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| TIOF%20Strands%20Master%20email | ACN ROSARY LEADERSHIP PROGRAMME  **LEARNING PLAN SECOND LEVEL (P5-P7)** | | | |
| **Primary Resource** | **Suggested Theme/Topic/Unit:**  ROSARY LEADERSHIP PROGRAMME | | |
| Dates: | Marian Months | | |
| Teacher: | | **SECOND Level** | Class: |
| **TIOF Core Learning:** | | | | |
| **Second Level**  **P5**  **Hours of God**   * I know the prayers I learned in P1‐P4 by heart and I pray them regularly. * I know the Glorious Mysteries of the Rosary, the traditional Grace Before/After Meals, the traditional Act of Sorrow and the Angelus. * I can compose prayers asking the intercession of Mary and the saints. * Using my imagination, I can place myself within an Old Testament or Gospel narrative and open myself to its meaning in my life.   **\_\_\_**   * I am learning to pray the *Angelus* at noon, regularly in my classroom, particularly in the season of Advent and during the months of May and October. * I can recognise that Mary is honoured as the first of all believers. * I know that Mary is given the titles ‘Mother of God’ and ‘Mother of the Church’ and I can explain what these terms mean. * I understand what ‘a litany’ means and I can participate in a simple Litany to Mary, or the Litany of the Saints. * I can explain the term ‘apparition’ and I am familiar with the story of Mary’s apparition in Lourdes. * I know that Mary’s birthday is celebrated on 8th September. * I know and understand the structure and terminology associated with the Rosary. * I can name the *Joyful, Sorrowful* and *Glorious Mysteries of the Rosary*, and I recognise that these narratives come from the Gospel accounts of Jesus’ life, death and Resurrection.   **P6**  **Son of God**   * *In Matthew’s Gospel account of Jesus death, he dies very much alone. He is mocked by the soldiers and criminals, and Pilate washes his hands of him, although ironically the sign over the Cross speaks the truth: Jesus of Nazareth, King of the Jews. Hope comes from the women who follow at a distance, and from the care shown to Jesus’ body by Joseph of Arimathea. After his Resurrection the Risen Christ sends out his disciples to, “make disciples of all the nations” (Matthew 28: 19)* * I can read, recount and recall the story of the Passion, Death and Resurrection of Jesus as outlined in Matthew Chapters 26‐28, paying particular attention to the role of Pilate. * I can pray the *Sorrowful Mysteries of the Rosary* which recount the story of Jesus’ death in a prayerful way.   **\_\_\_**  **Hours of God**   * I know the prayers I have learned in P1‐P5 and I pray them regularly by heart. (Prayer Grid) * I can use icons or religious art as points of focus for personal and communal prayer. * I understand what a litany is and I can participate in a simple Litany to Mary, or in the Litany of the Saints. * I know that in prayers of intercession I can ask Mary and the saints to intercede for me.   **\_\_\_**   * I can hear, read and recall the narrative of the marriage feast at Cana (John 2: 1‐12), and I can recognise that Mary intercedes for us when we call upon her in prayer. * I am familiar with, and can engage with, the message of the story of Lourdes and Fatima * I can engage more deeply in traditional Marian devotions, particularly in simple processions, and in reciting the Rosary. * I can locate the Gospel narratives celebrated in the Sorrowful Mysteries. * I can lead a communal recitation of the rosary.   **P7**  **Hours of God**   * I know the prayers I have learned from P1‐P6 and I pray them regularly by heart. I know the *Hail Holy Queen*, and the *Luminous Mysteries (Mysteries of Light) of the* * *Rosary.* I recognise that these Mysteries come from the Gospel accounts of Jesus’ ministry. * I understand what a litany is and I can participate in a simple Litany to Mary, or the Litany of the Saints. * I recognise the value in praying for the sick and the vulnerable in our community and the world. * I have established a pattern of regular prayers throughout the day and know that all I do can be a form of prayer.   **\_\_\_**   * I can hear, read and recall the narrative of the marriage feast at Cana (John 2: 1‐12), and I can recognise that Mary intercedes for us when we call upon her in prayer. * I am familiar with, and can engage with, the message of the story of Lourdes and Fatima * I can engage more deeply in traditional Marian devotions, particularly in simple processions, and in reciting the Rosary. * I can locate the Gospel narratives celebrated in the Sorrowful Mysteries. * I can lead a communal recitation of the rosary. | | | | |
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| **Experiences and Outcomes:** | | | | |
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| **Second Level**  **Son of God**  **RERC 2‐07a**  I have explored the events of the Passion, Death and Resurrection of Jesus and I have reflected on the Catholic meaning of eternal life.  **Hours of God**  **RERC 2‐14a**  I recognise the importance of personal prayer and communal prayer in the growth of all people’s relationship with God. I know a number of traditional Catholic prayers and I have developed an understanding of the meaning of these prayers. I have participated in different approaches to, and experiences of, prayer. I can describe how prayer is an important part of the liturgical and devotional life of the Church. I have reflected on how all of these are different ways of worshipping God.  **RERC 2‐15a**  I can recognise Mary's significance within the Catholic tradition and I know that celebrating her feast days and praying to God through Mary can enrich my life. | | | | |

