

Section 3:

Prayer

Kindle a Flame

This simple chant comes from Iona and is used in meditative prayer by Christians of many denominations. It invites reflection on the power of light to comfort, strengthen and give hope.

Learning Objectives: To give children opportunities to **know** that some people believe Jesus is like a candle flame and that some people sing their prayers;
understand that light helps some people feel safe
and to **be able to reflect on** who or what takes their fear away and when they might be like a little light.

This lesson is most effective in a room that can be darkened.

Talk about the dark and explain that the lights will be switched off for a very short time. Invite children to look around them and think of words to describe the dark. Put the lights on.

Collect the children's words.

Light a candle and invite pupils to talk about the difference it will make to the darkness.

We're going to switch the lights off again but this time we're going to watch the candle. Sit very still and watch the candle flame. Keep looking at it.

See if you can close your eyes and see the candle in your head; When you want to, open your eyes and look again at the candle.

Now we're going to put the lights on and talk about the candle.

How did you feel in the dark?

What was it like watching the candle?

I wonder where the darkness goes when we light a candle or put the lights on.

We're going to light the candle again and this time we'll listen to someone singing a prayer.

Sit very still.

Once the candle is alight play the recording several times.



For discussion:

What is the prayer saying?

Who is the prayer talking to?

What does this say about God?

Some people believe Jesus is like the candle flame, shining in the dark. They believe he takes their fear away.

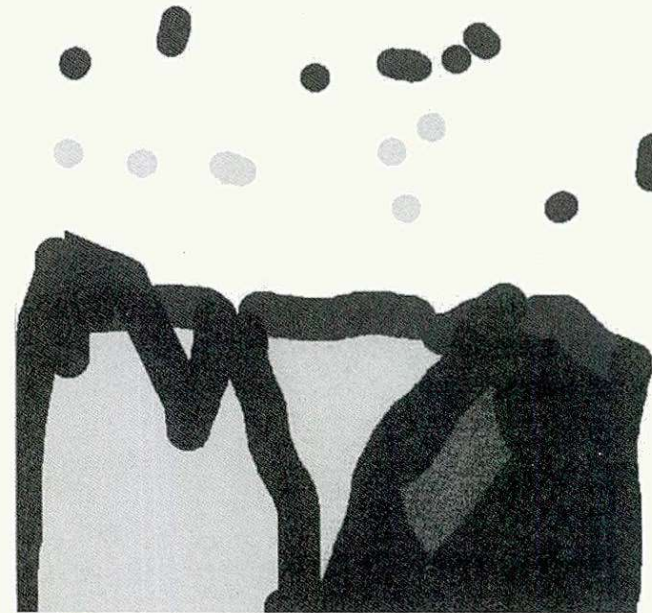
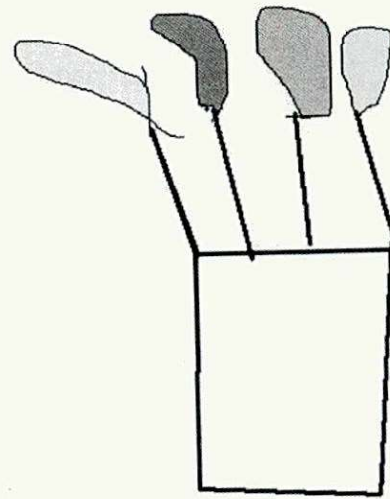
Who takes your fear away?

What would you like the candle flame to take away for you?

I wonder what it would be like to be a candle flame flickering away and lighting up the darkness.

When are you a little light?

Talk about other songs about light that children may know, eg: This Little Light of Mine.



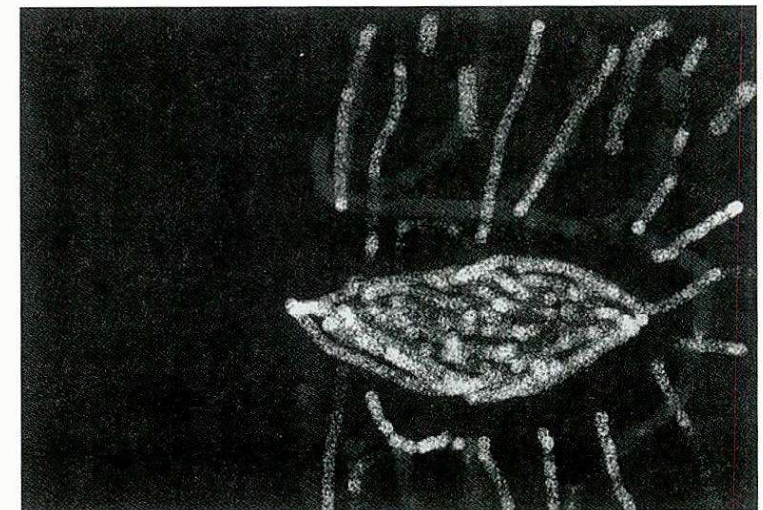
Activity Suggestions

Teaching about:

Kindle a Flame

Number of lessons: 1

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>MAKE UP ➤ a 'darkness and light' dance.</p> <p>SING ➤ 'This Little Light of Mine'</p> <p>MAKE ➤ a candle</p>	<p>WRITE ➤ a 'darkness and light' poem</p> <p>PAINT ➤ a 'darkness and light' picture</p>	<p>FIND OUT ABOUT ➤ the sun and the moon</p> <p>LOOK AT ➤ examples of the use of light as a focus in art.</p>



Potential C.A.S.E. Developments

Knowledge: Prayer				
Concepts			Attitudes	
Concept of God	Beliefs	Self-Respect	Integrity	Enquiry
Some people believe God can: ➤ take away fear ➤ be a light	Faith can take away fear	I can be like a little light.	Valuing: ➤ fear; ➤ the gift of light.	Where does: ➤ light come from; ➤ the darkness go?
Kindle a Flame				
Skills			Exploration of Human Experience	
Language	Self-Expression	Reflection	Spirituality	Emotions
kindle fear	through ➤ music; ➤ image of the candle.	How do I feel in the dark? What would I like the candle to take away?	Experiences of: ➤ darkness; ➤ being like a candle flame	fear release from fear

Resources:

'Kindle a Flame' *A Wee Worship Book* (1988)
The Wild Goose Worship Group Iona Community and
on cassette
'Heaven Shall Not Wait' The Wild Goose Worship
Group

'This Little Light of Mine'
Faith Folk and Clarity (1967), Galliard Ltd p.15
'Gospel Songs and Spirituals for Little Children'

A recording is available on loan from the RE Resources base at Chapel Fields Centre.

Why people pray

The prayers used in this series of lessons raise issues about how people think about and communicate with God. A key theme is diversity of belief and practice. The second lesson focuses on challenging ideas about respect and tolerance.

Learning Objectives: To give children opportunities to **know** about three prayers from different traditions; **understand** that people pray for different reasons; and to **be able to reflect** on what they might pray for if they were speaking to God.

When people pray, they often tell God about their good or bad feelings, about their problems or about ways in which they need help. And they spend time listening to God.

What sort of things do you think that people talk to God about when they pray?

Draw out contributions from children's own experiences if they are comfortable to share them.

Although every person is a unique individual, we all share many needs, ideas and concerns, so a prayer written by a person who lives far away or has a very different life could be helpful to other people who are trying to put their ideas into words and talk to God.

This prayer is asking for God's protection. It comes from India.

'Dear Jesus,
Just as a hen covers her chicks
with her wings to keep them safe,
do thou this dark night protect us
under your golden wings.'

What pictures come into your head when you hear that prayer?

What does it say about Jesus? How might Jesus be like a hen?

Why do you think the person who wrote this prayer thinks of Jesus being like a hen?

For discussion:

What is this prayer asking for?

Where do you feel really safe?

Who keeps you really safe?

What do you need protecting from?

How do you protect others?

Lesson 2:

Listen quietly to these words.

God, the Merciful one loves everyone.
God is invisible and above everything;
He alone is God great and infinite.
I bow to the One God, the Lord of the earth.
God who made everything is everywhere.
God has many names, but God is One.

What do you think these words say about what God might be like?

How do you think the person who wrote the words feels about God?

How might these words be used?

This prayer is one that is sung. It is part of a hymn, and it was written by a man called Guru Arjan. Guru is the Sikh word for teacher.

Guru Arjan lived many hundreds of years ago in India and he wrote lots of hymns for Sikhs to use when they wanted to pray and to worship God.

This prayer was also used by another guru, Guru Hargobind. He was a hero to many Sikhs. He defended them when the Emperor and his son tried to stop them worshipping God in their particular way.

Guru Hargobind taught people that the place to find God was in their hearts. He thought it was no good just to repeat words or songs or kneel in front of statues; these things were pointless unless they felt love for God in their hearts.

Guru Hargobind said that God was to be found in love, and the way to love God was by caring for others and working hard for the good of everyone. He wanted people to live in peace together and worship God in the way that was right for them.

There is a traditional story about Guru Hargobind.

Light the story candle.

One day, during a big Hindu festival, Guru Hargobind joined the throngs of people celebrating near a temple. Many people had come to the temple to pray by the great statue of Durga, the mighty Hindu goddess whose festival it was. When they finished their worship they came out of the temple and carried on celebrating.

