

# The Lord's Prayer

## Scripture

Matthew 6: (1-8) 9-13 (14-18)

Luke 11: (1) 2-4 (5-13)

## Memory Verse

*This is not technically a Bible memory verse since this is neither the prayer in Matthew or Luke. We thought teaching the prayer as it is used in worship to be most important.*

“Our Father, who art in heaven, hallowed be Thy name.  
Thy kingdom come. Thy will be done on earth as it is in heaven.  
Give us this day our daily bread,  
and forgive us our debts as we forgive our debtors.  
And lead us not into temptation, but deliver us from evil.  
For Thine is the kingdom, and the power, and the glory, forever. Amen.”

## Biblical Background

There are differences between the Matthew and Luke versions of the Lord's Prayer. Take some time to read both versions and make notes of what strikes you most – what is the same? What is different? Do the subtle differences change the meaning?

The version we use in worship is a translation of the Lord's Prayer as was used in worship during the years of the early church. It probably dates from about the same time as the versions in the scripture sources, so keep in mind that the Bible isn't necessarily more original to Jesus' actual words, it is simply a different strand of the tradition.

***Sins? Trespasses? Or Debts?*** The Jesus Seminar – the controversial group of scholars who try to determine what parts of scripture were actually said by Jesus and which parts are the kerygma (preaching) inserted by the early church – have come down on the side of “debts” – with the understanding that “debts” refers to an ancient social hierarchy, not to managing of finances.

***A society of debtors.*** The ancient world was one of a strict hierarchy (a feudal-caste system) where there was only one top dog. In the secular-pagan society this was the emperor, Caesar. In the Jewish world, not only was God the “top dog”, but there were schools of thought that said God was accessible without addressing the hierarchy. (This is one of the reasons that Jesus' teachings of the kingdom of God were punishable as *treason*, crucifixion by the Romans, and why certain religious leaders in Judaism struggled with Jesus' message.) If you were in the middle class of society, you had obligations, “debts” to your patron, the person who gives you your job, provides for your needs – home, food, etc. You owed that person for your life. If asked, you would lay down your life for, or fight on behalf of your patron. You didn't switch “employers” if you were dissatisfied, although unless you were legally a slave this was theoretically possible. Day laborers, beggars, gleaners or anyone who had no patron were looked down upon. Similarly, it was everyone's goal to become a patron of sorts themselves, to have others who worked for them, who depended upon them for their daily bread. Now put

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this understanding of “debt” into the context of Jesus’ ever-expanding kingdom of God where the last is first, where lepers and prostitutes are welcome, where being part of this system has no merit. Given this understanding, perhaps a good paraphrase would be “release us from our obligations in the same way we release others from their obligations to us.” In other words – let’s all abandon this crazy system and start over as a new community. You can imagine how this was upsetting to people in power who were invested (“winners”) in the status quo.

“Sins” and “trespasses” on the other hand aren’t about changing the social order. They are about grace and forgiveness for wrongdoing. Good messages, but probably not what Jesus was aiming at here. The NRSV translates Matthew as using debts/debtors and Luke using sins/indebted to us.

In fact, the whole prayer when understood in this social context becomes radicalized. “Your kingdom come,” “Give us our daily bread” also have messages against the patron-driven society of the time. You are asking for the kingdom of God not the kingdom of the emperor. You are looking to God for physical sustenance, not to your patron or the emperor.

Contextually, Luke puts the Lord’s Prayer in the context of a lesson to the disciples about how to pray, ending with the need to be persistent. (Luke 11:5-13) Clearly if this is a prayer about the bringing of a new social order, the believers will need to be persistent. Matthew’s context on the other hand is about piety and hypocrisy – don’t pray as the hypocrites do, pray like this. A careful reading shows that among other things, this is an admonition to abandon concerns for worldly approval and instead seek God’s approval. Again, a turning upside down of the way things were being done in the society of that day.

***Persistence in prayer.*** Looking at Luke’s context, what does this say about God? Doesn’t God hear our prayer the first time we say anything? Why do we have to keep asking, asking, asking? If God knows what is good for us, why do we need to ask at all?

***Praying in private.*** This passage on prayer as well as the preceding one on giving is often used by modern Christians to justify silent prayer only, and secrecy in tithing. Neither modern use is completely justifiable. The admonition is not for complete secrecy of thoughts and actions, it is against getting public recognition and acclaim for those thoughts and actions. So, if you desire to lead prayer so that everyone can see your eloquence, that is wrong. If you desire to lead prayer so that others may benefit by the prayers themselves, or by learning to pray through you, that is perfectly acceptable. Likewise, if you give in secret because you don’t want anyone to know that you are very generous, that is appropriate. If you give in secret so that others don’t know that you are holding back something that should be given to God, that’s not acceptable. (see Acts 5:1-11 for a dramatic example.)

### **Teaching this story to kids**

In weeks one and two of this rotation, learning the prayer and its meaning should be a central point of discussion, but in later weeks, particularly if you have “churched” children who know the prayer already, you will want to bring out other points in the Bible background, including the

verses surrounding the prayers and the difference emphasis in the two versions and the version used by the church.

**Memorization** – Our grandparents went to Sunday School to memorize verses, even whole chapters, of scripture and catechism. More modern Christian educators have questioned whether that is useful learning. Certainly, we would agree that it is more important that children become familiar with the scriptures, learn the important stories, understand the meaning, and be able to paraphrase a verse rather than be able to quote everything word for word. Does memorization have no place? People who have memorized a great deal of scripture say that it's a great source of comfort for them in difficult times. Pastors visiting people in nursing homes can't get an Alzheimer's patient to tell about what is going on, or even remember family members, but report when they read scripture, or say the Lord's Prayer, or sing a familiar hymn the patient repeats word for word. People of the Catholic faith who use the rosary will tell you that the multiple repetitions allow you to occupy your mind with something to do, while your soul is allowed to soar. Clearly, there is a place for memory work, and memorizing communally used prayers, such as this one. Encourage the children to their memory work.

*Some terms to think about:*

**Hallowed** – strange word for kids, it sounds like Halloween. Is “Hallowed” God's *name*?

**Thy/Thou** – In Old English, when you spoke to someone who was a stranger or a formal acquaintance, you used the forms Ye/Your. (“Hear ye, Hear ye” was proclaimed to strangers) When you talked with a family member or a close friend, you used the words Thee/Thou. Fast forward a couple hundred years. “You” has become the vocabulary people use for all acquaintances. “Thee” has completely dropped from our vocabulary. Except for ONE PLACE. We still have the King James Bible, written when ye and thee were both in use. In language surrounding God, Thee/Thou was used. People decided to keep using that form to address God. Why? Because it shows God greater respect. The problem is that THIS IS THE EXACT OPPOSITE OF THE ORIGINAL MEANING OF THEE/THOU. Originally this was a term that denoted greater *intimacy*, not greater *respect*. To be true to the original meaning, we either need to change to you/your, which is our term for an intimate acquaintance, or reprogram our brains as to what thee/thou actually means.

