

Praying and Making Ritual



Workshop: Art

About this Rotation

Prayer is an essential practice of faith and tradition. Many of us long for a deeper life of prayer. Prayer may be a conversation with God; prayer may also be activity that permeates all of one's life. When we live prayerfully we may begin to develop a worldview that understands our daily lives as an extension of our communal worship. By reclaiming familiar rituals and through exploring new rituals, we may begin to recognize the holy in the ordinary, mark time and space as sacred, and give meaning to the whole of our experience.

About Workshop Rotation

This method of education is informed by Dr. Howard Gardner's work on multiple intelligences, or the many individual ways learners apprehend and incorporate information into their own understandings and ways of being in the world.

For those new to Workshop Rotation, a little vocabulary:

- *Multiple intelligences:* ways of incorporating information, including visual spatial, logical/mathematical, verbal/linguistic, bodily/kinesthetic, musical/rhythmic, interpersonal, intrapersonal, and naturalist.
- *Rotation:* the overarching story or concept that will be explored through a number of workshops focusing on different intelligences.

- *Workshop*: primary site of learning; workshop plans focus on one or two of the intelligences while incorporating others in a secondary way to give learners various experiential ways of understanding the rotation's overarching concept(s).
- *Workshop leader*: the one who uses this curriculum to plan the workshop, adjusting each workshop to best meet the needs of learners, considering age range, size, disabilities, or any other special needs of the group.
- *Shepherds*: leaders who stay with and support a specific group through all the workshops in any rotation as they develop relationships with the learners.

Faith is learned experientially and in relationship. Shepherds are the key relational component, since they move through workshops with the learners. Workshop leaders can work with shepherds to gear each workshop to the particular group of learners they will have this week.

About this Workshop

Has a work of art ever moved you in such a way that you found yourself in a posture of prayer? Children are naturally open to expressing themselves through art. Giving children the opportunity to experience praying and making ritual through the medium of art will give them a new way of connecting with God.

The focus story for this rotation is Luke 11:1–13. At least one activity in each workshop is developed around this story. Each workshop will also have activities based on other scriptures that help us understand the importance of praying and making ritual.

BIBLE FOCUS STORY:

Luke 11:1–13

(Matthew 6:7–15)

SUPPLEMENTAL STORIES:

**Philippians 1:3–4,
1 Chronicles 29:10–18,
Psalm 23,
2 Samuel 7:18–29,
Deuteronomy 6:4–5**

Leader Preparation

Sometimes we, as adults, feel self-conscious letting ourselves experience art freely. Many children feel their most comfortable expressing themselves this way. Before you choose the activities you will share with your learners, take a piece of art paper and a crayon or marker, and let yourself go. Pray for God's creativity to flow through you. Allow yourself to enjoy doing art. Thank God for the opportunity to share art and prayer with your learners.

Exploring & Engaging Activities



1 Picturing Prayer (Easy Preparation)

Leader preparation: Gather paper and your favorite art media, such as crayons, markers, paint, pen, or pencil. Pray for each learner in your group by name. Express your prayers through your art. Obtain a large sheet of craft paper, or tape smaller sheets of paper together, large enough for your entire group to gather around.

Supplies:

- large sheet of craft paper or smaller sheets of paper taped together
- variety of art media, such as crayons, markers, glue, glitter, ribbon, and so forth

Read Philippians 1:3–4 to the children. Discuss the children's understanding of this passage using the following questions.

- How do you think you can pray constantly?
- What are some ways we can remember to pray for others?
- What would the world be like if all people prayed joyfully for one another at all times?

Gather the children around the art paper and invite them to use art to create a community prayer. Talk with the children about what a picture or image of prayer might look like. *What color or colors might it be? Would the color depend on the kind of prayer, such as a prayer of thanks, a prayer for help, a prayer in a time of sadness? What texture might the image be: smooth, rough, swirly, straight, bumpy?* Invite them to use the art supplies of their choosing to express their prayers anywhere on the paper they choose. When the children have finished, invite them to share their prayer creations.

Prayer: *Creative God, open our hearts and our minds to your creativity. Help us lift our prayers to you through the art we create. Amen.*



2 Pillowcase Prayers

Leader preparation: Pray for the children in your group each morning as you awake and each evening before you go to bed. Be prepared to share about this experience with the children. Make a sample Prayer Pillowcase. Make copies of the attachment and cut apart cards. Make a card for each child.

Workshop Development

For each workshop leaders may choose from nine activities that help learners engage the practice of faith. It is best to select at least one activity from “Exploring and Engaging,” at least one from “Discerning and Deciding,” and at least one from “Sending and Serving.” The first activity in each category is designed for “easy preparation” (able to be done with minimal preparation with supplies normally found at the church). Using all nine activities could take 90–120 minutes.

- To plan a session of 30–45 minutes, choose three activities using one activity from each category.
- To plan a session of 45–60 minutes, choose four or five activities using at least one activity from each category.

Supplies:

- Bible
- solid color pillowcase for each child
- fabric paint or fabric markers
- (optional) letter stamps: P, R, A, and Y
- “Prayer Pillowcase Poem,” Attachment: Activity 2
- safety pins

Invite a volunteer to read Philippians 1:3–4. Tell the children about your experience of praying for them each morning and night. Give the children copies of the “Prayer Pillowcase Poem” and invite them to read it together. Talk about praying using the following questions.

- Why would you want to pray before you go to bed and when you wake up in the morning?
- How could this strengthen your prayer life?

Invite the learners to make a Prayer Pillowcase to help them remember to pray each night and each morning. Give each child a pillowcase and instruct them to decorate the open-end hem with the word “PRAY” using fabric paint or fabric markers. Pin the “Prayer Pillowcase Poem” cards to their finished pillowcases.

3 Prayer Compare

Leader preparation: Pray the prayer of King David in 1 Chronicles 29:10–18 and the Lord’s Prayer in Matthew 6:7–15. Notice the differences and the similarities in these prayers.

Supplies:

- Bible
- 12 × 18 inch piece of art paper for each artist
- crayons, markers, and colored pencils

Hand out the art paper, and have the children fold the paper in half so that each paper is 9 × 12 inches. Have them to pick a crayon, marker, or colored pencil. Explain that you are going to read a prayer written by King David from the book of 1 Chronicles. Ask artists to draw what they are thinking, feeling, or experiencing as you read the prayer. Read aloud 1 Chronicles 29:10–18. Have learners turn the paper over. Repeat the activity reading the Lord’s Prayer from Matthew 6:7–15. Have learners open their paper so that the two drawings are now side by side. Consider together the following questions.

- What do you notice about your drawings?
- How are the two drawings similar?
- How are they different?
- How were the two prayers similar?
- How were they different?

Discerning & Deciding Activities

4 Building a House for God (Easy Preparation)

Leader preparation: Read 2 Samuel 7:19–29. Draw a picture of a house you would build for God and include yourself in the picture. Be prepared to share your picture with your learners.

Supplies:

- Bibles
- art paper for each child
- crayons, markers, pencils

Have the children take turns reading 2 Samuel 7:18–29 verse by verse, or read the passage to them. Ask them what this passage is about. Explain, if necessary, that David speaks about God building him a house. Think about this passage together by asking the following questions.

- What kind of house is God building for David? A physical house, with doors and windows, or another kind of house?
- Why would God build David this house?
- Could David also build a house for God?
- What kind of house would David build for God? A physical house, a house in his heart, both, or some other kind?

Invite learners to draw a picture of a house they would build for God. Encourage them to include themselves somewhere in the picture. Invite learners to share their pictures and discuss why they drew what they did. Also share the picture you drew.

5 Prayer Wheels

Leader preparation: Pray the Lord’s Prayer. Try praying it in different ways: whispering, shouting, silently, to a specific rhythm. Find a way that is new, but comfortable, for you, and pray the Lord’s Prayer this way several times. On a sheet of newsprint or whiteboard print the Lord’s Prayer the way your congregation prays it. Make a sample prayer wheel following the directions below.

Supplies:

- Bible
- artwork: “Tibetan Yellow Monks Using Prayer Wheels” by Landor <http://www.art.com/products/p12370511-sa-i1740258/henry-savage-land-or-tibetan-yellow-monks-using-prayer-wheels.htm?sorig=0>
- prepared “Lord’s Prayer” on newsprint or whiteboard
- empty thread spool, with a center hole large enough for a pencil, for each child
- new unsharpened pencil for each child
- ½” × 11” strips of white paper
- colored pens or pencils
- tape

Together look at “Tibetan Yellow Monks Using Prayer Wheels” by Landor. Consider the following questions with your learners:

- What do you notice about the expressions on the three monks' faces?
- What do you think they are doing?

Explain that prayer wheels are typical Tibetan prayer tools. They are usually filled with prayers, which they call “mantras.” It is believed that the power of the mantras, or prayers, will spread when the wheel is turned. Ask the children what prayers we may say as a community of faith that are like the monks prayers. Explain, if necessary, that the Lord’s Prayer is probably the most well-known prayer we pray as a community of faith. Another prayer typically sung in congregations is the Doxology, or the Gloria Patri.

Show the children the prayer wheel you made and invite them to make Lord’s Prayer Prayer Wheels. Display the “Lord’s Prayer” newsprint or whiteboard and have each learner write the Lord’s Prayer on the ½-inch strips of paper, taping them together as needed, to make one long strip. With the words facing outward, have them tape the “Amen” end of the strips to the empty thread spools. Show them how to wind the strips around the thread spools snugly. Have the children insert their pencils through the hole in the middle of the thread spools. Show them how to use their prayer wheels by holding their pencils in one hand, slowly pulling the strip of paper with the other hand, and saying the Lord’s Prayer as they unwind their strips. Encourage learners to use their prayer wheels to say the Lord’s Prayer every day.

⑥ Draw a Labyrinth

Leader preparation: Go to the website “How to Draw a Labyrinth,” <http://www.paulaggg.com/sq/7CircuitLabyrinthChart.pdf>. Print and photocopy the directions for drawing a labyrinth for each child. Follow the directions to draw a labyrinth of your own. Use it during the week as a form of prayer and meditation.

Supplies:

- Bible
- white paper
- pencils
- copy for each child of directions for drawing a labyrinth from “How to Draw a Labyrinth”

Explain that labyrinths are one way of centering one’s thoughts. Labyrinths are winding paths that are designed to take a walker to the center and back out again, without the dead ends or side paths found in mazes. Invite learners to draw their own labyrinths. Give each child a piece of paper, a pencil, and a copy of the directions for drawing a labyrinth. Guide them through the steps of drawing a labyrinth.

Once everyone has drawn his or her labyrinth, guide children through a labyrinth meditation. Begin with the following centering prayer: “Be with me in my walking. Be with me in my listening. Open my heart, mind, and body to receive.” Instruct learners to use a finger to “walk” the labyrinth by slowly tracing the path to the center as they pray for others. Stop when they arrive in the center. When everyone has reached the center of the labyrinth, read Psalm 23. Have the learners pray for themselves as they slowly trace the path from the center back out to the starting point. Discuss the experience of praying for others on the way to the center of the labyrinth and the experience of praying for themselves on the way out.

Sending & Serving Activities

7 Hand Prayer (Easy Preparation)

Leader preparation: When you pray this week, use the following hand prayer. Pointing to your thumb, first pray for those close to you (family and friends). Pointing to your index finger, pray for those who point you in the right direction (mentors, teachers, pastors). Pointing to your middle finger, pray for leaders of our world. Pointing to your ring finger, pray for the weak. Finally, pointing to your pinky finger, pray for yourself. Be prepared to share your experience with your learners. Make a sample Hand Prayer as described below.

Supplies:

- colorful card stock
- markers or pens
- pencils
- scissors

Show the children how you used the hand prayer to pray this week. Engage them in conversation about praying using the following questions.

- How might having a reminder of who to pray for help us in our prayers?
- Why do you think it's important to pray for all these different people?
- Why do you think we pray for ourselves last in a hand prayer?
- Who else might we pray for?

Have learners trace their hand on cardstock and cut it out. You may need to assist younger children with tracing and cutting. Give them the following instructions.

- On the thumb write "Those close to me."
- On the index, or pointer, finger write "Those who point me in the right direction."
- On the middle finger write "Leaders."
- On the ring finger write "Those who are weak."
- On the pinky write "Myself."

Encourage the children to take home their hand prayer and place it near their bed to help them remember to pray each day.

8 Prayer Partner Bracelets

Leader preparation: Contact a friend and ask him or her to be your prayer partner this week. Invite that person to pray for you as you will be praying for your friend during the week. Be prepared to share this experience with your learners. Make a prayer bracelet to show learners. Go to the website "Prayer Bracelet picture," http://www.kidsdomain.com/craft/cegif/friendship_large.jpg to see a finished bracelet.

Supplies:

- 24" strands of embroidery floss in a variety of colors, enough for six strands—two strands of different three colors—for each child
- masking tape

Describe your prayer partner experience with your learners. Ask them why they think it might be helpful to have a prayer partner. Show the children the prayer

bracelet you made. Invite them to make two prayer bracelets, one for themselves and one to give to a friend. Use the following directions to guide the children in making a bracelet.

1. Choose three colors of embroidery floss and take two 24-inch strands in those three colors.
2. Line up each strand on your work surface in matching pairs, making sure they are all the same length. For example: red and red, white and white, blue and blue.
3. Hold all the strands together, and then fold them in half.
4. Tie a knot at the looped end, making about a ½–1-inch loop at the end. Tape the knotted end to the table.
5. Separate the strands into three sections, one section for each color.
6. Braid the three sections. (You may need to teach children how to braid or assist younger children with braiding.)
7. Keep braiding the sections until you have a bracelet that will fit around your wrist. Tie a knot to end the braid.
8. Now make two sections instead of three, with one section having two strands of one color and one strand of a second color and the other section having two strands of the third color and one strand of the second color. For example: red, red, and white; blue, blue, and white.
9. Braid each of these sections separately. Leave enough room at the end of each section to tie a knot.
10. Knot both mini-braids and trim off the excess strands to make them even and neat.

Have the children repeat this process to make a second bracelet. Encourage them to keep one bracelet and give one to a friend. Tell them that when they give the bracelet to a friend, they should explain to the friend that they will be praying for them. Have them ask the friend in return to pray for the giver of the bracelet.

9 Mezuzah

Leader preparation: Read Deuteronomy 6:4–5. Think about what it means to love God with all your heart, all your soul, and all your strength. Make a sample mezuzah. Collect a small box for each child, such as a raisin box, soap box, or jewelry box. A toilet-paper tube for each child could also be used. Cut white paper lengthwise into four strips. Make a strip for each child. Print the “Shema” from Deuteronomy 6:4–5 on a sheet of newsprint: “Hear, O Israel: The Lord our God is one Lord, and you shall love the Lord your God with all your heart, and with all your soul, and with all your strength.” Go to the website “The Letter ‘Shin,’” http://www.hebrew4christians.com/Grammar/Unit_One/Aleph-Bet/Shin/shin.html, and draw the letter “shin” on the newsprint or a whiteboard as well.

Supplies:

- Bible
- prepared “Shema” newsprint or whiteboard
- small cardboard box (raisins, soap, jewelry) or toilet paper tube for each child
- gold or silver wrapping paper
- strip of white paper for each child
- tape
- scissors
- permanent markers

Invite a volunteer to read Deuteronomy 6:4–9. Engage the children in conversation about this passage using the following questions.

- Why do you think the people of Israel believed this scripture was so important?
- What do you think it means to love God with all your heart, all your soul, and all your strength? Practice saying, “Love the Lord your God with all your heart, and with all your soul, and with all your strength.”
- How do you think this prayer could help you grow closer to God?

Explain that a mezuzah is a small container that holds a copy of the scripture passage Deuteronomy 6:4–5. Show the children the “Shema” newsprint or whiteboard. In Hebrew, this passage is called the “Shema” (shuh-MA). *Shema* is the Hebrew word for “hear” and is the first word of this passage: “Hear, O Israel.” Draw their attention to the letter “shin” on the newsprint or whiteboard, and tell children that on the outside of a mezuzah is the letter “shin,” which is the first letter of the Hebrew word *Shema*. It looks like a “W.” Tell the children that Jewish people have a ritual involving the mezuzah based on this passage. Have someone read verse 9 again. Explain that a mezuzah is attached to the doorway of a home or building because of this verse. When Jewish people pass through a doorway that has a mezuzah on it, they touch the mezuzah, remembering or silently praying the “Shema” that is contained within it, and kiss their fingers.