Guru Hargobind sat amidst the stalls and the partying people and began talking and teaching. Lots of people came over to listen to him. Suddenly there was a great commotion as a man came rushing from the temple closely followed by the temple guards. The man was carrying a hammer in his hands; the guards looked outraged. One of Guru Hargobind's men leapt to his feet and caught the running man.

Just at that moment one of the princes of the land came by with his entourage of soldiers. He came over to see what was the trouble. The guards explained that the man had smashed the nose of the great statue of Durga in the temple with a hammer. There was a gasp from the crowd of people when they heard what the man had done. Without waiting to hear what the man had to say, the prince ordered that he be stoned to death. People began to pick up stones to join in. But Guru Hargobind stepped forward.

"Wait!" he said. "We have not yet heard this man's side of the story"

"You don't need to," said a guard. "We can see what he did. He broke the statue."

"But I haven't done anything to hurt you" said the man, speaking up for himself. "It is the statue that is harmed and so the statue must decide my punishment!"

"Oh come now," said one of the priests from the temple. "How can a statue do such a thing when it cannot speak or move?"

"Exactly," said the man, "so why do you worship it as if it is God?" The people standing around listening began to laugh. How could a lump of stone answer prayers and forgive wrong doings?

But the priest and the prince were becoming angry. They felt they were being made to look stupid and their beliefs were being made fun of and treated with a complete lack of respect. The soldiers' hands were on their swords as Guru Hargobind spoke again.

"Well, you know I don't believe in worshipping statues," he said. "We don't know what God is like so I don't see how can we build a statue of God and worship it as if it was God." He paused and looked around.

"God is greater than anything we could build or make, more amazing than anything we can imagine. There is only one God but just as there is a world full of different people so there are different ways to worship the one God."

The people in the crowd fell silent and listened thoughtfully. No one moved. You could have heard a pin drop.

"But I do believe that we must respect each other and respect each others' beliefs about God. This is so important otherwise how can we love, as God wants us to?"

Now people were looking uncomfortable as they began to understand what the Guru was saying.

"When you broke that statue," the Guru went on, this time looking directly at the man, "it was like breaking the hearts of all those who worship Durga because they love Durga. It is in their hearts that you will find God. Now you must make good the damage that you have caused. This means not just mending the statue but saying you are sorry, apologizing for the hurt you have caused."

There was a pause and then people started to nod in agreement. Everyone seemed to think this was fair. No one felt that his or her beliefs, Sikh or Hindu, were being seen as less important than anyone else's.

In time the man repaired the statue and apologised to those Hindus he had offended. The priest, the prince, the man and all the people, both Sikhs and Hindus, could see that Guru Hargobind was right. He had shown how it was possible to respect views that you did not share. He also showed that this was the way for people to live peacefully together.

Blow out the story candle.

Let's listen again to the prayer we heard at the beginning of the lesson and you will hear once again what Hargobind believed.

For discussion:

What did Guru Hargobind want to teach the people?

What did he want them to do?

How do people show respect for other people's possessions and ideas?

What else helps people to live together?

Lesson 3:

There are so many different types of prayer. These are some words used by Muslims; the words are taken from the holy book, the Qur'an. Listen carefully.

Oh believers!

Celebrate the praises of God,
and do this often.

Glorify Him in the morning and in the evening.

It is God who sends you blessings,

who sends the angels,

that he may bring you out of the depths of darkness into the light.

God is full of mercy to the people who believe in him.

(Holy Qu'ran 33:41-44.)

From the sound of these words, how do you think the person who is using them feels?

This is a joyful prayer. The person who is saying these words is filled with happiness when he or she thinks about God. This feeling is so good for them that they want to call out and invite other people to join them.

Have you ever had a good feeling like that? I wonder what you wanted to say to people when you felt so full of joy?

Lets talk about what the words mean. The prayer begins by calling out to believers. What do you think the people might believe in?

They are invited to celebrate the praises of God. How do people celebrate?

These people are going to tell God that they think God is wonderful over and over again in lots of different ways. Is this something they enjoy doing, do you think?

'Glorify' is one of the words used in this prayer. Can you say that word? What do you think it might mean? Here it means that the people love and thank God for all that God is to them; they praise God and they pray to God to say how they feel. They want to make God even greater. They think God is magnificent, splendid. Can you think of any more words that people might use to describe God?

What do the words say God does for people?

I wonder what all this might mean? What might it feel like to come from darkness into the light? Can you imagine that?

For discussion:

Who sends you blessings?

Why do you think there are so many different ways to pray?

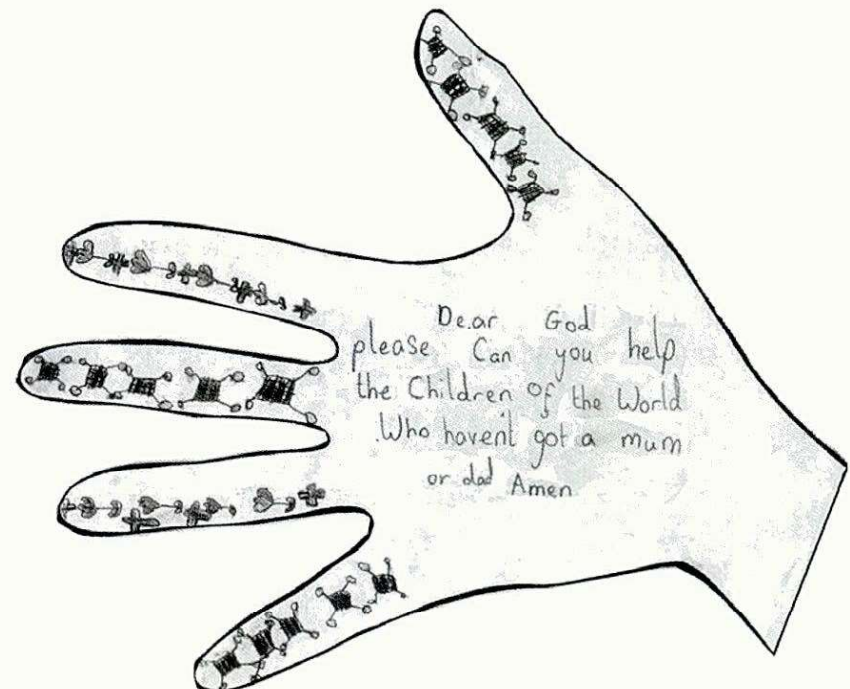
Activity Suggestions

Teaching about:

Why People Pray

Number of lessons: 3

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>CREATE</p> <ul style="list-style-type: none"> ➤ the picture that comes into your head when you listen to one of these prayers; ➤ your picture of somewhere that is really safe. <p>LISTEN</p> <ul style="list-style-type: none"> ➤ to other people's ideas about God. 	<p>WRITE</p> <ul style="list-style-type: none"> ➤ a word that describes the place where you feel safe (write on a feather and use all the feathers to make a class collage of a hen); ➤ in words or sentences some of your ideas about God and share your ideas with someone else in your class. 	<p>MAKE</p> <ul style="list-style-type: none"> ➤ a book of prayers for the library. <p>FIND OUT</p> <ul style="list-style-type: none"> ➤ more about Guru Hargobind. <p>SHARE</p> <ul style="list-style-type: none"> ➤ prayers that children know from their own traditions, or from Brownies and Cubs.



Potential C.A.S.E. Developments

Knowledge: Prayer					
Concepts			Attitudes		
Concept of God	Beliefs	Morality	Self-Respect	Integrity	Social Responsibility
For many people, God: ➤ is great; ➤ is creator; ➤ protects; ➤ is beyond human understanding.	Prayer is a way of expressing faith. There are many ways to pray.	Some people believe prayer helps them to know how to behave in the way God wants.	I am unique; I can be heard; I can pray if I want to.	Valuing: ➤ prayer; ➤ awe; ➤ wonder; ➤ listening.	Praying for others is an opportunity to show people care, but it must also lead to action.
Why People Pray					
Skills			Exploration of Human Experience		
Language	Empathy	Reflection	Spirituality	Fundamental Questions	Emotions
prayer pray glorify blessings	With those who: ➤ pray; ➤ need others' prayers; ➤ want to pray and find it difficult.	Where do I feel really safe? Who protects/blesses me?	Experiences of: ➤ praying alone; ➤ praying with others; ➤ being quiet.	What is prayer? Why are there so many ways to pray? Does prayer make a difference?	thankfulness joy awe wonder

The Prayer of St Richard

These lessons use the words and the story of the origins of an ancient prayer, now famous and much used by Christians of all denominations. The author of this prayer, Richard, was Bishop of Chichester from 1245 until his death in 1253. He was known as a man of strong character, a scholar, who was energetic, kind, modest about his own powers, cheerful and courageous. He loved people and was greatly loved by them.

This prayer was said by Richard on his deathbed on 3rd April 1253 and reflected his dedication to following the simple life of Jesus Christ.

He was canonised in 1262 and his feast day is celebrated on the anniversary of his death, 3rd April.

