

LESSON 13: The Nature of Prayer

AIM

To help learners understand prayer and its basic characteristics, and to acquaint them with some basic practices relating to prayer (3.3.7, 3.3.8, 4.1.10, 4.1.14, 4.5.9)

OUTCOME

Learners understand how to prepare for and participate in a time of prayer.



WHAT YOU NEED

- * Candle, matches (5)
- * Bible (5)
- * 🎵 *Seek Ye First the Kingdom of God or Spirit of the Living God* (5)
- * Story of Pinocchio (7)
- * 📖 Copies of **Prayer** **Check** (8) ⇒

TEACHER BACKGROUND

Christian prayer is a covenant relationship between God and human beings in Christ. It is the action of God and of human beings, springing forth from both the Holy Spirit and ourselves, wholly directed to the Father, in union with the human will of the Son of God made man. (*The Catechism of the Catholic Church*, paragraph 2564)

LEARNING ACTIVITIES

- 1 **What is prayer?** Brainstorm, and list the responses. Check against the possible list below, adding where necessary.
 - Prayer can be:
 - Talking to God
 - Listening to God
 - Thinking about God - meditating, contemplating
 - Sharing with God
 - Praising God
 - Thanking God
 - Being reconciled with God
 - Being in touch with God
 - Reading the Word of God in Scripture
 - Sharing with God what is in our minds and heart
 - Raising our minds and hearts to God
 - Examining our lives in the light of God's law
 - Fasting, sacrificing, or giving up something for God's cause
- 2 Invite members of the class in groups to **mime** the different ways, showing God and a group of people.
- 3 Invite learners to develop a short, one sentence **description of prayer**.
- 4 Through discussion draw out from the learners that ultimately **prayer is relating**. Prayer is having and building a relationship with God. Prayer comes from our heart, our spirit, our innermost depths seeking to communicate with God, our creator, who first reaches out to us. Prayer has many facets and many ways and forms of expression. We can use formal or

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informal ways, personal or communal prayer, and ideally we will come to find the ways that are most meaningful for us.

5 Conclude the lesson with a **time of prayer**.

Prepare three readers – narrator, disciples, and Jesus.

Light a candle.

READERS [Luke 11:1-4, 9-10]

LEADER: Let us pray with confidence to God in the words that Jesus gave us:

ALL say the Our Father

SING a suitable hymn, such as *Seek Ye First the Kingdom of God* or *Spirit of the Living God*

ADDITIONAL ACTIVITIES

- 6 Introduce the concept of **journalling** as a way of keeping a record of one's spiritual journey during the course of the year. This should be done in a private diary, not the book that is used in class. It can be seen as keeping a diary to be shared with God, or writing down one's intimate thoughts as an offering to God. A journal is not a classwork book to be handed in but a much more personal record.
- 7 Discuss the popular fairy **story of Pinocchio**, the little wooden puppet whose nose grew when he told lies, and his father/creator Geppetto. Discuss their relationship, how Geppetto was teaching and helping Pinocchio to become a "real boy." Compare this to the experience of prayer. (See <https://www.britannica.com/topic/The-Adventures-of-Pinocchio>)
- 8 Introduce the learners to a simple **Prayer Check**. You will find one on the worksheet. 📖

TO REMEMBER

Prayer is the time we spend opening our hearts and minds to the Spirit of God. In prayer we talk and listen to God.

Prayer Check

This checklist will help you to develop your prayer practice.

Take one thing at a time to work on.

Of course, the first requirement is a desire to pray!



In order to pray effectively you all need to see to certain things:

A PLACE

God is everywhere, but I am not. I need to choose a favourite place to meet with God and pray. It could be my bedroom, or a place in the garden, out in the fields walking, or in a church or chapel. The point is – when I go to that chosen place, I know its time for prayer.

A TIME

Regularity is important. Early morning is best when there are no distractions.

