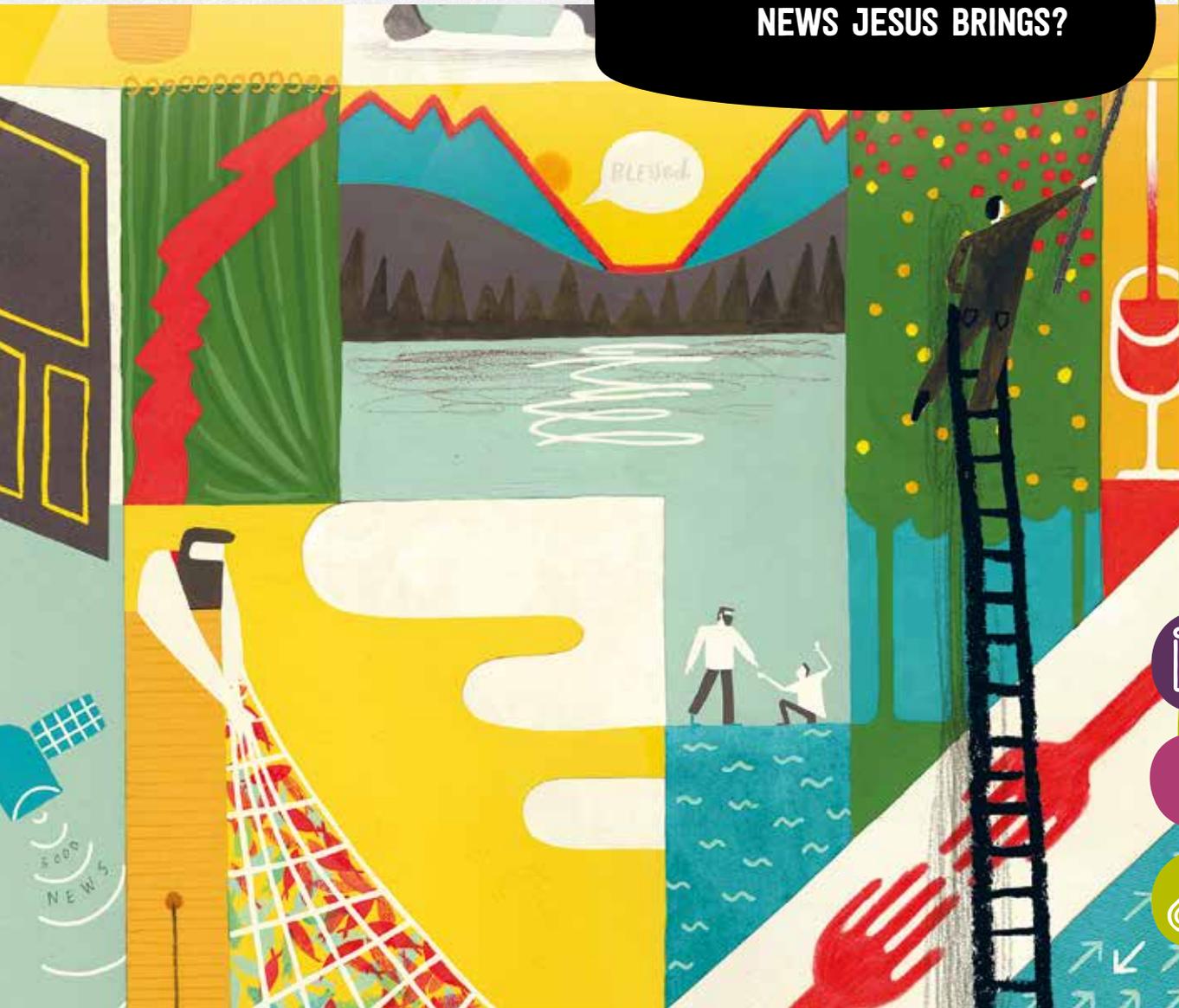


KEY STAGE 1/UNIT 1.4

GOSPEL

WHAT IS THE GOOD NEWS JESUS BRINGS?