**Kingdom** – Kings, queens, princess and princes and their carriages, crowns, and fairy godmothers still are popular in children's stories and in children's imaginations. That isn't the message that Jesus was trying to make. Jesus' kingdom teachings were about a new imperial rule, where the current structure and hierarchy were overturned.

**Will** – a common verb, a less common noun – and not to be confused with a last will and testament or a boy's name. What does it mean that God has a “will” for us and our lives? Is it a simple request that we can turn down, or is it more powerful than that? How is that different from “making” us do something?

**Heaven** – Children love to talk about heaven and can be quite imaginative about it. Try and focus any discussion on the whole phrase “on earth as it is in heaven.” What happens up in heaven that God also wants to see happen on earth?

**Daily bread** – There are several ways to understand this phrase. In terms of the patronage system discussed above, this is a radical call to turn to **God** for what you need, not your earthly patron. It can also be seen as a prayer for our most basic needs, rather than our more worldly desires. And then there is the spiritual understanding of bread – it is the body of Christ, the “bread of life.”

**Debts** – Use the Biblical background notes to clear up the meaning. It has nothing to do with credit cards or finances in any form.

**Temptation** – Children know what it means to do something wrong, even when they know what is right. In discussing this with children, don’t spend as much time on “seven deadly sins” talk, but focus instead on things they feel tempted to do – sneak a cookie, take a sibling’s toy, cheat on a test, etc. Discuss how their lives are different if they do or do not give into temptations.

**Deliver** – Special delivery, a package for you! Or perhaps we could see the word in terms of childbirth. Is that what this term means? We are asked not to be led into temptation, that is, stop us from taking the wrong path and ending up in temptation. But deliver? What does that mean? The Greek language has two main words translated deliver: *paradidomai* which means “to give over to” and *rhuomai* which means “to rescue (from).” It is this latter word that appears in the Lord’s prayer.

**Evil** – What is evil? We often use the “devil” to explain evil, but the word “satan” literally translates as “adversary” and is often used as such, not to describe a specific being. Besides, “satan” is not the word that was chosen, evil is. How do we understand evil? What terms can we use to describe it?

**Kingdom, Power, Glory** – We discussed kingdom above. Why is it important to declare that these three things belong to God? Is it repetition or do they each have a different meaning? What is God’s Kingdom? God’s Power? God’s Glory?

### **Lesson Summaries**

- Creation Station - Children will decorate twelve painted rocks to represent people they want to pray for. The 12 rocks are painted in 12 different colors, representing the words of the Lord's Prayer.  
Alternate Lesson: Make a personal "Protestant rosary."*
- Fisherman's Net - Children will play the game Galilee Flyer to pick up verses from the Lord's Prayer and answer questions.*
- Loaves and Fishes Café – Children will learn about different prayer postures, including one with arms crossed that resembles a pretzel. They will make pretzels to remind them of the many ways to pray.*
- Mountaintop Movies - Option 1 -- Children will watch several video clips that relate to the Lord's Prayer. They will use these clips to spur them into their own paraphrase of the Lord's Prayer.  
Option 2 – Focus on the part of the Lord's Prayer that focuses on forgiveness watching Veggie Tales "God Wants Me To Forgive Them?"*
- Moved by the Spirit - Children will improvise short skits and the class will decide which section of the Lord's Prayer might apply to that situation and why.*
- Temple Courtyard - Children will play a game to sequence the prayer, and paraphrase the prayer to help develop and understanding of the meaning.*

## IMPORTANT!!

This unit is on prayer. It is VERY important to include closing prayer exercises in your lesson and to say the Lord's Prayer together as a group each week. Each station has a slightly different prayer option to give children a variety of exposure to prayer. Please keep track of time so this doesn't get squeezed out of the lesson.

Here are some other ideas for incorporating prayer in your lessons, both this rotation and in lessons going forward:

### **Joys and Concerns**

Ask children for joys and concerns and write them down, then weave them into a prayer.

### **Focus our Energies**

Pray that children will be able to calm down and focus

### **Centering Prayer**

If things get rowdy, try a centering prayer, where children stop, close their eyes, and think of God.

### **Open our Ears**

Pray that we may hear God's word for our lives in this hour. Include some time for silence and listening for God.

### **Forgiveness**

Invite children to think of someone they have been angry at, then say a prayer of forgiveness.

### **Basic Needs**

Say a prayer for hunger, health, etc.

### **Big Concerns**

Say a prayer for world peace, the environment, etc.

### **Something coming up**

Ask the children if they have anything coming up that worries them? (tests, making the team, etc.) Say a prayer asking for God's help including Jesus' phrase "not my will, but thine be done."

### **Thanksgiving**

Count your blessings and weave them into a prayer.

### **Designate a Pray-er**

Pick a child who will lead the group in a prayer either at end of class or next week (tell next week's teacher). Give some suggestions or coaching if needed.

# The Lord's Prayer – Creation Station (Art) (1)

## At a Glance

Children will decorate twelve painted rocks to represent people they want to pray for. The 12 rocks are painted in 12 different colors, representing the words of the Lord's Prayer.

## Outcome Objectives

1. Children will remember the Lord's Prayer.
2. Children will deepen their understanding of the Lord's Prayer through the definitions provided with the different colors.
3. Children will develop a system for praying for friends and family, using the Lord's Prayer rocks.

## Supplies Needed

12 rocks of each of the following colors pre-painted and dried – enough for one set per child.

*White*      *Blue*      *Green*      *Purple*      *Brown*      *Yellow*  
*Silver*      *Pink*      *Black*      *Red*      *Gold*      *Orange*

(the quickest, albeit messiest way to do this is to put the color paint in your hands, and roll the rock around in your hands until it is coated all over.)

Egg cartons – one per child

Glue, scissors

Fabric, felt, yarn, googly eyes, other misc. supplies you can find in the craft closet.

Paint, brushes

## Advance Preparation

Pre-paint rocks

Assemble materials you want

Write opening discussion words on the paper easel

Copies of the Lord's Prayer and other handouts

## Opening Activity

Have on an easel the following phrases

Pray to...

Praise God

Bring about God's way

Ask for Basic Needs

Ask forgiveness

Ask for guidance and help

Praise God

- 1) Discuss how the phrases of the Lord's Prayer fit this structure
- 2) Write a prayer that uses this structure, but doesn't use any of the Lord's Prayer words. (i.e. God, you are awesome, let the world become what you want it to be. Please help me to do better in school and forgive me for all the times I watched TV instead of studying. Show me how to be nice to my sister. Thank you for all your help in the past. You are the greatest. Amen) THIS ISN'T A PARAPHRASE ACTIVITY, it uses the basic format of the Lord's Prayer to express a child's thoughts.