Invite the children to make a box like a mezuzah to remind them of the words of the “Shema.” Give the children the strips of paper and pencils and have them write the “Shema” on their papers. Younger children may need assistance. Distribute small boxes or toilet paper tubes and tell them to place the “Shema” passage in their box or toilet paper tube. Have them wrap their box or toilet paper tube in gold or silver wrapping paper. To finish their box, have them draw the letter “shin” on the outside of their box or tube to remember that the “Shema” is inside it.

Have the children practice saying, “Love the Lord your God with all your heart, and with all your soul, and with all your might.” Have the children take home their mezuzahs and put them in a visible place in their room so that they will see it as they go in and out of their room. Encourage them to remember the words of the “Shema” every time they see their mezuzah.

Reflect

Reflect upon the time you spent with your learners. How did they experience prayer and ritual through their art? What was your experience? Continue to pray for the children.

Attachment: Activity 2

Prayer Pillowcase Poem

I'm Your Special Prayer Pillow!

Each night when you lay down your head,
I'll remind you that your prayers should be said.
And when you wake up each day,
I'll remind you once again to take time to pray.

I'm Your Special Prayer Pillow!

Each night when you lay down your head,
I'll remind you that your prayers should be said.
And when you wake up each day,
I'll remind you once again to take time to pray.

I'm Your Special Prayer Pillow!

Each night when you lay down your head,
I'll remind you that your prayers should be said.
And when you wake up each day,
I'll remind you once again to take time to pray.

I'm Your Special Prayer Pillow!

Each night when you lay down your head,
I'll remind you that your prayers should be said.
And when you wake up each day,
I'll remind you once again to take time to pray.

Praying and Making Ritual



Workshop: Computer

About this Rotation

Prayer is an essential practice of faith and tradition. Many of us long for a deeper life of prayer. Prayer may be a conversation with God; prayer may also be activity that permeates all of one's life. When we live prayerfully we may begin to develop a worldview that understands our daily lives as an extension of our communal worship. By reclaiming familiar rituals and through exploring new rituals, we may begin to recognize the holy in the ordinary, mark time and space as sacred, and give meaning to the whole of our experience.

About Workshop Rotation

This method of education is informed by Dr. Howard Gardner's work on multiple intelligences, or the many individual ways learners apprehend and incorporate information into their own understandings and ways of being in the world.

For those new to Workshop Rotation, a little vocabulary:

- *Multiple intelligences*: ways of incorporating information, including visual spatial, logical/mathematical, verbal/linguistic, bodily/kinesthetic, musical/rhythmic, interpersonal, intrapersonal, and naturalist.
- *Rotation*: the overarching story or concept that will be explored through a number of workshops focusing on different intelligences.

- *Workshop*: primary site of learning; workshop plans focus on one or two of the intelligences while incorporating others in a secondary way to give learners various experiential ways of understanding the rotation's overarching concept(s).
- *Workshop leader*: the one who uses this curriculum to plan the workshop, adjusting each workshop to best meet the needs of learners, considering age range, size, disabilities, or any other special needs of the group.
- *Shepherds*: leaders who stay with and support a specific group through all the workshops in any rotation as they develop relationships with the learners.

Faith is learned experientially and in relationship. Shepherds are the key relational component, since they move through workshops with the learners. Workshop leaders can work with shepherds to gear each workshop to the particular group of learners they will have this week.

About this Workshop

Today's children and youth are more technologically savvy than people of the generations before them. Their day-to-day life is infused with technology from phones, to e-mails, to online social networks, to music, to schoolwork. Using technology to connect them to praying and making ritual is an opportunity to bring the holy into their everyday lives.

The focus story for this rotation is Luke 11:1–13. At least one activity in each workshop is developed around this story. Each workshop will also have activities based on other scriptures that help us understand the importance of praying and making ritual.

FOCUS STORY:

Luke 11:1–13

SUPPLEMENTAL STORIES

**Matthew 6:7–15,
Psalm 23,
Philippians 1:3–4,
Philemon 1:1–9**

Leader Preparation

Prayerfully explore each activity provided for this workshop. Learners at this age know as much, if not more, about computers as adults do. To make the computer workshop a time to experience the holy, it is especially important to be very familiar and comfortable with the material for the computer workshop. Don't focus just on the technology, though. Select activities that you feel will encourage your learners to experience prayer and to make prayer a part of their daily lives.

Exploring & Engaging Activities



1 News of the Day Prayer Rituals (Easy Preparation)

Leader preparation: In the week before this workshop, make it a ritual to include a news story in your daily prayers. Be prepared to share with the children how this ritual of praying News of the Day prayers impacted your prayer life.

Supplies:

- computers with Internet access
- (optional) newspaper or news magazine for each child or pair of children
- word processing program
- printer

Explain to children that ritual is any practice or pattern of behavior regularly performed in a set manner. Share your ritual experience of praying News of the Day prayers this past week with the children. At the computers, direct them to an online newspaper such as *USA Today*, <http://www.usatoday.com>, or your local newspaper. If you do not have Internet access, hand out newspapers. Encourage them to find and read a story that has an issue or people for which they would like to pray. Invite the children to use a word processing program to write a prayer about this issue or for these people. Print out the prayers and gather in a circle. Invite the children to share their prayers aloud. Encourage them to make this a daily or weekly ritual in their personal prayer life. Seek permission from the children to publish their prayers in the church newsletter.

Workshop Development

For each workshop leaders may choose from nine activities that help learners engage the practice of faith. It is best to select at least one activity from “Exploring and Engaging,” at least one from “Discerning and Deciding,” and at least one from “Sending and Serving.” The first activity in each category is designed for “easy preparation” (able to be done with minimal preparation with supplies normally found at the church). Using all nine activities could take 90–120 minutes.

- To plan a session of 30–45 minutes, choose three activities using one activity from each category.
- To plan a session of 45–60 minutes, choose four or five activities using at least one activity from each category.

2 Puzzle Prayer

Leader preparation: Go to the website “Lord’s Prayer Puzzle,” http://www.dltk-bible.com/jesus/lords_prayer-puzzle.htm, and play with the Lord’s Prayer jigsaw puzzle. Try it at different difficulty levels and with different puzzle shapes. Decide what level would be most appropriate for your group of learners. Before you leave the site, pray the Lord’s Prayer.

Supplies:

- Bibles
- computers with Internet access

Ask the children if they know the Lord’s Prayer. If necessary, explain that it is a prayer that Jesus taught his disciples and that Christians all over the world still pray today. Have half the children find Luke 11:1–5, and have the other half find Matthew 6:9–13 in their Bibles. Ask each group to read their passage aloud. Tell the children they are going to play a puzzle game on the computer using the Lord’s Prayer. Guide them to the puzzle site “Lord’s Prayer Puzzle,” and invite them to solve the jigsaw puzzle. If some learners are finding the puzzle too difficult at the level you have suggested, be available to change the level so they can experience a successful solution to the puzzle. Note that there is always the option for Auto Solve. If there is time, you may want to allow the children to try different puzzle options with the number or shape of the pieces. Once everyone has the completed puzzle on their computer screen, pray the Lord’s Prayer together.



3 Psalm 23 Cryptogram

Leader preparation: Read Psalm 23. Then reread each verse, pausing to pray for God’s guidance after each verse. Print the attachment, and cut apart the strips. Go to the “Cryptogram Puzzle” website, <http://puzzlemaker.discoveryeducation.com/cryptogramSetupForm.asp>, and familiarize yourself with the steps for creating a cryptogram puzzle. Try it out using a verse from Psalm 23.

Supplies:

- (optional) Bibles
- “Psalm 23 Strips,” Attachment: Activity 3
- computers with Internet access
- printer
- pencils

Distribute the Psalm 23 strips to the children. There are nine strips. If you have more than nine children, have children work in pairs; if less than nine, have some children take more than one strip, or take a strip yourself. Direct learners to the “Cryptogram Puzzle” website. Guide them in creating a cryptogram of their verse using the following steps.

1. Title your cryptogram “Psalm 23.”
2. Type the verse.
3. Click “Numbers” for Character Style.
4. Type “A E I O U” with a space between each letter in Give Away Letters.
5. Press the CREATE MY PUZZLE! icon

Print out each cryptogram puzzle and distribute them to the children to decode, making sure children don’t receive the cryptogram they created. Once all verses have been decoded, work as a group to put the psalm in order. Refer to the Bible if necessary. Read Psalm 23 together. Reflect on how they had to rely on one another to solve the puzzle. Ask them what they think Psalm 23 tells us about relying on God.

Discerning & Deciding Activities

4 Online Labyrinth (Easy Preparation)

Leader preparation: Go to the “Labyrinth” website, <http://www.gracecathedral.org/visit/labyrinth/>. Spend time in meditation there. Become familiar with the site so that you can be of assistance to the learners in your group if necessary.

Supplies:

- computers with Internet access
- (optional) headphones or ear buds for each child

Discuss with the children times when they have had difficulty praying. Ask them to think about times when other thoughts may have intruded on their prayers. Tell the children about labyrinths. Explain that labyrinths are one way of centering our thoughts. They are winding paths that are designed to take a walker to the center and back out again, without the dead ends or side paths found in mazes.

Guide the children to the “Labyrinth” website. Tell them that this labyrinth design is a replica from the floor of the Chartres Cathedral in France and was created there around 1200 C.E. Instruct the children how to set up their labyrinth using the following directions.

- Click on ICONS on the left of the labyrinth and choose an icon (bird, dot, hand) to use during your walk.
- Click on TEXT and then “On.” Read aloud the explanation about labyrinths.
- If headphones or ear buds are available, click on MUSIC and select HI-FI or LOW-FI based on computer capabilities.
- Click on INERITA and select LITTLE for more control over guiding your icon through the labyrinth or MUCH for more free movement of the icon.

When everyone has set their preferences, guide the children in the following short centering exercise.

- Take a deep breath in. Think to yourself, “How am I going to use this labyrinth walk? Will it be a time to experience a new form of prayer? Will I pray for someone or something specific?”
- Take another deep breath and begin your labyrinth walk.

When everyone has gone to the center and returned to the beginning of the labyrinth, discuss the experience using the following questions.

- What feelings did you have while walking the labyrinth?
- How did your body react to the walk?
- Did your breathing slow down or speed up?
- Did you feel your muscles relax or tighten? Why do you think that was?
- How would you feel about using a labyrinth as a prayer tool again? Why?



5 Family Rituals

Leader preparation: Think about your family rituals and consider the following questions. What rituals did you have in your family when you were a child? What rituals do you have in your family now? Are some of them the same? Where did the new rituals come from? Why did you stop some of the rituals? How do these rituals nourish your family life?

Supplies:

- artwork: “The Reading” by S. Wilson, <http://www.art.com/products/p10278691-sa-i852604/s-wilson-the-reading.htm?sorig=cat&sorigid=0&dimvals=0&ui=6acc8b6e6b0347f498d112cbdaf18251&searchstring=the+reading+wilson>
- computers with Internet access
- color printer
- poster board
- scissors
- glue sticks

Invite the children to look up the definition of the word “ritual” on the “Dictionary” website, <http://dictionary.reference.com/>, and then discuss the meaning of the word. Draw the children’s attention to “The Reading” by S. Wilson. Ask them how this picture might be a depiction of a ritual. Ask: *What are some other rituals a family might have?*

Have the children go to an image search engine, such as the Image tab on Google.com or Bing.com, and browse for “family rituals.” Instruct the children to select and print three or four images they connect with as a family ritual. Invite the children to make a collage with the images and, if possible, display it somewhere the congregation may see it. Ask: *What new ritual have you discovered that you might want to introduce to your family?*



6 Baptism Prayers

Leader preparation: Remember baptisms you observed or participated in. Reflect on the prayers that were offered over the water and the person being baptized.

Supplies:

- artwork: “Baptism of Christ” by Pheoris West, https://secure3.convio.net/ucc/site/Ecommerce/1801449515?VIEW_PRODUCT=true&product_id=17101&store_id=1401
- pitcher of water
- large shallow bowl
- “Baptism Prayers,” Attachment: Activity 6
- computers
- word processing program
- printer

Draw the children’s attention to “Baptism of Christ” by Pheoris West. Invite the children to share their impressions of this piece of art. Ask: *What are some of the unique art techniques you see used in the picture?*

Invite the children’s reflections on their experiences of baptism. *When have you witnessed a baptism? Where was it? Who was involved? How does this artwork relate to your experiences of a baptism ritual?*

Place the large shallow bowl where everyone has access to it. Pour a little water into the bowl and share a memory of a baptism you have observed or participated in. Invite the children to share memories they have of baptism as they each pour a little water into the bowl.

Read, or invite the children to read, the Baptism Prayers from different denominations listed on the attachment. Discuss the themes in these prayers (remembering, commitment, blessing, and so forth). In groups of two or three, guide the children in writing their own baptism prayers using a word processing program. Print out the prayers and invite the children to share them with the group. Compile the prayers and give them to your pastor(s) to use, if possible, during baptisms.

Sending & Serving Activities

7 Plug-in with Prayer (Easy Preparation)

Leader preparation: Pray for the learners who will be coming to your workshop this week. Lift each of them by name in prayer. Go to the online prayer website "[Plug-in-with-Prayer](#)" and familiarize yourself with the page. This site requires an email address to add a prayer request. Mrs. Sox, the site creator, sends an e-mail reply when a prayer request is made. Have all children use the same e-mail address. Use the church e-mail address or your own e-mail address, or set up a free e-mail account just for this workshop. Do not give out anyone else's e-mail address without their permission.

Supplies:

- Bibles
- computers with Internet access
- index card for each child
- pencils

Ask for volunteers to read aloud Philemon 1:1–9. Discuss with learners how Paul prays for others and has been encouraged by prayers others have made for him.

Direct the children to the online prayer website for children "Plug-in-with-Prayer." Explore the "Plug-in with Prayer" page together. Discuss the weekly prayer idea. Read the prayer requests listed on the site. Direct the children to the prayer request form found when you click the link "When you click here." Assist them in filling out the information with the designated e-mail address you have chosen and their own prayer request. Distribute index cards and invite the children to choose at least one prayer request to write down to take home and pray about during the week. Have them write down the website address, www.primarytreasure.com, and the e-mail address you have chosen on their index cards so that they can visit the website at home.

8 Prayer Pals

Leader preparation: Collect names and addresses of people in your congregation who are sick or shut-in. Write each person's name and address on an index card. Pray for each of these people by name during the week.

Go to the "[Greeting Card](#)" website and familiarize yourself with the steps to create a greeting card. Make a sample card. Depending on how your print program works, make sure and remove the header and footers before you print. This may

be done in Page Setup or before you print in the Print command box.

Supplies:

- Bibles
- prepared index cards with the names and addresses of sick or shut-in members
- computers with Internet access
- printer
- sample card
- crayons or markers
- envelope for each child (greeting-card size)
- stamp for each child

Read Philippians 1:3–4 to the group. Discuss the passage with learners using the following questions.

- Who is the “you” in this scripture passage? (Refer to verse 1, if necessary.)
- Why would you thank God every time you remember someone?
- Who do you always include in your prayers?

Tell children that a ritual is any practice or pattern of behavior regularly performed in a set manner. Explain that the writer of Philippians tells us that we should make praying for others a part of our daily rituals. We are called to pray for all people. Explain that it would be particularly nice to include in prayer people in your congregation who are sick or confined to their homes, often called “shut-ins.” Just like the writer of Philippians, we can let people know we are including them in our prayer ritual. Give each child an index card with the name and address of a person from your congregation who is sick or shut-in. Tell the children a little about each of these people, if you are able.

Direct learners to the “[Greeting Card](#)” website. Guide them through the steps of creating a card using the following directions.

1. Choose the type of card by clicking on Greetings or Other Greeting Cards. Then click on the oval Next Step—Choose Theme.
2. Choose a theme that would be appropriate for your greeting card to the person on your index card. Then click on Next Step—Choose Format.
3. Choose Black and White so you can color the card yourself. Then click on Next Step—Choose Image.
4. Choose an image for the front of your card. You can preview the picture by clicking on the small Preview next to each image. The picture will appear in a separate box upside down because it will be printed that way on the paper. It will end up right side up when we fold the cards. Then click on Next Step—Choose Title.
5. Choose the title for the cover of your card which is appropriate for the person on your index card. Don’t worry about the color mentioned because you will be printing in black and white. Then click on Next Step—Input Message.
6. Click on Tips for Formatting Your Message. Look at the ways to add a new line, double space, insert quotation marks, and bold text. Then close that window and write your message in the box. You may want to write that you are praying for the person. You could also include the Philippians 1:3–4 passage as part of your message. When you are done writing your message, click on Next Step—Format Your Message.
7. Choose the font, size, and alignment of the message for your card. You

don't need to choose a color since you are printing in black and white. You can preview your card and make changes if you like. When you are done formatting, click on Create Card.