GOSPEL

WHAT IS THE GOOD NEWS JESUS BRINGS?

KEY STAGE 1/UNIT 1.4 (YEAR 2 RECOMMENDED)



★ OUTCOMES

BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:

-  Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news.
-  Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.
-  Recognise that Jesus gives instructions to people about how to behave.
-  Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless.
-  Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession).
-  Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.

📦 KNOWLEDGE BUILDING BLOCKS

PUPILS WILL KNOW THAT:

- Christians believe Jesus brings good news for all people.
- For Christians, this good news includes being loved by God, and being forgiven for bad things.
- Christians believe Jesus is a friend to the poor and friendless.
- Christians believe Jesus' teachings make people think hard about how to live and show them the right way.

NOTE: Teachers should read the Essential Information pages before teaching this unit.

➡ YOU MIGHT LIKE TO START WITH...

A fun role play about tax collectors. Give two pupils some play money: ten or more notes. They are the people of Israel. Ask two other pupils to be the Romans: arm them with paper swords. They have conquered the people of Israel. Ask for a volunteer to collect taxes for the Romans – tell them they can make some money this way. The volunteer tax collector, backed up by the two soldiers, tells the people of Israel: 'Give me the money. These soldiers will make you!' Some is given to the 'Romans' but the volunteer tax collector keeps lots too. Ask each pupil in the role play: How did it feel? How did the people of Israel feel about Romans and about tax collectors? Why? Is it fair? Who would you be friends with?

📖 MAKING SENSE OF THE TEXT

In this work, pupils will investigate the lives of some people for whom Jesus was good news. Jesus offered friendship, forgiveness and peace. Pupils will think about how these three offers are 'good news'.

- **Good news:** Jesus is a friend to the friendless. Ask the class in groups, if they needed 12 people to change the world who they would choose for their team? You might offer some photos of people they could choose, or think of types of people (brilliant, admired and successful, perhaps) or offer some qualities to choose (strong, kind, clever, helpful, sharing and so on. See Resource Sheet 1). Make a list of reasons for choosing the class's 12 world-changers. Jesus chose 12 men to be his world-changers, but they were not who people might expect. From Matthew 9:9-13 tell the story of Jesus choosing Matthew the tax collector as one of his 12 disciples, a man nearly everyone disliked. Every time his name is mentioned, pupils can chorus 'Oh no, Jesus, not him!' Why was it a surprise? Christians teach that Jesus brought good news because he was a friend to those left out by other people. Act out: Ask pupils to dramatise the story in groups of six. Include a chorus which repeats 'Oh no, Jesus, not him', and then 'Good news: Jesus welcomed everyone.' Ask pupils what they think of Jesus' choice of world-changers. Explore their ideas about why Jesus chose them. Can they think why Christians might see this as 'good news'?
- **Good news:** forgiveness if you go wrong. Luke 6:37-38. Jesus taught: 'Forgive and you will be forgiven'. Put these words of Jesus in the centre of large pieces of paper. Ask pupils to work together to draw cartoons of people who need forgiving. Then ask them to draw a speech bubble from each person, with the word 'Sorry' in it. From above, draw speech bubbles saying 'You are forgiven'. Look at each other's work and discuss the idea that God forgives people who say sorry. Should we forgive people who say sorry too? Do Christians think Jesus was good news because he gave God's forgiveness to everyone who was sorry?
- **Good news:** God can give you peace. Give pupils four heart outlines each. Get them to draw, colour or stick on images that show a heart that is afraid, ill or worried, using three of the hearts. Talk about what they have expressed. Teach them Jesus' promise to his disciples from John 14:27: 'My peace I leave with you, my peace I give to you. Do not let your heart be troubled and do not be afraid.' Jesus' first followers went through many troubles, but they had peace in their hearts. Christians today find peace in their faith too. Jesus is good news, say the Christians, because he gives his followers peace.
- **Ask the pupils to think about four kinds of peace:** peace in my own life (in my heart?), peace with other people (no fights?), peace in the world (no wars?), peace with God for Christians (being forgiven). Can they paint (or find) a picture to express one or two of these types of peace? Paint this into a fourth heart shape: it could be their own idea, or they could think about what a Christian would draw to show peace, and why.