### Main Lesson

Give children egg cartons with 12 egg sized rocks in them, already painted in the following 12 colors:

1. Our Father (white, means God who is light)
2. Who Art in Heaven (Blue, blue heavens)
3. Hallowed be thy Name (green, enduring, everlasting color like pine trees)
4. Thy kingdom come (purple, royal color)
5. Thy will be done, on earth as it is in heaven (brown, color of the earth)
6. Give us this day our daily bread (yellow, color of grain)
7. Forgive us our debts (silver, we pay for debts with silver coins)
8. As we forgive our debtors (pink, love – pink. Forgiveness is key in showing love to our neighbor.
9. Lead us not into temptation (black, represents sin)
10. But deliver us from evil (red, blood of Jesus)
11. For Thine is the kingdom, and the power (gold, God's kingdom that is lit by the glory of God)
12. And the glory, forever and ever. Amen (Orange, dominant color in a glorious sunset that reminds us of the glory of God.

Explain the meaning behind the rocks:

*This prayer box will have a double meaning.*

*First, it will help us remember the Lord's Prayer.*

*(Go through the meaning of each color.)*

*Second, it will help us pray for people who need our prayer. Decorate one side of each rock to look like a friend or a person in your family. Use paint, markers, and any other materials you want to make the rock look like that person.*

*At night, take out your prayer box. Lift out each stone and hold it in your hands as you pray for that person. When you have said all these prayers, end with the Lord's Prayer, using the colors on the rocks to help you remember the prayer.*

### Life Application

Discuss the different types of prayer and explain that today's prayer is a prayer to help someone else. It will be a "squeeze prayer." Begin by having each child choose one of their rock people and place it in front of them. Then hold hands. Have each child say a prayer, then when they are finished, squeeze the hand of the person next to them, signaling it is the next person's prayer. When it gets back to you, add your own prayer, then join in saying the Lord's Prayer as a group.

**Note:** Speaking aloud, rather than silent prayer is important because it moves children a step closer to being comfortable praying in public. Silent prayer is an option in some other rotations, but here we want children to practice praying in front of others.

Before beginning, explain that this is an activity to be taken seriously. If any children don't think they can do this or be respectful of others ask them to excuse themselves now.

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### **To take home**

Instructions on how to use the prayer rocks.

### **Journaling**

Have children reflect on what they have learned about prayer and to think about how they might spend more time in prayer at home this week.

### **Adjustments for age levels and abilities**

Younger children may have a harder time with the opening activity. Be prepared with examples.

### **If you have extra time...**

Share with each other who you depicted on each rock.

Practice saying the Lord's Prayer, using the colored rocks as a guide.

### **If time runs short...**

Decorate only a few rocks and let the children complete the others at home.

### **Be creative**

Have fun going through the craft closet to find materials that might work, but don't overwhelm the children with too many options.

Parents,

Please work with your children to help them memorize and understand The Lord's Prayer. Below is a description of the project your children completed in Creation Station today, and some suggestions of how to use this as a tool for teaching prayer at home.

Blessings to your family

### **Prayer Rocks**

The Prayer Rocks have two purposes. First, they are colored to help us remember the words of the Lord's Prayer. Second, they are decorated to remind us of family and friends – people who we wish to pray for.

1. Our Father (white, means God who is light)
2. Who Art in Heaven (Blue, blue heavens)
3. Hallowed be thy Name (green, enduring, everlasting color like pine trees)
4. Thy kingdom come (purple, royal color)
5. Thy will be done, on earth as it is in heaven (brown, color of the earth)
6. Give us this day our daily bread (yellow, color of grain)
7. Forgive us our debts (silver, we pay for debts with silver coins)
8. As we forgive our debtors (pink, love – pink. Forgiveness is key in showing love to our neighbor.
9. Lead us not into temptation (black, represents sin)
10. But deliver us from evil (red, blood of Jesus)
11. For thine is the kingdom, and the power (gold, God's kingdom that is lit by the glory of God)
12. And the glory, forever and ever. Amen (Orange, dominant color in a glorious sunset that reminds us of the glory of God.

### **How to use the prayer rocks**

Keep the rocks by the side of your child's bed, if you will be saying bedtime prayers or on the dining table if you will be saying mealtime prayers. Begin by saying prayers for some or all of the individual people represented by the rocks. End by saying the Lord's Prayer together.

Periodically, run through the colors either to help with memorization, or to deepen understanding of the prayer.

“Our Father, who art in heaven, hallowed be Thy name.  
Thy kingdom come. Thy will be done on earth as it is in heaven.  
Give us this day our daily bread,  
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12. **And the glory, forever and ever. Amen** (Orange, dominant color in a glorious sunset that reminds us of the glory of God.

# The Lord's Prayer – Creation Station (Art) (2)

## At a Glance

Children will make a “Protestant rosary” and learn how to use it in guiding their prayers.

## Outcome Objectives

1. Children will learn the history of prayer beads in general and rosary beads in particular.
2. Children will decide for themselves what prayers are important to them, and assign beads to those particular prayers.
3. Children will create their own personal rosary beads to guide them in prayers.

## Supplies Needed

Beads. Different sizes and colors are appropriate. Letter and number beads can be included.

\*\* Before you buy beads, this is a great thing to ask donations for. A lot of people have old craft beads lying around.

Beads with certain symbols (such as crosses, doves, etc.) can also be helpful

String for stringing beads.

One template per child

Felt (optional) – kids can lay out beads on felt without them rolling around on them.

Baggies, for taking home extra beads.

CD player/MP3 player and quiet music for prayer time.

## Advance Preparation

If you don't already know about prayer beads, do a little online research. Some good search phrases could be:

“history of prayer beads”

“protestants and prayer beads”

“what is the rosary” or “how to pray the rosary”

If possible find someone who is Catholic, or who used to be Catholic, who can explain rosary beads to the children.

A very brief history:

Historically, most Protestants have not prayed the rosary (an exception are some in the Anglican church) for a variety of reasons. (1) Saying the rosary was used as a good work that was assigned by a priest for a misdeed, or to have something happen. Such as pray 10 rosaries to atone for a sin, or saying the rosary so a deceased loved one would get to heaven. Protestants didn't believe in this sort of theology, believing instead that forgiveness comes from the grace of God, not from our works. (2) Much of the rosary is directed toward Mary, the mother of Jesus. Protestants do not believe in prayer through mediators (saints) but instead believe in prayers directly to God. (3) Protestants are committed to intellectual rigor. Saying the same rote words over and over again to their thinking doesn't add to our understanding. (4) Protestants believe in an individual's pursuit of God and generally balk at the idea that everyone should do the same thing. (5) Many Protestants find that the “mysteries” selected for the rosary leave out important elements of Jesus' life and ministry.

Modern Protestants are re-embracing prayer beads, although not necessarily the official rosary. There is renewed interest in the transcendence that becomes available in the midst of repetition, and a growing realization that the use of art in various forms is not idolatrous, but can be meaningful spiritual aids. However, most Protestants embrace something different from the traditional rosary, encouraging people to develop a practice that is personally meaningful to them.