8. Click on Print.

Have the children cut their cards out along the outside lines and color the cards. Then fold the cards along the fold lines so that the front of the card is on the outside and the message is on the inside of the card. Distribute stamped envelopes and have the children address these to the people on their index cards. Invite the children to share their cards with one another. Have the children insert their cards into the envelopes and seal them. Collect the cards and tell the children you will mail them. Have the children take the index cards home and encourage them to pray for the people on their cards during the week.

Pray for the World

Leader preparation: Go to the “World Map” website and familiarize yourself with the site. Choose a country to pray for this week.

Supplies:

- computers and Internet access
- copy of a world map from “World Map” for each child
http://www.eduplace.com/ss/maps/pdf/world_country.pdf
- crayons or markers
- (optional) stickers

Discuss with the children places they have traveled to using the following questions.

- Was anyone born in another country? If so, where?
- Has anyone lived in a foreign country? If so, where?
- What other countries would you like to visit?
- What are some interesting facts you know about other countries?
- How are the people in other countries the same as us? How are they different?
- What kind of difference do you think we could make in the world by praying for people who live in other countries?

Direct the children to the “World Map” website. Invite them to spend a few minutes exploring the site and clicking on the different continents to see the countries on that continent and other interesting facts. Ask learners to select a country to pray for. Distribute copies of the world map. Help the children locate the country they selected on the map. Have them color the map, marking their country in some way with a special color or sticker. Invite the children to turn their maps over and write a prayer that they can pray each day for the country they selected.

Reflect

How did the learners respond to experiencing the holy through technology? How was your prayer life impacted by the activities in this workshop?

Copyright ©2012 The Pilgrim Press. Permission is granted for use by a single congregation for one (1) year from the purchase date of the subscription. No part of this download may be reproduced or transmitted—beyond the group using these materials—in any form or by any means, electronic or mechanical, or by any information storage or retrieval system, without the written permission from the publisher.

Attachment: Activity 3

Psalm 23 Strips

The Lord is my shepherd, I shall not want.

He makes me lie down in green pastures; he leads me beside still waters; he restores my soul.

He leads me in right paths for his name's sake.

Even though I walk through the darkest valley, I fear no evil; for you are with me;

your rod and your staff—they comfort me.

You prepare a table before me in the presence of my enemies;

you anoint my head with oil; my cup overflows.

Surely goodness and mercy shall follow me all the days of my life,

and I shall dwell in the house of the Lord my whole life long.

Attachment: Activity 6

Baptism Prayers

Thanksgiving over the Water

Bless by your Holy Spirit, gracious God, this water. By your Holy Spirit save those who confess the name of Jesus Christ that sin may have no power over them. Create new life in the one baptized this day that she may rise in Christ. Glory to you, eternal God, the one who was, and is, and shall always be, world without end. Amen.

BOOK OF WORSHIP, THE UNITED CHURCH OF CHRIST

Now sanctify this water, we pray you, by the power of your Holy Spirit, that those who here are cleansed from sin and born again may continue forever in the risen life of Jesus Christ our Savior. To him, to you, and to the Holy Spirit, be all honor and glory, now and forever. Amen.

THE BOOK OF COMMON PRAYER, THE EPISCOPAL CHURCH

Send your Spirit to move over this water that it may be a fountain of deliverance and rebirth. Wash away the sin of all who are cleansed by it. Raise them to new life, and graft them to the body of Christ. Pour out your Holy Spirit upon them, that they may have power to do your will, and continue forever in the risen life of Christ. To you, Father, Son, and Holy Spirit, one God, be all praise, honor, and glory, now and forever. Amen.

BOOK OF COMMON WORSHIP, THE PRESBYTERIAN CHURCH (U.S.A.)

Pour out your Holy Spirit, to bless this gift of water and those who receive it, to wash away their sin and clothe them in righteousness throughout their lives, that, dying and being raised with Christ, they may share in his final victory. All praise to you, Eternal Father, through your Son Jesus Christ, who with you and the Holy Spirit lives and reigns forever. Amen.

THE UNITED METHODIST BOOK OF WORSHIP

Prayers for the One Being Baptized

We give you thanks, O Holy One, mother and father of all the faithful, for this your child and for the grace acknowledged here today in water and the Holy Spirit. Embrace us all as sons and daughters in the one household of your love. Grant us grace to receive, nurture, and befriend this new member of the body of Christ. Give to the newly baptized: strength for life's journey, courage in time of suffering, the joy of faith, the freedom of love, and the hope of new life; through Jesus Christ, who makes us one. Amen.

BOOK OF WORSHIP, THE UNITED CHURCH OF CHRIST

Defend, O Lord, your servant with your heavenly grace, that he may continue yours forever, and daily increase in your Holy Spirit more and more, until he comes to your everlasting kingdom. Amen.

THE BOOK OF COMMON PRAYER, THE EPISCOPAL CHURCH

O Lord, uphold (name) by your Holy Spirit. Give him the spirit of wisdom and understanding, the spirit of counsel and might, the spirit of knowledge and the fear of the Lord, the spirit of joy in your presence, both now and forever. Amen.

BOOK OF COMMON WORSHIP, THE PRESBYTERIAN CHURCH (U.S.A.)

O God, our heavenly Father, grant that these children, as they grow in years, may also grow in grace and in the knowledge of the Lord Jesus Christ, and that by the restraining and renewing influence of the Holy Spirit they may ever be true children of thine, serving thee faithfully all their days. So guide and uphold the parents of these children that, by loving care, wise counsel, and holy example, they may lead them into that life of faith whose strength is righteousness and whose fruit is everlasting joy and peace; through Jesus Christ our Lord. Amen.

THE UNITED METHODIST BOOK OF WORSHIP

Praying and Making Ritual



Workshop: Drama

About this Rotation

Prayer is an essential practice of faith and tradition. Many of us long for a deeper life of prayer. Prayer may be a conversation with God; prayer may also be activity that permeates all of one's life. When we live prayerfully, we may begin to develop a worldview that understands our daily lives as an extension of our communal worship. By reclaiming familiar rituals and exploring new rituals, we may begin to recognize the holy in the ordinary, mark time and space as sacred, and give meaning to the whole of our experience.

About Workshop Rotation

This method of education is informed by Dr. Howard Gardner's work on multiple intelligences, or the many individual ways learners apprehend and incorporate information into their own understandings and ways of being in the world.

For those new to Workshop Rotation, a little vocabulary:

- *Multiple intelligences:* ways of incorporating information, including visual spatial, logical/mathematical, verbal/linguistic, bodily/kinesthetic, musical/rhythmic, interpersonal, intrapersonal, and naturalist.
- *Rotation:* the overarching story or concept that will be explored through a number of workshops focusing on different intelligences.

Praying and Making Ritual

- *Workshop*: primary site of learning; workshop plans focus on one or two of the intelligences while incorporating others in a secondary way to give learners various experiential ways of understanding the rotation’s overarching concept(s).
- *Workshop leader*: the one who uses this curriculum to plan the workshop, adjusting each workshop to best meet the needs of learners, considering age range, size, disabilities, or any other special needs of the group.
- *Shepherds*: leaders who stay with and support a specific group through all the workshops in any rotation as they develop relationships with the learners.

Faith is learned experientially and in relationship. Shepherds are the key relational component, since they move through workshops with the learners. Workshop leaders can work with shepherds to gear each workshop to the particular group of learners they will have this week.

About this Workshop

Prayer and ritual are cornerstones of our faith traditions. Sometimes our prayers and rituals are personal, and sometimes they are communal. Through the Drama Workshop, learners are invited to both experience God’s presence in a personal way and to share the experience in their community of faith.

The focus story for this rotation is Luke 11:1–13. At least one activity in each workshop is developed around this story. Each workshop will also have activities based on other scriptures that help us understand the importance of praying and making ritual.

BIBLE FOCUS STORY:

Luke 11:1–13

SUPPLEMENTAL STORY:

**Philemon 1:1–9,
Joshua 4:1–7 and 19–24,
Philippians 1:3–4**

Exploring & Engaging Activities



1 Prayer Train (Easy Preparation)

Leader preparation: Read Philemon 1:1–9. Take time to consider those who you share your faith with through prayer. Call them by name in prayer before leading this activity.

Supplies:

- Bible

Read Philemon 1:1–9 to the children. Explain that in this passage Paul is writing a letter of prayer to several friends. He calls them each by name and encourages them to share their faith through prayer. Invite the children to create a prayer train to share their faith through prayer.

Form a large circle around the room. Pick three or four children to be Starters, or one Starter in a small group. Each Starter goes to a different person in the circle and says, “I [Name] am praying for you, [Name].” Then the Starter repeats the name five times. Each time the Starters call out the name, they slide their feet back and forth—alternating right and left—in a train rhythm, beginning slowly and softly and getting faster and louder. When the Starter has called out the name five times, the Starter gets behind that person and puts hands on the person’s waist. The two form a train and “chug” (using train sounds and actions) across the room to another player. Each group continues in this way until all players are part of a train. Once everyone is part of a train, have all the trains come together and share a prayer.

Leader Preparation

Drama offers children an active and visual way to relate to abstract concepts. At times, children may be self-conscious of performing in front of others. Enter into the drama activities with the learners. This will give learners the confidence to be themselves and enter more fully into the experiences. It will also give you an opportunity to experience prayer in a way you might not have experienced since you were a child.

Prayer: Always listening and still speaking God, incline your ear to these

children as they come to you in prayer.
Speak to them in ways that they will carry
with them into the world. Amen.

Workshop Development

For each workshop leaders may choose from nine activities that help learners engage the practice of faith. It is best to select at least one activity from “Exploring and Engaging,” at least one from “Discerning and Deciding,” and at least one from “Sending and Serving.” The first activity in each category is designed for “easy preparation” (able to be done with minimal preparation with supplies normally found at the church). Using all nine activities could take 90–120 minutes.

- To plan a session of 30–45 minutes, choose three activities using one activity from each category.
- To plan a session of 45–60 minutes, choose four or five activities using at least one activity from each category.

② Pass the Prayer

Leader preparation: Be prepared to participate fully in this activity. Dress up and share a pretend name with the group. Think about who you could pray for that you don’t know: the mail carrier, the store clerk, the bank teller, the firefighter, the nurse. Provide dress-up clothes that represent a variety of occupations, including stay-at-home parent.

Supplies:

- dress-up clothes
- gift wrapped box

Encourage each child to dress up in the available clothes. Once everyone is dressed, ask the children to sit in a circle and introduce themselves with a pretend name that corresponds to their outfit such as Officer Garcia or Dr. Pierce or Firefighter Wilson. Go first and demonstrate for the children.

Engage the children in conversation using the following questions.

- Who do you pray for?
- Can you pray for anyone? For everyone? Can you pray for people if you don’t know them?

Show the children the wrapped gift. Explain to them that prayer is a gift from God that we are encouraged to share with others, whether or not we know them. Play “Pass the Prayer.” With group still sitting in a circle wearing the dress-up clothes, pass the wrapped gift to the person on your right saying, “I, [pretend Name], pass this prayer to you.” That person takes the gift and passes it to the person on his or her right saying, “[First person’s pretend Name] gave me, [pretend Name], this prayer to share with you.” The third person takes the gift and passes it to the fourth person saying, “[First person’s pretend Name] gave [second person’s pretend Name] who gave me, [pretend Name], this prayer to share with you.” Continue around the circle until the gift is handed back to the first person. Be prepared to help the children remember names as the gift is passed around the circle.



③ Twelve Stones

Leader preparation: Read Joshua 4:1–7 and 19–24. Think about symbols of the church and your family that are important to you. Make twelve “stones” from shoeboxes covered with brown craft paper or from paper grocery bags stuffed with newspaper and taped shut.

Supplies:

- Bibles
- 12 prepared “stones”
- blue craft paper or fabric to represent the Jordan River
- “Twelve Stones,” Attachment: Activity 3

Invite volunteers to take turns reading Joshua 4:1–7 and 19–24, or read the passage to the children. Ask for three children who are willing to read lines to play God, Joshua, and the Narrator. Ask for up to twelve children to be representatives of the tribes of Israel. These parts do not have any lines. Lay the blue paper or fabric on the floor and tell the children that it represents the Jordan River. Place the stones in the river. Give the speaking actors their scripts from the attachment and invite the children to act out the story.

Engage the children in conversation about what this story teaches about making ritual using the following questions.

- Why were these stones important?
- What symbols do we have as a church that are important to us? Why are they important?
- What symbols do you have in your family that are important? Why are they important?

Discerning & Deciding Activities



④ Ritual Charades (Easy Preparation)

Leader preparation: Think about the rituals in which you participate on a daily, weekly, or even yearly basis. How do these rituals bring you closer to God? Be prepared to share your thoughts with the children.

Write rituals on note cards. The following are suggestions of rituals. You may wish to add other rituals your community embraces.

- baptism
- family meals
- confirmation or membership class
- going to church
- birthday celebrations
- the Lord's Supper
- marriages
- funerals
- holidays
- bedtime prayers

Supplies:

- prepared ritual note cards

Explain to children that a ritual is a prescribed or established rite, ceremony, proceeding, or service or any practice or pattern of behavior regularly performed in a set manner. Discuss rituals with children using the following questions.

- What rituals do you have at home?
- What rituals do we have at church?
- Why do you think people have rituals?

Divide children into two or three groups. Have each group take turns drawing a ritual card and acting out the ritual for the other groups.

5 Prayer Processions

Leader preparation: Spend time with the artwork “Guatemala: Processions” by Betty La Duke. Look carefully at all the different scenes depicted in the artwork. Seek God’s insight into how this artwork can speak to you and to the children. Cut out pictures of birds from magazines or print and cut out pictures from the Internet. Mount the pictures on card stock or cardboard.

Supplies:

- artwork: “Guatemala: Processions” by Betty La Duke, https://secure3.convio.net/ucc/site/Ecommerce/1801449515?VIEW_PRODUCT=true&product_id=15626&store_id=1401
- paper plates
- crayons or markers
- candles
- prepared bird pictures

Look together at “Guatemala Processions,” and ask the children the following questions.

- What scenes do you see?
- Why do you think all these scenes are together in this one piece of art?
- Where do you see prayer or ritual in this piece of art?
- How do you think the figure of Jesus on the donkey relates to the other scenes in the artwork?

Divide children into three groups. Assign each group a section of the picture to focus on: people with candles in lower right corner, people with birds in lower left corner, and face masks. Invite the groups to let their portion of the poster guide them to imagine what the people might be praying. Give candles (unlit) to the group focusing on the candle section. Give paper plates and crayons or markers to the group focusing on the face masks. Tell the children that they can make some mask faces to use in their prayer. Give the bird pictures to the group focusing on the birds. Encourage the children to use the props in creating and sharing their prayers. When the groups are ready, have them share their prayers with one another.

6 God Is Speaking

Leader preparation: Read and reflect on Luke 11:1–13, especially verses 9–13. Think about times in your life that you have heard God speaking to you. Write each of the following questions on an index card:

- I am hungry. Can you help me?
- I need water for my plant. Can you help me?
- I really like your church. Can you tell me how to locate the sanctuary to attend the service?
- I’m thinking about joining a gang or being part of a clique. What do you think about that?

Supplies:

- Bible
- 4 prepared index cards with questions
- at least 8 items, including a cup of water, a piece of fruit, a drawing of the floor plan of the church, and a picture of a stop sign; other items may be random objects

Draw the children's attention to the items you collected and place those items where everyone can see them. Ask for four volunteers to take turns playing the role of God. Have four other children take turns reading one of the index cards with a question written on it. After the question is read, invite the child playing the role of God to choose an item that he or she thinks answers the question.

Read Luke 11:1–13 to the group. Read verses 9–13 again. Discuss how God answers prayers using the following questions.

- Does God speak?
- How do we know that God is speaking to us?
- Invite the children to look at the question cards and the items again. How might the items that were chosen be answers to prayer?

Sending & Serving Activities



7 Feel the Prayer (Easy Preparation)

Leader preparation: Close your eyes and bring to mind someone you have not seen for awhile. Lift that person in prayer.

Supplies: None

Have the children find a partner and stand facing his or her partner at arms' length. If you have an odd number of children, be a partner with one of the children. Have partners stand facing each other. Invite children to hold their hands out, touch their partner's palms, and close their eyes. Invite the children to take a few moments to pray silently for their partners. Pause briefly. Then tell the children to keep their eyes closed, drop their hands, and turn around slowly in place three times. Instruct each child to find her or his partner without opening eyes and then touch palms again. Once everyone has relocated his or her partner, invite each to say a silent prayer of thanksgiving for that partner. Encourage learners to think of someone they haven't seen for awhile and to pray for that person in the coming week.