MAKING SENSE OF THE TEXT

- Activity – Display idea: Ask pupils to choose either friendship, forgiveness or peace: which one do they think matters most? Make small groups to think about writing and creating images, symbols and logos for three posters about Jesus' good news of friendship, peace and forgiveness. Each pupil writes a sentence starting 'Good news is when...' Alternatively, using an outline of either a handshake (friendship), a speech bubble (forgiveness) or a dove (peace), make a class mobile to express understanding of the 'good news' of Jesus, using the pupils' 30 shapes.

MAKING CONNECTIONS

The learning here needs to enable pupils to think about friendship, forgiveness and peace in terms of their own lives. Use the idea of sacred spaces and sacred words ('sacred' meaning 'set apart for God', more than just a spiritual word for 'special'). Remind them of the story and sayings of Jesus, the posters or mobile they made, and the ways these teachings have an impact today. Ask them to come up with questions about these saying for themselves.

- **Church building investigation:** Ask pupils to investigate: church buildings are supposed to help people to feel part of a community (to be friendly), to be able to forgive others and to be forgiven, and to find peace. Begin by discussing places in school: where is friendliest? Is there a place that might help you to forgive? Is there a peaceful place? Go to these places and take photos of friendly, forgiving and peaceful acts, body language or faces – make it fun. Then, on a church visit, small pupil teams discuss and take photos of a place in the church (building and grounds) which might help Christians to feel friendly, forgiving and forgiven, peaceful or close to God.
- If you can't go on a class visit, take some photos, e.g. with a teddy bear in the pictures who then reports back to the class; make some photos more helpful than others – perhaps the car park or the dustbins are not the best place for being friendly or being forgiven.
- Use these photos to write accounts of the 'Good News': *Christians think Church might be good news because...*
- **Creating prayers and reflections:** share some prayers or song-words Christians use to express what God gives them: simple examples of praise, confession or thanksgiving. [Remember Peter Praise, Suzy Sorry and Thea Thanks in Unit 1.1 God] Ask pupils to write a three-line prayer or reflection of their own on the theme of 'Good News'. Collect these into a class book. You might do an assembly for 4-5-year-olds to give this work an audience. Ask pupils to complete the sentences 'Christians say Jesus is good news because...' 'Good news to me means...'

UNDERSTANDING THE IMPACT

Here, pupils will learn about how Jesus' teaching and being an example of good news challenges how Christians try to live now: Ask them 'How do Christians love God and their neighbour?'

- A lesson on friendliness. Show the class a 'good news' photo of a Christian project to help homeless people; for example, from Leeds, where St George's Crypt has been helping homeless people for over 85 years: their website tells their story (see Resources). Ask pupils to work out what is going on, and suggest whether this might be a 'good news' picture. Who for? Is it a good example of people following Jesus? In what way? What might Jesus say or do if he visited St George's Crypt? You might record ideas on sticky notes for a display.
- Use the '9 Prompt' activity (see Resource Sheet 2) to explore the work of Saint George's as good news for people who need a friend. If there is a local homeless project, you might use it and adapt the images.
- A lesson on forgiveness: You might revisit some of the material on forgiveness in Unit 1.1 God. Or, find out about how Christians say sorry in church. Many Christians say words of confession together in church (see Resources); some go privately to a priest to say sorry and receive forgiveness.
- A lesson on peace and forgiveness. Remind pupils about different types of peace and explore ways in which Christians might find this peace:
 - **Peace inside:** For example, sit somewhere calm, peaceful, beautiful – look at some lovely peaceful pictures from nature, but also churches or monasteries. Why do people build big, beautiful churches? Talk about how it might feel to be in one of these places, and how Christians might find God's peace.
 - **Peace between people:** For example, read the story in which Jesus tells Peter he must forgive someone 490 times! (Matthew 18:21-22). What does this say about how important forgiveness is? How would forgiveness bring peace? Act out or draw a situation where someone has done something wrong to a friend – how do they feel? Then when one has said sorry and the other has forgiven them, how does that feel? How does this bring peace?
 - **Peace with God:** Jesus says God forgives people if they are sorry. Read some Christian prayers – see Resources. Christians often say these prayers together in church, or privately in their own prayers; some Christians confess to a priest. If doing bad things messes up a person's relationship with God, how does saying sorry bring peace?