Essentially, you are assigning meaning to several different beads. These could be specific recitations (such as the Lord's Prayer), something to contemplate, or a prayer for someone/something. These beads are then strung in a pattern. When you pray, you finger each bead in turn and recite/contemplate/pray depending on what bead it is.

### **Opening Activity**

Either have someone explain the rosary to the children, or explain what you have learned about the rosary. If you have a guest, and they are willing, ask them to pray a section of the rosary aloud, so the children can get a sense of the process.

Explain also how a Protestant might engage in such a prayer practice: picking prayers that are meaningful to him or her personally and setting them up in a pattern he or she decides on.

### **Main Lesson**

Help children plan what beads they will use and what their bead pattern will be.

Hand out the template. Explain to them that there are 3 of each thing because they can have UP TO 3 beads in any category, but they SHOULD NOT plan to have that many beads total. 3-4 types of beads are a good range for younger children; older children and adults could plan as many as 6 types, but even for them this can get confusing.

Since we are learning about the Lord's Prayer, suggest that this be bead #1 in the top left corner. (It is also a part of the traditional, Catholic rosary). Other suggestions for memory verses, contemplation beads, and prayers are on the following page.

Decide the order for your beads and count out as many as you will need. They can be strung into a necklace, or can be strung in a straight line and used for a Bible bookmark.

### **Life Application**

If children can't finish their project, put the extra beads in the baggie to take home and finish. You want to leave enough time for everyone to practice praying with their prayer beads (or at least the portion that they completed.) Put on some quiet music and have children finger their beads as they pray.

Ask: How did that feel to you? Do you think it helped you to pray? Why or why not? When could you use this at home?

### **To take home**

Letter to parents about prayer beads.

### **Journaling**

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Have children reflect on what they have learned about prayer and to think about how they might spend more time in prayer at home this week.

**Adjustments for age levels and abilities**

This activity works better for older children and youth. Younger children will do better with the “prayer rock” activity.

**If you have extra time...**

Share what each of your beads stands for.

Ask them what they will say to explain these beads to mom/dad.

**If time runs short...**

Put extra beads in baggies.

**Be creative**

Beads are fun! Because this is tactile (touch) and not just visual pick out a variety of shapes, not just colors.

Memory verse options:

The Lord's Prayer

The Doxology (Praise God from whom all blessings flow...)

The Gloria Patri (Glory be to the Father, and to the Son, and to the Holy Ghost...)

The 23<sup>rd</sup> Psalm (The Lord is my shepherd)

A favorite verse of scripture (Micah 6:8, Isaiah 11:6-9, Matthew 5:3-11, 1 Corinthians 13. Etc.)

A verse or chorus of a hymn

Other

Contemplation Options:

In the Catholic rosary, these are the “mysteries” Protestants may challenge themselves to contemplate whatever story about Jesus (or story from the Hebrew Scriptures) comes to their mind. Or they may have a certain word such as “water” or “bread” and challenge themselves to think of Bible stories about this word.

Other things to contemplate:

The beauty of nature

Music, whatever song wafts into your head,

A concept such as the Trinity, or grace

Many people like to leave this open, for whatever comes into their head.

Prayer Options:

Prayer for family members

Pray for someone – or several people – who are sick

Pray for a particular problem you are facing

Each of these beads can be a different prayer, or they can be

## **Prayer Beads**

Parents,

Your child created prayer beads today. Each bead stands for a different memory verse or type of prayer. Ask your child to tell you about what each bead means, and to show you how s/he can use it in a time of prayer.

Multi-sensory prayer helps children (and many adults) to stay focused on God during prayer time, and better able to shut out all distractions. Please encourage your child to try this prayer practice in the coming weeks so that s/he can report back!

Your Faith Odyssey Teachers

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# The Lord's Prayer – Fisherman's.Net (Computers)

## At a Glance

Children will play the game Galilee Flyer to pick up verses from the Lord's Prayer and answer questions. After landing and getting their score, the class will discuss what they discovered and close with prayer and the Lord's Prayer.

## Outcome Objectives

1. Children will "pick up" all verses by knowing what comes next in the prayer.
2. Children will answer questions in response to the prayer to improve their scores.
3. Children will answer discussion questions regarding prayer.

## Programs Needed

*Galilee Flyer*, which already installed on the hard drive of all six computers. The icon is on the screen when you boot up.

## Tech Notes

Make sure children enter the Lord's Prayer and not one of the other programs  
Also, make sure that options are set for easy for first time players.  
Play the window version, and not the full screen.

Note: These notes are copied from the website [www.SundaySoftware.com](http://www.SundaySoftware.com) A complete copy of all notes regarding Galilee Flyer are located in the black binder in Fisherman's.Net. The

### ***Basic Game Play Notes:***

All time stops when reading content.

Arrow Keys control direction and altitude. The up/down arrows work like a stick in an airplane. Up arrow is the equivalent of pushing the stick forward to dive.

Home/End Keys control the plane speed. It is possible to fly slowly (around 120) but you have to get the feel for the adjustments.

A & Z keys also control the plane speed. We did this so another player could help. A joystick can be used to steer the plane.

Q & V icons appearing in top left of screen will light up red, yellow, green as you fly closer to the icon floating in the terrain. How close you must fly to the icons to "open" them up can be adjusted in the OPTIONS panel via "easy" and "hard." On "hard" you have to fly right into them. For younger students we recommend setting the game to "easy."

Meet Jesus: Land near Jesus to hear him speak.

Video camera: Available in some games and not others.

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Flying Tips: Steep mountains are difficult to climb over. Look for slopes. Sometimes you can coax the plane up a steep hill by quickly steering left and right as you press the down arrow key to gain altitude. The ground will not cause you to crash, but all objects on the ground can be crashed into. You have 3 turns then game over. Flying THROUGH some of the ruins and under bridges will give you a power boost. **Sometimes when you reach the outer-boundary of the terrain your plane slows down and you can turn back. Sometimes you crash into this boundary.** (This was our tester's biggest problem)

Scoring and Rankings: Galilee Flyer has a rather sophisticated ranking system. Fastest time isn't everything! The game calculated rankings using TIME, plus fewer turns/lives used, fewer times you take to correctly match verses, and more points for answering more questions. Answering questions also gives a time bonus. There is no time or point penalty for pauses in the game.

To Pause the Game: Press your PAUSE button on the keyboard (upper right corner of keyboard). To unpause it, press the Pause key a second time.

Save/Load: Press F2 during the game or via ESC-Main Menu to access the Save/Load features. NOTE: Once you crash and lose all your turns, your saved games are gone too!! The save/load feature is only for those games you must exit before completing --and you can later pick up where you left off by loading them.

Location of Scrolls: These change each time the game is played.

In the OPTIONS panel are several adjustments. These are described in more detail in the README FILE on the CD itself. Please note: The SOUND VOLUME OPTION must be up to hear Jesus speak and many of the sound effects of the game. It is a VERY good idea to check the Options panel when booting up the game each time. The options are "saved" at the end of your flying session and will go to those settings the next time you open up Galilee Flyer. If a student has set them weird and exited the game, the next student may not know to re-adjust them.