Learning Objectives: To give children opportunities to **know** about a traditional Christian prayer;
understand why some words are remembered;
and to **be able to reflect** on the words they like to say everyday.

Lesson 1:

Play the recording of this prayer from the musical 'Godspell'.

Many of the prayers used by people today were written hundreds and hundreds of years ago. This is one which some of you may know:

'O Lord,
Of thee three things I pray:
To know thee more clearly,
to love thee more dearly,
to follow thee more nearly
day by day.'

This prayer was written almost eight hundred years ago by a man called Richard. Now he is called Saint Richard because people thought he set a wonderful example of how God wanted them to live.

He calls God 'Thee' because it's an old word for 'you'.

For discussion:

Who is St Richard talking to in his prayer?

What does the prayer ask for?

Why do you think St Richard's prayer has been said by people and remembered for so many years?

Who would you like to get to know better?

What does 'day by day' mean?

What do you do every day?

If you were to pray, what three things might you pray for?

Lesson 2:

What can you remember about St Richard's prayer?

Light the story candle

Richard loved Jesus and he wanted to know him better and follow him every day of his life. He was a clever young man who studied at Oxford University but he left his work there to become a priest; a priest is a person who works in the church.

Later it was agreed he should become a bishop, an important priest, but the king didn't like him. The king knew that Richard would not make lots of money to add to the royal fortune so he declared that Richard should be locked out of the cathedral and not allowed to live in the bishop's house.

For two years Richard did as much of the job as he could. He had no home and he had to preach to the people about Jesus in secret so that the king's men didn't find him. He lived in the homes of those who were brave enough to hide him.

When at last the king was forced to agree that Richard was the bishop, the priest went on living very simply. He was given everything he really needed. He even sold his horse and gave the money to the poor. With no possessions of his own, he felt he was really following Jesus. He no longer worried about his own needs; he thought only of other people.

Blow out the story candle.

For discussion:

How do you think Richard felt when he was locked out?

Why do you think people wanted to help him?

What do you own that you would give away to someone else to help them?

What would you find hardest to give away, even to help someone else?

Go back and read the words of the prayer and talk about how they might have helped Richard to follow Jesus 'day by day'.

What words are important to you?

What words do you like to say everyday?

St Richard's prayer can frequently be found in the form of a decorated inscription or a sampler. If such is available, talk about how it might help other people to follow Jesus.

Why do you think someone might have this on their wall at home?

What do you have on your wall, perhaps in your bedroom?

Activity Suggestions

Teaching about:

The Prayer of St Richard

Number of lessons: 2

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>LISTEN</p> <ul style="list-style-type: none">➤ to the song from 'Godspell'; <p>TALK</p> <ul style="list-style-type: none">➤ with a friend about your most treasured possession.	<p>DRAW</p> <ul style="list-style-type: none">➤ something you do every day;➤ something you like to remember; <p>WRITE</p> <ul style="list-style-type: none">➤ three things you think people might want to pray for.	<p>FIND OUT</p> <ul style="list-style-type: none">➤ about how people today help those who have nothing.

Potential C.A.S.E. Developments

Knowledge: Prayer				
Concepts			Attitudes	
Concept of God	Beliefs	Respect	Enquiry	Social Awareness
For Christians, Jesus is: <ul style="list-style-type: none"> ➤ known; ➤ loved; ➤ followed; ➤ God. 	Prayers can be used for hundreds of years. Some people give up everything for their faith.	Many people are faithful and brave.	What is a saint? Why are words remembered?	Richard gave his possessions to the poor.
Prayer of St Richard				
Skills			Exploration of Human Experience	
Language	Sources	Reflection	Spirituality	Emotions
saint thee priest bishop cathedral	Ancient words	What would I do every day? What words do I use every day? What would I give away?	Experiences of: <ul style="list-style-type: none"> ➤ knowing; ➤ loving; ➤ following. 	courage fidelity

The Prayer of St Francis

The exact origin of this beautiful prayer remains unknown, despite popular belief attributing it to St Francis of Assisi, hence its name. It does not, however, appear in any known writings of St. Francis. The prayer is now thought to have been written in France during World War 1 by a Catholic priest called Father Bouquerel.

It became known as the Peace Prayer of St. Francis only because it was often seen printed on a small card that had a picture of St. Francis on the other side. The first known appearance of this prayer was in 1912 when it was published in the French magazine, La Clochette.

Learning Objectives: To give children opportunities to **know** about a popular Christian prayer;
understand that some people believe God works through them;
and to **be able to reflect** on what they would like to bring to other people.

Lesson 1:

Play a recording of, or teach the children to sing verse 2 and the chorus of: 'Make me a channel of your peace'.

'Make me a channel of your peace.
Where there's despair in life, let me bring hope.
Where there is darkness, only light
And where there's sadness, ever joy.
O Master, grant that I many never seek
So much to be consoled to as to console,
To be understood as to understand,
To be loved, as to love, with all my soul'.

These are the words of a famous prayer.

What is the person who wrote the words asking God to do?

What sort of a person do you think it was who wrote the prayer?

Lots of people think this prayer was written by a man called Francis who lived hundreds of years ago in Italy. His father was wealthy and Francis had everything money could buy. He trained as a soldier. In one battle he was taken prisoner. He had heard about Jesus earlier in his life but it was while he was in prison, ill and alone, that he really began to think about serving Jesus.

Once he was back in his rich home where everyone looked after him and he lived in luxury, he realised that his way of life was selfish. He couldn't serve Jesus and stay. So he gave more and more of his money to the poor and spent all his time caring for the sick.

One day, when Francis was out riding he met a man who had leprosy, a terrible disease. The man was begging for money. Francis gave him all he had and then put his arms round the man and hugged him to show that he loved him. He knew that was what Jesus would have done. He wanted more than anything to spread Jesus' love in the world. Francis wanted God to use him to take God's love to other people.

Later, when Francis's father was angry with him for giving away so much money, Francis took off his rich clothes and threw them at his father's feet. It was his way of showing that he was giving up the rich life for ever. From then on, he wore a rough brown robe with a white cross on it.

For discussion:

How do you think the beggar felt when Francis touched him?

Why was that such a brave thing to do?

Why do you think Francis found it difficult to serve Jesus when he was rich?

Why did he wear a white cross on his robe?

What do you do or wear to show people who you are?

In his prayer Francis asked God to make him 'a channel' of God's peace. What does this word mean?

What would you like to bring to other people?

Show children a picture or a statue of St Francis and invite them to talk about what they can see.

Lesson 2:

Begin by singing verse 2 and the chorus of the prayer of St Francis altogether.

This prayer has been prayed by thousands of people since it was written. One woman who has made it her own prayer is Mother Teresa.

Show pupils a picture of Mother Teresa.

What sort of person do you think she might be?

What is she doing?

Mother Teresa was a nun, a woman who gave her life to serving God. She was famous for her work among very poor and sick people. She worked most of her life in India where many are still in need of the kind of help she gave. Like St Francis, she showed she loved them. She believed that every life was valuable, however close a person might be to dying. Her actions told them that she believed Jesus loves them too.

The prayer was helpful to Mother Teresa. It gave her strength. It helps many people to remember what they believe God wants them to do.

For discussion:

What words are helpful to you?

When do you use them?

What do they do for you?

What do you think it means to serve people?

How can you 'serve' others?

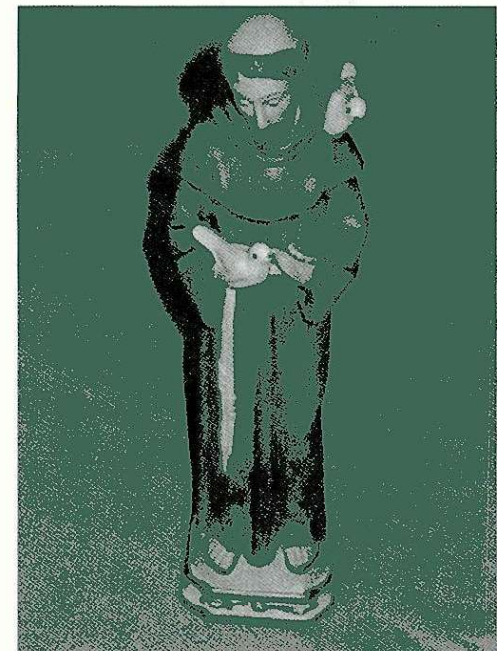
Activity Suggestions

Teaching about:

The Prayer of St Francis

Number of lessons: 2

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>DRAW</p> <ul style="list-style-type: none">➤ a picture of St Francis <p>ROLE PLAY</p> <ul style="list-style-type: none">➤ the emotions identified in the prayer;➤ the changes from, eg: despair to hope in imaginary situations.	<p>WRITE</p> <ul style="list-style-type: none">➤ about a way in which you would like to serve people <p>ILLUSTRATE</p> <ul style="list-style-type: none">➤ the opposites in the prayer;	<p>FIND OUT ABOUT</p> <ul style="list-style-type: none">➤ The Leprosy Mission;➤ St Francis and the animals;➤ Mother Teresa's work



Potential C.A.S.E. Developments

Knowledge: Prayer				
Concepts			Attitudes	
Concept of God	Beliefs		Respect	Enquiry
Christians believe Jesus uses some people to spread the love and peace of God.	Prayer: ➤ strengthens; ➤ inspires.		Some people risk everything to help others. Everyone deserves help.	Why do some people suffer? What is leprosy?
The Prayer of St Francis				
Skills			Exploration of Human Experience	
Language	Empathy	Reflection	Spirituality	Emotions
peace hope leprosy robe nun	with those who ➤ are sick; ➤ help; ➤ stand up for what they believe.	What words are helpful to me? What do I bring to others?	Experiences of: ➤ sacrifice; ➤ caring; ➤ faithfulness.	unconditional love

Resources:

Illuminated prayer of St Francis and Figure of St Francis are available on loan from the RE Resources base at Chapel Fields Centre.