★ OUTCOMES

BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:

-  Tell stories from the Bible and recognise a link with a concept: for example, the idea of 'good news' links to the practice of being thankful.
-  Give clear, simple accounts of what the texts mean to Christians: for example, that people can trust God, and that they should say thank you to God for his good gifts.
-  Describe how Christians show their beliefs: for example, thanking God in prayer.
-  Give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer, in their church communities and their own lives.
-  Think, talk and ask questions about whether Jesus' 'good news' matters to anyone other than Christians, exploring different ideas.

📦 KNOWLEDGE BUILDING BLOCKS

PUPILS WILL KNOW THAT:

- Christians believe Jesus brings good news for all people.
- For Christians, this good news includes being loved by God, and being forgiven for bad things.
- Christians believe Jesus is a friend to the poor and friendless.
- Christians believe Jesus' teachings make people think hard about how to live and show them the right way.

➔ YOU MIGHT LIKE TO START WITH...

Some 'good news' cards: Give pupils a blank folded card with the headline at the top on the front: 'Good News'. Talk about how lots of news on the TV is bad news: can they give examples? Ask them to draw on the front of their card an example of what they think good news might be, and write a short message inside the card that describes the good news they chose. Who would they like to send the 'Good News' card to? A family member, friend, someone at school, or even a person they don't know so well? Send the cards, and see what replies come!

📖 MAKING SENSE OF THE TEXT

GOOD NEWS: GOD LIKES TO GIVE GOOD THINGS IN ANSWER TO PRAYERS: LUKE 11:9-13

- Make a list with the class of 10-plus things mums and dads, or other carers, do to show they love their children.
- Read the story: **Luke 11:9-13** (see Resource Sheet 3). Ask pupils: what do you think the story is about? Why is Jesus telling the story?
- Ask pupils to remember the opening of the Lord's Prayer: 'Our Father in heaven...' Christians think God loves humans and has given humans many gifts, including these ten: animals to care for, imagination, life, the Earth, love, beautiful days, food, water, our brains, each other. Put these on cards, and get pupils to decorate the cards with images. Then rank them: which of the gifts do pupils think are the best? Point out that some people say 'nature' provides these gifts, but Christians thank God for all these things. Consider together what a mum or dad is like, and lists of any ways the pupils think God might be like a mum or dad, but also unlike a mum or dad (for example, visible/invisible; gives you life; gets asked for things and sometimes says 'yes' or 'no').