8 PRAY Charades

Leader preparation: Practice praying using the PRAY acronym: *P*raise God, *R*epent of those things you have done wrong, *A*sk God to grant your prayers for others and yourself, *Y*ield yourself to God's will for your life. Write each of the following phrases on an index card:

- Praise God
- Repent (be sorry) for those things you have done wrong
- Ask God to grant your prayers for others and yourself
- Yield yourself to God's will for your life.

Print the attachment and cut apart the cards. Make a card for each child.

Supplies:

- prepared PRAY index cards
- "PRAY Cards," Attachment: Activity 8

Divide the children into four groups. Give each group one of the PRAY index cards. Play charades having each group act out their word and the rest of the children guessing the word. You may need to help the children with ideas, particularly with the word “Yield.” When all four words have been guessed, have the children work together to figure out the connection among the four words. Explain to children that an acronym is a word formed from the first letters of other words if they have trouble placing the words in order and seeing the word “PRAY.” Once they have the idea of an acronym, challenge them to write another acronym about prayer using the same four letters. Here’s an example.

Pause to thank God
Remember that God loves you
Ask God to help you
Yes, God, I’m listening

Lead the children in a PRAY prayer. Give each child a PRAY card to take home, and encourage the children to practice this prayer.

Ask the shepherd to write some of these answers on slips of paper that the learners can take home with them to share with their families or remember during the week.

9 Remembering You

Leader preparation: Read Philippians 1:3–4. Make intentional prayer a daily ritual. Every time you think of someone, lift that person in prayer. Write on index cards various locations that the children would know, such as home, school, church, athletic field, store, restaurant, and park. On more index cards write names of various people who would be in the lives of the children, such as mom, dad, brother, sister, grandmother, grandfather, teacher, pastor, babysitter, and friend.

Supplies:

- Bible
- prepared location cards
- prepared people cards

Read Philippians 1:3–4 to the children. Discuss the passage using the following questions.

- What do you think “every time I remember you” means?
- Does this mean we stop and pray for someone every time they come into our mind? How would we do that?
- A ritual is any practice or pattern of behavior regularly performed in a set manner. How would praying every time you remember someone be a ritual?

Divide the children into groups of three or four children. Give each group a location card and a person card. Instruct them to create a skit about remembering in prayer the person on the card while they are at the location on their card. Have the groups share skits with other children. Discuss the skits using the following questions.

- How did you feel praying for that person at that location?
- Why did you feel that way?
- How would you feel about making praying for that person at that location a ritual?
- What are some prayer rituals that you practice?

Encourage children to practice the ritual of intentional prayer this week.

Reflect

Think about the children you have prayed with during this workshop. How did their understanding of praying and making ritual change? How did yours? Where did you hear God speaking to you during this workshop?

Attachment: Activity 3

Twelve Stones

Joshua stands at the edge of the river. God stands near him, but not face to face.

Narrator: When everyone was finally across the river, God spoke to Joshua.

God: *(speaking to Joshua)* Pick twelve people, one from each tribe, and tell them, "Take twelve stones from the river we just crossed. Carry them with you and set them down where we camp tonight."

Joshua gathers the twelve people from the tribes together.

Narrator: Joshua called the twelve people, one from each tribe.

Joshua: Cross to the middle of the Jordan. Pick up a large stone. Carry it to where we will camp tonight. When your children ask you, "What are these stones to you?" you'll say, "The water of the Jordan River stopped in its tracks as God's people crossed. These stones will be a reminder for the People of Israel."

The twelve people of the tribes each take a stone out of the river and carry it to the other side.

Narrator: The people set up camp at the Gilgal (the Circle) to the east of Jericho. Joshua built a monument at the Gilgal, using the twelve stones that they had taken from the Jordan.

Joshua stacks the stones to create a monument or altar. Everyone gathers around the monument. Joshua stands and speaks to the people.

Joshua: When your children ask, "What are these stones doing here?" tell them this: "The People of Israel crossed over the Jordan River on dry ground. Yes, God dried up the Jordan's waters until we had crossed, just as God did at the Red Sea. This was so that everybody on earth would recognize how strong God is and so that you would praise and worship God always."

Attachment: Activity 8

PRAY Cards

P R A Y

Praise God.

Repent (be sorry) for those things you have done wrong.

Ask God to grant your prayers for others and yourself.

Yield yourself to God's will for your life.

P R A Y

Praise God.

Repent (be sorry) for those things you have done wrong.

Ask God to grant your prayers for others and yourself.

Yield yourself to God's will for your life.

P R A Y

Praise God.

Repent (be sorry) for those things you have done wrong.

Ask God to grant your prayers for others and yourself.

Yield yourself to God's will for your life.

P R A Y

Praise God.

Repent (be sorry) for those things you have done wrong.

Ask God to grant your prayers for others and yourself.

Yield yourself to God's will for your life.

Praying and Making Ritual



Workshop: Food

About this Rotation

Prayer is an essential practice of faith and tradition. Many of us long for a deeper life of prayer. Prayer may be a conversation with God; prayer may also be activity that permeates all of one's life. When we live prayerfully we may begin to develop a worldview that understands our daily lives as an extension of our communal worship. By reclaiming familiar rituals and through exploring new rituals, we may begin to recognize the holy in the ordinary, mark time and space as sacred, and give meaning to the whole of our experience.

About Workshop Rotation

This method of education is informed by Dr. Howard Gardner's work on multiple intelligences, or the many individual ways learners apprehend and incorporate information into their own understandings and ways of being in the world.

For those new to Workshop Rotation, a little vocabulary:

- *Multiple intelligences*: ways of incorporating information, including visual spatial, logical/mathematical, verbal/linguistic, bodily/kinesthetic, musical/rhythmic, interpersonal, intrapersonal, and naturalist.
- *Rotation*: the overarching story or concept that will be explored through a number of workshops focusing on different intelligences.

- *Workshop*: primary site of learning; workshop plans focus on one or two of the intelligences while incorporating others in a secondary way to give learners various experiential ways of understanding the rotation's overarching concept(s).
- *Workshop leader*: the one who uses this curriculum to plan the workshop, adjusting each workshop to best meet the needs of learners, considering age range, size, disabilities, or any other special needs of the group.
- *Shepherds*: leaders who stay with and support a specific group through all the workshops in any rotation as they develop relationships with the learners.

Faith is learned experientially and in relationship. Shepherds are the key relational component, since they move through workshops with the learners. Workshop leaders can work with shepherds to gear each workshop to the particular group of learners they will have this week.

About this Workshop

Food, in and of itself, is not a ritual. How we interact over a meal is what makes ritual. Offering prayers before a meal is a ritual. Eating particular foods on special days is a ritual. Even eating "comfort" foods can be a ritual in times of stress, sadness, or need. Gathering family and friends around our table on those special days is a ritual. Food and ritual go hand in hand. Through the activities in this workshop, learners may recognize and appreciate the food rituals in their family life and in their church life.

The focus story for this rotation is Luke 11:1–13. At least one activity in each workshop is developed around this story. Each workshop will also have activities based on other scriptures that help us understand the importance of praying and making ritual.

BIBLE FOCUS STORY:

Luke 11:1–13

(Matthew 6:7–15)

SUPPLEMENTAL STORIES:

**1 Thessalonians 5:16–24,
1 Corinthians 11:17–26**

Leader Preparation

On a practical note, be sure that you have all the supplies you need for the activities where you are preparing food. It is always advisable to test run a food activity to be sure you are comfortable with all the steps. Encourage good hygiene when children are working with food. Wash hands frequently. Provide plastic gloves if available. Always check about food allergies and have an alternative food item if necessary.

On a spiritual note, take time in your preparation to incorporate prayer into

Exploring & Engaging Activities



1 Bless This Food (Easy Preparation)

Leader preparation: Think back to your childhood and the rituals of mealtime prayers you might have participated in. What mealtime prayers did you sing at camp or church school or Vacation Bible School? Celebrate this ritual by singing them again. Study the attachment "Camp Graces" to familiarize yourself with several of the graces to teach to the children, or lead them if they already know it.

Supplies:

- "Camp Graces," Attachment: Activity 1

Ask children if any of them have ever been to camp and what rituals or traditions took place before mealtimes. Invite them to share any mealtime graces or songs they know. Use the attachment to lead in a camp grace they may already know, or teach them a new one.



2 Bread Prayer

Leader preparation: Pray the Lord's Prayer. Pray the Lord's Prayer again, this time stopping after each phrase and meditating on what this phrase means to you. Pray the Lord's Prayer for a third time with a renewed connection to these sacred words.

Supplies:

- Bible
- "The Lord's Prayer," Attachment: Activity 2
- an unsliced loaf of bread on a plate

your mealtime ritual. Think about all the people who have helped make possible the food that is on your table: growers and producers, pickers and packers, deliverers and service people, clerks, and so forth. Let this practice of praying enrich your prayer life.

Prayer: Nourishing God, you give us all that we need to sustain life and more. Feed not only my body, but my soul. Amen.

Gather the children in a circle. Place the loaf of bread in front of you. Tell the children that just as bread feeds our physical hunger, prayer feeds our spiritual hunger. Explain that they are going to feed both of those hungers. Ask someone who knows the Lord's Prayer from memory to lead the rest of the group in praying it. Invite the children to take turns reading Luke 11:1–13 verse by verse by passing the Bible around the circle. Let them know that they may pass the Bible to the next person if they do not want to take a turn reading. After the passage is read, read verse 1 again. Point out that the disciples asked Jesus to teach them to pray. Tell them that every time they pray the Lord's Prayer they are saying the same prayer Jesus taught his disciples.

Since the Lord's Prayer uses language that is not familiar to us, and the words are not those we usually use, invite the children to think with you about what the prayer actually means. Have the group pray the Lord's Prayer again, this time slowly and pausing every so often to think about what each line means. Tell them that as they say each line, you will offer some ideas about what that part means. As you say each line, tear off a small piece of bread, eat it, and pass the loaf to the person next to you. When that person receives the bread, he or she may repeat the line from the Lord's Prayer or a sentence prayer of their own that goes with that line of the Lord's Prayer. For example, for "Our Father, who art in heaven," a child may choose to repeat that line or a prayer such as, "Hi God! I'm glad you are listening to me." Then the child may take a small piece of bread, eat it, and pass the bread to the next person. Repeat this pattern for each line of the Lord's Prayer. When you have finished saying the Lord's Prayer line by line, invite the children to pray it one more time in unison.

Workshop Development

For each workshop leaders may choose from nine activities that help learners engage the practice of faith. It is best to select at least one activity from "Exploring and Engaging," at least one from "Discerning and Deciding," and at least one from "Sending and Serving." The first activity in each category is designed for "easy preparation" (able to be done with minimal preparation with supplies normally found at the church). Using all nine activities could take 90–120 minutes.

- To plan a session of 30–45 minutes, choose three activities using one activity from each category.
- To plan a session of 45–60 minutes, choose four or five activities using at least one activity from each category.

③ Prayer Sandwich

Leader preparation: Practice praying as 1 Thessalonians 5:16–18 suggests. Each time you pray, begin with the joys in your life. Then lift up the prayers you carry with you at all times. Finally, give thanks for all that you have. Gather sandwich fixings for each child to make a sandwich. Decide whether your group will eat the sandwiches they make, take them home with them, or donate them to a soup kitchen or shelter. If you are donating the sandwiches, have the children wear food service gloves as they make the sandwiches. Set up an area to make and eat sandwiches, if you choose.

Make a prayer sandwich out of construction paper. Cut tan construction paper into two bread slice shapes, approximately 5 inches × 4 inches. Cut other construction paper into "fixings" (lettuce, tomato, cheese, meat, catsup, mustard, and mayonnaise). Write "Rejoice Always!" on one piece of "bread" and "Give Thanks in All Circumstances!" on the other piece of "bread." Write some personal prayers on the "fixings" (Bob's health, Sue's job search, and so forth). If you have younger children in your group, cut out the shapes for the bread and fixings. Older children may cut their own shapes.

Supplies:

- Bible
- sandwich fixings—bread, meat, cheese, lettuce, tomato, onion, mayonnaise—for each child to make a sandwich
- (optional) food service gloves for each child
- plastic sandwich bags
- (optional) paper plates
- construction paper (tan, pink, green, red, white, yellow)
- scissors
- markers
- sample Prayer Sandwich

Invite the children to make a sandwich. If they are making sandwiches for themselves to eat, they may put whatever fixings they want on them. If they are making sandwiches for a soup kitchen or shelter, have them use each of the fixings. Then have children eat the sandwiches, package them to take it home, with them, or package them to be donated to a soup kitchen or shelter, as you have chosen. Ask the children what they think sandwiches have to do with prayer.

Read 1 Thessalonians 5:16–24 to the children. In this passage, Paul gives us a recipe for prayer. Explain that just as you begin and end a sandwich with bread, Paul says we should begin and end a prayer with rejoicing and thanksgiving. Show the children your Rejoice! and Thanks! bread slices. Consider the following questions with learners.

- How can we rejoice always?
- How do we rejoice when we are in a bad mood?
- What does it mean to give thanks in all circumstances?
- What about when something bad has happened to us?

Explain that Paul says we should pray without ceasing. Think about this statement by discussing the following questions.

- What does this mean?
- How can we pray all the time?

Show children the prayers you have written on your sandwich “fixings.” Place them between your two slices of “bread.”

- When someone we care about comes into our mind, is that a prayer?

Invite the children to make their own Prayer Sandwiches. Give younger children the prepared bread shapes, and invite older children to cut out bread shapes from the tan construction paper. Have everyone write “Rejoice Always!” on one slice and “Give Thanks in All Circumstances!” (or “Give Thanks!”) on the other bread slice. Give younger children the prepared fixings, and invite older children to cut out shapes for meat (pink paper), cheese (yellow paper), lettuce (green paper), and mayonnaise (white paper). Have them to write personal prayer concerns on the “fixings.” Assist the children as needed in articulating their prayer concerns. Place Prayer Sandwiches in plastic sandwich bags and encourage the children to take them home to remember the recipe Paul gives for prayer.

Discerning & Deciding Activities



4 One Food – One Prayer (Easy Preparation)

Leader preparation: Think of a food that triggers an emotional response for you. Is it a positive or a negative emotional response? If it is positive, offer a prayer of thanksgiving for the joy that the experience of eating or sharing this food has given you. If it is negative, ask God to help you move past this response and turn those negative feelings over to God.

Put the foods you have selected into cups, being aware of any food allergies and choosing foods accordingly. Make sure you have a few of each type of food and enough cups for each child to have at least two cups.

Supplies:

- small paper cups, such as paper bathroom cups
- simple everyday foods, such as cereal, chocolate chips, fruit slices, raisins, cheese cubes, nuts, crackers
- paper and pencils

Invite learners to take two cups and eat the food. Encourage them to think about the memories or emotions each food item triggers, or makes them think of. For instance, the cereal may remind them of the snack they ate as a toddler. The chocolate chips may remind them of the cookies their grandma makes or the pancakes they get on a special occasion. Engage the children in conversation about the foods using the following questions. If the children seem to be stuck, offer some suggestions of your own.

- What memories do these foods remind you of? Any special meals?
- What ages or times in your life do these foods remind you of?
- What people in your life do these foods remind you of?

Give the children paper and pencils and invite them to write a short prayer about the foods they ate and the memories or emotions they brought to mind. Invite them to share their prayers as they feel comfortable. Compile the prayers into a booklet and share with other groups in the church, if you wish.



5 Jesus' Meal

Leader preparation: At your next meal, stop for a moment before you eat to thank God for the sacrifice of Jesus represented in a meal shared with others.

This activity needs to take place in a kitchen. Gather the supplies for the food you will be making. Familiarize yourself with the directions on the package for making the bread. Preheat the oven. You may wish to practice making the grape juice also. Note that the consistency and color of the finished juice will not be like purchased grape juice.

Supplies:

- Bible
- artwork: "The Last Supper Detail" by Crespi, <http://www.art.com/products/p12061746-sa-i1508087/daniele-crespi-the-last-supper-detail-of-the-food.htm?sorig=cat&sorigid=0&dimvals=0&ui=6acc8b6e6b0347f498d112cbdaf18251&searchstring=the+last+supper+detail+of+food+by+crespi%09>
- oven
- frozen or refrigerated bread dough
- baking sheets
- oven mitts
- bag of seedless grapes
- food processor, blender, or immersion blender and large pot
- fine mesh strainer or cheesecloth
- water
- pitcher
- small paper cups
- bread board
- bread knife
- small paper plates
- plastic knives
- butter

Invite the children to look at “The Last Supper Detail” by Crespi. Don’t tell learners the title of the artwork. Discuss the artwork using the following questions:

- What do you think this piece of art is about?
- What stands out to you from the artwork?