Song 'Make Me a Channel of Your Peace'
In *Alleluja* A & C Black London No. 43

The Praying Hands

Albrecht Dürer, German painter and engraver, was born in Nuremberg in 1491. During his lifetime he produced hundreds of masterful portraits, pen and ink sketches, woodcuts and engravings that now hang in every great museum in the world. However it is *The Praying Hands* that has become his most well known work, possibly because of what this image symbolises for many people.

One day, to pay homage to his brother Albert for all that he had sacrificed, Albrecht painstakingly drew his brother's abused hands, and entitled his powerful drawing simply, 'Hands'. However, when this tribute of love became well known throughout the world, it was renamed 'The Praying Hands'.

Learning Objectives: To give children opportunities to **know** about a famous image depicting prayer;
understand what it means to make a sacrifice for others;
and to **be able to reflect** on what they would give up for someone else.

Show children the picture by Dürer of The Praying Hands.

What are these hands doing?

Look carefully at the hands. What do they tell you about the person?

What sort of work do you think this person might do?

Why do you think the artist painted these hands?

This picture is called 'The Praying Hands'. It was painted by an artist called Dürer. The hands he painted belonged to his brother.

The two brothers were very clever. One was a gifted artist and the other a fine musician. They worked hard but it was very difficult to earn enough money to live. Painting and music didn't pay very well. They decided that one of them had to sacrifice his talent to earn money. The musician decided it should be him and he set to work to earn money. As he worked he saw his long musician's fingers become cracked and rough, but the money he earned allowed his artist brother to continue painting.

The artist wanted everyone to know about his brother's sacrifice and he wanted to thank God for it, so he painted his brother's hands in prayer. The hands were a symbol of all his brother had given up for him, and of their love for each other.

The painting and the painter have become famous.

For discussion:

What does the word sacrifice mean?

Let's say the word together. It means giving up something that is important to you, to the point where it hurts.

What have you ever given up?

What can you learn about people from their hands?

What might your hands tell others?

How do you give thanks for things that are good or important to you?

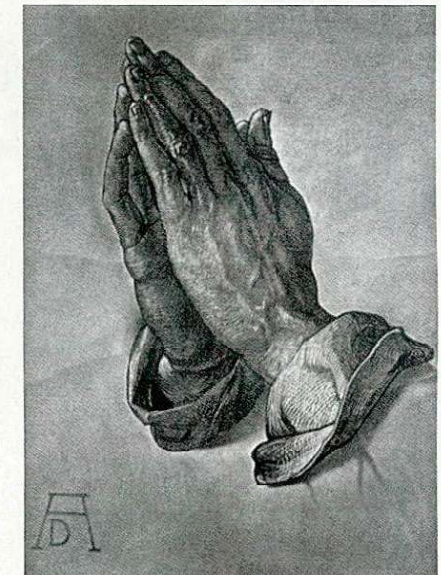
Activity Suggestions

Teaching about:

The Praying Hands

Number of lessons: 1

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>LOOK</p> <ul style="list-style-type: none">➤ at your hand; note all the details and make an observational drawing; <p>MAKE</p> <ul style="list-style-type: none">➤ a tree of hands showing all the good things hands can do.	<p>WRITE</p> <ul style="list-style-type: none">➤ about something you've given up;➤ about how it might feel to give up something; <p>DRAW</p> <ul style="list-style-type: none">➤ around your hand and write around it all the good things you can do with your hands.	<p>FIND OUT</p> <ul style="list-style-type: none">➤ how your hands work;➤ about times when people give things up, eg: Lent/Ramadan;➤ about other works by Dürer. <p>READ</p> <ul style="list-style-type: none">➤ <i>Dogger</i> by Shirley Hughes



Knowledge: Prayer					
Concepts			Attitudes		
Beliefs	Symbol	Morality	Self-Respect	Integrity	Social Responsibility
Religious faith inspires: ➤ sacrifice; ➤ endurance; ➤ commitment.	The artist's work is a symbol of sacrifice.	It is right to put others first.	I can think of others; I can excel at something.	Valuing: ➤ sacrifice; ➤ fine art; ➤ everyone's best efforts.	The musician thought more of his brother than himself.
The Praying Hands					
Skills			Exploration of Human Experience		
Language	Empathy	Reflection	Spirituality	Daily Experiences	Emotions
Sacrifice	With those who: ➤ make sacrifices; ➤ find it difficult to think of others.	What would I be prepared to give up? How do I give thanks for good things?	Experiences of: ➤ self giving; ➤ receiving another's sacrificial love; ➤ being gifted.	People make sacrifices every day. For some people, it is a way of life.	Unconditional love.

Resources:

A Plaque of The Praying Hands is available on loan from the RE Resources base at Chapel Fields Centre.

For background on Dürer, see Sister Wendy Beckett, *The Story of Painting* Dorling Kindersley 1994 ISBN 0 7513 1189 8,

The Our Father Prayer

New Testament: Matthew 6: 9-13, Luke 11: 2-4

The Lord's Prayer is a model for praying. In the Gospel accounts, Jesus was responding to a request from his disciples to teach them how to pray. It is the prayer that unites Christians all over the world.

Learning Objectives: To give children opportunities to **know** about the prayer that links Christians all over the world;
understand that some people think of God as father and believe God's name is holy;
and to **be able to reflect** on whose name is important to them.

Lesson 1

Today we are going to think about people talking to God. People have always wanted to talk to God. When people talk to God, it is called praying.

Jesus' friends wanted to pray but they weren't sure how to, so they asked Jesus to teach them.

"Well," said Jesus, "when you pray, there's no need to make a big show of it like some people do. Just go quietly and be by yourself. And there's no need for big, long words either. Your prayers don't need to be long. Just talk to God about what is in your heart."

His friends listened attentively.

"This is how you should pray," Jesus said, and he taught this prayer to his disciples.

'Our Father, who art in heaven;
Hallowed by thy name;
Thy kingdom come;
Thy will be done on earth as it is in heaven.
Give us this day our daily bread;
Forgive us our trespasses
As we forgive those who trespass against us,
And lead us not into temptation;
But deliver us from evil;

Later people added an ending to the prayer which praises God:

'For thine is the Kingdom,
the power and the glory
For ever and ever,
Amen.'

This is a very old prayer that Christians all over the world say. They believe that this is a prayer that Jesus wants them to say. They say it together when they go to church. Some families say it together at home, and some people say it quietly on their own.

And some people sing the prayer. Listen!

Play a recording of a musical version of the Lord's Prayer. eg. Caribbean setting or Cliff Richard's Millennium Song.

For discussion:

What kind of things did Jesus tell his friends to pray about?

If you were to pray, what would you pray about?

What would you want to ask for yourself; for your family or friends?

What do you like to sing or say together with your family or friends?

Lesson 2

Jesus told his friends to say 'Our Father'. What do you think he meant?

Jesus told a story about a father to show people what God might be like.

This is Jesus' story:

Light the story candle

Once there was a father who had two sons. The younger son asked his father if he could have his share of his father's money and he went off with it to see the world. He had a good time enjoying himself but after a while all the money was gone. Now the young man had nothing to eat so he had to find a job. He looked after pigs and the pigs seemed to get more to eat than he did. At last he decided to go home and tell his father he was sorry.

"I'll go and be a servant in my father's house," he said to himself as he set off.

When his father saw him coming he was overjoyed. He called to his servants to prepare for a great party to welcome home his younger son. His other son was angry and jealous. Hadn't he stayed at home and worked hard, but when had he had a great party?

He grumbled to his father, but it didn't make any difference. His father really thought he had lost his son and he loved him so much. For him, there was a lot to celebrate.

Blow out the story candle.

For discussion:

Why do you think Jesus told this story?

What does the story say about a good father?

What makes a good father?

Who do you know like that?

How might God be like a father?



Lesson 3

Hallowed Be Your Name

Which prayer has the words 'hallowed be your name'?

Whose name is it?

What do you think the word 'hallowed' means?

These words are part of the Lord's Prayer. It begins 'Our Father, who is in heaven; hallowed be your name.'

It is the prayer Jesus taught his disciples. The name is God's name. It is a holy name and the prayer says it is to be honoured and praised.

When people pray they often begin by praising God. They want to tell God how great and wonderful they believe God is. They often begin their prayers with God's name. Some people call God 'Our Father'. Other people have different names for God. Whatever they call God, God's name is holy to them.

For discussion:

Whose name is important to you?

If you have a name for God, what is it?