BEING THANKFUL: HOW MUCH DOES IT MATTER? LUKE 17:11-19

- Teach the class that Christians thank God for good gifts, but everyone feels better if they give thanks to other people too. Tell the story of Jesus and the ten lepers. Give pupils some emoticons showing different emotions (see Resource Sheet 4), and ask them to hold the card if they think one of the characters has a matching feeling. Ask the pupils to act out: feeling ill, being ignored, getting better, saying thank you. Ask them to imagine how Jesus might have felt about the leper who came back, and the nine who didn't. Ask pupils what they think and feel about the story.
- Set up a 'thankful circle'. You need seven cards with 'values' words on them: KIND WORDS/SHARING/FUN TOGETHER/FRIENDLINESS/FORGIVENESS/HAPPY TIMES/BEING CHEERFUL. Make sure pupils recognise what each one means. Stand in a close circle, and pass the cards round. When you pass the card, say to the person: 'Thanks for... (whatever is written on it)'. Have a whispering circle, and then try a shouting circle! Everyone experiences thanking and being thanked. Rank these values too: which are the ones we feel most thankful for, and why?
- If a Christian prayed to God about these things, what would they say? If everyone suddenly stopped being thankful, or saying thank you, then what would happen? You might offer pupils the SMSCD challenge: can you say 'thank you' to at least ten people today? If they do, discuss whether people noticed and if it made a difference to be thankful. Link this back to the key question about the good news of Jesus.

SELECT AND WEAVE TOGETHER ACTIVITIES TO ACHIEVE THE OUTCOMES



UNDERSTANDING THE IMPACT

- Teach the class that in the Christian community today people pray because Jesus taught them to do so. Christians pray because they think God is listening, and sometimes God answers prayers in good or surprising ways.
- Give them some short prayers to think about and ask them which ones they like best, and why (see Resource Sheet 5). Then match them up: which prayer might a Christian pray if:
 - They had a great day.
 - They feel afraid.
 - Someone they love is ill.
 - They're looking for a friend.
 - They are watching a lovely sunset.
 - Someone has been unkind to them.
 - They've done something they are sorry about.
 - They saw a TV story about people being hungry in a faraway place.
- Now see if pupils can link them to one or more examples of the 'good news' Christians believe Jesus brings: friend to the friendless; saying sorry; peace; God as a kind father; saying thank you.
- Ask pupils to devise some more examples of 'one-liner' prayers Christians might pray, and to make a book of illustrated pupils' prayers in a group, each contributing two or three pages. The format 'letters to God' is a simple way to link this to English lessons.
- Christians believe that God hears all prayers: sometimes he answers by saying 'yes' to prayers, and sometimes he says 'no', or 'wait' – a bit like a parent! Ask the pupils to consider which answer Christians think God might give to these prayers:
 - Dear God, please give me lots of chocolate.
 - Dear God, help me to work hard for my tests at school.
 - Please God, don't let my hamster die!
 - Please God, forgive me for telling a lie to my mum.
 - Dear God, thank you for giving us friends and families.
- Talk about how some people pray every day and some never pray at all. Talk about what makes the difference.
- Give pupils the five cards from Resource Sheet 6. Ask them to put the cards on a continuum line – at one end prayer is not very important, at the other end prayer is very important. Or, you could say 'prayer is good news ... prayer is not good news'.



MAKING CONNECTIONS

- **What matters most of all?** Ask pupils to choose which of these matters most (you could get them to run from side to side of the classroom to show their choices): Sweets or meals? Water or hot chocolate? Money or happiness? Being loved or feeling safe? Having a laugh or having a bath? Making models or making friends?
- **'The Pearl of Great Price':** Matthew 13:45-46. Use this short parable of Jesus. A man who loved pearls found one that he thought was the best in the world. He sold everything to get it, and he was delighted. Use a meditation script (see Resource Sheet 7) to get pupils to think for themselves about the things that really matter most in life. Christians think of God as the One who matters most, but anyone can get distracted from what they most care about by little things. Draw (into oyster shells?) some symbols of what matters most.
- **Display idea:** Prayer candles, prayer flames: use the answers to the task above to create a display of candles (you could use cardboard tubes), which often symbolise prayer. This enables pupils to connect the big idea of this unit to plan to their own work and thoughts: Christians say 'Jesus is good news': what do they mean, and what difference does it make? If you made 15 candles, you could put on them the letters 'J-E-S-U-S I-S G-O-O-D N-E-W-S'. Give the pupils some coloured flame-shaped pieces of paper on which to write the one-liner prayers from the activity in the 'impact' section above. Discuss what they think are the most important examples of prayers to say, and why.

