Heaven</i>  <i>We talk to you</i>  <i>Father you are good.</i></p> <p>What are the similarities and differences? Which part of the prayer is the most moving to you? Which part is the most important for you? Informal and formal Prayer; revisit photo wall Look at existing connections from concept words to pictures/information on the wall. New connections are made using a different coloured string e.g. there is a difference between formal and informal prayer, or God talks to us through scripture and prayer. This enables new learning to be apparent.</p> <p><i>Explore and describe the four types of vocal prayer:</i></p> <ul style="list-style-type: none"> <li>• Prayers of thanks</li> <li>• Prayers of petition</li> <li>• Prayers of praise</li> <li>• Prayers of sorrow.</li> </ul>		
--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--



		<p>Look on teacher resources under Prayer yr. 3-yr 6 for the structure of these prayers,</p> <p>Immerse students in these forms of prayer. Include forms of these prayers in the class big book of prayers. Devote a number of pages to particular type of prayers. Prayers of sorrow Prayers of praise, Prayers of petition, prayers of thanks.</p> <p><i>Picture Prayers Expressions Book 1 p33</i> Give out pictures at random and ask students to write and appropriate prayer. For example, you could have a picture of an older person giving a present to a young child for which a prayer of thanks could be composed.</p> <p>Ask students to find a magazine and cut out a picture showing a nature scene or take some digital photos around the school environment of nature e.g. trees, flowers, sky, birds, mountains, insects etc. write a prayer of praise underneath it . Display the picture and prayer in the classroom. See Expressions Book 1 p33 Prayers of thanks Expressions book 1 p 38 Have several large anchor charts with the prayer structure of all prayer types printed and displayed in the classroom.</p> <p>Model to the children the various prayer types using the anchor charts. Brainstorm with students particular things that they would like to pray for. As they suggest things write them on the cards and give them to children to blutac onto the appropriate poster.</p> <p>Use prayer wheel template in Expressions book 1 p 47 Spin the wheel and ask students to write or say a prayer of that type.</p> <p>Have students design an individual prayer cloth that demonstrates an understanding that prayer involves rituals, symbols, celebrations, silence and thanksgiving. If possible, this activity could be completed with family input.</p> <p>Students explain the design of the prayer cloth in an oral report.</p> <p>Planning a prayer ritual : rubric or template</p>	<p>Teacher resources – Prayer Yr. 3-yr. 6</p> <p>Expressions book 1 – topic Prayer and Celebrations p 33</p> <p>Expressions Book 1 p 38</p> <p>Expressions Book 1 p 47 Prayer wheel template</p>	
--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--



		<p>As a guide for students when preparing for class prayer, the class devises a rubric or format of a prayer service using the following headings as a guide :</p> <ul style="list-style-type: none"> <li>- Symbols</li> <li>- Environment</li> <li>- Song</li> <li>- Prayer</li> <li>- Scripture</li> <li>- Reflection/ meditation</li> <li>- Blessing.</li> </ul> <p>This is then copied and given to all students.</p> <p>Students are divided into groups to plan a prayer ritual using the rubric or template as a guide. They can use the prayers that have been added to the class big book of prayers for examples.</p>		<p>Assessment of learning This activity will demonstrate students' ability to write or draw a prayer or to physically compose a prayer through movement.</p> <p>Assessment of learning This activity will demonstrate students' ability to work cooperatively to plan communal prayer.</p>
--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p><b>Communicating</b></p>	<p><i>Prayer ritual</i> Students lead prayer ritual that their group has planned. At the end of each service, feedback is given by the class, and each group completes a self-assessment using the rubric.</p> <p><i>Listening meditation</i> Repeat listening mediation and discussion. Students journal their responses to mediation and compare with their responses to the questions given at the beginning of the unit.</p> <p>Personal Prayer Rubric – teacher and students create a “Personal Prayer” rubric for students to fill in. This is not to be shared with the class, but could be included in their personal journals. Headings are rated 1-3 stars in the following areas:</p> <ul style="list-style-type: none"> <li>- I pray</li> <li>- I know the Our father</li> <li>- I know the Hail Mary</li> <li>- I can make up prayers</li> <li>- I make time to pray</li> <li>- I can make the sign of the cross</li> </ul>	<p>Personal Prayer Rubric</p>	<p>Assessment of Learning This task will indicate what learning and skills students have developed on prayer meditation.</p> <p>Assessment as Learning Journal reflection</p> <p>Personal prayer rubric evaluation</p>
--	-----------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



		<p>This rubric is form the beginning of the unit, and students may wish to discuss any changes in their ratings and why they think this has happened</p> <p>Action Plan:  Students to make an action plan by completing the following statements:  When I pray by myself I will...  When I pray with my friends I will...  When I pray with my class I will...  When I pray with my school community I will...  When I pray at church I will...  When I pray for the world I will...</p>		Assessment of learning
	<b>Evaluating and Reflecting</b>	<p><b>5 Questions</b>  What are we learning?  What did you learn?  How do you know?  How can you improve?  Where do you go for help?</p>	Assessment as leaning	
	<b>Teacher reflection and Evaluation</b>	<p>What has been most successful about this unit?  Were the chosen activities accessible to all students?  How were you able to involve the students' families in the Unit of Work?  Can you identify ways of improving this unit?</p>		