A POSTURE

My body must be relaxed and attentive when I pray. I can sit upright, or kneel, or walk unhurriedly. In the east there is a special seated position for prayer and meditation called the lotus posture.

A FOCUS

In order to help concentration, which is difficult in prayer because God is invisible, we need some help- something on which to focus our hearts and minds. Some suggestions are the Bible, a crucifix, a personal symbol, a spiritual book, soft music, or rhythmic breathing.

A WAY

We need a way of praying. We can read set prayers, read the Scriptures reflectively, pray spontaneously, remain silent or use some or other technique. There are many books available that discuss different techniques. Finding the technique that suits me is very much like finding a faithful friend.

A NAME

How do we address God? There are many titles from Scripture to choose from: in the Old Testament - God Most High, Everlasting God; in the New Testament - addressing God as Abba or Father; addressing Jesus as Lord, Brother, Teacher, Friend; and addressing the Holy Spirit as Comforter, or Teacher. We need to find a name that we can use comfortably and with confidence.

Prayer takes a life time practice. It is as important to the spirit as air is to the life of the body. Don't try to do everything all at once. That will not be possible. But every journey, even the longest, starts with the first small step.

LESSON 14: How to Pray

AIM

To develop basic skills in the art of praying, and sound attitudes to prayer (4.1.13, 4.2.10, 4.4.8, 4.4.9)

OUTCOME

Learners appreciate the opportunity to pray.

Learners show respect during times of prayer

TEACHER BACKGROUND

God wants us to understand prayer. First, we must know through whom and how our prayer begins; so he told me: "I am the foundation." Second, he wishes to teach us how to pray best: our will should be conformed joyfully to God's will. Third, he desires us to know the fruit and outcome of our prayer: to be united and similar to our Lord in all things. (From Richard Chilson. *All Will Be Well: The Spirituality of Julian of Norwich*. Ave Maria Press)

Prayer is the most important thing in my life. If I should neglect prayer for a single day, I should lose a great deal of the fire of faith. (Martin Luther)

Nothing is more useful than prayer. Therefore, we must nourish both a great love and a great esteem for it, and make every effort to pray well. (Vincent de Paul)



WHAT YOU NEED

- * Cloth, candle, sculpture or picture, plant or flowers, background music (1)
- * Copies of the worksheet **Praying with Scripture** (3)(5)(7) ⇨
- * *God's Love Is Strong* or *Yahweh, I Know You Are Near* (5)
- * Bibles (6)

LEARNING ACTIVITIES

- 1 Set the **mood and atmosphere** for a quiet reflective time. Have a small focal point with cloth, candle, suitable sculpture or picture portraying love. A plant or flowers and background music may enhance the atmosphere.
- 2 Following on from the last lesson very briefly review what could be called "**the art of praying**" as a skill to be learned and practised continually. We do so as we speak and listen to God and make up our own prayers such as acts of faith, hope and love, or prayers of praise, thanksgiving or petition.
- 3 **Exercise:** Hand out the worksheet, and clarify the instructions given on it. Ask the learners to respect each other's silence for the next while as they spend time on their own, responding to the suggestions at their own pace. Play some relaxing music in the background while the learners are busy. If you prefer, you could design your own worksheet with a different Scripture passage. ⇨
- 4 Bring the individuals back to the awareness of the whole group. If there is time, some may want to **share their experience** of the quiet time.
- 5 End with the praying of **Psalm 117** or **Psalm 139** found on the worksheet. ⇨

A musical setting of Psalm 117, *God's Love Is Strong*, can be found in *Sing for Joy* (Julie Howard). *Yahweh, I Know You Are Near* (Daniel Schutte) is a setting of Psalm 139.