BACKGROUND FOR TEACHERS

In the 'Big Story' of the Bible, after centuries of the relationship between God and humanity breaking down through human failure, Jesus comes to Earth, God in the flesh, to restore the friendship between God and humanity. The story of Jesus' life is told in a new kind of book, a 'Gospel' or 'Good News' book.

One way in which Jesus helps to bring people back to God is by showing how much God loves them, and that he wants to forgive them when they do bad things. Some people thought that you could only get to God by being really, really good. Jesus shows that God is keen for everyone to turn to him – they only have to be sorry, and say so. Forgiveness leads to peace with God. This means that many people who were looked down upon in society were important to Jesus. They could come to God too. Christians try to follow Jesus and show his love to those in need. For many Christians, following Jesus is like the 'pearl

of great price' – it is what matters most in life.

Christians today use these texts for comfort; for example, for a child who is anxious, or for reassurance – if someone feels very guilty because of doing something wrong. It helps them to realise that they can go to God with any prayer at any time, and God will listen. It is not a case of asking for things; Christians sometimes say that they find prayer changes them, the more they 'tune in' to what matters most. Preachers often talk about these Bible texts, for example, when they give sermons in church to remind people of God's care, whatever they are going through.

Christians often make a link between these Bible verses and their own spiritual lives, saying that they find the teaching of Jesus to be powerfully true in their own experiences of life.

COMMENTARY ON THE TEXT AND ITS MEANING(S)

This unit uses several simple and brief sentences of Jesus' teaching, and one longer story of the call of Matthew to be a disciple to explore some aspects of the 'good news' (Gospel) of Jesus.

MATTHEW 9:9-13: JESUS CALLS A TAX COLLECTOR TO BE HIS DISCIPLE

This story is typical of many in the Gospels, which show Jesus welcoming people from all different backgrounds and positions in society among his followers. The role-play activity shows pupils how and why tax collectors were hated! Roman occupation was seen by many in Jesus' time as really offensive, and the Messiah was expected to end this oppression. Jesus seemed more concerned about uniting his followers under God in a kingdom of love. Matthew followed Jesus for the rest of his life and (tradition says) wrote the longest book in the New Testament.

LUKE 6:37-38: REPENTANCE AND FORGIVENESS ARE AVAILABLE TO ALL

It has been said, 'There is no Christianity without forgiveness.' The big ideas of 'the Fall' and human sin are dealt with in the Christian Gospel by God's generosity (or his 'grace'). Christians believe God will forgive – all a person has to do is say sorry, turn around, start afresh. God longs for people to turn back to him.

Seven-year-olds know well the significance of saying sorry – and being really sorry. Jesus' teaching connects *apologising* with *receiving an apology*. This is also seen in the ritual of public confession as well as the practice of confession to a priest, with 'absolution' (where forgiveness is given). This is practised in the Roman Catholic Church, and also in the Anglican Church.

COMMENTARY ON THE TEXT AND ITS MEANING(S)

JOHN 14:27: JESUS GIVES PEACE

'Peace' here is related to the Hebrew word *shalom*, which means wholeness or well-being, a form of flourishing; it is not simply the absence of conflict, but is primarily the result of being in a right relationship with God. This is the peace that Christians believe Jesus offers.

LUKE 11:9-13: GOD IS LIKE A LOVING FATHER

In the Bible verses, when Jesus talks about prayer he compares God to a kind father. Would a father give his child snakes and scorpions when the hungry child asks for fish and eggs? No. Here's the good news: God is even better than our parents, and loves to give his children good things - including the Holy Spirit, to live with those who trust in him. Christians say, if God is a father/mother to us all, then we are all children of God. What kind of father is God? Christians rely on verses like these to assert that God's fatherhood is good, bringing a person well-being, wholeness and peace.