Tell them the name of the piece of art.

- Now that you know the name of this piece of art, what surprises you?
- How is this illustration of the Last Supper the same as what you pictured it would be like?
- How is it different?

Read 1 Corinthians 11:17–26 to the children. Discuss this passage using the following questions.

- What emotions does the writer (Paul) of this letter feel about the people of the church of Corinth?
- How do you know?
- What are they doing that is making the writer angry?
- What does the writer say the people should be doing?

Look at the picture again, and read 1 Corinthians 11:17–26 again.

- What is the same between the picture and the scripture?
- What is different?

Tell the children that Jesus shared a meal, his last meal, with his disciples before he was crucified. That last meal, which we call the Last Supper, has become a sacrament, an action that we can see that has more meaning—something sacred and holy, that we can’t see. Explain that we celebrate communion or the Lord’s Supper by using bread and wine, or juice, because Jesus used bread and wine when he ate with his disciples. When we celebrate this special meal together, we remember the words that Jesus said. We can see the bread and the juice, but we know that there is a special meaning to these elements that we can’t see.

Invite the children to make grape juice and bake bread to remind them of the meal Jesus shared with his friends. Follow the instructions on the package to bake the bread. While the bread is baking, make grape juice with the children. This grape juice will not taste like the grape juice bought in the store. It will taste more like fresh grapes. Have the children help you wash the grapes and puree them in a food processor or blender, or by using an immersion blender in a pot. Strain the juice through a fine mesh strainer or cheesecloth. You may wish to add water to the grape puree to make it more of a juice consistency. When all is ready, offer a prayer of thanksgiving and enjoy the warm bread and butter and juice together.

6 Sabbath Candles

Leader preparation: Light a candle at your main meal. Say a prayer asking God to bless the food and those who eat it. Memorize the Jewish Sabbath prayer below so you can say it with your eyes covered in order to make the experience more realistic for the learners.

Supplies:

- one pillar candle for each child, plus two more candles
- two candle holders with candles
- matches
- decorative push pins, sequins, glitter glue, or other art items to decorate candles
- paper and pencils
- index cards

Place two candles on a table in front of you. People who are Jewish have a ritual of lighting two candles before their meal at the beginning of their Sabbath at sun-down on Friday night. Explain that usually the mother of the house stands before the candles on the table and lights them. Light the candles in front of you. Continue explaining that when the candles are lit, she covers her eyes and recites this blessing: "Blessed are You, Lord our God, King of the universe, Who has made us holy through His commandments and commanded us to kindle the Sabbath light." She then uncovers her eyes and looks at the light. By covering her eyes, the woman can focus more fully on the blessing and can postpone the enjoyment of the fruits of the blessing, seeing the light, until after the blessing is recited.

Distribute the candles and invite the children to decorate them to take home to light at their family meals. Have them write the Sabbath prayer on an index card so that their family may use this ritual prayer when they light their candle before the meal. Or, have the children create their own prayers of blessing. Invite the children to share their prayers with the rest of the group.

Sending & Serving Activities

7 Oreo® Prayer (Easy Preparation)

Leader preparation: Twist apart an Oreo® cookie. As you eat each cookie, think of someone close to you to pray for. Lift them in prayer.

Supplies:

- (optional) Oreo® cookies or other sandwich cookies

Option: Give each learner an Oreo® cookie. Ask them to twist it apart. Before they eat it, have them notice that an Oreo® is made up of two chocolate cookies and a cream center.

Divide learners into groups of three. If there is an extra person, make one group a group of four (a Double Stuff Oreo®!). Invite learners to say an Oreo® prayer: the person in the middle is the cream center and that person will say a short (one sentence) prayer for the person on the right and then the person on the left. Allow time for learners to pray for their partners. Have learners switch places so that everyone has the opportunity to be the cream center and pray for the other two people in their group. Be prepared to offer suggestions of what to pray about, such as health, to do well on a test, to do well at a sporting event, and so forth.



8 Pretzel Prayers

Leader preparation: Prepare a batch of pretzels according to the directions on the attachment. Package them, along with a card with the Pretzel Prayer from the attachment. Give to friends and family. Include these people in your prayers this week. Keep one pretzel to show learners what the finished product looks like.

This activity needs to take place in a kitchen. Prior to the children arriving for the workshop, preheat an oven to 400 degrees. Thaw one loaf of frozen bread dough. This is enough for eight children to each have a pretzel to eat and one to take home and share with a friend. Let the dough rise according to directions on the package. Place the dough on a floured board. Cut the dough into sixteen equal pieces. Mix one egg yolk with one tablespoon of water in a small cup. Spray baking sheets with cooking spray. Print out the attachment and cut apart the cards. Make two cards for each child.

Supplies:

- “Prayer Pretzel Instructions,” Attachment: Activity 8a
- ingredients and supplies for making pretzels
- “Pretzel Prayer,” Attachment: Activity 8b

Tell the children the history of the pretzel. Explain that many years ago, maybe even as far back as 300 C.E., people crossed their arms over their chests and placed their hands on their shoulders while praying. It was thought that originally pretzels were made by monks to resemble arms crossed in prayer. These little breads were called “little arms,” or *bracellae* in Latin. The Germans called the bread *bretzel*. Today we call them pretzels!

Make pretzels with the children following the directions on Attachment: Activity 8a. While pretzels are baking, engage the children in conversation using the following questions.

- What are some different postures to pray? (Some suggestions may be eyes closed, hands folded, arms reaching to the sky, prostrate or lying on the ground, and arms crossed across chest.)
- Why do you think people pray in different ways?
- Which ways have you prayed?
- How do you feel most comfortable praying?
- What posture would you like to try praying?

Remove the pretzels from oven and place them on the cooling racks. Hand out the Pretzel Prayer cards. Invite the children to cross their arms over their chest and pray the Pretzel Prayer with you. Enjoy eating pretzels.

Discuss the ritual of gift giving with learners using the following questions.

- When do you give gifts to others?
- Who do you give gifts to?
- Why do you give gifts to others?
- What do you say when you give a gift to someone?
- How do you think the person receiving the gift would feel if you gave them a prayer along with their gift?

Package “friend” pretzels in plastic sandwich bag along with a Pretzel Prayer card. Encourage learners to give this pretzel to a friend and then to pray for that friend every day during the upcoming week.



9 M&M® Prayers

Leader preparation: Buy an individual bag of M&M® candies. As you eat the candies, one-by-one, pray for people in the M&M® Prayer categories listed below. Prepare a small paper cup (bathroom size) of M&M® candies for each child, or provide a small individual bag of candy for each child. Make sure each child has at least one of the six colors in his or her cup. Prepare small bags of M&M® candies, at least one of the six colors in their bag, for the children to take home. Make copies of the attachment and cut apart cards. Make two cards for each child.

Supplies:

- prepared cup with M&M® candies for each child, or small individual bags of M&M® candies
- prepared snack size plastic bag of M&M® candies for each child
- “M&M® Prayer,” Attachment: Activity 9

Gather the children in a circle. Give each child a cup or bag with M&M® candies. Tell them to not eat their candies yet. Explain that the color of the candies will guide their prayer. Lead children in prayer using the “M&M® Prayer” as your guide. Invite them to find the color and, as they let it melt in their mouth, pray as instructed. Pause for silent prayer after explaining each color. You can allow the children to eat the rest of the candies when the prayers are finished, or invite them to start again on their own.

- *Green:* Pray for a friend.
- *Red:* Pray for a member of your family.
- *Orange:* Pray for a teacher, a pastor, a coach, or a mentor in your life.
- *Yellow:* Pray for one of your neighbors (at home, at school, or at church).
- *Dark Brown:* Pray for our leaders.
- *Light Brown:* Pray for people in other countries.

Distribute the small bags of M&M® candies and have the children put the M&M® Prayer cards inside their bags. Give them each an M&M® Prayer card to take home to remember the prayer so they can pray the M&M® Prayer with their family.

Reflect

Which activities did your learners connect with the most? Which activities did you most resonate with? How could you continue to incorporate these activities into your spiritual life?

Attachment: Activity 1

Camp Graces

Addams Family Grace

(Sung to the tune of “The Addams Family” television show; see YouTube video http://www.youtube.com/watch?v=xAp-Y_JWd20 for the tune.)

Duh duh duh dum (snap, snap),
Duh duh duh dum (snap, snap),
Duh duh duh dum,
Duh duh duh dum,
Duh duh duh dum (snap, snap)

We thank You for our food, Lord,
For Mom and Dad and You, Lord.
We thank You for our food, Lord,
To get us through the day.

Duh duh duh dum (snap, snap),
Duh duh duh dum (snap, snap),
Duh duh duh dum,
Duh duh duh dum,
Duh duh duh dum. Amen!

Johnny Appleseed Prayer

(See YouTube video <http://www.youtube.com/watch?v=GJb83gM2Vpo> for the tune.)

Oh, the Lord is good to me,
And so I thank the Lord,
For giving me the things I need,
The sun and the rain and the apple seed,
The Lord is good to me,
Johnny Appleseed. Amen.

God Is Great

(Sung to the tune of “Rock Around the Clock” beginning at “When the clock strikes one . . .”; see YouTube video <http://www.youtube.com/watch?v=F5fsqYctXgM> for the tune.)

God is Great, God is Good
Let us thank Him for our food
We’re gonna thank Him morning, noon
and night.
We’re gonna thank Him, ‘cause he’s outta
site!

Amen (Clap, Clap)
Amen (Clap, Clap)
Amen.

Superman Grace

(Sung to the tune of the “Superman” theme song; see YouTube video <http://www.youtube.com/watch?v=dwOMNrmo-G4> for the tune; note that the woman in this video switches lines three and four.)

Thank you God for giving us food!
(left arm punching upward)
Thank You God for giving us food!
(right arm punching upward)
For the food we eat! *(both arms extended forward and swerving left)*
And the friends we meet! *(both arms extended forward and swerving right)*
Thank you God! Amen.
(both arms extended upward)

For a list of other camp graces, some of which are sung to familiar tunes, see <http://www.ultimatecampresource.com/site/camp-activities/camp-songs-for-grace.page-1.html>.

Attachment: Activity 2

The Lord's Prayer
with Comments

Our Father (or *Father and Mother*, or *Creator*), **who art in heaven.**

We start the prayer out this way so we know to whom we are praying. It also tells us who God is to us, like a loving Father, Mother, or Creator.

Hallowed be thy name.

This means that God's name is holy. These are words we can use to praise God.

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

We are praying that people would live in peace and love with one another the way it is in heaven. It reminds us that we should be living the way God wants us to every day.

Give us this day our daily bread.

We ask God to give us what we need each day. Keep in mind that these are things that we can't live without. We don't need video games and princess dolls; those are the things that we want. We need food, water, shelter, safety, and love.

And forgive us our debts, as we forgive our debtors.

We want God to help us forgive others like God forgives us.

Lead us not into temptation, but deliver us from evil.

This part of the prayer is really neat because it asks God to help us to know the right thing to do. It asks God keep us away from doing the wrong things.

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

Heaven will last forever and will always be God's. This is our prayer!

Attachment: Activity 8a

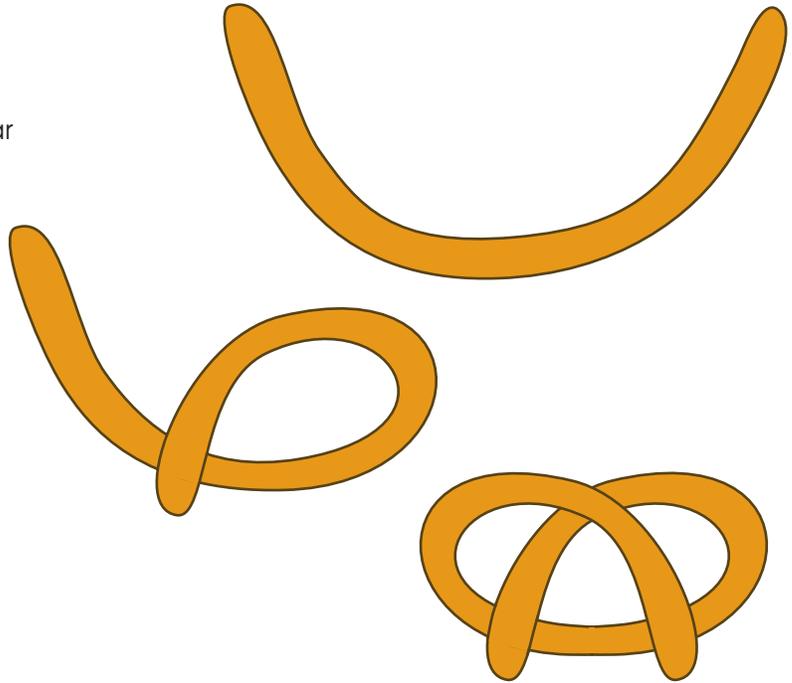
Prayer Pretzel Instructions
Recipe and directions for eight children

Ingredients

- 1 loaf of frozen bread dough, for eight children (two pretzels each, one to eat and one to share)
- flour
- egg yolk
- water
- cooking spray
- coarse salt and/or cinnamon sugar

Supplies

- oven
- cutting board or surface
- small cup
- fork
- tablespoon
- eight 18-inch strips of paper
- baking sheets
- pastry brush
- cooling racks



Directions

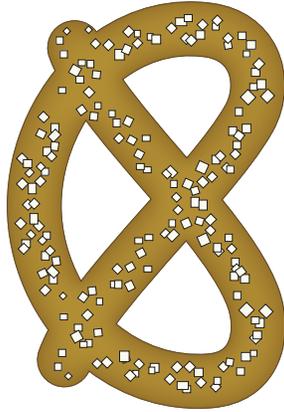
1. Preheat oven to 400 degrees.
2. Spray baking sheets with cooking spray.
3. Thaw 1 loaf of frozen bread dough. This is enough for eight children to each have a pretzel to eat and one to take home and share with a friend. Let the dough rise according to directions on the package. Place the dough on a floured board. Cut the dough into sixteen equal pieces.
4. Mix 1 egg yolk with 1 tablespoon of water in a small cup.
5. Sprinkle a little flour at each child's work area. Give each child two sections of dough and an 18-inch strip of paper. Have the children roll each ball of dough into an 18-inch rope or snake using the paper strip as a measure. Explain how to make the rope or snake into a pretzel shape:
 - Make a "smile" shape with the dough.
 - Take one end of the dough, the "arm," and fold it down over the middle of the "smile," overlapping just a bit.
 - Do the same with the other "arm."
6. Place the pretzels on the greased baking sheets and brush lightly with egg yolk-water mixture. Lightly sprinkle pretzels with coarse salt or cinnamon sugar.
7. Bake pretzels for 12 to 15 minutes. Remove pretzels from oven and place on cooling racks.

Attachment: Activity 8b

Pretzel Prayer

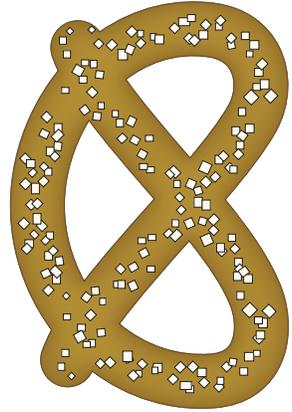
Pretzels Prayer

Lord, bless us as we eat this pretzel, which reminds us of the early Christians who crossed their arms in prayer. May we always be reminded to pray to you with grateful hearts. Amen.



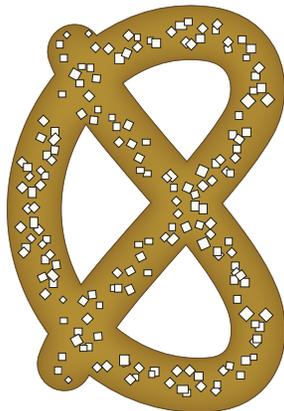
Pretzels Prayer

Lord, bless us as we eat this pretzel, which reminds us of the early Christians who crossed their arms in prayer. May we always be reminded to pray to you with grateful hearts. Amen.



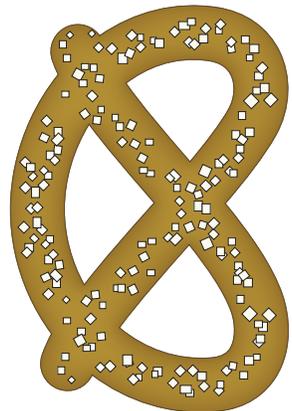
Pretzels Prayer

Lord, bless us as we eat this pretzel, which reminds us of the early Christians who crossed their arms in prayer. May we always be reminded to pray to you with grateful hearts. Amen.