When do you use it?

Why do you think people have different names for God?

What would it be like to be without a name?

Activity Suggestions

Teaching about:

Our Father

Number of lessons: 3

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>ROLE PLAY</p> <ul style="list-style-type: none"> ➤ the story of the prodigal son; 	<p>DRAW</p> <ul style="list-style-type: none"> ➤ and decorate a name that is important to you; <p>MAKE</p> <ul style="list-style-type: none"> ➤ a list of names for God. 	<p>FIND OUT</p> <ul style="list-style-type: none"> ➤ what other names people have for God; ➤ what your name means.

Potential C.A.S.E. Developments

Knowledge: Prayer					
Concepts			Attitudes		
Concept of God	Beliefs	Symbols	Sensitivity	Integrity	Forgiveness
God might: <ul style="list-style-type: none"> ➤ be like a father; ➤ have a name that is holy; ➤ forgive; ➤ give good things; ➤ offer salvation and new life; ➤ live in Heaven. 	Prayer: <ul style="list-style-type: none"> ➤ brings people together; ➤ brings comfort and hope. ➤ challenges people to work for what they pray for. 	Words can be symbols.	For many people all over the world, these words are sacred and to be shared.	Valuing: <ul style="list-style-type: none"> ➤ words; ➤ unity. 	It is good to: <ul style="list-style-type: none"> ➤ be aware of the need for forgiveness; ➤ be able to forgive.
The Our Father Prayer					
Skills			Exploration of Human Experience		
Language	Empathy	Reflection	Spirituality	Fundamental Questions	Emotions
prayer	With those who: <ul style="list-style-type: none"> ➤ pray; ➤ find it difficult to pray; ➤ are rejected; ➤ are welcomed home. 	What words are important to me? If I prayed, what would I pray about?	Experiences of: <ul style="list-style-type: none"> ➤ prayer; ➤ familiar words; ➤ being connected to many other people. 	Does God hear/answer prayer?	For many people, this prayer is an essential part of daily life.

The Hassock

A hassock is a cushion used in church for worshippers to kneel on when they pray. They are not universally used, but where they are, they are frequently decorated with symbols worked in tapestry or woven into the fabric.

Learning Objectives: To give children opportunities to **know** that a hassock is used by some Christians to pray; **understand** the significance to some people of physical position for prayer; and to **be able to reflect** on how they show respect and to whom.

Show pupils a hassock or a selection of them (if available). Discuss what they might be, their use and the variety of symbols shown on them.

What do you think this might be used for?

Show children a photograph of people kneeling in church

How does it feel to kneel down?

When do people kneel?

Why do you think these people are kneeling?

Why do you think kneeling might be a good position for praying?

Invite children in pairs to explore how it feels to kneel in front of someone. Talk about the physical relationship between them when one kneels in front of the other and what that signifies in terms of relative importance and respect.

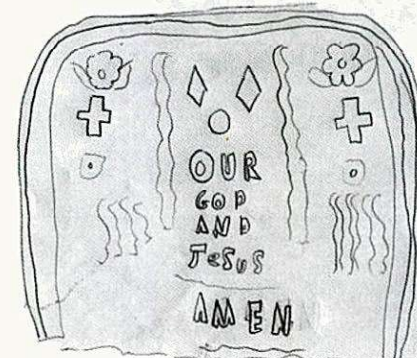
Draw out from this ideas about attitudes to God.

For discussion:

Whom do you look up to?

Why?

How do you show your respect?



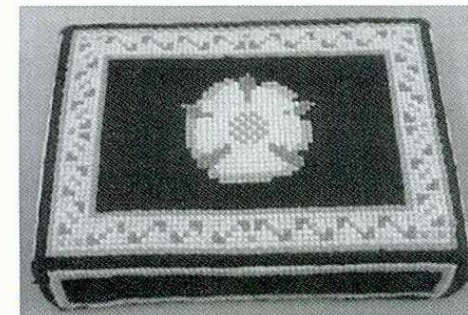
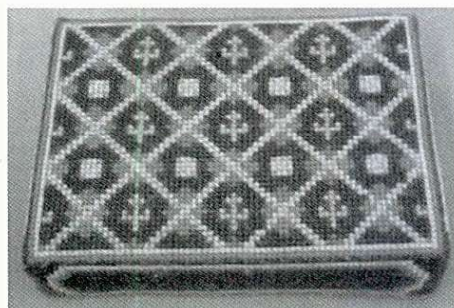
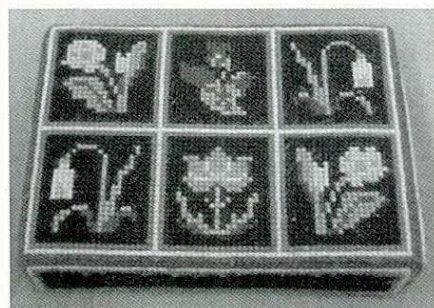
Activity Suggestions

Teaching about:

The Hassock

Number of lessons: 1

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>MAKE</p> <ul style="list-style-type: none">➤ a collection of designs or pictures that could be used on a hassock.	<p>DESIGN AND MAKE</p> <ul style="list-style-type: none">➤ a hassock using the symmetry tool on Dazzle.	<p>LOOK</p> <ul style="list-style-type: none">➤ at a variety of pictures of people in prayer and draw out from pupils the idea that there are many ways to pray, including standing, sitting and prostrating the whole body. <p>FIND OUT</p> <ul style="list-style-type: none">➤ about other occasions when people kneel to show respect.



Potential C.A.S.E. Developments

Knowledge: Prayer					
Concepts			Attitudes		
Beliefs	Symbols	Self-Respect	Integrity		
Some people kneel to pray. Kneeling shows respect and penitence.	The act of kneeling is symbolic. The hassock is a symbol of penitence.	I can look up to someone or something.	Valuing: ➤ respect; ➤ looking up to something or someone.		
The Hassock					
Skills			Exploration of Human Experience		
Language	Empathy	Reflection	Spirituality	Relationships	Emotions
hassock kneel	with those who: ➤ kneel to worship; ➤ cannot kneel.	To whom do I show respect? Who respects me?	Experiences of: ➤ kneeling; ➤ looking up.	I can show respect. I can look up to someone.	humility

The Tallit

The Tallit is a woollen or silk shawl worn by Jewish men when they pray in the synagogue. It has a complex pattern of knots on its tassles representing the laws of the Torah.

Learning Objectives: To give children opportunities to **know** that prayer shawl, called a tallit, is used by Jews to help them pray; **understand** why people use things to help them pray; and to **be able to reflect** on what helps them to concentrate.

Lesson 1:

Show pupils a tallit and invite them to touch it and talk about it.

What do you think it might be?

What does the material feel like in your fingers?

How it is decorated?

This is called a tallit. It's a shawl which some people use when they pray.

Show children the Rabbi doll and talk about who it might represent and what he is wearing.

This doll represents a Jewish teacher, called a Rabbi, and he is wearing a tallit.

How do you think he, and others who wear a tallit, might use it?

They use it before they begin to pray, to make a little tent. The tallit is put on the head and the ends are closed together to shut out the world. This helps the person who is going to pray to think of nothing but God. *Use the doll to demonstrate how the tallit is used.*

This is the prayer that is said when the tallit is first put on:

'Bless the Lord, O my soul;
O Lord my God, You are very great;
You are clothed in glory and majesty,
Wrapped in a robe of light;
You spread the heavens like a tent cloth'

Repeat the words, inviting children to close their eyes to help them concentrate.

For discussion:

What does the prayer say about God?

What words in the prayer make you think of the tallit?

What do you ever wrap yourself up in?

How does it feel?

What do you do when you want to concentrate or think very hard about something?

Lesson 2:

What can you remember about the tallit?

How was it decorated?

Show the tallit again, drawing the children's attention to the fringes.

Why do you think the tallit has these fringes and tassels?

Look closely at them. What can you see? How many are there?

The fringes are called tzitzit. During the prayer the tzitzit are gathered together and held around one finger.

The twists and knots in the fringes are a code. Each group of them equals a number which in turn stands for a letter. The letters spell the name of God.

Altogether the tzitzit remind Jewish people of the 613 commandments in the Bible. These are rules from God.

Prayer shawls like this are worn by many Jewish people when they pray on their own at home and together in the synagogue, where they go to worship God.

For discussion:

What rules do you keep?

What do you do together with a lot of other people?

What other codes can you think of?



Activity Suggestions

Teaching about:

Tallit

Number of lessons: 2

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>MAKE UP</p> <ul style="list-style-type: none"> ➤ a code of your own; <p>MAKE</p> <ul style="list-style-type: none"> ➤ your own string of knots. <p>EXPLORE</p> <ul style="list-style-type: none"> ➤ using large pieces of fabric, what it feels like to shut out the world. 	<p>MAKE</p> <ul style="list-style-type: none"> ➤ a list of rules you keep; <p>DRAW</p> <ul style="list-style-type: none"> ➤ a diagram to show how knots are made. 	<p>FIND OUT ABOUT</p> <ul style="list-style-type: none"> ➤ the synagogue; ➤ different knots; ➤ what other people use to help them focus their thoughts on God, eg: prayer beads, rosaries etc.



