



LESSON THREE

Objective:

The student will understand that meditation is a time to listen to God to identify joys and/or sadness of the day and demonstrate meditation behaviors with 100% participation.

The student will begin to discern God's voice in his/her life to reset his/her relationship with God, our source of life, who is love, and to identify the meditation step Mercy and the Seventh and Tenth Commandments Right Relationship theme.

The student will practice writing in Learning Log (optional).

- **Materials:**

- ❖ Internet connection
- ❖ Computer
- ❖ Speakers
- ❖ Copy of the Learning Log for each student
- ❖ Students will need markers, or crayons and pen or pencil

- ❖ **SACRED STORY CROSS:** If your class has the Sacred Story Cross please have students are to put the cubes in correct position. For fourth grade the "E" cube for "Eternity" meditation step and the "VII" for the Seventh Commandment: "You shall not steal"; and "X" for the Tenth Commandment: "You shall not covet your neighbor's goods".



Invitation to Prayer: Gather students in prayer corner or start prayer at seats.

Open with Sign of Cross

ETERNITY Illuminative Grace

“Here I ask for what I desire: to be graced daily with a profound consciousness of Christ Jesus’ healing love, personally experienced, that will so enlighten my heart and mind that my every thought, word and deed can serve His Great Work of Universal Reconciliation. “

Close with the “Our Father”

Introduction: Over the next few months we will practice meditation prayer to listen to God in our hearts and to deep and our conversation. As we meditate the center of our thoughts will be:

I believe God loved me into life and so I commit myself never to break relationship with anyone by taking from them what does not belong to me or even desire to do so!

Our meditation theme is **ETERNITY**

There are two storylines to this relational paradigm:

I can choose to be "free" before all things God has made and only use things in a way that brings me closer to God others, and my true self [these are choices for "Eternity"],

Or

I can choose to be covetous of things God has made and use things in a way that separates me from God, others and my true self [these are choices that do not last]

Think, Pair, Share time—

Have students think about, pair up with one or two other students to discuss and then share with the class:

Role Play 1: What is the connection between Eternity and how I can choose to be "free" before all things God has made and only use things in a way that brings me closer to God others, and my true self [these are choices for "Eternity"],

Role Play 2: I can choose to be covetous of things God has made and use things in a way that separates me from God, others and my true self [these are choices that do not last].

Guided Practice: As we set aside this time for listening to God we need to be intentional about how we will pray. Together we will decide where we will meditate and what our classroom rules during this time will be. Then we will practice listening to a meditation.

Teacher asks students:

1. What does it mean to talk with someone? (Responses will probably include listening to what the other person has to say, an exchange of information, finding out something).
2. How do you listen to God? (Prayer will be an answer, thus tease out the types of prayers or times such as the “Our Father” or going to Mass). Write the expressions of prayer as students share: (personal, shared, vocal, singing, meditation).
3. As we live we are allowing Christ to shape our *Sacred Story* through spiritual discernment when meditating.
4. Meditation is a prayer when people sit quietly and read or listen to God. It is a time for conversation with God in our hearts and in our minds.
Over the next few months we will practice meditation prayer to discern God’s voice in our lives. Each of us will listen to God in our hearts.
5. Environment in room
 - a. Where shall we meditate? Seats? Prayer rug? (Create your own space in the classroom).
 - b. When shall we meditate? After morning recess? After lunch recess? Beginning of day?
 - c. How shall we meditate? Let’s establish our class rules for respecting each other’s prayer time:
 - d. Create a list of rules for meditation such as:
 1. Allow for silence in the room.
 2. Sit comfortably and in my own space, away from others.
 3. Will the lights be on/off?
 4. Participate.
 - e. Emphasize that we are together as a people but listening to God in our hearts. Note that for non-Catholics this can be a silent/peaceful time to think to oneself.

6. Preparing oneself to meditate:
 - a. Think “I am aware that I can hear (i.e. the birds singing, students coughing, etc.) yes enter into silence with a few deep breaths.
7. At the end of the meditation time you may have an opportunity to record your thoughts for a minute or so in your learning logs. Learning logs are a record-keeping tool for students to monitor and reflect on their own learning. Learning logs differ from journals in that they focus on content covered in class. Students may reflect on how they personally feel, but it is always in relation to what is being studied in class. **How to use the Learning Log:**
 1. Listen to the meditation
 2. Have students write three words in each column.
 3. Have students reread their learning log entries weekly and monthly.