Pretzels Prayer

Lord, bless us as we eat this pretzel, which reminds us of the early Christians who crossed their arms in prayer. May we always be reminded to pray to you with grateful hearts. Amen.



Attachment: Activity 9

M&M® Prayer

- Green:** Pray for a friend.
- Red:** Pray for a member of your family.
- Orange:** Pray for a teacher, a pastor, a coach, or a mentor in your life.
- Yellow:** Pray for one of your neighbors (at home, at school, or at church).
- Dark Brown:** Pray for our leaders.
- Light Brown:** Pray for people in other countries.

M&M® Prayer

- Green:** Pray for a friend.
- Red:** Pray for a member of your family.
- Orange:** Pray for a teacher, a pastor, a coach, or a mentor in your life.
- Yellow:** Pray for one of your neighbors (at home, at school, or at church).
- Dark Brown:** Pray for our leaders.
- Light Brown:** Pray for people in other countries.

M&M® Prayer

- Green:** Pray for a friend.
- Red:** Pray for a member of your family.
- Orange:** Pray for a teacher, a pastor, a coach, or a mentor in your life.
- Yellow:** Pray for one of your neighbors (at home, at school, or at church).
- Dark Brown:** Pray for our leaders.
- Light Brown:** Pray for people in other countries.

M&M® Prayer

- Green:** Pray for a friend.
- Red:** Pray for a member of your family.
- Orange:** Pray for a teacher, a pastor, a coach, or a mentor in your life.
- Yellow:** Pray for one of your neighbors (at home, at school, or at church).
- Dark Brown:** Pray for our leaders.
- Light Brown:** Pray for people in other countries.

Praying and Making Ritual



Workshop: Games

About this Rotation

Prayer is an essential practice of faith and tradition. Many of us long for a deeper life of prayer. Prayer may be a conversation with God; prayer may also be activity that permeates all of one's life. When we live prayerfully we may begin to develop a worldview that understands our daily lives as an extension of our communal worship. By reclaiming familiar rituals and through exploring new rituals, we may begin to recognize the holy in the ordinary, mark time and space as sacred, and give meaning to the whole of our experience.

About Workshop Rotation

This method of education is informed by Dr. Howard Gardner's work on multiple intelligences, or the many individual ways learners apprehend and incorporate information into their own understandings and ways of being in the world.

For those new to Workshop Rotation, a little vocabulary:

- *Multiple intelligences:* ways of incorporating information, including visual spatial, logical/mathematical, verbal/linguistic, bodily/kinesthetic, musical/rhythmic, interpersonal, intrapersonal, and naturalist.
- *Rotation:* the overarching story or concept that will be explored through a number of workshops focusing on different intelligences.

- *Workshop*: primary site of learning; workshop plans focus on one or two of the intelligences while incorporating others in a secondary way to give learners various experiential ways of understanding the rotation's overarching concept(s).
- *Workshop leader*: the one who uses this curriculum to plan the workshop, adjusting each workshop to best meet the needs of learners, considering age range, size, disabilities, or any other special needs of the group.
- *Shepherds*: leaders who stay with and support a specific group through all the workshops in any rotation as they develop relationships with the learners.

Faith is learned experientially and in relationship. Shepherds are the key relational component, since they move through workshops with the learners. Workshop leaders can work with shepherds to gear each workshop to the particular group of learners they will have this week.

About this Workshop

Games can be both active and sedentary. Players can run and jump by playing an active game, or sit and use logic and reasoning to play a board game or solve a puzzle. Experiencing prayer through games multiplies the possibility of opening the door to a stronger prayer life for your group of learners. Children will take home these games and the message behind them to share with their family and friends. Play and pray!

The focus story for this rotation is Luke 11:1–13. At least one activity in each workshop is developed around this story. Each workshop will also have activities based on other scriptures that help us understand the importance of praying and making ritual.

BIBLE FOCUS STORIES:

Luke 11:1–13

(Matthew 6:7–15)

SUPPLEMENTAL STORIES:

Philippians 1:3–4

1 Thessalonians 5:16–24

Joshua 4:1–7 and 19–24

Leader Preparation

Play, pray, play, pray! Enter into the games you select with your learners. Encourage the shepherds, or other adult helpers, to join in also. To make these activities as successful as possible, it is important that you are very comfortable with the plans for each activity. Have all your supplies ready and close at hand. Brief the shepherds about their role in the games. Have fun!

Prayer: God, who gave me breath and muscles and energy, help me to bring these children closer to you through the games we will play and the prayers we will pray. Amen.

Exploring & Engaging Activities



1 Paul Says Pray! (Easy Preparation)

Leader preparation: Practice praying using different prayer postures. Think about which ones you feel most comfortable with and which ones you feel less comfortable with. This activity is a game played in the same manner as “Simon Says.” Print the attachment, and cut apart the cards. Feel free to make additional cards with other prayer postures. Be sure to plan for accommodations for learners with restricted mobility, such as those who use wheelchairs or crutches. Have fun playing this game with the children in your group.

Supplies:

- Bibles
- “Postures Cards,” Attachment: Activity 1

Invite two volunteers to read Philippians 1:3–4 and 1 Thessalonians 5:16–24 to the group. Draw the children's attention to the use of the phrases “pray without ceasing” and “constantly praying” in these passages. Discuss these phrases and praying using the following questions:

- How can you pray constantly or without ceasing?
- How do you pray?
- Do you always pray the same way?
- What are some ways we can pray?
- Why would people pray using different postures?
- What are some prayer postures you have used?

Invite the children to try some different postures of praying.

Workshop Development

For each workshop leaders may choose from nine activities that help learners engage the practice of faith. It is best to select at least one activity from “Exploring and Engaging,” at least one from “Discerning and Deciding,” and at least one from “Sending and Serving.” The first activity in each category is designed for “easy preparation” (able to be done with minimal preparation with supplies normally found at the church). Using all nine activities could take 90–120 minutes.

- To plan a session of 30–45 minutes, choose three activities using one activity from each category.
- To plan a session of 45–60 minutes, choose four or five activities using at least one activity from each category.

1. Kneeling—Kneeling is a sign of humility and a sign of dependence.
2. Bowing—Bowing is a sign of respect and honor.
3. Standing—Standing for prayer is a natural position especially for times of corporate prayer as the people stand in God’s presence out of respect for God’s authority.
4. Lying Prostrate—Lying flat on the ground with face pressed to the earth and arms outstretched is a natural position for those who are overwhelmed either by trouble and woe or by a sense of the glory and majesty of God, or both!
5. Hands Raised—Hands raised in the air signifies praise.

Play “Paul Says Pray!” with the group. Explain to children that this game is like “Simon Says!” except that the Apostle Paul from the Bible is going to tell them how to pray. Explain that when the leader says, “Paul says pray . . .” the children are to place their body in the posture of that prayer. For example, if the leader says, “Paul says pray kneeling,” all the children are to kneel. However, if the leader just says, “Pray kneeling,” the children should not move. If players change their posture when they are not supposed to change, then they must step out of the game for one turn. After several rounds, choose another leader. Use the Prayer Posture cards on the attachment to facilitate postures to call. The leader may decide whether to say “Paul says pray . . .” or just “Pray . . .”

Share your experience of praying using different prayer postures this past week. Encourage children to try a new prayer posture this week when they are praying

2 The Lord’s Prayer Balloon Relay

Leader preparation: Pray the Lord’s Prayer each day this week. Blow up seven balloons in four different colors, a total of 28 balloons. Write the following phrases of the Lord’s Prayer on each color set of balloons. Use the version of the Lord’s Prayer that you pray in your congregation.

- Our Father, who art in heaven (*You may choose to write “Father and Mother” or “Creator” instead of “Father.”*)
- 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.
- Lead us not into temptation, but deliver us from evil.
- For thine is the kingdom, and the power, and the glory forever. Amen.

Supplies:

- Bibles
- prepared 28 balloons

Ask for volunteers to read Matthew 6:7–15. Ask the children if they recognize the prayer in this passage. Tell them that this is the prayer that Jesus taught his disciples, that people have prayed through the ages, and that we still pray today. Lead children in praying the Lord’s Prayer as you pray it in your congregation.

Divide the group into four teams, and assign each team to a corner of the room and to one color of balloons. Place all the balloons in the center of the room. Tell the children that the Lord’s Prayer has been written in phrases on seven balloons for their team. They need to take turns catching a balloon of their team’s color until they have all seven balloons. Once they have gathered their seven balloons, the team needs to put the prayer in order. As soon as they have their balloons in

order, they should stand up holding their balloons in order. Have that team say the Lord's Prayer together. Play as often as the children like.

③ What Do These Stones Mean?

Leader preparation: Read Joshua 4:1–7 and 19–24. Imagine how the people of this story must have felt when they crossed the Jordan River. Think of a time when you have experienced God in your life. Be prepared to share this “God moment” with the children in your group.

Supplies:

- Bibles
- “Jenga” or ABC blocks, enough for each child to have at least one block

Invite volunteers to take turns reading Joshua 4:1–7 and 19–24 verse by verse. Discuss the story with the children using the following questions.

- Why did God tell Joshua to have the people build a memorial from the stones?
- Why did they need to remember this event?
- How do we make memorials today?
- What are some events that we memorialize?

Give each child a block. Ask the group to build a tower by placing blocks one at a time on top of one another. As each child places a block, encourage him or her to share a special time of feeling God's presence. Be sure to participate in this activity by sharing your “God moment.” The children in your group may wish to knock over the tower, or it may fall over on its own. Use this as a teachable moment by having the children consider these questions.

- Do you think the memorial that the people built in the scripture we read is still there?
- How do we know about it if it isn't there anymore?
- Physical memorials are there for all to see, but each of you shared a memory of God's presence in your life. How are these memories memorials, too?

Discerning & Deciding Activities

④ Human Robot (Easy Preparation)

Leader preparation: Think about the rituals that you participate in on a regular basis. Are they rituals that you engage in without even thinking about their meaning, or are they rituals that bring meaning and purpose to your life?

Gather supplies to set a table for a meal (tablecloth or place mats, napkins, plates, glasses, silverware). You might find most of these in the church kitchen. It's okay to use paper and plastic items for this activity. Tell the shepherd with the children about the activity, asking his or her to be prepared to help the children come up with specific commands for setting a table. For example, specific commands might be, “Robot, unfold the tablecloth,” “Robot, lay the tablecloth on the table so it hangs evenly over the edge on all four sides,” and so forth.

Supplies:

- supplies to set a table for a meal (tablecloth or place mats, napkins, plates, glasses, silverware)

Explain to children that a ritual is any practice or pattern of behavior regularly performed in a set manner. Ask children to share daily rituals that they participate in. If they need help thinking of some, suggest routines such as: brushing teeth, doing homework, getting ready for bed, eating a family meal, birthday or holiday celebrations, and so forth. Discuss these rituals using the following questions.

- Why do you participate in these rituals?
- Which of these rituals make your life more meaningful?
- Which of these rituals do you engage in without even thinking?
- What rituals does your family engage in that other families also engage in?
- What rituals does your family engage in that other families may not engage in?

Introduce the children to a human robot that doesn't know about daily rituals. It will be their responsibility to explain the ritual to the robot. The robot can only do what the robot is told to do, very precisely. They need to give the robot (you) instructions on how to set a table for a meal. To be successful, the children must give very specific instructions. Have fun following the instructions from the children literally. Vague commands such as "set the table" should cause you, the robot, to look confused and shrug your shoulders. Commands such as "put the plates on the table" may cause the robot to place all of the plates in a stack in the center of the table. If too many children talk at once, the robot will get confused. When you finish with the Human Robot game, help them to think about this simple daily ritual in a new way using these questions.

- Why did the robot have difficulty setting the table?
- When did you learn to set the table?
- Who sets the table at your house?
- Which is more important, setting the table or sharing a meal with our family? Why?
- What would your family dinner be like if no one set the table?
- If it is your job to set the table, what can you do to make it an important part of the family ritual of eating a meal together?

Help the children think about this kind of ritual for a family in a different country. How might that ritual be different or the same? Learning about one another's rituals is one way to get to know and understand one another across cultures.

5 Standing in the Need of Prayer

Leader preparation: Consider a time when you have been in need of prayer. Be prepared to share an experience with your learners. Familiarize yourself with the song, "Standing in the Need of Prayer" (tune: Need of Prayer). YouTube videos of the song can be found at "Children from an Orphanage in Haiti singing 'Standing in the Need of Prayer,'" <http://www.youtube.com/watch?v=3P2YEC-ochc&feature=related>, and "1956 recording of the Caravans singing 'Standing in the Need of Prayer,'" http://www.youtube.com/watch?v=R9d8iMWBno4&feature=results_main&playnext=1&list=PL73FBB31229496D47. Song recordings can be purchased from iTunes.com or Amazon.com. Decide which you will use for your game. Write the words to the song on a sheet of newsprint or a whiteboard. Place chairs in a circle facing into the circle.

Supplies:

- prepared newsprint or whiteboard with words to “Standing on the Need of Prayer”
- video or song recording of “Standing in the Need of Prayer” (see suggestions above)
- computer with Internet access and digital projector or music player
- chairs (one less than number of players) placed in a circle facing into the center

Show the children the YouTube video you have chosen, or play the song. Display the newsprint or whiteboard with the words to “Standing in the Need of Prayer,” and invite the children to sing along with the song as they are comfortable. Discuss the song using the following questions.

- What do you think it means to be “standing in the need of prayer”?
- How do you think the songwriter was feeling when he wrote these words?
- Why do you think the songwriter lists all the other people (brother, sister, preacher, teacher, father, mother, stranger, neighbor)?
- What kinds of prayers do you think these people need?
- We know we are to pray for others. When might we need to pray for ourselves?
- When have you felt that you were “standing in the need of prayer”? Be prepared to share your experience at this time.

Play a modified version of musical chairs explaining how to play using the following directions.

1. Everyone sits in a chair in a circle facing into the center of the circle with one player standing in the center.
2. As the song “Standing in the Need of Prayer” is played, players scoot from chair to chair during the song.
3. Every time the words “standing in the need of prayer” are sung, all players must stand up and find a new chair to sit in. The player in the middle tries to find a chair to sit in when everyone is switching chairs.
4. The phrase “standing in the need of prayer” is sung twice in each verse and twice in each chorus. The children will need to stand, find a new chair, and sit down again quickly.

Play this fast-paced game for as long as time or the interest of your group allows. Make certain that each child has the opportunity to be the one standing in the middle, and that no child gets stuck there for more than one turn.

6 Prayer Pong

Leader preparation: For fun inspiration for this activity, view the YouTube video “The Lord’s Prayer—Youth,” http://www.youtube.com/watch?v=0tfeAF_dbdY. Run a piece of painters’ tape or masking tape down the center of a table. Collect enough ping pong paddles for each learner in your group to have one.

Supplies:

- Bible
- computer with Internet access
- digital projector
- video: “The Lord’s Prayer—Youth”
http://www.youtube.com/watch?v=0tfeAF_dbdY
- long table (preferably, 8-foot long folding table)
- painters’ tape or masking tape
- one table tennis paddle for each learner
- one table tennis ball or an inflated balloon for each team of two

Read Matthew 6:7–15 to the children. Tell them that this scripture contains the words to the prayer we know as the Lord’s Prayer. Many people know this prayer from memory. Discuss this prayer with learners using the following questions.

- When do you think most people learn it from memory?
- How often do you think people say it?
- Where do you think most people are when they say it?
- How hard is it for you to remember all the words?
- How difficult would it be for you to remember just one word of this prayer?

Practice saying the Lord’s Prayer together so that everyone is comfortable with it. Show the video “The Lord’s Prayer—Youth.” Discuss the video using these questions.

- Did this look like a difficult task?
- How do you think they remembered where to stand?
- Do you think you could do what they did?
- How difficult would it be to remember every other word of The Lord’s Prayer?

Give each learner a table tennis paddle. If paddles are not available, use inflated balloons and have the children bat the balloons with their hands. Divide the group into teams of two. Have players stand across from each other on either side of the table. Tell learners that they are going to play Prayer Pong. They are to gently volley the table tennis ball back and forth to one another. As they volley the ball back and forth, they will say the Lord’s Prayer one word at a time. For example: Player 1 says “Our,” Player 2 says “Father”; Player 1 says “who,” Player 2 says “art.” Continue in this manner to the end of the prayer. For more of a challenge, have players start the prayer over if the ball goes out of bounds. The first team to finish the prayer wins. Have this team lead the rest of the group in the Lord’s Prayer at the end of the activity.

