

Getting Ready for Prayer- Year 1/2

About the Unit

This unit looks at the physical and mental preparations believers make for prayer. Pupils will begin from the idea of getting ready for a specific activity and the need to prepare. They may widen the range to include getting ready for prayer and should be helped to understand what prayer is, drawing on personal experience, books or video. The unit looks at how a Muslim would prepare for prayer (clothing, wudu, head-covering, removing shoes) and why, including intention (niyyah). The idea of the Call to Prayer telling Muslims to be ready is introduced. Christians' varied preparations should be considered. Pupils have an opportunity to think about what people talk to God about and meet some of the words they use. Finally they should think about what important things they need to talk about and to whom they talk.

Key Concepts

1.1 Beliefs, teachings and sources

- a) Learning about teachings, sources, authorities and ways of life of religions and beliefs

1.2 Practices and ways of life

- a) Encountering some of the ways in which religions and beliefs influence people's lives
- b) Being aware that religious practices have similarities and differences

1.3 Expressing meaning

- a) Learning about different ways people express beliefs and values

1.4 Identity and belonging

- b) Being aware that differences exist between religions and beliefs

Key Processes

2.1b	specialist vocabulary	Identify and suggest meanings for religious symbols and begin to use a range of religious words
2.1c	beliefs and practices	Name and explore a range of celebrations, worship and rituals in religion
2.2a	reflection on feelings, experiences and values	Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness, and communicate their responses
2.2c	reflection on what individuals and communities value	Identify what matters to them and others, including those with religious commitments, and communicate their responses
2.2e	respect	Recognise that there are different responses

Range and Content (traditions and themes)

This unit focuses on the Christian and Muslim traditions.

Themes for this unit:

- a) **Beliefs about God:** what people believe about God, humanity and the natural world
- d) **Symbols:** how and why symbols express religious meaning and significance
- g) **Myself, My family:** who I am and how I am unique as a person in my family and in the community

Curriculum opportunities:

During the course of this unit children may use:

Art- To draw ideas about own preparations for prayer

Drama- To role play getting ready for something special

Design- To create head coverings for selves and teddies

Literacy- To write own prayers

Assessment

During this unit pupils should have opportunities to show their knowledge, understanding and skills. When working at differentiated levels, pupils could demonstrate this in the following ways:

	Year 1	Year 2
Basic	Pupils will know how Christians and Muslims prepare for prayer. They will understand that certain needs prompt people to communicate with others or to pray. Working towards Level 1	Pupils will understand that prayer is aided by particular preparations which help to focus the mind. They will suggest reasons why people pray and why it is important to them, relating this to their own need to communicate at particular times. Level 1
Developed	Pupils will understand that prayer is aided by particular preparations which help to focus the mind. They will suggest reasons why people pray and why it is important to them, relating this to their own need to communicate at particular times. Level 1	Pupils will understand that whilst not everyone prays it is an important experience for Christians and Muslims. They will explain their own ideas about prayer. They will be able to tell how they fulfill their own needs for this kind of communication, drawing comparisons with reasons. Level 2
Extended	Pupils will understand that whilst not everyone prays it is an important experience for Christians and Muslims. They will explain their own ideas about prayer. They will be able to tell how they fulfill their own needs for this kind of communication, drawing comparisons with reasons. Level 2	Pupils will be able to make comparisons and identify differences in the ways in which Christians and Muslims prepare for and engage in prayer. They will recognise this as an essential part of each tradition. They will share their own experiences of prayer and relate these to the traditions studied. Level 3

Possible assessment tasks:

- Listen to responses during role play
- Oral responses to observing the Muslim rituals for preparing for prayer
- Children's own reworking of the Lord's Prayer
- Drawings of how the children might prepare for prayer themselves

Resources

You may find the following resources useful when teaching this unit:

- <http://www.bbc.co.uk/religion/galleries/salah/> for pictures and an explanation of the various elements of Muslim prayer
- Art materials
- A collection of clothes.
- Home Corner or role play area with appropriate contents.
- Examples of simple prayers.
- Books such as: *Lucy's Sunday*, and *Something to Share*, M Barratt, Heinemann; *Where We Worship: Muslim Mosque*, Angela Wood, Franklin Watts.
- Video/DVD such as: *Introducing Sarah & Paul*, Cross View Audio Visual.
- Pictorial version of *The Lord's Prayer*
- Large printed copy of *The Muslim Call to Prayer*
- Selection of clothing worn for worship, e.g. Muslim modest dress and Christian hats, headscarves, Salvation Army uniform.
- Christian Church poster
- Living Religions: *Christianity (1)*2, Nelson

Vocabulary

Prayer	Muslim	Allah	wudu	Mecca/Makkah	Salat	Takbir	Bismillah	Niyyah
Christian	The Lord's Prayer							

Glossary of Key Terms

Bismillah

An Arabic phrase meaning 'In the name of Allah'

Mecca/Makkah

The holiest city of Islam. Each year, millions of Muslims travel to Makkah to perform the annual pilgrimage.