Windows or Full Screen mode? Use Windows Mode for our computers.

### **Advance Preparation**

Learn to play the game yourself. If you are a kid, you can probably get the hang of things in less time. Adults, might need an hour or two of "fly time" to be able to manipulate controls. Once you get the hang of it, it's really rather easy and relaxing to fly. Until then, you will crash into a lot of mountains and the white outer edge.

### **Opening Activity**

Give children copies of the Lord's Prayer, and practice saying it together several times. If this is early in the rotation, give children the option of using the printout during the game. If you are in the 3<sup>rd</sup> week or later, collect the papers to encourage them to use their memory.

### Main Lesson

Play the game Galilee Flyer, The Lord's Prayer. Leave 20 minutes for life application, closing prayer, and journaling.

Encourage children to do the following

- 1) Stop first at Mt. Hippius and read the text. Make notes if needed.
- 2) Pick up and correctly identify the V verses to complete game.  
NOTE: Answering more quickly does NOT improve your score. Wrong answers DO hurt you because you must pick up the verse again. Think before you answer!
- 3) Pick up and correctly answer Q questions to improve their scores.
- 4) Land near Jesus and hear what he has to say.
- 5) Return to landing strip to get score.
- 6) Go to D Discussion area for closing discussion with class.

### Life Application

**Each subject has three optional "discussion panels"** located in the ruins with the spinning blue letter "D" in the Southeast region. These are intended for "after the game" to facilitate more learning and reflection. They encourage students to ponder and write down responses. Have them visit these areas AFTER they have received their player ranking and discuss them as a class.

**Lord's Prayer** Discussion Questions.

1. Prayer is personal sharing between you and God. In the Lord's Prayer, Jesus taught us both the attitude and subjects we should include in this sharing. What is your attitude about prayer? When do you pray and how often? What could you do to improve your personal sharing time with God?
2. Prayer is a time when you talk to God about your life, your needs and the needs of others. Prayer is also a time to listen for God's voice and feel God's presence. What prayer times, places and habit can help you prepare yourself to listen for God? What does God's voice sound like?
3. God knows everything about you. God knows what's going on inside you and around you. What is the purpose of telling God what God already knows? How does it make you feel knowing that God knows so much about you?

### Closing Prayer

For today's prayer, we are going to ask the children to spend a whole minute in quiet meditation. Have a stopwatch or watch with a second hand. Ask children to turn off the computer screens and sound, sit with feet flat on the floor, and close their eyes. You may want to have some background music available. Tell them that you are going to spend an entire minute in silence and invite them to pray during that time. Explain that if anyone speaks or is disruptive during that minute, you will start the minute over again and say "your minute starts now." At the end of the time you will say "praying together" and all will join in saying the Lord's Prayer.

Before beginning, explain that this is an activity to be taken seriously. If any children don't think they can do this or be respectful of others ask them to excuse themselves now.

## Questions

How did it feel to be silent for an entire minute?

Did you spend your time praying to God, or thinking about other things?

What can you do this week at home to help you say your prayers to God?

## Journaling

Write about the one of the discussion questions from the game, or choose one of these three topics to write about:

What did you learn today about the Lord's Prayer?

What would it have been like to meet Jesus in Galilee and hear him teach you the Lord's Prayer?

What part of the Lord's Prayer is most meaningful to you?

## To take home

Extra copies of the Lord's Prayer

## Adjustments for age levels and abilities

First and second graders will need an adult or youth sitting with them and reading the material to them!! **That means up to six adults/youth need to be there the Sunday the youngest group is flying.** Extra adult readers for older grades will be helpful, too. Pick journal questions that can be illustrated, rather than written down, for younger grades.

## If you have extra time...

Children can fly again to improve their scores.

## If time runs short...

Pick one journal question to write about.

## Be creative

What can you do to help children memorize the Lord's Prayer?

## Today's Tasks

1. Stop first at Mt. Hippus and read the text. (Straight ahead from take-off) *Make notes if needed.*
2. Pick up and correctly identify the V verses to complete game.  
  
NOTE: Answering more quickly does NOT improve your score. Wrong answers DO hurt you because you must pick up the verse again. Think before you answer!
3. Pick up and correctly answer Q questions to improve their scores.
4. Land near Jesus and hear what he has to say.
5. Return to landing strip to get score.
6. Go to D Discussion area for closing discussion with class.

**Arrow Keys** control direction and altitude. The up/down arrows work like a stick in an airplane. Up arrow is the equivalent of pushing the stick forward to dive.

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**Q & V** icons appearing in top left of screen will light up red, yellow, green as you fly closer to the icon floating in the terrain. How close you must fly to the icons to "open" them up can be adjusted in the OPTIONS panel via "easy" and "hard." On "hard" you have to fly right into them.

**Scoring and Rankings:** Galilee Flyer has a rather sophisticated ranking system. Fastest time isn't everything! The game calculated rankings using TIME, plus fewer turns/lives used, fewer times you take to correctly match verses, and more points for answering more questions. Answering questions also gives a time bonus. There is no time or point penalty for pauses in the game.

**To Pause the Game:** Press your PAUSE button on the keyboard (upper right corner of keyboard). To unpause it, press the Pause key a second time.

# The Lord's Prayer -- Loaves and Fishes Café (Cooking)

## At a Glance

Children will learn about different prayer postures, including one with arms crossed that resembles a pretzel. They will make pretzels to remind them of the many ways to pray.

## Outcome Objectives

1. Children will learn about different prayer postures.
2. Children will learn that different prayer postures are more appropriate at certain times.
3. Children will create a reminder (pretzel) of prayer, that can be triggered at future times.

## Advanced Preparation

Try each of the seven prayer postures for your daily prayers in the week preceding the lesson. Answer the questions you will be asking the children (although it is okay if they come up with different answers than you.)

Make bread dough (if you are using fresh) and preheat ovens.

## Ingredients and Supplies

Bread dough (either thaw frozen dough, pre-make your own, or use ready to use cans of biscuits or breadsticks from the refrigerated section.)

Egg yolk and pastry brush.

Coarse salt (optional)

Baking sheets lined with parchment paper.

## Opening

***Note: Keep an eye on how much time you need to make and bake pretzels. Some of this discussion can be done while pretzels are in the oven.***

Below are several different prayer postures. Have the children get into each pose and stay there for about 30 seconds and think of what they might want to say to God while in this posture.

Then, for each prayer posture, ask the same questions, allowing for different opinions for answers.

- What does this posture feel like?
- What does this prayer posture say about God?
- What does this prayer posture say about you?
- What words would go with this prayer posture?
- When might we use this prayer posture?