Sending & Serving Activities



7 Listen Up! (Easy Preparation)

Leader preparation: During your prayer time this week, sit quietly and listen for God's voice.

Supplies: None

Invite the children to sit in a circle. Tell them that you are going to whisper something in the ear of the person next you, then that person will whisper it in the ear of the next person, and so on around the circle. The last person will say the phrase out loud. Whisper, "When we listen carefully, we will hear God speak."

Discuss what happened using these questions.

- Was the phrase the same as the one we started with?
- Why do you think it changed?
- What can we do to be sure that the phrase is the same from the beginning to the end?

Play the game again whispering, "We can pray anytime, morning, noon, or night." Consider again what happened using these questions.

- Did we do better this time?
- What does this tell us about listening?
- When we pray, do we need to listen?
- How will listening strengthen our prayer life?

Mention that even when our prayers are whispered, God hears and understands them. Close in prayer. Prayer does not need to be loud or long or filled with fancy words. Sit quietly for a minute and then ask God to help you and your learners be good prayer listeners.

8 World Wide Web

Leader preparation: Be intentional in your prayer life this week to lift up global concerns. Be prepared to talk to your learners about events happening in the world that we can pray about. Check your denomination's website to learn about the issues addressed by global ministries or social service agencies. Consider issues of children poverty, refugees, homelessness, disease, environmental issues, global warming, and so forth

Supplies:

- markers and newsprint or whiteboard
- large ball of yarn

Be prepared to share some current events with the group if they have difficulty thinking of some. Invite the children to name current events in the world that they are concerned about. They may have friends whose parents are serving overseas. They may have heard about natural disasters. Make a list of the concerns on the newsprint or whiteboard. Place the list where children can see it during the game.

Explain to learners that a ritual is any practice or pattern of behavior regularly performed in a set manner. Many people have a ritual of watching the news on

television, reading the newspaper, or following the news on the Internet. Ask children to sit in a circle on the floor. Tell children that together you are going to create your own world wide web. Each person will lift up a world concern, from the list or one they think of when it is their turn, loosely wrap the yarn around their wrist, and then pass the ball of yarn to someone else in the circle. Begin by wrapping the end of the ball of yarn around your wrist, lifting your concern, and passing the ball of yarn to someone across the circle from you. Continue until everyone has had an opportunity to share. Point out the web you have made that intertwines all your concerns and prayers. End with a final prayer asking God to hear the prayers that have been offered and help you and your learners to be instruments of peace in the world. Encourage children to make praying for global concerns a ritual in their prayer life.

9 P-R-A-Y Groups

Leader preparation: Pray for the children in your group by name. Write the letters P, R, A, and Y on 5" × 8" index cards. Make enough for each child to have one card. If you have a group that is not divisible by four, have some cards with "!" on them also.

Supplies:

- prepared "P," "R," "A," "Y," and "!" cards, one card for each child
- pencils or pens

Give each child a prepared card with a letter, or an exclamation mark. Do not tell them what they are going to spell. Have them find three (or four, if you are using "!") other people each with a different letter to join with to form a four (or five) letter word.

Reflect

What evidence is there that the children in your group enjoyed playing the games you selected? In what ways can you tell that they went away with a better understanding of prayer? Did you?

When everyone has formed their P-R-A-Y groups, invite them to write the names of the other people in their group and any prayer requests they might have on their index card. Encourage children to take home their index card and pray for the people on the card by name each time they pray.

Attachment: Activity 1

Prayer Posture Cards

Kneeling	Bowing	Standing
Lying Prostrate	Hands Raised	Kneeling
Bowing	Standing	Lying Prostrate
Hands Raised	Kneeling	Bowing
Standing	Lying Prostrate	Hands Raised

Praying and Making Ritual



Workshop: Music

About this Rotation

Prayer is an essential practice of faith and tradition. Many of us long for a deeper life of prayer. Prayer may be a conversation with God; prayer may also be activity that permeates all of one's life. When we live prayerfully we may begin to develop a worldview that understands our daily lives as an extension of our communal worship. By reclaiming familiar rituals and through exploring new rituals, we may begin to recognize the holy in the ordinary, mark time and space as sacred, and give meaning to the whole of our experience.

About Workshop Rotation

This method of education is informed by Dr. Howard Gardner's work on multiple intelligences, or the many individual ways learners apprehend and incorporate information into their own understandings and ways of being in the world.

For those new to Workshop Rotation, a little vocabulary:

- *Multiple intelligences:* ways of incorporating information, including visual spatial, logical/mathematical, verbal/linguistic, bodily/kinesthetic, musical/rhythmic, interpersonal, intrapersonal, and naturalist.
- *Rotation:* the overarching story or concept that will be explored through a number of workshops focusing on different intelligences.

- *Workshop*: primary site of learning; workshop plans focus on one or two of the intelligences while incorporating others in a secondary way to give learners various experiential ways of understanding the rotation's overarching concept(s).
- *Workshop leader*: the one who uses this curriculum to plan the workshop, adjusting each workshop to best meet the needs of learners, considering age range, size, disabilities, or any other special needs of the group.
- *Shepherds*: leaders who stay with and support a specific group through all the workshops in any rotation as they develop relationships with the learners.

Faith is learned experientially and in relationship. Shepherds are the key relational component, since they move through workshops with the learners. Workshop leaders can work with shepherds to gear each workshop to the particular group of learners they will have this week.

About this Workshop

St. Augustine said, "The one who sings, prays twice." We can commune with God through the rhythms of music. Most children will happily sing a song, beat out a rhythm, or even dance to a tune. Through this workshop, they may also draw close to God through the melodies and harmonies of prayer and the rhythms of ritual. Be open to the Spirit through the music you share with your learners in this workshop.

The focus story for this rotation is Luke 11:1–13. At least one activity in each workshop is developed around this story. Each workshop will also have activities based on other scriptures that help us understand the importance of praying and making ritual.

BIBLE FOCUS STORY:

Luke 11:1–13

(Matthew 6:7–15)

SUPPLEMENTAL STORIES:

Joel 2:1–2 and 12–17

Leader Preparation

Lift your heart in prayer. Lift your voice in song. Sing a prayer. As you prepare the activities to share with your learners, open your heart to God's voice through the music you sing and listen to. Several of the activities suggest having an accompanist. Recruit someone and provide the music that he or she will be asked to play.

Prayer: Help me make a joyful noise to you, God. Let my voice, my hands, and my heart praise you. Amen. So be it.

Exploring & Engaging Activities



1 Lullaby and Good Night (Easy Preparation)

Leader preparation: Revisit some of the lullabies that were sung to you as a child or that you have sung to a child. Think about the ritual surrounding the singing of those lullabies and how that ritual can bring you closer to God. Lyrics to several lullabies can be found on the attachment. A larger selection of lullaby lyrics and music is also on the website "Lullabies Songs."

Supplies:

- "Lullabies," Attachment: Activity 1
- (optional) website: "Lullabies Songs," <http://www.kididdles.com/lyrics/lullabies.html>
- (optional) computer with Internet access
- (optional) digital projector

Tell children that a ritual is any practice or pattern of behavior regularly performed in a set manner. Discuss bedtime rituals with the children using the following questions.

- What are your bedtime rituals?
- How have your bedtime rituals changed as you have gotten older?
- Why do you think your bedtime rituals have changed?
- Why do you think people sing lullabies to babies?
- What lullabies do you know?

Workshop Development

For each workshop leaders may choose from nine activities that help learners engage the practice of faith. It is best to select at least one activity from “Exploring and Engaging,” at least one from “Discerning and Deciding,” and at least one from “Sending and Serving.” The first activity in each category is designed for “easy preparation” (able to be done with minimal preparation with supplies normally found at the church). Using all nine activities could take 90–120 minutes.

- To plan a session of 30–45 minutes, choose three activities using one activity from each category.
- To plan a session of 45–60 minutes, choose four or five activities using at least one activity from each category.

Encourage learners to sing some of the lullabies they know. Share some of the lullabies that you know. *Do you consider the Christmas song “Away in a Manger” to be a lullaby?* Play some of the lullabies on website “Lullabies Songs,” if you choose. Close in a prayer thanking God for the ritual of songs that guide us into rest and slumber.

2 The Lord’s Prayer

Leader preparation: Play, or find someone to play, the different tunes of the Lord’s Prayer listed below. You can also do an Internet search to find a variety of different tunes to listen to.

Supplies:

- Bibles
- copy of “The Lord’s Prayer” in the following tunes: Malotte, West Indian, Let The Words, and Haas, or hymnals including these songs, for each child
- accompanist
- piano or keyboard
- (optional) Caribbean Lord’s Prayer (West Indian folk tune), [http://www.hymnswithoutwords.com/hymns/Category:Caribbean Lord’s Prayer](http://www.hymnswithoutwords.com/hymns/Category:Caribbean%27s%20Prayer)
- (optional) The Lord’s Prayer sung to the tune of “Auld Lang Syne,” http://www.lords-prayer-words.com/lords_prayer_music.html
- (optional) the Albert May Malotte version, <http://smallchurchmusic3.com/Lyrics/D04/S04037.php>

Have volunteers read Luke 11:1–13 and Matthew 6:7–15. Ask learners if they are familiar with this prayer. Explain that some faith communities say this prayer with some differences in wording. Some congregations say “debts/debtors,” some say “trespasses/those that trespass against us,” and some say “sins/those who sin against us.” Some faith communities do and some do not say “For thine is the kingdom, and the power, and the glory, forever and ever. Amen.” Some faith communities say the Lord’s Prayer at every service, and some say it only on certain occasions. Explain that even though there are some differences in how and when people pray the Lord’s Prayer, it is still the Lord’s Prayer and probably the most well-known prayer among Christians throughout the ages. Discuss your faith community’s practice of saying the Lord’s Prayer.

Not only do people pray the Lord’s Prayer differently, the prayer can be sung using different tunes. Listen to and sing some of the different versions of “The Lord’s Prayer.” Consider the different versions using the following questions.

- How are these tunes similar?
- How are they different?
- Why do you think there is so much variety in the way people pray and sing the Lord’s Prayer?
- With all these variations, why do you think the Lord’s Prayer is so important to Christians?



③ Down to the River to Pray

Leader preparation: Watch the YouTube video “Down to the River to Pray” by Alison Krauss.” Consider the similarities and differences between the images on the video and your faith community’s baptism ritual. If possible, collect pictures or video of your faith community’s baptism ritual.

Supplies:

- computer with Internet access
- digital projector
- YouTube video: “Down to the River to Pray” by Alison Krauss”
<http://www.youtube.com/watch?v=zSif77IVQdY&feature=related>
- “Down to the River to Pray,” Attachment: Activity 3
- (optional) pictures or video from your faith community’s baptism ritual

Show the video “Down to the River to Pray” by Alison Krauss.” Discuss how your faith community’s ritual of baptism is similar to and different from those shown in the video. If you have collected pictures or video of your faith community’s baptism ritual, share them with your learners during this discussion.

Give the children a copy of attachment with the lyrics. Play the video again, inviting the children to sing along.

Discerning & Deciding Activities



④ Regroup (Easy Preparation)

Leader preparation: Practice singing the song “Seek Ye First.” Think about how the words to this song reflect Jesus’ lesson on prayer to the disciples in Luke 11:9–10. This song can be found in many hymnals, or a music recording can be purchased from iTunes.com or Amazon.com. If you do not have a music recording, make arrangements for an accompanist. Write the words to “Seek Ye First” on newsprint or a whiteboard. You can find the lyrics in a hymnal or by using an Internet search for the lyrics.

Supplies:

- Bibles
- song: “Seek Ye First” (tune: Seek Ye First)
- (optional) “Seek Ye First,” <http://www.hymnal.net/hymn.php/ns/120>
- piano or music player
- prepared newsprint or whiteboard with “Seek Ye First” lyrics

Invite a volunteer to read Luke 11:1–4. Ask learners if they recognize this prayer that Jesus taught his disciples. Have another volunteer read Luke 11:5–8 and discuss using the following questions.

- Why do you think Jesus followed the prayer he taught his disciples with a story?
- How do you think this story helps us understand the prayer Jesus taught?

Have another volunteer read Luke 11:9–13 and consider it together using these questions.

- Why do you think Jesus told a second story?
- How do you think this part of Jesus' prayer lesson helps us understand the Lord's Prayer?

Teach children the song "Seek Ye First." Practice singing it together several times. Have children form a large circle. Explain that you will call out a number, such as "three," and players are to form into groups of that number. If there are groups that are not full, they join you, the leader. Once the children are in a group they are to begin singing "Seek Ye First." Before they have finished singing the song, call out a new number and everyone should form new groups of that number. Continue in this way, keeping a quick and lively pace until most players have sung with all other players.

5 Prayer Mood Music

Leader preparation: Practice praying the different types of prayers for this activity. Collect rhythm instruments for each child.

Supplies:

- rhythm instruments

Explain to children that one definition of a ritual is an established or prescribed procedure for a religious or other rite. Prayer is considered a ritual. People engage in the ritual of prayer in a variety of ways. Guide learners in a discussion of types of prayers using the following questions.

- How do you pray?
- What types of prayer do you use?

Help children to understand the following types of prayers using the acronym ACTS.

Adoration (Praise): Take time at the beginning of your prayer to praise God—how special God is, how you love God, how you enjoy your friendship with God.

Confession: Ask for God's forgiveness for wrong thoughts and behaviors.

Thanksgiving: Show your gratitude by thanking God for all your blessings.

Supplication (Plea): A fancy word for asking God to meet your needs and the needs of others.

Give the children the rhythm instruments. Ask them to think about the kind of music they would make for each type of prayer. Encourage learners to use their rhythm instruments to create a rhythm for Adoration (Praise). Once all children are playing a rhythm, offer a short prayer of praise. Continue with each of the other types of prayer.

6 Standing in the Need of Prayer

Leader preparation: Consider times when you were “standing in the need of prayer.” Remember people who have prayed for you. Find a music recording of “Standing in the Need of Prayer.” This song can be found in many hymnals, or a music recording can be purchased from iTunes.com or Amazon.com. If you do not have a music recording, make arrangements for an accompanist.

Supplies:

- accompanist or music recording of “Standing in the Need of Prayer” (tune: Need of Prayer)
- (optional) “Standing in the Need of Prayer” lyrics and tune, http://www.scriptureandmusic.com/Music/Text_Files/Standing_In_The_Need_Of_Prayer.html
- piano/keyboard or music player

Listen to “Standing in the Need of Prayer.” Discuss this song using the following questions.

- What do you think it means to be standing in the need of prayer?
- Have you ever been in the need of prayer? When? What was the situation?
- How can others help you when you are in need of prayer?

Divide children into two equal groups. Have the groups stand in two circles, an inner circle and an outer circle, facing one another. Tell the children that the inner circle will move clockwise and that the outer circle will move counterclockwise as “Standing in the Need of Prayer” plays. Explain that when the music stops, they are to stand in front of a child in the other circle and offer a quick prayer with each other. If learners are shy or hesitant about praying with someone else, encourage them to say, “May God bless you.” Play several rounds.

Sending & Serving Activities

7 Prayer in a Round (Easy Preparation)

Leader preparation: Practice singing the simple chorus “For Health and Strength” (tune: Grace). This song can be found in many hymnals or a music recording can be purchased from iTunes.com or Amazon.com. If you do not have a music recording, make arrangements for an accompanist. Write the words to the song on a sheet of newsprint or whiteboard if you cannot find hymnals with the song in it. Enlist some friends to help you practice it in a round.

Supplies:

- accompanist or music recording of “For Health and Strength” (tune: Grace)
- piano/keyboard or music player
- hymnals with “For Health and Strength” (tune: Grace), or newsprint or whiteboard with “For Health and Strength” lyrics
- (optional) lyrics and sheet music for “For Health and Strength,” <http://choirworks.com/index.php/unison-solo-rounds/for-health-and-strength-round>

Discuss praying with children using these questions.

- How many times a day do you think we should pray?
- When do you think we should pray during the day?
- How do you think we should pray? (Silently, out loud)
- How would you feel about singing a prayer?

Teach children the simple chorus “For Health and Strength.” Try singing it in a two-part round and then in a four-part round. Encourage children to teach this simple chorus to their families.

8 Personal Prayer Time

Leader preparation: Be intentional about including prayerful meditation in your prayer life this week. Practice singing “Listen to Your Children Praying” (tune: Children Praying). This song can be found in many hymnals, or a music recording can be purchased from itunes.com or amazon.com. If you do not have a music recording, make arrangements for an accompanist.

Supplies:

- accompanist or music recording of “Listen to Your Children Praying” (tune: Children Praying)
- (optional) tune and lyrics for “Listen to Your Children Praying,” <http://rockhay.tripod.com/worship/music/lordlisten.htm>
- piano/keyboard or music player

Discuss the importance of making time for prayer every day using the following questions.