ADDITIONAL ACTIVITIES

- 6 **Pray always:** Search the Scriptures for this recurring advice – [Luke 18:1; Romans 12:12; Ephesians 6:18; Philippians 4:6; Colossians 4:2; 1 Thessalonians 5:17]. Is it possible to pray always? Discuss what this might mean and ways in which I can follow this advice.
- 7 The learners, in groups, look up the Scripture passages referring to Jesus practice of prayer given on the worksheet. They write a short description called **Jesus at Prayer**. 📖 ➔

Praying with Scripture

Read through the passage from St Paul's 1st letter to the Corinthians given below. Which phrase is most meaningful to you? Think of God and of the people you love and how this could apply to them.

If I speak in human and angelic tongues but do not have love, I am a resounding gong or a clashing cymbal. And if I have the gift of prophecy, and comprehend all mysteries and all knowledge; if I have all faith so as to move mountains but do not have love, I am nothing. If I give away everything I own, and if I hand my body over so that I may boast but do not have love, I gain nothing.

Love is patient, love is kind.
 It is not jealous, is not pompous,
 It is not inflated, it is not rude,
 It does not seek its own interests,
 It is not quick-tempered,
 It does not brood over injury,
 It does not rejoice over wrongdoing
 but rejoices with the truth.
 It bears all things, believes all things,
 hopes all things, endures all things.
 Love never fails.
 Love does not come to an end.
 Faith, hope, love remain, these three;
 but the greatest of these is love.

[1 Corinthians 13: 1-8, 13]

Read the passage again.

Complete the phrases filling in on the dotted lines special people or particular people you know to whom the qualities would apply. For example. A mother is always patient and kind. A true friend is never jealous.

- is always patient and kind;
- is never jealous;
- is never boastful or conceited;
-is never rude or selfish
-does not take offence and is not resentful.
- takes no pleasure in other people's sins but delights in the truth
- is always ready to excuse, to trust, to hope and to endure whatever comes.
- Love does not come to an end.
- There are three things that last; faith, hope and love; and the greatest of these is love.

When you have finished continue to think quietly about our ability to believe and trust in God's goodness and his care for us. Express your faith and trust in God, your hope for the future and thank God especially for the gift of love. Add any other requests or concerns of your own.

JESUS AT PRAYER

Nothing in the Gospels shows better the necessity of prayer than the place it held in the life of Jesus.

<ul style="list-style-type: none"> + Jesus prayed at important stages during his life. LUKE 3:21, 6:12, 9:15, 9:29, 11:1, 22:39-46 + Jesus prayed in solitude. MARK 1:35, 6:45; LUKE 5:16, 6:12, 22:41 + Jesus prayed with others. MARK 14:26; LUKE 2:41, 19:45 + Jesus' life - one of praise and thanksgiving before his Father. LUKE 22:19; JOHN 11:41, 14:13, 17:4 	<ul style="list-style-type: none"> + Jesus' prayer of petition. MATTHEW 27:46; MARK 15:34; LUKE 22:32, 23:34,46; JOHN 17:4 + Jesus' prayer of ultimate trust. MATTHEW 26:36-46; MARK 14:32-34; LUKE 22:39-46
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LESSON 15: My Inner World

AIM

To help learners discover and explore their inner life through meditation (3.4.11, 3.4.12, 3.4.13, 3.4.14, **6.1**)

OUTCOME

Learners are familiar with guided meditation.

LEARNING ACTIVITIES

- 1 Create a **reflective environment** where the learners can sit quietly and peacefully. If possible play some quiet music. From newspapers and magazines have enough pictures collected of different scenes for all children in the class - of dirty streets, polluted air, clean air, storm clouds, ... Hand out one picture to each, or else allow the learners to choose one from the collection displayed for all to see. This works well if the group is seated in a circle, and the pictures are placed in the centre. Make sure however that the reflective atmosphere is not broken by individuals fighting over pictures or attempting to grab the one they like best. In itself, the choosing of the pictures can become a deep spiritual exercise in patience, trust and selflessness. Explain that they are going to use these pictures to reflect on God's plan for the universe.
- 2 Get the learners to sit comfortably, relax, breathe gently in and out and slowly take them through the **meditation**. Say:

“Study your picture.