***Stand straight (or back slightly arched), (on balls of feet, optional), hands raised overhead, head back, eyes open.***

***Sitting in chair, elbows on knees, hands clasped, head bowed, eyes closed.***

*On knees, back straight up, elbows resting on chair seat or other ledge, hands flat together, head bowed, eyes closed.*

*Sitting in chair, back straight, hands in lap with palms up, fingers cupped, eyes look at hands.*

*Kneeling, back horizontal, forehead on floor, hands stretched in front, eyes closed.*

*Sitting in chair, back straight, feet flat on floor, hands flat on lap, head tilted up, eyes opened or closed.*

### **Main Activity**

For a final prayer gesture, have children

***Stand straight, place each hand on the opposite shoulder, headed, eyes closed.***

What does this prayer posture feel like? (It's sort of like a hug.)

What might this prayer posture say about God? (That God loves us, hugs us)

What does this prayer posture say about you?

What words would go with this prayer posture?

When might we use this prayer posture? (When we are feeling sad, angry; when we need a hug)

Have them get into this final prayer pose again.

Doesn't this pose look kind of like a pretzel? Explain that we are going to make prayer pretzels.

Step 1 – Roll out the dough into a long snake.

This step should be done in silence. Ask each child to think about something they want to pray about as they roll the dough. They can even do this with their eyes closed. Put on music if you wish. Say "Amen" when you end this segment.

Step 2 – Prayer binds our heart to God.

Make a "U" with the arms of the U facing away from you.

At the halfway point, twist the arms of around each other.

Then fold the ends over so that the ends rest on the bottom. Adjust to make it look like a pretzel.

Step 3—Place each pretzel on parchment paper on a cookie sheet.

Brush with egg yolk and sprinkle with a little coarse salt.

Bake according to the directions for the bread dough source you chose.

While pretzels bake, have the children clean up.

### **Closing**

Have prayer time together using any of the suggested listed with the background information.

Encourage them to choose a new prayer posture for that prayer. End your prayer with the Lord's Prayer.

Enjoy your pretzels! Remind children when they see pretzels, to remember that there are many ways to pray.

### **Adjustments for age levels and abilities**

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Younger children will probably be more open to different prayer postures than older elementary and youth. Encourage the older ones to try by doing these prayer postures yourself.

**If you have extra time...**

Children can make extra pretzels for fellowship hour today.

**If time runs short...**

Skip some of the prayer postures at the beginning, or save them for later.

Make one batch of pretzels ahead of time for the children to eat in class.

Bake their pretzels after class and have them ready for pick up after church.

**Be creative...**

Instead of just using the traditional pretzel shape, can you imagine ways to create pretzels for all the different prayer postures? Or bring in different bags of pretzels. What kind of prayer posture could go with that pretzel? Ask the same questions about what it feels like, what it says, etc.

# The Lord's Prayer – Moved by the Spirit (Drama)

## At a Glance

Children will improvise short skits and the class will decide which section of the Lord's Prayer might apply to that situation and why.

## Outcome Objectives

1. Children will gain a greater understanding of the meaning of the words.
2. Children will apply the Lord's Prayer to modern situations.

## Supplies Needed

Quartered poster board with Lord's Prayer divided up as listed below:

Candles & Candlesticks – one per child.

Music for background.

## Advance Preparation

Make mini posters with the following phrases:

- 1) Our Father, who art in heaven, hallowed be Thy name.
- 2) Thy kingdom come. Thy will be done on earth as it is in heaven.
- 3) Give us this day our daily bread,
- 4) And forgive us our debts as we forgive our debtors.
- 5) And lead us not into temptation, but deliver us from evil.
- 6) For Thine is the kingdom, and the power, and the glory, forever. Amen.”

Look over the list of skit ideas and add some of your own. Cut them apart and put them into a bowl for children to choose.

## Opening Activity

Warm up activity. Do one or more of the following to warm up the children to improvisation.

Ask children to show how they might do some of the following.

Show the following expressions: anger, fear, happiness, sadness, surprise, etc.

Make up what they might say in response to one of these very vague phrases:

You're always doing that.

Do you think you can help me?

What do you think about that?

Pretend like they are one of these people:

Parent, teacher, policeman/woman, three year old, old person, etc.

## Main Lesson

Divide children into groups of two or three and have each pick one (or two) skit ideas. Give each group 3-5 minutes to improvise a skit based upon the situation on their paper. Ask your shepherd and/or a youth helper to work with one group.

After each skit, discuss what was happening in the skit, whether the people involved were behaving in a good or bad way. Then figure out together which section of the Lord's Prayer

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might be applied to that situation. It is possible that there is more than one answer. For example, the dog example on forgiveness, could also be about leading into temptation (you shouldn't leave your food where the dog can get it.)

### **Life Application**

The altar should be set up with one central candle, and a number of candlesticks. You will light the candle at the beginning of the activity.

Close the curtains, dim the lights, and have the children sit in a semi-circle facing the altar, but far enough away from it that they can't eavesdrop on each other's prayer. Explain the different types of prayers and explain that today you are going to say a prayer asking God for help for yourself, personally. (Give us this day our daily bread) Give some examples of what that might include.

Explain that when you tap each child on the shoulder, they are to go forward to the altar, light a candle, and whisper a prayer of how they want God to help them. Then they return to their place. While each person is at the altar, the others should bow their heads and ask God to help the person at the altar. Include the shepherd in the process and go yourself at the end, offer a prayer, and say a short closing prayer in a loud voice asking God to hear all our prayers and praying the Lord's Prayer together.

**Note:** Whispering, rather than silent prayer is important because it moves children a step closer to being comfortable praying in public. Assure children that the music will cover up the sound of their voices if that is of concern to them.

Before beginning, explain that this is an activity to be taken seriously. If any children don't think they can do this or be respectful of others ask them to excuse themselves now.

### **Journaling**

Which part of the Lord's Prayer is most meaningful to you?

When Jesus said "Pray like this" did he mean to only say the exact words, or was he referring to the style of prayer?

### **To take home**

Lord's Prayer Activity Pages

### **Adjustments for age levels and abilities**

Smaller groups or younger children might benefit from all working together to create a skit rather than dividing up. Figure out how to include more reserved children in improvisation. For preschool, have older youth prepare a puppet presentation on these skits.

### **If you have extra time...**

Add additional skits or invite the children to make up their own.

### **If time runs short...**

Not every skit needs to be performed. Some situations can be discussed instead of acted out if time runs short. Discuss journaling questions rather than asking children to write.

### **Be creative**

Come up with your own questions and/or encourage kids to come up with situations that fall under the six parts of the Lord's Prayer.

Skit ideas:

**1) “Our Father, who art in heaven, hallowed be thy name.**

One kid bad-mouthing Jesus/God/Church, and another saying don’t talk like that because God is holy and you should respect God’s name.

**2) Thy kingdom come. Thy will be done on earth as it is in heaven.**

A little child is crying in the park. Two older children see this. One wants to go over and help and the other says we should mind our own business.

**3) Give us this day our daily bread,**

A kid who is nagging mom or dad for all sorts of stuff – snack food, toys, expensive clothes, etc. saying all the time “but I NEED it.”