MATTHEW 13:45-46: A PEARL OF GREAT PRICE

This two-sentence parable of Jesus asks his followers to prioritise what really matters. Humans often miss the big purpose of life because they are absorbed with little things. For Jesus' followers, finding God is the ultimate achievement. God's Kingdom is so valuable that it is worth giving up everything else to be part of it. This is not a guarantee of an easy life, however. Christians struggle and suffer like everybody else, but in the practice of prayer, meditation, or remembering Jesus with bread and wine, in private or public worship, in confession and in celebration, Christians testify that they find peace even in difficult circumstances, and thank God for this peace.

The story of the parable is used here to promote understanding of Christian devotion to God, above everything else, and also to open up questions for pupils about what matters most in life.



GOING FURTHER

Exploring the practice of confession and absolution in the Anglican Church, or the Sacrament of Reconciliation or Penance in the Roman Catholic Church, offers a deeper way of connecting human sinfulness (linked for many Christians to the idea of being 'fallen') with the forgiveness offered through Jesus.

The practices differ - Catholics emphasise the importance of confessing their sins to a priest, whereas Protestants stress that a person can confess directly to God - but all Christians believe saying sorry and being forgiven are central to their faith. (This will be explored further in unit 2b.1 God.)

WHY NOT LINK WITH...?

Jewish 'thank-you prayers'; or compare the importance of prayer in Islam.

RESOURCES

You can find lots of different versions of the Bible free online: www.biblegateway.com allows you to search for specific passages and different versions. The *New Century Version* is clear and easy to use; another good version for the classroom is the *International Children's Bible*, also available on Bible Gateway.

Saint George's Crypt in Leeds is a long-serving Christian project to help the homeless. There is an excellent gallery of images, and some short video clips: www.stgeorgescrypt.org.uk/charity

Prayers of public confession in the Church of England can be found here: www.churchofengland.org/prayer-worship/worship/texts/psalter,-collects-and-other-resources/confessions.aspx

Here is a prayer of confession (this one based on the parable of the Lost Son in Luke 15:11-32, slightly adapted here):

Father,
we have sinned against heaven and against you.
We are not worthy to be called your children.
We turn to you again.
Have mercy on us,
bring us back to yourself ...
... [who] now have life through Christ our Lord. Amen.

Teachers may find it helpful to consult Rosemary Rivett's book *Reflections* (RE Today) for guidance on using reflective and stilling techniques in RE.

One of Nick Butterworth and Mick Inkpen's books of stories from the parables is *The Precious Pearl*.

DOWNLOADABLE RESOURCES AVAILABLE AT: WWW.UNDERSTANDINGCHRISTIANITY.ORG.UK

14 GOSPEL RESOURCE SHEET 1: CHOOSING WORLD-CHANGERS

Clever **Strong** **Kind**
Friendly **Helpful** **Popular**

CHOOSING WORLD-CHANGERS

14 GOSPEL RESOURCE SHEET 2: FRIENDS TO THE FRIENDLESS

After a visual learning introduction, give pupils these nine sentence starters on cards, and ask them to pair up to finish the sentences. Can they put them in the right order to tell the story? Can they make links with the stories of Jesus?

In Leeds, some people have no homes. They might feel...	If you are homeless, it is hard to cook or keep clean, so...	Homeless people are often very sad because...
At Saint George's Church, Christians wanted to be friendly, so...	Jesus said 'Love your neighbour'. He meant that...	Saint George's Church agrees up to give people who are homeless free food and a bed for the night because...
Saint George's Church has been helping homeless people for more than 85 years, because...	Hundreds of homeless people go to Saint George's Church to find...	If you are homeless, then a place like Saint George's Church is good news, because...