What do you see?

What is the most outstanding or noticeable feature?

Is it something created by God or made by man?

How does it make you feel? Describe it to yourself.

Speak to God, the Creator about it.

Speak about your feelings - of wonder, awe, guilt, anger, sorrow,

Think about the situation in the picture.

Decide what is in your power to do about it.

When you are ready, make a commitment to God to do something that will help even in a small way.”

Allow the group to be quiet for a while. If you have some appropriate recorded music, you could play some during this interlude.
- 3 Invite the learners to **share their thoughts** and commitment in the class if they choose to.



WHAT YOU NEED

- * Music on CD (1)
- * Picture collection (1)
- * *♪ All Creation Bless the Lord; All Things Bright and Beautiful; Be Still and Know that I Am God; Brother Sun, Sister Moon or Change My Heart O God* (4)
- * *Canticle of the Sun* (4) ⇨
- * A selection of objects (5)
- * *Bible Therapy Sheet* (6) ⇨

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- 4 As appropriate, have a time for **song and praise**. Suggestions here may be:


All Creation Bless the Lord

All Things Bright and Beautiful


Be Still and Know that I Am God

Brother Sun and Sister Moon

Change My Heart O God

Alternatively the *Canticle of the Sun* may be read. A version of the canticle can be found on the worksheet.  ⇒

ADDITIONAL ACTIVITIES

- 5 The same meditation could be experienced with the aid of **objects** instead of pictures. Either the teacher collects an assortment of objects for the class or the learners themselves are invited to bring one themselves. Make the assortment a variety of natural and of man-made objects.
- 6 Scripture is the main written source of inspiration and nourishment for Christians. Invite the learners to choose for themselves a quotation from the **Bible Therapy** worksheet.  ⇒ Adapt LEARNING ACTIVITIES 1 to 4 to a meditation based on the chosen text.

Canticle of the Sun

Divide the class or school into two alternating choirs, the first praying the sections marked ❶, followed by the second praying the sections marked ❷.

❶ O most high, almighty, good Lord God, to you belong praise, glory, honour, and all blessing!



❷ Praised be my Lord God through all creatures; and especially our brother the sun, who brings us the day, and who brings us the light;

❶ fair is he, and shining with a very great splendour: O Lord, to us he signifies you!



❷ Praised be my Lord for our sister the moon, and for the stars, which he has set clear and lovely in heaven.



❶ Praised be my Lord for our brother the wind, and for air and cloud, calms and all weather, by which you uphold in life all creatures.



❷ Praised be my Lord for our sister water, who is very serviceable unto us, and humble, and precious, and clean.

❶ Praised be my Lord for our brother fire, through whom you give us light in the darkness; and he is bright and pleasant, and very mighty, and strong.



❷ praised be my Lord for our mother the earth, which sustains us and keeps us, and brings forth many different fruits, and flowers of many colours, and grass.



❶ and ❷ Praised be my Lord for all those who pardon one another for his love's sake and who endure weakness and tribulation; blessed are they who peaceably shall endure, for you, O Most Highest, shall give them a crown!

(Adapted from *Saints and Feast Days*, Loyola University Press, 1985)

Study the Canticle and design your own poster or collage.

Bible Therapy Sheet

The Bible is like a mirror for people of all times in which they can look to see their own personalities and how they need to change to become closer to what God intends and desires.

In the left column below are listed some common personality problems. Locate one (or two at the most) which seem to be difficulties you have. In the right hand column you will find a corresponding New Testament passage to read which will give insight into your difficulty.