Potential C.A.S.E. Developments

Knowledge: Prayer				
Concepts			Attitudes	
Concept of God	Beliefs	Enquiry	Tolerance	
Jews believe God is: <ul style="list-style-type: none"> ➤ great; ➤ glorious; ➤ deserves all the believer's attention. 	Religion: <ul style="list-style-type: none"> ➤ gives rules and exemplars; ➤ identifies particular objects to be used in prayer. 	How do people pray? How are these objects used?	People pray in a variety of different ways. They deserve to be respected.	
The Tallit				
Skills			Exploration of Human Experience	
Language	Sources	Reflection	Spirituality	Emotions
tallit tzitzit commandments synagogue hassock	Artefacts	What helps me to concentrate? What rules do I keep?	Experience of: <ul style="list-style-type: none"> ➤ shutting out the world; 	joyful peaceful feeling secure feeling uncomfortable concentrating

Resources:

A Tallit & Rabbi Doll are available on loan from the RE Resources base at Chapel Fields Centre.

Prayer Flags

Tibetan Buddhism is very distinctive and colourful. Shrine rooms are decorated with elaborate wall hangings called Thangkas. Strings of brightly coloured prayer flags are hung around the outside of the shrine. The colour of a prayer flag and the symbols on it create a prayer or offering that the wind distributes around the world each time it brushes the flag. The Tibetan word for a horizontal prayer flag is *Lung Ta*, which translates as 'Wind Horse'. Buddhists believe that the prayers become a permanent part of the universe as the images fade in the wind and sun. They renew their hopes for the world by continually mounting new flags alongside the old.

For many Buddhists words, and also visual images, are a way of clarifying and directing their thoughts as they meditate. The aim is to move through meditation beyond words to greater understanding of the true meaning of life. This ultimate understanding, which may take many life times to achieve, is called Nirvana. Within this context prayer flags and wheels are used.

Learning Objectives: To give children opportunities to **know** about Buddhist prayer flags;
understand the symbolism of words being blown around the world;
and **be able to reflect** on their own ideas for important words, including prayers.

Lesson 1

Show children a photograph of prayer flags blowing in the wind and invite them to talk about what they may be and why they are there. This is particularly effective if the line of flags is in a wild, deserted mountain landscape, so evocative of Tibet.



Why would anyone hang up a line of pieces of material in a bleak place like this?

What do you think it might be?

What can you say about the colours?

These are flags, fluttering in the gentle wind. In the photograph, they are high up in the mountains of a country called Tibet but it isn't just in deserted places like this that you could see them. What could they be?

This is the story of a little boy called Cameron, who is about your age, and he was puzzled by flags like these too. Let's listen to his story.

(There is no need to use an entering device like a candle here, because this is not a religious story.)

Cameron sat beside his mum, Carol, on a little pile of logs by the side of the track. They were sipping water from their flasks as they paused to cool down on their walk. They had come with Cameron's dad from Delhi where he had been working. Now they were all taking a break.

Cameron's dad had gone off walking in the mountains with some of his work colleagues and Cameron and his mum were going to explore down in the Manali Valley. They were staying in a tourist cottage on the edge of the town.

India was such an amazing place, thought Cameron as looked around. Somehow nothing would ever be quite the same after his visit here.

He wondered if he would see more of those lines of what looked like washing that he'd seen from the bus as they arrived yesterday. They seemed to be in very strange places and he had been about to ask his mum about them, when his attention was taken by something else. That was one of the most amazing things about India; around every corner, it seemed, there was a surprise, something else to wonder about.

The thought reminded Cameron of yesterday afternoon, after they had unpacked, when they wandered down the main street and saw a brightly coloured figure made of wood. That had been a surprise. It was about half as tall as Cameron himself and it was being carried by the people through the town to the temple. A man they met who could speak English explained that it was festival time and the figure was of a Hindu deity.

Cameron found the bright colours and the sounds and smells exciting and wanted to visit the temple, so they followed the procession. There were lots of people milling around and Carol said that, as they were not celebrating themselves, they should return another day.

So that was what they had done this morning. After saying goodbye to Cameron's dad, who set off with his friends, they went into the temple. They were feeling rather nervous; they were not Hindus and didn't want to seem nosy and disrespectful. However the people inside were friendly and let them look at the fantastic vivid figures of Ganesha, Vishnu and Shiva. In a shrine with Rama and Sita, Cameron saw the figure of Hanuman; he recognized Hanuman because at home Cameron's friend Alex had told him all about the monkey king and how he saved the god, Ram. Could God be like this brave, friendly, cheeky creature?

But this was not the only temple in the town. On their way through the town yesterday, when they had arrived on the bus, Cameron had glimpsed some golden domes across the rooftops. Now they were off to track them down.

Cameron and his Mum were making their way to what the guide book said was the Tibetan Monastery. Buddhist monks lived there, Carol explained, and she wanted to find out more about them. She had some Buddhist friends at home in England and wanted to see how Buddhists lived in India.

Beneath the gold domes, the building itself was very brightly coloured in reds and greens and around it was the gentle whispering sounds of wind chimes. The man they spoke to told them that, although many tourists came to see the monastery, the few monks who lived there shared a very quiet simple life.

Cameron and his Mum had brought some fruit and bread to eat and they decided to walk up the hillside beyond the monastery for a while and find somewhere to relax and eat their lunch. As they walked they looked down over a beautiful green valley. Just as they came round the corner of the path they came across another one of those surprises. There was a small cluster of tall thin poles swaying in the breeze. From the tops of most of the poles fluttered pieces of white and pale coloured cloth. On the pieces of cloth was writing. Well, Cameron couldn't read it because it wasn't in English but he knew it was writing.

"Look, they're like the ones we saw yesterday, except they're not on a line. What are they Mum?" he asked. He couldn't imagine any king or team would have these tattered pieces as their flags. Some poles had little more than a few threads remaining.

"I think these are prayer flags," replied his Mum. "The writing is people's prayers or hopes. The writers are Buddhists and they believe that wind blows those thoughts away around the world. Sometimes it is the actual pieces of cloth that get blown away."

"What do you think, Mum?" Cameron asked. His mother paused.

"I like the idea of hopes and good wishes, kind thoughts, love and prayers reaching out to other people, being carried by the wind to who knows where. But I believe in God so I speak to God in my prayers. Buddhists don't think about God like that."

"So many different ideas about God," thought Cameron, "and that's just in one little town."

They both stood looking up at the fabric being wafted by the wind. Sometimes little gusts tugged at it then all was still before the wind rose up again.

"I wonder what we could write on a flag like that," said his Mum thoughtfully.

"What would **you** like to say, Cameron?"

For discussion:

What do you think Cameron might say?

What do you think about God?

I wonder what you think about prayer?

When have you seen something that has surprised you?

Lesson 2

Use the picture of Tibetan Prayer flags to recall Cameron's story. Show children a detailed photograph of prayer flags and invite them to talk about what they can see.

The pieces of cloth that Cameron saw were like this originally. They had prayers written on them but the wind and the sun had probably faded them and they had become ragged because they had been out, blowing in all weather.

Cameron was so interested in prayer flags that, when they came home, his mum invited Jacqui, one of her Buddhist friends, round to talk about them. Cameron showed her his photograph of the line of prayer flags and she told him a line like that is called *Lung Ta*, which means 'wind horse'. Cameron was fascinated listening to Jacqui.

She explained to him how the flags make a line of silent prayers; no one speaks them but Buddhists believe the energy of the wind lifts the words and carries them around the world and into the heavens. The movement of the words in the wind makes them into blessings from the Buddha himself.

Buddhists believe prayer flags bring well-being and help to make all things good. That is why, at first, they used them to protect people who were ill. Putting up flags is good for the people who hang them but also good for the whole world. They gently remind everyone that we need to be calm inside and kind to others.

When the flags are really well worn, they are sometimes burned to let the last fragments of prayer out in the smoke from the fire. Often though, you can see new prayer flags fluttering in the wind alongside very old ones. This reminds Buddhists that everything dies eventually.

For discussion:

Why do you think "Wind horse" is a good word to use for these prayer flags?

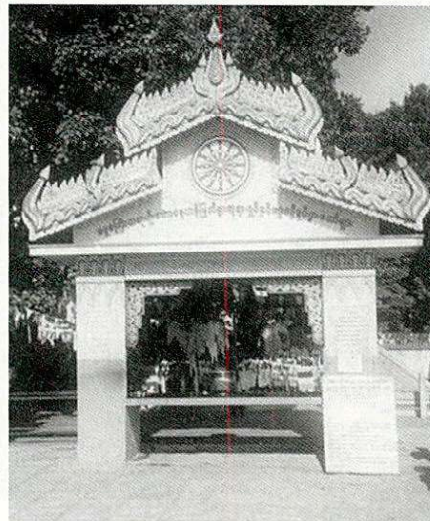
What might the prayers be about today?

What would you write on a prayer flag?

Where would you like the wind to carry your prayer?