**4) and forgive us our debts as we forgive our debtors.**

A friend brings by something she or he borrowed from you and broke. They apologize. You don’t accept their apology, argue, and slam the door in their face.

You walk back into the room after leaving for a few minutes, to discover that your dog has jumped up on the table and eaten your lunch. The dog looks at you with pitiful eyes. What do you do?

**5) And lead us not into temptation, but deliver us from evil.**

Two children in a store don’t have quite enough to buy what they want. When the owner goes into the back room, one of the children steals a piece of candy and encourages the other to do the same.

A child, waiting after school for the teacher who is going to help tutor him/her, notices the questions and answers to tomorrow’s test just sitting on the teacher’s desk.

**6) For thine is the kingdom, and the power, and the glory, forever. Amen.”**

A little toddler going on a walk, claims that everything s/he sees is hers/his.

# The Lord's Prayer – Mountaintop Movies (Option 1)

## At a Glance

Children will watch several video clips that relate to the Lord's Prayer. They will use these clips to spur them into their own paraphrase of the Lord's Prayer.

## Outcome Objectives

- 1) Children will increase their understanding of prayer
- 2) Children will be able to name different circumstances they might pray to God.
- 3) Children will write prayers which they will take home with them.
- 4) Children will practice praying aloud in class.

## Movie Summary

Veggie Tales – Where Is God When I'm Scared **Theme: to whom do we pray?**

Forward to Part 2 Daniel and the Lion's Den to the scene where the advisors are plotting against Daniel and end where Daniel is arrested after praying to God.

McGee and Me – Do the Bright Thing **Theme: Praying when we have a decision to make**

Forward to near the end to where the character prays for guidance.

Veggie Tales – God Wants Me to Forgive Them? **Theme: Forgiveness**

Watch the Gilligan's Island segment and the song about forgiveness.

Visual Bible: Matthew Vol. 4 Matthew 26:36-46 **Theme: Not My Will but Thine**

Cue to this verse, Jesus praying in the Garden of Gethsemane.

Charlotte Church Sings in Jerusalem **Theme: The Lord's Prayer** (sung)

Cue to the Lord's Prayer.

## Supplies Needed

The videos mentioned above cued to the correct place.

Copies of the handout that follows the lesson (Lord's Prayer in left column, My Prayer in Right)

Pencils

Something to write on: folder, pad of paper, etc.

Popcorn supplies and ice water.

## Advance Preparation

**CUE videos!!** You will **not** have time to forward through videos in class. You will need to have them forwarded to the correct point. If you are using DVD's you can select scenes, but make sure you know the exact scene to select ahead of time. Employ your shepherd as your tech support.

If this is later in the rotation schedule, talk to the other teachers. Is there a concept in the Lord's Prayer that children seem to be having a harder time with? If so, focus on those sections.

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### **Opening Activity**

Say the Lord's Prayer together.

Explain that you will be writing your own personal prayer in the style of the Lord's Prayer. (If they have already had Temple Courtyard, Games, they have done some of this as a group. Now is their chance to write it out individually.)

### **Main Lesson**

***Our Father, who art in heaven, hallowed by thy name.***

Veggie Tales – Where Is God When I'm Scared

Ask:

Who did Daniel pray to? Why?

Who do you pray to? Why?

Think about what words you use when you start a prayer to God. If you don't have words that you usually use, make some up. Show children where to write

***Thy Kingdom Come***

McGee and Me – Do the Bright Thing

Ask:

What was the boy's prayer?

How is that like asking for God's kingdom to come here on earth?

What words could you use, to ask for God's kingdom to come on earth? Show children where to write.

***Forgive us our debts as we forgive our debtors.***

Veggie Tales – God Wants Me to Forgive Them?

Watch the Gilligan's Island segment and the song about forgiveness.

Ask:

Where did you see forgiveness in the movie clip?

What would you say to ask for forgiveness?

What would you say if you are trying to forgive someone else?

Show children where to write.

***Thy will be done AND Lead us not into temptation, but deliver us from evil.***

Visual Bible: Matthew Vol. 4 Matthew 26:36-46

Ask:

When did this story take place in Jesus' life?

What is Jesus talking about when he says "Yet not as I will, but as you will?"

How would you say this in your own words? Show the children where to write.

AND

Ask:

What temptation is Jesus warning the disciples about?

What are some temptations you face? Show children where to write.

Give the children a chance to fill in incomplete parts. Try to let them work individually rather than as a group.

### **Life Application**

Ask children to think about the emotions that are present in this song as you play it.  
Charlotte Church Sings in Jerusalem  
How did this song make you feel?  
Is it different to sing The Lord's Prayer than to speak it?

Give them the chance to share their written prayers if they want.

### **Journaling**

The handouts take the place of journaling this lesson.

### **To take home**

Handouts.

### **Adjustments for age levels and abilities**

Call this "kid writing" when you work with pre-school kindergarteners or first graders. "Kid writing" is a phonetic exercise used in schools where children write out their stories without being overly concerned with spelling. Although it is often hard for adults to read, children can usually read their writing even many weeks later. While doing this, don't answer spelling questions (it's hard, I know!) just encourage them to put down what it sounds like. They can draw a picture to go with their story.

For these kids, you may want to give a separate page for each section of writing as pictures and letters can get very big.

### **If you have extra time...**

Highly unlikely. After sharing their prayers, encourage a final rewrite with an illustration.

### **If time runs short...**

Focus on those areas of the prayer that the children have the hardest time filling in. If you want to give them extra time at the opening, you might find the one or two areas that need the most work and show those clips only.

### **Be creative**

These scenes were selected from movies we have on hand. But there are many movies both sacred and secular, that lift up each theme. What else might you use?

If there are a few paraphrases that are very good, they can be read in worship instead of the normal Lord's Prayer. Or paraphrases can be copied into books for everyone at the end of the rotation, or posted for the congregation to see.

## The Lord's Prayer

Our Father, who art in heaven,  
hallowed be Thy name.

## My Words

Thy kingdom come,

Thy will be done, on earth as it is in  
heaven

Give us this day our daily bread

Forgive us our debts  
As we forgive our debtors

Lead us not into temptation  
But deliver us from evil

For Thine is the kingdom, and the  
power, and the glory, forever. Amen

# The Lord's Prayer – Mountaintop Movies (Option 2)

## At a Glance

You will be focusing on the part of the prayer “Forgive us our debts as we forgive our debtors.”

## Outcome Objectives

- 1) Children increase their memorization of the Lord's Prayer
- 2) Children explore what it means to be forgiven and to forgive others.

## Movie Summary

Veggie Tales “God wants me to Forgive THEM?” – Junior Asparagus is faced with some unlikable grapes who keep hurting him. He questions why he must forgive them and how many times he must forgive them.

## Supplies Needed

Bibles  
Movie  
Popcorn supplies

## Advance Preparation

Preview the movie and determine where you would like to stop the story for discussion.