IF YOU HAVE A TENDENCY TO	⇒ READ
think you're always right	John 20:24-29
be conceited about your looks	1 Peter 3:3-6
brag	James 3:1-12
clown around too much	Luke 12:35-48
be too competitive	Luke 10:38-42
feel reluctant to give	2 Corinthians 9:6-9
dominate	John 13:1-17
daydream	Mark 10:35-45
be too fragile	Ephesians 6:10-20
gossip	John 8:1-11
seek pleasure only	Luke 21:34-36
be self-centred	Luke 9:23-26
feel inferior	Matthew 5:13-16
be indecisive	James 1:2-8
be easily angered	Philippians 2:1-5
be a loner	Acts 4:32-35
be a 'martyr'	1 Peter 3:13-17
think too much of yourself	Luke 22:24-27
'mother' others	Luke 8:19-21
pout	Philippians 4:10-13
be prejudiced	John 8:1-11
put things off	Philippians 3:12-16
be resentful	Philippians 4:4-9
keep everything inside	Matthew 5:13-16
be wordy	James 3:1-12
worry	Philippians 4:4-9

LESSON 16: Why Pray?

AIM

To help the learners understand that prayer deepens one's relationship with God and strengthens one's commitment to the Kingdom, and to encourage them to reflect on their own prayer life (4.1.11, 4.5.8)

OUTCOME

Learners understand that prayer deepens one's relationship with God.

Learners appreciate the role of prayer in their own lives.

TEACHER'S NOTE

This prayer experience can be seen as a summary and gathering together of the previous lessons on the Church, on ecumenism and on the Holy Spirit.

The two beams of the cross can be seen to symbolise the horizontal and vertical dimensions of prayer.



WHAT YOU NEED

- * A large cross that can be put on the floor or table (1)
- * Copies of the worksheet (2) ⇨
- * Bibles (3)(4)
- * Poster of the Holy Spirit and the gifts and fruits or worksheets from LESSON 10 (4)
- * Strips of paper, a small dead tree or tree poster (4)
- * *♪ We Are One in the Spirit; Bind Us Together; O Lord, All the World Belongs to You; Living Stones; All Over the World (6)*

LEARNING ACTIVITIES

- 1 **Setting the scene:** Ask the learners to focus on the cross. How is a cross made? Two wooden beams are crossed - a horizontal one and a vertical one. A cross can be seen as a symbol of Christian living. The vertical bar represents our personal relationship with God. The horizontal bar represents our relationship with others in community. Prayer can be like that too - personal communication with God and a community expression of worship, praise, commitment, sorrow for sin, or need. Let us remember this symbolism as we gather for this time of prayer.
- 2 Have a short **reflection**. Play quiet music while the learners look at the following questions which they will find on the worksheet. ⇨
Ask yourself
 - Why do I pray? Try to think of 5 reasons. Is it because someone makes me, because I need something, feel concerned, hurt, lonely or sad?
 - How does prayer make me feel?
 - Do I believe your prayers will be answered?
- 3 **Scripture passages:** Have two readers prepared with the following readings - [Isaiah 11:2-5] and [Galatians 5:22-25].

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- 4 **Personal reflection time:** Give the learners time to reflect on the Scripture passages by reading over them individually. They think about each of the gifts and of the fruits. 'Which ones do I see in myself already? Which ones do I think I particularly need right now?' On the given strips of paper they write in large print the fruit of the Holy Spirit that attracts them most. They attach their fruit to the tree that you have prepared.
- 5 **General Prayer:** *Lead the prayer using the form below. Invite learners to pray spontaneously.*
Let us pray, for unity and holiness in the Body of Christ, for an outpouring of the gifts of the Spirit, so that the Church may be a true sign of the presence of God in the world.
Let us pray for.....
- 6 **Sing** a suitable hymn. Suggestion - *We Are One in the Spirit; Bind Us Together; O Lord, All the World Belongs to You; All Over the World; Living Stones*

Time for God

Ask yourself: Why do I pray?

Try to think of a few reasons. Is it because someone makes you, because you need something, feel concerned, hurt, lonely or sad? Write them down here.

I pray because

.....
.....
.....
.....

How does prayer make me feel?