FRIENDS TO THE FRIENDLESS

14 GOSPEL RESOURCE SHEET 3: JESUS' TEACHING ON PRAYER

"So I tell you, ask, and God will give you. Search, and you will find. Knock, and the door will open for you. "Yes, everyone who asks will receive. But one who searches will find. And everyone who knocks will have the door opened. "If your children ask for a fish, which of you would give them a snake instead? "Or if your children ask for an egg, would you give them a scorpion? "Even though you are bad, you know how to give good things to your children. How much more your heavenly Father will give the Holy Spirit to those who ask him!"

Luke 11:9-13 (New Century Version, NCV)

Be Thankful!

"While Jesus was on his way to Jerusalem, he was going through the area between Samaria and Galilee. "As he came into a small town, ten men who had a skin disease met him there. They did not come close to Jesus. "But called to him, "Jesus! Master! Have mercy on us!" "When Jesus saw the men, he said, "Go and show yourselves to the priests." "As the ten men were going, they were healed. "When one of them saw that he was healed, he went back to Jesus, praising God in a loud voice. "Then he bowed down at Jesus' feet and thanked him. (And this man was a Samaritan.) " Jesus said, "When ten men were healed? Where are the other nine?" "It is like Samaria: the only one who came back to thank God!" "Then Jesus said to him, "Stand up and go on your way. You were healed because you believed!"

Luke 17:11-19 (NCV)

JESUS' TEACHING ON PRAYER

14 GOSPEL RESOURCE SHEET 4: FEELINGS IN THE STORY OF TEN LEPERS

Happy **Sad** **Amazed** **Angry**
Upset **Disappointed** **Scared** **Thankful**
Tired **Lonely** **Hopeful** **Forgetful**

FEELINGS IN THE STORY OF TEN LEPERS

14 GOSPEL RESOURCE SHEET 5: SOME EXAMPLES OF PRAYERS A CHRISTIAN MIGHT SAY

Dear God, thank you that you make us all be your friends. Help me to be a good friend to others. Amen.	Dear God, help me to be kind to others and forgive them, even when they are not kind to me. Amen.
Thank you, God, for all the beauty of the world, especially when the sun shines so brightly on me. Amen.	Dear God, I pray for the people of South Sudan, who don't have enough to eat. Please send rain to make their crops grow, and give us generous hearts to help however we can. Amen.
Dear God, I never mean to tell lies, but sometimes one just slips out. I'm sorry I haven't been honest. Please forgive me, and help me to tell the truth next time. Amen.	Thank you God for such a great day! Amen.
Dear God, I pray for nurses and doctors. I pray for everyone who is helping others. Thank you that our bodies are good at getting better. Please help those who are finding life so hard. Amen.	Make me strong when I feel weak. Give me courage when I feel scared. Keep close when I feel alone. Amen.

SOME EXAMPLES OF PRAYERS A CHRISTIAN MIGHT SAY

14 GOSPEL RESOURCE SHEET 6: 'LEVELS OF PRAYER' ALL MIXED UP

I pray at church when I am with other people. I also say prayers for other people if things are not going well for them.

Prayer is part of my life. It's almost like breathing. I ask God into every part of my life. It helps me to know God better every day.

I don't pray very much at all.

I sometimes pray when I am in trouble and want God to help me.

I pray a lot, at church and on my own. I praise God, say sorry, ask for help, and say thank you. I try to follow Jesus.

'LEVELS OF PRAYER' ALL MIXED UP

14 GOSPEL RESOURCE SHEET 7: STILLING SCRIPT AND GUIDED IMAGERY - A PEARL OF GREAT PRICE

You could show pupils some pearl jewellery first, and talk about how an oyster makes a pearl.

Use this script to enable pupils to achieve some stillness.

Guided imagery: The Pearl

The oyster shell is made of two parts. One part is the inside, and the other is the outside. The inside is smooth and shiny, and the outside is rough and hard. The oyster makes a pearl by taking in tiny bits of sand and other things that get stuck in its shell. Over time, the oyster makes a pearl by covering the sand with a layer of shell. This is how a pearl is made.

STILLING SCRIPT AND GUIDED IMAGERY - A PEARL OF GREAT PRICE