Niyyah

The intention in a Muslim's heart to act in a way fitting for Allah, in this case, preparing for prayer

Salat

Salat is the obligatory Muslim prayers, performed five times each day by Muslims.

Takbir

Takbir is entering into the state of prayer by glorifying God. Muslims face towards Makkah and make the intention to pray. To begin the act of prayer, they say 'Allahu Akbar' meaning God is great, raising the hands to the ears or shoulder.

Wudu

Wudu is the ritual washing performed by Muslims before prayer. Muslims must be clean and wear good clothes before they present themselves before God.

Further Guidance

Please see WAS Guidance on using these units (www.warwickshire.gov.uk/SACRE)

In approaching this unit it might help to look at the Gift to the Child materials, which cover the call to prayer and the story of Bilal, the first mu'adhin.

In developing the Mulberry Bush song do not encourage pupils to adopt Muslim prayer positions. These carry meaning which the pupils may not share.

The Jewish tradition also offers the opportunity to look at special clothing for prayer, and Sikhs prepare before praying by bathing/washing, removing shoes and covering heads.

It would be possible to look at preparation for prayer in the Hindu tradition where the focus would be on the puja tray rather than clothing.

The above suggestions would be instead of Islam, not in addition to it.

In the Theravada Buddhist tradition prayer does not occur, and meditation has a different purpose, but preparing the mind and body for meditation is important, for example taking up an appropriate position. The communication aspect would, however, not be present, which therefore makes the Buddhist Tradition not a good choice for this unit.

Teaching the Unit:

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.2c Identify what matters to them and others, including those with religious commitments, and communicate their responses</p> <p><i>To be able to identify special times they need to prepare for and the preparations they make</i></p>	When do I get ready to do something different or special?	Dressing and preparing for particular events, eg rain, PE, parties etc. It is necessary to get ready and this may include washing.	Ask the children to think of a special occasion and imagine themselves getting ready for it. What would they do? Ask them to draw or paint themselves dressed for a particular occasion. Make lists of things they need to do to be ready for a special occasion. Role play home for preparing for such occasions, including dressing up.	<p>Children can identify special times where they need to prepare.</p> <p>Children can identify ways in which they prepare for special occasions</p>	<p>Art materials.</p> <p>A collection of clothes.</p> <p>Home Corner or role play area with appropriate contents.</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1c Name and explore a range of celebrations, worship and rituals in religion</p> <p>2.2a Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness, and communicate their responses</p> <p><i>To begin to understand prayer as a personal experience</i></p> <p><i>To be able to write a prayer that might be used by a Christian child or a Muslim child</i></p>	<p>What people do I know about who say prayers?</p> <p>Who are they talking to?</p> <p>What do they talk to God about?</p>	<p>Pupils' experience of prayer at home, school and in places of worship supplemented by information from secondary sources.</p> <p>The content of simple prayers: Saying thank you; Asking for things to happen; Saying sorry; Praising God.</p>	<p>Talk about personal experience of prayer where this exists. It may be possible to consider examples of prayers used in school worship or from prayer books e.g. The Lord's Prayer. Look at books such as <i>Lucy's Sunday</i> and <i>Something to Share</i> (introducing Sana) or videos such as <i>Introducing Sarah and Paul</i>.</p> <p>Write or compose a prayer which a Christian child might wish to say. NB Muslim prayer is not extemporary (unplanned)</p>	<p>Children understand prayer is a personal experience</p> <p>Children can write a prayer suitable for a child belonging to either of the traditions studied</p>	<p>Examples of simple prayers. <i>Lucy's Sunday</i>, and <i>Something to Share</i>, M Barratt, Heinemann.</p> <p><i>Introducing Sarah & Paul</i>, Cross View Audio Visual.</p> <p>Teacher/adult to scribe if necessary.</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1c Name and explore a range of celebrations, worship and rituals in religion</p> <p><i>To know the Lord's Prayer is an important prayer to Christians</i></p> <p><i>To know the 'Call to Prayer' is what summons Muslims to pray to Allah</i></p>	<p>What is the prayer all Christians share about?</p> <p>How do Muslims begin their prayer time?</p>	<p>The Lord's Prayer.</p>	<p>Look at a simplified version of the Lord's Prayer to discover the purposes within the prayer. As a class, groups or individuals, re-write the Lord's Prayer so it is relevant to today.</p> <p>Explain that Muslims know that Allah cares about them and their needs so they only ask him to keep them on the straight path when they pray. Introduce the words of the call to prayer.</p>	<p>Children know the Lord's Prayer is an important prayer to Christians</p> <p>Some children may know some or all of this prayer depending on personal experience</p> <p>Children know The Call to Prayer summons Muslims to pray</p>	<p>Pictorial version of <i>The Lord's Prayer</i></p> <p>Large printed copy of <i>The Muslim Call to Prayer</i>.</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1b Identify and suggest meanings for religious symbols and begin to use a range of religious words</p> <p>2.2c Identify what matters to them and others, including those with religious commitments, and communicate their responses</p> <p>2.2e Recognise that there are different responses</p> <p><i>To begin to understand how Christians and Muslims prepare for prayer</i></p>	<p>How do Christians get ready to pray?</p> <p>How do Muslims get ready for their prayer time?</p>	<p>Christian dress for church.</p> <p>Fasting or not before worship, heads covered or not, smart/casual, and reasons.</p> <p>Muslim preparation, clothing for modesty, wudu (purification symbolised in washing), headcovering, removal of shoes,</p> <p>Bismillah (the words mean 'In the name of Allah'). Stopping at the right time in response to the call to prayer.</p>	<p>Talk about the way the children get ready for school in the morning. Explain that Muslims have a special routine for getting ready to pray. Look at pictures of Muslim preparations for prayer including Wudhu and the positioning of the prayer mat to face Mecca (Makkah)</p> <p>Sing a song to the tune of 'Here We Go Round the Mulberry Bush'. This is the way X (a named, imaginary child with a Muslim name), for example, covers her head, washes his hands, takes off her shoes, , places her mat, kneels down to pray etc. Keep traditions separate.</p> <p>Repeat for imaginary Christian child (include traditions like Salvation Army and Quakers where head coverings are worn)</p> <p>Talk about the reasons why people do these things and how they feel as they do them.</p> <p>Make head-coverings for selves, dolls or teddies.</p>	<p>Children know some ways in which Muslims and Christians prepare for prayer</p> <p>Children know some new vocabulary to describe some of the Muslim preparations</p>	<p>Selection of clothing worn for worship, e.g. Muslim modest dress and Christian hats, headscarves, Salvation Army uniform.</p> <p>Books/Videos such as: <i>Sarah and Paul, Where We Worship: Muslim Mosque</i>, Angela Wood, Franklin Watts.</p> <p>Christian Church poster , Living Religions: <i>Christianity (1)</i>2, Nelson</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.2c Identify what matters to them and others, including those with religious commitments, and communicate their responses</p> <p>2.2e Recognise that there are different responses</p> <p><i>To be able to explore how they themselves might prepare for prayer</i></p> <p><i>To be able to identify people they say sorry to, thank, ask, praise etc</i></p>	<p>Who do I talk to when I've something important to say?</p> <p>How do I get ready?</p>	<p>Getting ready inside is just as important.</p> <p>Concept of Niyyah, intention. Personal experience of communication.</p>	<p>Explain that Muslims and Christians have to get ready inside as well so that they really mean what they say.</p> <p>Ask the children to think about how they get ready for prayer. Draw ideas. Spend some time doing stilling activities to be quiet and get ready for prayer. Discuss or make a chart e.g. I sometimes say sorry to, thank, ask, praise, love etc. Leave space to draw pictures of the people with whom they communicate in this way.</p> <p>Does it matter if I don't mean it? Discuss with the class.</p> <p>Role play getting ready for something special (e.g. a party). How does it feel?</p>	<p>Children can think about and share ways in which they themselves might prepare for prayer</p> <p>Children can identify people they often say sorry to, thank, ask, praise etc</p>	