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| **Learning Experiences:** |
| I am learning:  **Session 1: Aid to the Church in Need (ACN)** • The significance of ACN’s mission in supporting persecuted Christian communities around the world. • The importance of 'Prayer, Information, and Action' in responding to the needs of others and supporting ACN’s work.  **Session 2: The Rosary** • The place of the rosary in Christian belief and why it is an important form of prayer. • How to pray the rosary and the different perspectives on its significance in Christian life. • How to reflect on the meaning of the rosary and communicate this through a two-minute speech.  **Session 3: The Campaign** • The significance of ACN’s ‘One Million Children Praying the Rosary for Peace’ campaign in promoting global peace. • How the apparitions at Fatima inspire the possibility of transformation through prayer. • How to create a presentation for children that helps them understand how participating in the rosary campaign could transform their lives.  **Session 4: Blessing & Prayer** • The importance of the Sorrowful Mysteries in both personal and community prayer. • The significance of having rosary beads blessed by a priest in Catholic tradition.  **Session 5: Organisation** • The importance of planning and rehearsing a presentation about the rosary for children, while developing my public speaking skills.  **Session 6: Discussion** • How to reflect on my experience of leading prayer and presenting to children, and how it has impacted my comfort and growth in leading prayer. • The importance of reflecting on my prayer journey through my prayer journal and considering my next steps. |

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| **Key Vocabulary from TIOF:** |
| **Second Level**  P5  Traditional Prayers, Devotional Life of Church, Worshipping God, Prayer of Petition and Thanksgiving, Stations of The Cross, Chant, Meditation, Imaginative Prayer, Angelus, Mother of God, Mother of The Church, Litany of Saints, Lourdes, Joyful, Sorrowful and Glorious Mysteries of The Rosary  P6  Passion, Death And Resurrection, Pilate, Matthew’s Gospel, Sorrowful Mysteries, Easter Triduum, Holy Thursday, Good Friday, Easter Sunday, Holy Week Liturgies, Easter Vigil, Die And Rise With Christ, Risen Christ, Genuflect, Real Presence, Blessed Sacrament ,Mission, Eternal Life, Live Forever,Personal Prayer, Approaches To Prayer, Liturgical Prayer, Devotional Prayer, Traditional Prayers, De Profundis, Memorare, Litany, Intercede, Lourdes, Fatima, Marian Devotion, Rosary  P7  Hail Holy Queen, Luminous Mysteries of The Rosary, Litany, Litany of The Saints, Prayers of Intercession, Eucharistic Adoration, Sacrament of Reconciliation, Intercede, Lourdes, Fatima, Marian Devotion, Rosary |

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| **Resources:** |
| [Aid to the Church in Need | Secondary & Parish Rosary Leadership Course for One Million Children Praying the Rosary (acnuk.org)](https://acnuk.org/resource/secondary-parish-rosary-leadership-course-for-one-million-children-praying-the-rosary/)  The presentations are linked on the booklet. Also there are QR codes linking to videos for the leader groups who may want to know more about the work of ACN. If teachers would prefer powerpoints as opposed to online presentations, please contact [marie.fahy@acnuk.or](mailto:marie.fahy@acnuk.or)g |