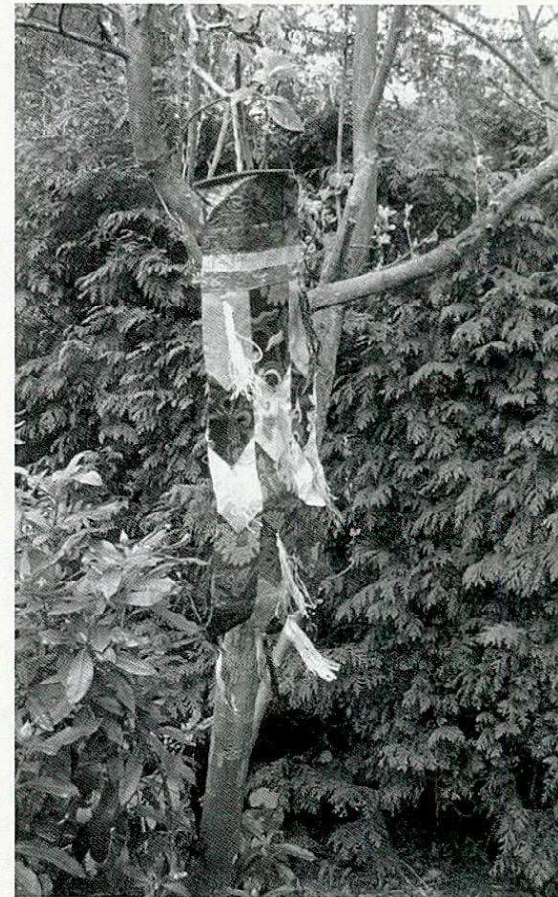
Jacqui had a photograph to show Cameron too. It was taken at Sarnath in India where the Buddha gave his first teaching after thinking for a very long time. Jacqui said it had been a wonderful visit for her. In the photograph Cameron could see prayer flags in the entrance to the shrine, but he was puzzled. He had heard about the Buddha but what was his teaching?

We'll find out next time.



Lesson 3

Prior to the lesson, hang the elaborate Thangka outside in a tree. Take the children outside, explaining that we shall be looking for something that is not usually there. When they have found the hanging, invite them to talk about what they can see, why it might be there and what it might be for.



This is a called a *thangka*. It is a hanging sometimes found outside like this and sometimes inside on a wall. There's a picture on it of someone important; look closely. What can you see?

This is a picture of the Buddha. Tibetan Buddhists put these brightly coloured hangings outside their temples to decorate them. They blow gently in the wind like the prayer flags, but these are not sending prayers around the world. They remind Buddhists of what the Buddha teaches them about the way to live their lives.

Buddha lived thousands of years ago and was the founder of Buddhism. His teaching shows many people today how to live good lives and how to be happy. He saw that what caused a person unhappiness was wanting things.

Buddhist children are told lots of stories to help them to understand the Buddha's teaching. Here's one of them. And it's the story Jacqui told Cameron.

Light the story candle or strike the singing bowl.

The monkey was hungry. He swung from tree to tree by his tail, looking eagerly for food and sniffing the air for the first tell-tale smells... ah! What was this?

He paused. Yes, he could definitely smell nuts. Peanuts, his real favourite! Oh, what good fortune! Yes, he could see a little scattering of them round a fallen coconut, just below him on the forest floor.

With a quick flick of his tail, monkey was down on the ground enjoying lovely juicy peanuts, but all too soon, they were gone. The best things in life never did last long enough, he thought to himself with a sigh.

But wait a moment...couldn't he still smell peanuts? He checked around the base of the tree. No, no more there. Could he be imagining it? His nose didn't often let him down; he could smell a peanut at ten swings easily, and this was delightful aroma was definitely closer than that.

Just then, the coconut caught his eye. Wait a minute; there was a hole in this coconut. Monkey put his nose down to the hole and then fell back in rapture. Oh, yes! Here were the peanuts! What a lucky find!

Monkey put his hand into the hole. Would it go in? Yes, just. That's good! Monkey's hand clasped the pile of peanuts inside the coconut. He was such a lucky fellow; there was a real feast here. "I want these peanuts," monkey thought to himself as he tightened his grip and pulled his hand out...or at least, he tried to. But his hand wouldn't come out of the coconut; the hole wasn't quite wide enough for his clenched fist with its haul of goodies.

He didn't stop to think about making his hand small enough to get it out. All he could think about was that wonderful meal in his hand so he pulled and tugged, and pulled and tugged some more, but it was no good. His fingers tightened round the peanuts. He was going to have them if it killed him!

He was still pulling and tugging at the hole when the hunter caught him, surprising him from behind. Monkey had been pulling and tugging so hard that he hadn't smelled the hunter coming and now it was too late. Monkey was tied up before you could say 'peanuts' and carried away to be a meal himself.

Blow out the story candle or strike the singing bowl again to finish the story.

For discussion:

Why was monkey caught? What was it that got him into trouble?

When have you felt like that?

What is the story telling Buddhist children about how they should live?

What can you (and Cameron) learn from it?

Who teaches you how to behave?

Activity Suggestions

Teaching about:

Prayer Flags

Number of lessons: 3

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>DESIGN AND MAKE</p> <ul style="list-style-type: none"> ➤ your own prayer flags on brightly coloured squares of fabric, using marker pens or fabric pens; ➤ a class THANGKA by suspending the flags from a decorated hoop; <p>PEG</p> <ul style="list-style-type: none"> ➤ the prayer flags to a string tied from a tree. Watch them blow in the wind; <p>READ</p> <ul style="list-style-type: none"> ➤ and discuss each other's prayers; 	<p>WRITE</p> <ul style="list-style-type: none"> ➤ words to put on a prayer flag; <p>DRAW</p> <ul style="list-style-type: none"> ➤ a picture of yourself celebrating something that is important to you or your family; <p>MAKE</p> <ul style="list-style-type: none"> ➤ a list of words that describe celebrations; 	<p>FIND OUT ABOUT</p> <ul style="list-style-type: none"> ➤ places where Buddhists go to worship; ➤ India;



Potential C.A.S.E. Developments

Knowledge: Prayer					
Concepts			Attitudes		
Beliefs	Morality	Symbols	Self-Respect	Integrity	Enquiry
Buddhists believe: <ul style="list-style-type: none"> ➤ prayer flags blowing in the wind release blessings for them and the world; ➤ they should follow the Buddha's teaching. 	Wanting things makes us unhappy; Lives can be transformed by letting go and no longer wanting things.	Prayer flags are symbols in themselves but it is the wind that activates the prayers.	I deserve: <ul style="list-style-type: none"> ➤ to be blessed; ➤ to be heard; ➤ to pray if I want to; ➤ to have my praying respected. I can share with others in caring for the world and I can make a difference.	Valuing: <ul style="list-style-type: none"> ➤ peace and quiet; ➤ words; ➤ the wind and all the forces of nature. 	What are prayers? Why do people hurt sometimes?
Prayer Flags					
Skills			Exploration of Human Experience		
Language	Empathy	Reflection	Spirituality	Self-Awareness	Emotions
Prayer flags Buddha Buddhists symbol	With those who: <ul style="list-style-type: none"> ➤ pray; ➤ are unhappy; ➤ lose themselves in wanting things; ➤ find goodness in others. 	What words would I like to send around the world? When do I want things? Who teaches me how to behave?	Experiences of: <ul style="list-style-type: none"> ➤ prayer; ➤ the wind; ➤ peacefulness; ➤ seeing ourselves as part of a greater whole.. 	I can make myself unhappy wanting things. I can make a difference by being myself.	curiosity wonder selfishness anger envy desire

Photographs of Tibetan Prayer flags are easily obtainable from Google Images

A thangka can be borrowed from the RE Resource Centre or purchased from Articles of Faith

The Call to Prayer

The Call to Prayer, the Adhan, is made traditionally from the top of the minaret before prayer, five times a day, to call Muslims to pray. It is always made in Arabic and the words are set and always the same.

Learning Objectives: To give children opportunities to **know** about the Muslim Call to Prayer;
understand how this sound orders the daily lives of some people;
and to **be able to reflect** on what they would stop their play to do.

Lesson 1:

Sounds that Call

Invite the children to look at and play with sound objects (such as an alarm clock, horn, school bell). Talk about the sounds they make.

What kind of sounds are they?
What do they make people do?

Gather together suggestions and, if necessary, explain that they make people stop what they are doing and tell them to do something else.

Here are some more stop and start sounds.
Think what these sounds are calling people to do.

Play the recording of a variety of calling sounds and discuss the sounds and the reactions they cause.

Now here is a sound you might not have heard before. It is the sound of a voice calling, telling people to stop what they are doing and do something else. Listen carefully.

Play a recording of 'The Call to Prayer'. For some children this sound will be very strange and they might laugh. Should they do this, then reflect together on why they laugh and how people react to different or unusual things. In our experience, such an exploration has resulted in the laughter not occurring again.

What do you think this sound might be calling people to do? This sound is used to tell people in some places that it is time to pray. In many countries far away and in this country too, this call is made five times a day. It is called the Call to Prayer. Often it is made from the top of a minaret.

Show the children a picture of a minaret or, if you have one, a picture of the muezzin calling from the top of a minaret.