.....

Do I believe my prayers will be answered?

.....

Reflect: If we're honest we must admit that we often pray to ask for something we really think we need. But think too how you feel when you get a present? Don't you feel excited, grateful, loving? God has a whole store of gifts waiting and ready. God has given us the gift of his Son, and he continues to give us gifts in the Spirit. He also allows the fruits of these gifts to enrich our lives. Jesus told us we only need to ask.

Listen now to the Word of God from the prophet Isaiah [11:2-5], and from Paul's Letter to the Galatians [5:22-25].

Reflect: Quietly read over the words of the scripture passages again, thinking about each of the gifts and of the fruits. Which ones do I see in myself already? Which ones do I think I particularly need right now? On the given strip of paper write in large print the fruit of the Holy Spirit that attracts you most. Attach your fruit to the tree.

Pray:

TEACHER Let us pray, for unity and holiness in the Body of Christ, for an outpouring of the gifts of the Spirit, so that the Church may be a true sign of the presence of God in the world.

LEARNER Let us pray for.....

(Take turns to pray in your own way, and for the needs you see around you.)

LESSON 17: Prayer in Other Traditions

AIM

To introduce the learners to some forms and techniques of prayer in other traditions (4.2.13, 6.3)

OUTCOME

Learners appreciate forms of prayer from various religious traditions.

LEARNING ACTIVITIES

- 1 **Prayer:** All religions, whether Christian or not, which believe in a personal God or some higher being are concerned with the practice of prayer which expresses some kind of relationship between humans and that higher being. Every religious group has its own particular way of praying through silence, words, rituals or objects.

- 2 **Some Prayer Traditions:**

MUSLIMS have formal prayers at five set hours of the day. One often hears the call to prayer from the muezzin. Before they pray, Muslims perform ritual washing to show that Allah is pure and perfect and that they have to live pure, clean lives. Prayers face Mecca as they kneel down on their prayer mats and chant their prayers. On Fridays they are expected to gather at the mosque for noonday prayers.

For HINDUS, most of their religious teaching takes place at home and every home has a special holy place with a picture or statue of the particular deity worshipped by that family. Special worship takes place at this shrine in the mornings and evenings. A special oil lamp is lit and incense is burned. An example of a prayer from this tradition is the following:

*From the unreal lead me to the real,
From the darkness lead me to the light,
From death lead me to immortality.*

(From the Upanishads)

In AFRICAN traditional religion the ancestors are consulted about family matters and rituals are performed at special occasions in family life.

- 3 Chanting a **mantra** is a Hindu and Buddhist practice often adopted by Christians. A mantra is a short prayer that is repeated over and over again until the prayer becomes part of the person, so to speak. A famous Christian mantra is the Jesus Prayer:


Jesus, Son of David, have mercy on me.

Invite the learners to write a mantra of their own.

- 4 **Illuminated Writing:** Before the time of the printing press the sacred writings of all the world religions had to be copied by hand. Monks, for instance, painstakingly copied the Bible and wrote and decorated the passages beautifully. Look up some examples in your school or local library. This was known as illuminated writing. Ask the learners to take a favourite prayer and present it in an artistic form. This will obviously depend on the



WHAT YOU NEED

- * Chosen prayer and art instruments and materials (4)
- * A4 paper - blue, white, red, green, yellow (5)
- *  Copies of the worksheet (7) ⇨
- * Big Daddy's Rap (8) ⇨

resources available. It could be handwritten and decorated, possibly using a calligraphy pen, painted on fabric, or with an artistic computer layout. The final product could be framed and hung up in a special place.

- 5 **Prayer flags:** You could decorate your classroom, hall or chapel for a liturgical event by having the learners make prayer flags, using paper of different colours. Tibetan Buddhists often decorate their homes with a string of thin cotton flags in five primary colours: blue, white, red, green, and yellow. The colours stand for the traditional elements: space (sky), air (clouds), fire, water, and earth respectively. The flags are raised to mark auspicious occasions, and since they are inscribed with mantras, prayers, and protective inscriptions, are believed to be activated by the wind that moves them. From a Christian perspective, this wind could be seen as the breath of the Holy Spirit who prays within people.

