

	RERC				
	This Is Our Faith Planning Exemplars				
	S4	Suggested Theme: Mary, the model of prayer		Suggested Timescale:	
	Dates:				
Practitioner:			Class:		

TIOF Core Learning

HOURS OF GOD (ii):

- (1) I have had the opportunity to reflect upon the words of the Gospel: "Mary said, 'I am the handmaid of the Lord. Let what you have said be done unto me.'" Luke 1:38
- (2) I have reflected on Mary's sinlessness and how her preservation from sin was unique- a supremely appropriate privilege in view of the Incarnation.
- (3) I understand that, at the Annunciation, Mary's consent to be the Mother of God's incarnate Son opened the way to the fulfilment of God's eternal plan of salvation.
- (4) I am continuing to develop my understanding of Mary's "Fiat", aware that this is essentially what Christian prayer is.
- (5) I understand that Mary's "Fiat" teaches us what prayer is: *To be wholly God's, because he is wholly ours.* (CCC 2617)
- (6) I recognise how Mary co-operates with God and understand that my life should reflect this also.
- (7) I have reviewed the narrative of the wedding feast of Cana and understand how central this event is in understanding Mary and her role in my own prayer (John 2: 1-11).

Experiences and Outcomes:

S4 Senior Phase

Hours of God(ii)

I have reflected on Mary as the model of prayer through God's call, her response and her resulting mission to be the virgin mother of God.

Learning Intentions:

I am learning:

1. To understand that through God's call and her response, Mary is the model of prayer
2. To consider how my life should reflect this model of prayer

Success Criteria:

1. I know that Mary's Fiat means that she said yes to God
2. I understand that Christian prayer means saying yes to God
3. I can express my own understanding of how my life can reflect Mary's example of prayer

Planning Outline (including what learners could write /say/make/do as a result of learning):

Context and Prior learning: Learners have been exploring the place of Mary in the prayer life of Christians since the beginning of level 3 (3-15a). In S3 this focus looked briefly at how Mary is the model of how to respond positively to God's will. In this period learning about Mary's Fiat is deepened as learners consider what her 'Yes' teaches us.

This short learning experience takes place in the school oratory during the Marian month of October. Each class is allocated a time to attend the school oratory during core R.E. A power point/movie-file is used to explore Mary as the model of prayer. A large blank board is set up in front of the altar, which learners will populate throughout the period.

The learning begins using the presentation to remind learners that Mary is the Immaculate Conception <https://www.youtube.com/watch?v=2hz2C3b5ZBQ> hyperlink on slide 4 (recall S2 3-15a) and recalling the Scripture narrative of the Annunciation with images (2). <https://www.youtube.com/watch?v=RYvfAfJGcLQ> hyperlink on slide 5 (1) The presentation returns to the words "I am the handmaid of the Lord. Let what you have said be done unto me" and focuses on the words 'Let what you have said be done unto me'*. (3) There is then a 'fast forward' using pictures from that moment to show what her 'Yes' meant. *For example-through the 9 months of her pregnancy, the birth and childhood of Jesus, his ministry, trial and Passion to Jesus' death, Resurrection, Ascension, Pentecost, the saints, the early Church until today, the gates of Heaven opened, Christ at the Father's right hand.* *Note- The presentation explains that these words are known as Mary's Fiat. Further explanation of the meaning of Fiat is given: 'Let it be' (as in Genesis), permission granted, saying yes.

Learners are asked to take some time to reflect upon what changed with that 'Yes' and to think about what they consider to be the most significant. They note their answers and pin them to the board. *(Learners can be prompted to think about what changed for: Mary, her family, the people of her time and for the rest of history)*

In pairs learners discuss: "what would be different if Mary had said no?" *(again learners should think about this question from the perspective of Mary, her family, the people of her time and for the rest of history).* Learners then swap partners with another pair and share their thoughts.

Learners are asked to pair and share the three questions on slide 9. The questions are designed to engage learners in considering Mary's positive characteristics emphasising her faithfulness. The learners are asked to reflect on how they can use Mary as a role model in their own life and how they can aspire to be more like her. The practitioner should ask for feedback through asking the Learner to share with the class what their partner has shared.

Learners are reminded that Mary said Yes to God and with that Yes her relationship with God was deepened and her life changed. This Yes was not a one-off. Mary was open to listening to God and saying Yes to him throughout her life. In the passage from the Wedding at Cana we learn that we can pray to God through the intercession of Mary. (7) Learners are given a copy of the narrative of the Wedding feast of Cana (John 2: 1-11) and asked to highlight on the passage an example of where Mary intercedes on behalf of others and to annotate around the outside what this passage shows. Slide 11 gives a breakdown of this.

The question is posed: "What **do** we pray for?" Learners respond verbally with their answers. The practitioner can use the diagram on slide 12 to facilitate discussion.

Learners are then asked to recall the understanding of Mary's Fiat, of saying Yes to God, and reflect upon what it means for their life. (4,5&6) The words of Mary's Fiat "I am the handmaid of the Lord. Let what you have said be done unto me" are displayed. The practitioner states that this one line is essentially what Christian prayer is. A discussion takes place as to why this is prayer. *(Learners are guided by the practitioner to think about whether they ask for material things in prayer, for situations to change, to have something work out for them etc. How does the way we pray 'for things' compare to Mary who prayed simply that God's will be done? What can we learn from this?)*

The question is then posed: "what **should** we pray for?"

Learners are asked to complete the statement: "Christian prayer is..." Answers are written on sticky notes and added to the board.

Learners look at the words of Mary's Fiat once more and begin to think about the language used. They are challenged to write their own Fiat, their own statement that they are saying 'Yes' to God. These are added to the board.

A summary conversation is then had to look at the learning intentions and success criteria and assess if learners are able to express how they have met the success criteria. Learners are asked to tick the success criteria they have met on the hand out to record their learning.

Resources:

<http://www.catholic.org/news/saints/story.php?id=28925> &

<http://www.ewtn.com/library/papaldoc/jp2bvm32.htm> is a useful source for practitioners to read prior to this learning.

<http://www.ewtn.com/library/papaldoc/jp2bvm32.htm>

<https://www.youtube.com/watch?v=RYvfAfJGcLQ>

Mary's Fiat explained: <https://www.youtube.com/watch?v=6NutkmzBWv0>

Immaculate Conception explained: <https://www.youtube.com/watch?v=2hz2C3b5ZBQ>