7. Optional: If your class has the Sacred Story Cross please have one cross per student. Students are to put the cubes in correct position. For fourth grade the “E” cube for “Eternity” meditation step and the “VII” and “X” for the Seventh Commandment: “You shall not steal” and The Tenth Commandment, “You shall not covet your neighbor's goods”.



Independent Practice: Practice quiet meditation with.

- a. Directions to teacher: go to find the sample meditation
- b. **Take one minute to draw or write a response from the day's meditation using the Learning Log template.**
 - i. Write for one minute about a time I felt truly free and joyful because I was alive and loved – not because of “things” I possessed or did not possess.
 - ii. Write for one minute about a time I felt truly unfree and unhappy because I had linked my self-worth to “things” I possessed or did not possess.
- c. Let your heart write for you, it doesn't have to be perfect, but rather your meditations should reflect who you are and what you feel.

Closure: Review what worked and how to improve the experience for all. Remember: Keep praying. It's easy to get distracted by other things and not pray how you intended to, but keep praying/talking to God because he's always ready to hear from you.

Daily Meditations –

These should take 6-8 minutes each day.

We suggest the meditations take place after morning or lunch recess. The time should be consistent each day and the meditations should be done every school day.

To get to the meditation there are two options:

1. Listen as a class-- Teacher goes to Vimeo Meditation page:

Have students prepare for meditation as discussed and planned with the class.
Students listen to the daily meditation.
Students complete learning log.

Or

2. Listen individually with headphones

Have students prepare for meditation as discussed and planned with the class.
Students listen to the daily meditation.
Students complete learning log.

Take one minute to draw or write a response from the day's meditation.

“I believe God loved me into life and so I commit myself never to break relationship with anyone by taking from them what does not belong to me or even desire to do so!”

<p>ETERNITY</p>	<p>Write or draw about a time that I felt truly free and joyful because I was alive and loved – not because of “things” I possessed or did not possess.</p>	<p>Write or draw about a time that I felt truly unfree and unhappy because I had linked my self-worth to “things” I possessed or did not possess.</p>
 <p>MONDAY</p>		
 <p>TUESDAY</p>		
 <p>WEDNESDAY</p>		
 <p>THURSDAY</p>		
 <p>FRIDAY</p>		



Additional Ideas:

- ❖ Students could write a letter of gratitude to Jesus in order to reflect on the things in their lives that they are grateful for. Create a personal timeline with important spiritual milestones, such as Baptism, First Reconciliation, and First Communion, as well as important life milestones, such as moving, divorce, birth of siblings, change of schools, etc., and have them reflect on how the timing of those life experiences influenced their faith and relationship with God.
- ❖ Create a prayer inspiration (poster, card, bookmark, mini-book) for the meditations. Include scripture, image, prayers to assist with the pray exercises.
- ❖ Students could do an exercise in which they think of things that are weighing on their hearts that they have not yet forgiven others for. Then, on separate slips of paper for each thing they need to forgive, they could write "I forgive _____ for _____" and then put them into a container provided by the teacher. We could then dispose of the slips of paper (throw them away, burn them, bury them, etc.) and talk about the importance of really letting those things go and forgiving the people we are holding grudges against. Go to a magic store or online and buy "flash paper". Have students write "I forgive _____ for _____" and then put them into a container provided by the teacher. Put in a glass bowl to get the full effect. The teacher (warning...only an adult should do this part) lights the flash paper. Nothing will remain. Discuss how when we forgive we should really let go of the mistakes.
- ❖ Students could do an Examination of Conscience and reflect on the things that they would like to be forgiven for and think about what may have led them to make the wrong choices.
- ❖ Students could be exposed to a version of these goal categories (thankfulness, spiritual, relationship, healing) to allow them to reflect on what really drives their actions. This personal assessment could then lead to written reflection and group talk about which areas should take center stage at this point in the child's life.