The man who calls goes right up to the top of the minaret and when he is high up he calls out to all the people who want to come to pray. Sometimes in this country the man's voice is recorded and played over a loud speaker.

For discussion:

I wonder if any of you pray.

Do you go anywhere special when you pray?

Lesson 2

Yaseen's Story

Using photographs of Yaseen, tell the children that this story is about a little boy who lives in Birmingham.

Yaseen loves school holidays. Today it is Friday and he is playing with his friend Ranjeet at Ranjeet's house. Suddenly Yaseen hears a sound which makes him stop.

Listen!

Play the recording of 'The Call to Prayer'.

What is this calling Yaseen to do? It tells him that now is the time to go to the mosque. It is calling him to prayer. He must obey. Quickly he says goodbye and thank you to Ranjeet and hurries home. His father is waiting with Yaseen's topi. Yaseen puts it on. His little sister waves goodbye as Yaseen leaves the house with his father.

As they come to the steps of the mosque, Yaseen hears the familiar words coming over the loudspeaker again. He is pleased to be coming to pray and feels very grown up.

Inside the mosque he leaves his shoes with all the others outside the prayer hall. Then he must go in to wash before he can pray. He washes his hands, face, mouth, arms, the top of his head and his feet. At last Yaseen and his father go into the prayer hall. Yaseen wants to run to join the line of men about to start their prayer.

For discussion:

Why do you think Yaseen is in such a hurry?

What is it that is so important for him?

What is it that is so important for you that you would run to do it?

What or who do you have to obey?

The Call to Prayer creates a pattern for each day for people like Yaseen. What makes the pattern in your day?

Lesson 3

The First Call to Prayer

Begin by playing the recording of 'The Call to Prayer' again.

What do you remember about this sound?

What did it call Yaseen to do?

I'm going to tell you about the very first Call to Prayer.

Light the story candle

This is a story about something that happened a long time ago.

Bilal was a slave. He had to do just as he was told by his cruel master. One day he made his master very angry because he would not do what he was told to do. He was given a whip and commanded to beat another man because of his belief in God. Bilal looked at Ammar, who had said there was only one God and all people are important, whoever they are.

Bilal believed Ammar. He could not whip him. He dropped the whip in the dust of the market place and everyone was shocked. Bilal's master was so angry that he had the slave tied down and ordered that big, heavy rocks should be piled up on top of him. Bilal could hardly breathe as the stones were put on his body but he remembered Ammar and kept on calling out in a loud voice, "One God! There is only one God!"

When Bilal was almost dead someone who had heard his shouts offered to buy him. His master was glad to sell him. He was rescued and slowly got well again. He joined the people who believed, like Ammar, that there is only one God and that all people are equal. Together they decided to build a place where they could worship God. They called the building a mosque.

They were pleased with the mosque when it was finished but it still needed something to complete it. How were the people to be told when it was time to come to the mosque to pray? Some people used an animal horn to call each other to prayer, others used bells, so it had to be something different.

Everyone wondered what to do, then one man said that in a dream he had heard a person calling with his voice, just his voice. Who had a loud voice, they wondered? They remembered that Bilal had called out so strongly when he was under the rocks. Bilal's voice could call the people to prayer. Bilal was surprised. "What shall I call?" he asked them.

"Praise God, tell everyone about his messenger and call them to prayer," he was told.

Bilal climbed on to the mud roof of the building and looked down at the people below. Whatever should he call? There were no words in his head. Where would the words come from? He closed his eyes for a moment and was very still. Then he lifted his face to the sky and called. The words came from deep inside him. This is what he called.....

Play the recording of 'The Call to Prayer' again.

Blow out the story candle

This is what the words mean.

God is most great.

I witness that there is no god but Allah.

I witness that Muhammad is the messenger of God.

Come to prayer.

Come to salvation.

God is most great.

This is what the words look like.

Show the calligraphy of the Call to Prayer.

These are the words that Bilal called. They are in a language called Arabic.

اذان - تکبیر

اللَّهُ أَكْبَرُ - اللَّهُ أَكْبَرُ - اللَّهُ أَكْبَرُ - اللَّهُ أَكْبَرُ -

أَشْهَدُ أَنْ لَا إِلَهَ إِلَّا اللَّهُ - أَشْهَدُ أَنْ لَا إِلَهَ إِلَّا اللَّهُ -

أَشْهَدُ أَنَّ مُحَمَّدًا رَسُولُ اللَّهِ - أَشْهَدُ أَنَّ مُحَمَّدًا رَسُولُ اللَّهِ -

حَتَّى عَلَى الصَّلَاةِ - حَتَّى عَلَى الصَّلَاةِ -

حَتَّى عَلَى الْفَلَاحِ - حَتَّى عَلَى الْفَلَاحِ -

قَدْ قَامَتِ الصَّلَاةُ - ^{تکبیر میں یہ زائد} قَدْ قَامَتِ الصَّلَاةُ -

الصَّلَاةُ خَيْرٌ مِنَ النَّوْمِ - ^{صبح ہذا اذان سے} الصَّلَاةُ خَيْرٌ مِنَ النَّوْمِ - ^{یہ زائد نہیں}

اللَّهُ أَكْبَرُ - اللَّهُ أَكْبَرُ - لَا إِلَهَ إِلَّا اللَّهُ -

Use the illustrations from The Story of Bilal to reprise the story.

For discussion:

How do you think Bilal felt as he climbed on the roof?

I wonder how Bilal knew what to say.

Bilal said 'I witness that there is only one God'. What do you think the word 'witness' means?

(If the children are not forthcoming, suggests that a witness is someone who tells other people what they have seen or believe to be true.)

What is the most important thing you have to say?

If you could shout something very loudly from a tall tower, what would it be?

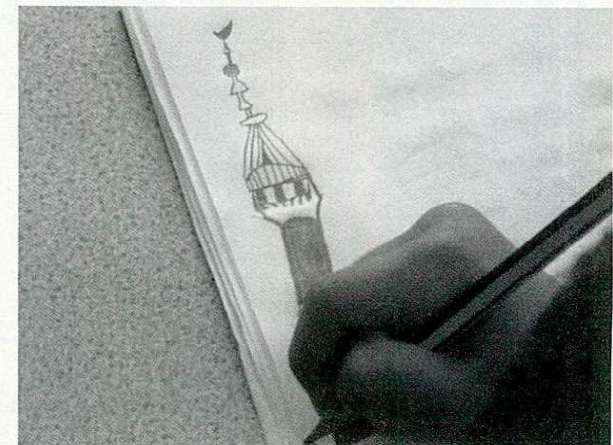
Activity Suggestions

Teaching about:

The Call to Prayer

Number of lessons:3

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>DESIGN AND MAKE</p> <ul style="list-style-type: none"> ➤ a model minaret, using plasticine, bricks, lego or boxes and cylinders. ➤ a model mosque to add to the minaret. <p>GO</p> <ul style="list-style-type: none"> ➤ outside and invite children to shout their messages as loudly as they can. <p>ASK</p> <ul style="list-style-type: none"> ➤ the children how they could begin to find the loudest and clearest voice in the class. 	<p>WRITE</p> <ul style="list-style-type: none"> ➤ or draw a sequence of pictures of yourself running to do what is important to you. <p>DECORATE</p> <ul style="list-style-type: none"> ➤ some words which are important to you. 	<p>VISIT:</p> <ul style="list-style-type: none"> ➤ a mosque. On your return, record in appropriate forms the children's reactions and observation about the mosque and what makes it a special place. <p>LOOK</p> <ul style="list-style-type: none"> ➤ closely at the calligraphy. See if you can find patterns in it and to identify repeated words.



Potential C.A.S.E. Developments

Knowledge: Prayer					
Concepts			Attitudes		
Concept of God	Beliefs	Morality	Self-Respect	Integrity	Tolerance
Muslims believe: <ul style="list-style-type: none"> ➤ there is only one God; ➤ Muhammad was the prophet; ➤ they should obey to show they believe. 	Religion: <ul style="list-style-type: none"> ➤ orders the day; ➤ is central to life; ➤ is a way of living. 	Some people believe they must obey God. It is wrong to persecute people.	I have something to say; I can stand up for what I believe.	Valuing: <ul style="list-style-type: none"> ➤ obedience; ➤ courage; ➤ faith; ➤ commitment. 	Some people need protection from persecution; Everyone has a right to worship in his or her own way.
The Call to Prayer					
Skills			Exploration of Human Experience		
Language	Empathy	Reflection	Spirituality	Self-Awareness	Emotions
witness obey Allah	With those who: <ul style="list-style-type: none"> ➤ are bullied; ➤ have something to say; ➤ are committed. 	What would I leave my play to do? What is the most important thing I have to say?	Experiences of: <ul style="list-style-type: none"> ➤ prayer; ➤ courage in the face of opposition. 	I can: <ul style="list-style-type: none"> ➤ be strong; ➤ overcome difficulties; ➤ be committed; ➤ be obedient. 	fear determination

For lessons on the Muslim Call to Prayer see:

Grimmett et al *A Gift to The Child: Religious Education in the Primary School* Simon & Schuster p.62

Yaseen's Book

The Story of Bilal

These are accessible on the Solihull Grid for Learning, www.solgrid.org.uk RE section