**GOD HELPS PEOPLE PRAY**

**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, 1 Timothy 2:1

**Pray because of Jesus**
- John 14:6, 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

**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
- 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
- Luke 1:10
- At the temple: Matthew 21:22
- Outdoors: Mark 1:35; Luke 6:12

**2** God promises to hear and answer prayer

**God’s care for people**
- 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
- 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
GOD HELPS PEOPLE PRAY

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

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
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
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

Forgiveness of sins
1 John 2:1,2

Temptation
Jesus’ temptation
Matthew 4:1–11

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 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)
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)

**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 Aliki’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)

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)
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

Students make 3D 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. e.g. 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, e.g. ‘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 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)

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, e.g. 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 (e.g. thanking God for the good news about Jesus). (1a,2a)
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).
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)

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)

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)
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

**CONTEMPORARY**
- O’Connor T *Rainforest Magic or Wilderness*
- Stephen Parish Publishers

Put a plastic sleeve in this section of your LIFE binder to keep your own collection of clippings, cartoons, stories, photos, etc which you can use for these units. Add to your collection whenever you come across something that might be useful.
GOD HELPS PEOPLE PRAY