## Opening Activity

Say the Lord's Prayer together.

Explain that you are going to focus today on “forgive us our debts as we forgive our debtors”

What is a debt?

What kind of debts are there other than debts of money?

What has God given to you?

Can you repay God for all the things God has given you? How?

Explain it is impossible to repay God because God has given us everything. But God doesn't ask for repayment. God has *forgiven* us our debts.

What kind of debts might someone owe you?

How might you forgive *your* debtors?

## Main Lesson

(Explain to any older children that Veggie Tales is normally for younger children, but that this has a good lesson, and is pretty funny)

Watch the movie.

***Don't feel you have to watch the whole thing. Stop at any points you have identified for discussion.***

## Life Application

As a large group, in small groups, or as individuals

- \_ Write prayers of confession asking God's forgiveness. **OR**
- \_ Write a letter to someone telling them you forgive them.

# The Lord's Prayer – Temple Courtyard

## At a Glance

Children will play a game to correctly sequence the prayer, and paraphrase the prayer to help develop and understanding of the meaning. They will close by praying together.

## Outcome Objectives

- 1) Children will correctly put the words of the Lord's Prayer in order, and work toward memorization of the prayer.
- 2) Children will paraphrase the prayer and discuss the meaning of unfamiliar words and ideas.
- 3) Children will pray for each other and world events through a prayer circle.

## Supplies Needed

Game pieces

Dictionaries/Thesaurus/Bible Dictionaries

Candles for prayer time (depending upon option chosen)

Copier or notebook paper, Paper easels, and markers

## Advance Preparation

Cut and mount on posterboard or construction paper the materials needed for sequencing game. Prepare a masking tape line numbered 1-5 (or 1-3 for small groups) for ordering prayer.

Write the Lord's Prayer on the easel

Read Bible background notes and be prepared for leading the final prayer activity.

## Opening Activity

Read together the Lord's Prayer on the easel. Hide the prayer.

## **Game -- Right Order (about 15-20 minutes)**

Number five spaces on the floor at least an arms length apart.

Give each child a piece of the Lord's Prayer and have them put themselves in the correct order, first to last. (An option to make it more difficult can be to have children arrange themselves without talking, or forbid one or two dominant players to talk.) Let them know how many of them are standing in the correct place, but not which ones are in the correct place. Then they move around. Continue until the sequence is completely correct. Then play again with different phrases. You may want to begin with sequential phrases 1-5, 3-7, etc. to begin. Then make it more complicated by really mixing things up (#2, 5, 6, 9, 11) for example.

NOTE: The number in the correct order refers to the place where they should stand, not their positions relative to each other. For example if children put themselves in the order 1 3 2 4 5, there are three correct (1, 4 and 5) If they put themselves in the order 2 3 4 5 1 there are zero correct. 2-5 are in the correct order relative to one another but they aren't standing where they should stand.

1. Our Father
2. Who Art in Heaven
3. Hallowed be Thy Name
4. Thy kingdom come
5. Thy will be done, on earth as it is in heaven
6. Give us this day our daily bread
7. Forgive us our debts
8. As we forgive our debtors
9. Lead us not into temptation
10. But deliver us from evil
11. For Thine is the kingdom, and the power
12. And the glory, forever and ever. Amen

End by handing out worksheet and having the children put the phrases in the correct order. (If time is running short, this can be taken home as a handout)

### **Main Lesson** – Paraphrase (20-25 minutes)

Using the Lord's Prayer written out on the easel, work together as a group to define difficult words and explain unfamiliar phrases. Write these next to each phrase in a different color.

Group 2 or 3 children together, and give each group one of the 12 game pieces, a blank piece of paper and markers to right with. Explain that their job is to rewrite the words using paraphrases, definitions, or some sort of alternative wording. For example "Give us our daily bread" could be "we ask only for those things that we absolutely need."

When they are done with their phrase, have them post it in the correct order on the wall. Then they may take another game piece. Work until all 12 sections have been paraphrased, then say the new prayer together.

### **Life Application** (10 minutes)

Explain the different types of prayer. Explain that today's prayer is going to be a prayer glorifying God and giving thanks. Give examples of these two things. Why do you think it is important to glorify God rather than simply asking for stuff? Give children a minute to reflect on what they might want to say.

Give each child a candle, such as are used on Christmas Eve, being sure to have the wax guard on it. Talk about fire safety and tell the children how you expect them to behave.

Sit in a circle, passing the light around, with each child praising or thanking God. When the light gets passed around the whole circle, say a prayer yourself, and close saying the Lord's Prayer together.

**Note:** Speaking aloud, rather than silent prayer is important because it moves children a step closer to being comfortable praying in public. Silent prayer is an option in some other rotations, but here we want children to practice praying in front of others.

Before beginning, explain that this is an activity to be taken seriously. If any children don't think they can do this or be respectful of others ask them to excuse themselves now.

### **Journaling**

Ask children to write out their own paraphrase to the Lord's Prayer (older) or to draw pictures to illustrate each section of the prayer (younger). (Note: this will also be done in movies. Pass this beginning paraphrase onto the movie teacher if it is happening later. Or use this time to work on the paraphrase begun in movies.)

### **To take home**

Lord's Prayer bookmarks.

### **Adjustments for age levels and abilities**

With younger children, divide children only into two groups. You work with one and have the shepherd help the others. Older children can work in pairs, with adults circulating and advising.

### **If you have extra time...**

Additional journal entries can be made about prayers to glorify or give thanks to God.

### **If time runs short...**

Make sure you don't spend so much time on the game that you lose the paraphrasing activity.

### **Be creative**

Bring a horn to honk the number of children standing in the correct place rather than calling out the number. Give children a limited time to put themselves in order. There are a number of old prizes (Biblical and secular) on the bookshelf behind the scenes. Feel free to incorporate prizes anytime if you think it will enhance the lesson.

Our Father

Who Art in Heaven

Hallowed be Thy Name

Thy kingdom come

Thy will be done, on  
earth as it is in heaven

Give us this day our  
daily bread

Forgive us our debts

As we forgive our  
debtors

Lead us not into  
temptation

But deliver us from evil

For Thine is the  
kingdom, and the power

And the glory, forever.

Amen

Number the following phrases from 1-12 to place in the correct order:

\_\_\_\_ Forgive us our debts

\_\_\_\_ And the glory, forever and ever. Amen

\_\_\_\_ Our Father

\_\_\_\_ Thy will be done, on earth as it is in heaven

\_\_\_\_ And the glory, forever and ever. Amen

\_\_\_\_ As we forgive our debtors

\_\_\_\_ Hallowed be Thy Name

\_\_\_\_ Lead us not into temptation

\_\_\_\_ For Thine is the kingdom, and the power

\_\_\_\_ Give us this day our daily bread

\_\_\_\_ Who Art in Heaven

\_\_\_\_ Forgive us our debts

\_\_\_\_ Thy kingdom come

\_\_\_\_ But deliver us from evil