ADDITIONAL ACTIVITIES

- 6 **Observing Prayer:** Learners imagine themselves in one of the big cities of the world, like Johannesburg, London, or New York where people of all races, cultures and religions live. They take a walk through such a city on a Friday, Saturday or Sunday morning. What would they see, hear, smell? Small churches, big cathedrals, mosques, temples, synagogues, open air gatherings in a park, a tent, individuals in prayer and meditation. Learners list the different types of religion and the different ways of praying they might find. They research, find pictures and write up a few lines about each. Of course, if you live in a city or large town, you could organise a walk through a district where people of different religions live together.
- 7 **Zen Drawing** is not a prayer exercise in the sense described above, but it is nevertheless prayerful, or creating the atmosphere for prayer. The principle behind the exercise is that we have only truly seen the things we've taken the time to draw. Make sure the learners are clear about the 'rules', otherwise what is essentially a meditative experience will degenerate into a mere drawing exercise. Emphasise that the product-on-paper is not what counts. Zen drawing needs to be tried many times... Here are the rules:
- You need pencil and paper-pad.
 - Sit outside, relaxed. Don't talk.
 - Select something in front of you - something simple.
 - Close your eyes for about five minutes.
 - Open your eyes and focus on what you selected beforehand.
 - Look it in the eye till you feel it's looking back at you: feel that only you and your subject exist, and that your subject is really important because it contains the riddles of life and death: now you are no longer looking but *seeing*.
 - Pencil in hand, focus on the subject and draw it. **DO NOT LOOK AT WHAT YOU ARE DRAWING, AND DO NOT LIFT THE PENCIL FROM THE PAGE.** Try not to draw with your mind but with your heart. Almost feel the subject with the point of your pencil - let the pencil follow what the heart's-eye sees. **IT DOESN'T MATTER WHAT THE DRAWING LOOKS LIKE!** (Brother Michael Burke. *CORD*, p 146)

Naturally, silence is an essential condition for this exercise. Ask the class afterwards to say how the experience of the silence and the drawing affected them. You may prefer to use the worksheet which gives space for the drawing and list the rules. 📖 ⇨

- 8 **Big Daddy's Rap:** Ask the learners if they recognise the following prayer, after you have read it. Different cultures express well-known things in quite different ways. This version of the Lord's Prayer is in the language of 'ebonics'. ⇨

MATERIALS

BIG DADDY'S RAP

Yo, Big Daddy upstairs,
You be chillin.
So be yo hood
In this here hood and yo's.
Gimme some eats
And cut me some slack, Blood
Sos I be doin' it to dem dat diss me.
Don't be pushing me into no jive,
And keep dem Crips away
'Cause you always be da Man.
Aaa-men.

Zen Drawing

Use the space below. The rules are at the foot of the page. Read them carefully before you begin.

1. You need pencil and paper-pad.
2. Sit outside, relaxed. Don't talk.
3. Select something in front of you - something simple.
4. Close your eyes for about five minutes.
5. Open your eyes and focus on what you selected beforehand.
6. Look it in the eye till you feel it's looking back at you: feel that only you and your subject exist, and that your subject is really important because it contains the riddles of life and death: now you are no longer looking but *seeing*.
7. Pencil in hand, focus on the subject and draw it. **DO NOT LOOK AT WHAT YOU ARE DRAWING, AND DO NOT LIFT THE PENCIL FROM THE PAGE.** Try not to draw with your mind but with your heart. Almost feel the subject with the point of your pencil - let the pencil follow what the heart's-eye sees. **IT DOESN'T MATTER WHAT THE DRAWING LOOKS LIKE!**