- How often do you think we should pray?
- Where do you think we should pray?
- Who do you think should be there when we pray?
- What does it mean to meditate? Explain to learners that personal meditation can be used any time to draw close to God.

Teach children “Listen to Your Children Praying.” Sing it several times so children are comfortable with the words and tune. Encourage learners to find a comfortable position to pray (sitting, kneeling, standing). Guide children in a short meditation saying, “Imagine that Jesus is sitting next to you. Tell him about your concerns, decisions, joys, or anything else on your mind. Be still and allow Jesus time to speak to your heart.” Pause, and then ask children to quietly sing again “Listen to Your Children Praying.”

Explain to learners that a ritual is any practice or pattern of behavior regularly performed in a set manner. Encourage learners to set aside five minutes each day to pray quietly.

9 Amen!

Leader preparation: Practice singing “Masithi” (“Sing Amen”) (tune: Masithi) or other “Amen” choruses found in most church hymnals. If you wish to have musical accompaniment, make those arrangements.

Supplies:

- prepared newsprint or whiteboard with the words to “Masithi” (“Sing Amen”) (tune: Masithi), or hymnals with the song or other “Amen” choruses
- (optional) tune and lyrics for “Masithi,” <http://www.smallchurchmusic3.com/Lyrics/D01/S01235.php> or <http://www.jamendo.com/en/track/39743>
- (optional) keyboard instrument
- (optional) accompanist

Discuss prayer with the children using the following questions.

- How do we normally end a prayer?
- What does “Amen” mean? (“So be it”)

Teach children “Masithi” (“Sing Amen”) or another “Amen” chorus. Sing it together several times. Encourage children to sing this “Amen” chorus when they end their prayers in the coming week.

Reflect

Thank God for the time of music you spent with the children in your group. Which activities spoke most to your learners? How can you continue to improve on the activities that you selected? Raise your voice in a song of praise for the time you spent with the children in your group.

Attachment: Activity 1

Lullabies

All Through the Night

Sleep my child and peace attend thee,
All through the night.
Guardian angels God will send thee,
All through the night.

Soft the drowsy hours are creeping,
Hill and dale in slumber sleeping,
I my loved ones' watch am keeping,
All through the night.

Brahms Lullaby (Lullaby and Good Night)

Lullaby and good night, with roses bedight,
With lillies o'er spread is baby's wee bed,
Lay thee down now and rest, may thy slumber
be blessed,
Lay thee down now and rest, may thy slumber
be blessed.

Lullaby and good night, thy mother's delight,
Bright angels beside my darling abide,
They will guard thee at rest, thou shalt wake
on my breast,
They will guard thee at rest, thou shalt wake
on my breast.

Rock-a-Bye Baby

Rock-a-bye baby, in the tree top,
When the wind blows, the cradle will rock,
When the bough breaks, the cradle will fall,
And down will come baby, cradle and all.

Hush, Little Baby

Hush, little baby, don't say a word.
Papa's gonna buy you a mockingbird.
And if that mockingbird won't sing,
Papa's gonna buy you a diamond ring.

And if that diamond ring turns brass,
Papa's gonna buy you a looking glass.
And if that looking glass gets broke,
Papa's gonna buy you a billy goat.

And if that billy goat won't pull,
Papa's gonna buy you a cart and bull.
And if that cart and bull fall down,
You'll still be the sweetest little baby in town.

Attachment: Activity 3

Down to the River to Pray

Chorus 1

As I went down in the river to pray
Studying about that good ol' way,
And who shall wear the stary crown?
Good Lord, show me the way!

Verse 1

O sisters, let's go down,
Let's go down, come on down,
O sisters, let's go down
Down in the river to pray.

Chorus 2

As I went down in the river to pray.
Studying about that good ol' way,
And who shall wear the robe & crown?
Good Lord, show me the way.

Verse 2

O brothers, let's go down,
Let's go down, come on down,
Come on brothers, let's go down,
Down in the river to pray.

Chorus 1

Verse 3

O fathers, let's go down,
Let's go down, come on down,
O fathers, let's go down,
Down in the river to pray.

Chorus 2

Verse 3

O mothers, let's go down,
Come on down, don't you wanna go down?
Come on mothers, let's go down,
Down in the river to pray.

Chorus 1

Verse 4

O sinners, let's go down,
Let's go down, come on down,
O sinners, let's go down,
Down in the river to pray.

Chorus 2

Praying and Making Ritual



Workshop: Science

About this Rotation

Prayer is an essential practice of faith and tradition. Many of us long for a deeper life of prayer. Prayer may be a conversation with God; prayer may also be activity that permeates all of one's life. When we live prayerfully we may begin to develop a worldview that understands our daily lives as an extension of our communal worship. By reclaiming familiar rituals and through exploring new rituals, we may begin to recognize the holy in the ordinary, mark time and space as sacred, and give meaning to the whole of our experience.

About Workshop Rotation

This method of education is informed by Dr. Howard Gardner's work on multiple intelligences, or the many individual ways learners apprehend and incorporate information into their own understandings and ways of being in the world.

For those new to Workshop Rotation, a little vocabulary:

- *Multiple intelligences:* ways of incorporating information, including visual spatial, logical/mathematical, verbal/linguistic, bodily/kinesthetic, musical/rhythmic, interpersonal, intrapersonal, and naturalist.
- *Rotation:* the overarching story or concept that will be explored through a number of workshops focusing on different intelligences.

- *Workshop*: primary site of learning; workshop plans focus on one or two of the intelligences while incorporating others in a secondary way to give learners various experiential ways of understanding the rotation's overarching concept(s).
- *Workshop leader*: the one who uses this curriculum to plan the workshop, adjusting each workshop to best meet the needs of learners, considering age range, size, disabilities, or any other special needs of the group.
- *Shepherds*: leaders who stay with and support a specific group through all the workshops in any rotation as they develop relationships with the learners.

Faith is learned experientially and in relationship. Shepherds are the key relational component, since they move through workshops with the learners. Workshop leaders can work with shepherds to gear each workshop to the particular group of learners they will have this week.

About this Workshop

People approach prayer from a variety of directions. While many people feel close to God through prayer in their home or church, there are others who encounter God while they are fishing or walking in the woods. From the very beginning we know God as Creator. Although regular participation in a community of faith is critical to one's faith maturity, recognizing and acknowledging God in nature is an important part of faith. Elementary age children will resonate with the simplistic joy of prayer in nature. This workshop invites leaders and learners to explore God's presence in their lives through experiencing the world around them.

The focus story for this rotation is Luke 11:1–13. At least one activity in each workshop is developed around this story. Each workshop will also have activities based on other scriptures that help us understand the importance of praying and making ritual.

BIBLE FOCUS STORY:

Luke 11:1–13

(Matthew 6:7–15)

SUPPLEMENTAL STORIES:

Joshua 4:1–7, Psalm 23

Leader Preparation

This workshop invites learners to experience the joy of praying and making ritual through the amazing creations God provides in nature. If possible, take time before this workshop to spend time outdoors praising God for all of creation. Lie on your back in the clouds or on a pile of leaves and watch clouds move across the sky. Wonder at the imagination of a God that can create water in all its forms. Take a walk and feel the bark of a tree, the softness of grass, the roughness of a rock. Stand perfectly still and listen to the sounds

Exploring & Engaging Activities



1 Shout to the Lord! (Easy Preparation)

Leader preparation: Pray the Lord's Prayer, pausing after each line to think about what it means to you. Is it different than what it meant to you as a child? Print out one copy of the attachment for every two children.

Supplies:

- access to a large outdoor space, or large indoor space if it is not possible to go outside
- "The Lord's Prayer for Two," Attachment: Activity 1

Ask learners if they know the Lord's Prayer. Recite it together, or say it aloud for learners to hear. Explain that the Lord's Prayer is a prayer that Jesus taught his disciples. This prayer is used in many churches today all around the world. Invite the children to talk about how they pray when they are alone, when they are at church, and when they are with their families. Ask learners if they have ever shouted a prayer. Explain that there are many passages in the Bible that tell us to shout our praises to God. Sometimes that is not easy to do because we are inside a building, or we are shy about praying aloud.

Have the children form pairs. If you have an odd number of children, be a partner with one of them. Give each pair a copy of "The Lord's Prayer for Two." Explain that one child will be Prayer One and the other child will be Prayer Two. Go outside, or to a large indoor space. Show learners the boundaries of your space. Invite each pair to go as far away from other learners as possible and shout the prayer to God. Be sensitive to other groups so that this activity does not interfere with them.

of nature: birds singing, insects chirping, wind blowing. If it is not possible for you to actually go outside, take time to look at photographs and magazines that show the wonders of nature. Wrap your arms around yourself and thank God for the body and the mind and the heart God gave you. Prepare yourself to share your gifts with your learners.

Pray: God of all creation, of water, earth, and sky, the heavens are your tabernacle. Glory to God on High. God of wonders, beyond our galaxy, you are holy, holy, holy. The universe declares your majesty. You are holy, holy, holy. Amen.

Workshop Development

For each workshop leaders may choose from nine activities that help learners engage the practice of faith. It is best to select at least one activity from “Exploring and Engaging,” at least one from “Discerning and Deciding,” and at least one from “Sending and Serving.” The first activity in each category is designed for “easy preparation” (able to be done with minimal preparation with supplies normally found at the church). Using all nine activities could take 90–120 minutes.

- To plan a session of 30–45 minutes, choose three activities using one activity from each category.
- To plan a session of 45–60 minutes, choose four or five activities using at least one activity from each category.

Come together as a group and discuss the experience of shouting their prayer.

- How did shouting to God make you feel?
- What did you notice about Prayer One and Prayer Two?

Pray “The Lord’s Prayer for Two” again as a whole group.



2 Guided Meditation

Leader preparation: Meditate using the “No-Traveller’s Borne” by Jess as your focus point. What does God have to say to you through this piece of art? Be prepared to share your thoughts with your learners. Hang the picture on the ceiling in your gathering space. Read the attachment “Guided Meditation” several times so that you are comfortable with the pace.

Supplies:

- artwork: “No-Traveller’s Borne” by Jess
https://secure3.convio.net/ucc/site/Ecommerce/1801449515?VIEW_PRODUCT=true&product_id=17101&store_id=1401
- “Guided Meditation,” Attachment: Activity 2

Ask learners to lie on their backs and look up at the picture as you discuss it using these questions.

- Why did we hang this picture on the ceiling?
- What do you see in this piece of art?
- How does it make you feel?

Invite the children to participate in a guided meditation. Explain that a guided meditation is a form of prayer when the body is relaxed but the mind is focused. Through guided meditation daily thoughts can drop aside, and we can be at one with the Holy Spirit. Many people include guided meditation as a daily or weekly ritual in their prayer life. Lead the children in the guided meditation. Then briefly discuss children’s feelings, emotions, and impressions of the guided meditation using the following questions.

- How did you feel at the beginning of the meditation: relaxed or tense?
- How did you feel at the end of the meditation?
- How would you feel about making guided meditation a ritual in your prayer life?

3 Rockin’ for God

Leader preparation: Find a place outside where you may hold this activity. Make sure there are small rocks in the area for your learners to find. If there are not enough rocks, scatter some garden rocks around the area. If you will be doing this activity inside, scatter small garden rocks around your learning area. Think about a time that you hold as a special memory of when you experienced God. Be prepared to share this with the children.

Supplies:

- Bible
- garden rocks

Send the children in different directions to look for rocks, either outside or in your learning space. When each child has found a few rocks, bring the children back together. Read Joshua 4:1–7. Discuss why God had the Israelites create this memorial. Ask children to think about a time when God did something special in their life that they would like to remember. Encourage each child to share a memory as he or she places a rock on the pile. Share a prayer together that you and the children will be open to God’s continued work in your life.

Discerning & Deciding Activities



4 Lectio Divina (Easy Preparation)

Leader preparation: Read Psalm 23 several times. Let the psalm become a prayer. Let God speak to you through the scripture. Familiarize yourself with the attachment “Lectio Divina Instructions” and the hymn “Into My Heart” (tune: Into My Heart) or another short centering hymn.

Supplies:

- Bible
- words and music to “Into My Heart” (tune: Into My Heart), or other short centering hymn
- “Lectio Divina Instructions,” Attachment: Activity 4

Invite children to sit in a circle. Invite the children to try a prayer activity called Lectio Divina. Explain that Lectio Divina means “divine reading,” and it is a traditional Christian practice of prayer and scripture reading that invites you practice listening to God through scripture. Guide learners through the Lectio Divina using the attachment.



5 Nature Labyrinth

Leader preparation: Take a walk outside. Look at the beauty of nature around you. Offer a prayer of thanksgiving for the world God has created and for the children you will share it with during this workshop. Gather nature items, such as plants, flowers, garden stones, twigs, leaves, and so forth. You may use pictures of nature settings as well. Gather worship items, such as Bibles, hymnals, crosses, candles, and so forth. Determine where you and the children will make a simple labyrinth in the form of a large spiral.

Supplies:

- “Labyrinth Pattern,” Attachment: Activity 5
- access to the outdoors or a large indoor space
- nature items, such as plants, flowers, garden stones, twigs, leaves, nature pictures, and so forth
- worship item, such as Bibles, hymnals, crosses, candles, and so forth
- rope (outdoors) or masking tape (indoors), long enough to mark the path of your labyrinth spiral

Display the labyrinth pattern from the attachment. Explain that labyrinths are winding spiral paths designed to take a walker to the center and back out again, without any dead ends or side paths found in mazes. Labyrinths are one way of centering our thoughts. Take the children to the space where they will make their labyrinth. Using the rope or the masking tape, have the children lay out the path

of a labyrinth in a large spiral. Have them place the nature items along the path and the worship items at the center of the labyrinth.

Invite the children to begin the labyrinth experience with the following words.

Get comfortable. Allow the beauty of creation feed your spirit. Sense your heart. Allow it to open. When you feel ready, move to the labyrinth. Following the path of nature items, walk slowly to the center of the labyrinth, praying your own prayer or one that you have learned. Once you reach the center, pause for a moment, look around you at all that God has created. As you walk back out from the center of the labyrinth, thank God for the beauty of creation.

When everyone has had time to experience the labyrinth, gather them together. Ask learners to share their feelings about the labyrinth experience. Offer a prayer of thanksgiving to God for this experience.

⑥ Spirit Breath Prayers

Leader preparation: Breathe in and out deeply. Be conscious of your breathing. Open your mind and your heart to prayers of thanksgiving or concern that your breathing pattern brings to your consciousness. Allow your breathing to become your prayer. Poke a hole in the bottom of a paper cup and run a string through the hole in the cup. Make one cup-and-string apparatus for each group of three children.

Supplies:

- 6–8 feet of string for each group of three children
- paper cup for each group of three children
- funnel for each group of three children

Lead the children in a discussion about prayer using these questions.

- How do you pray?
- Do prayers have to have words?
- If prayers don't have words, what makes them a prayer?
- Have you ever gone outside on a beautiful day, turned your face up to the sun, and inhaled deeply? Is this a prayer? Why or why not?
- Have you ever finished a test and let out your breath as if you had been holding it through the entire test? Is this a prayer? Why or why not?

Divide the children into groups of three and give each group a prepared cup-and-string apparatus and a funnel. Explain that two people in each group will stand apart and hold the ends of the string so the string is taut. The third person will hold the narrow end of the funnel by the open end of the paper cup and inhale deeply, then exhale, blowing through the wide end of the funnel to make the cup move along the string. Tell the children that they are making “breath prayers.” As the children blow, invite them to think of something they want to lift in prayer, such as “Thank you for this beautiful day” or “Be with my friend who is sick.” Have the children take turns blowing the prayer cup and praying their breath prayers. Come together as a group to discuss the experience. In what way has their opinion about wordless prayers changed?

Sending & Serving Activities

7 Natural Disaster Prayers (Easy Preparation)

Leader preparation: There are natural disasters occurring in our world every day. Go to your denomination's website to learn about how your denomination responds to current local and international disasters, or go to the website of Church World Service, <http://www.churchworldservice.org>. If you will not have Internet access during this workshop, print information from these sites to share with your learners. Pray for those affected and for those who are committed to helping.

Supplies:

- (optional) computer with Internet access
- (optional) digital projector
- pencils and paper

Discuss with learners what a natural disaster is. What natural disasters do they know about that have occurred recently in the United States or in other countries? Be prepared to share some of the natural disasters highlighted on the Church World Service website or your denomination's website.

Think together about what the church can do to help people who have been affected by a natural disaster. Remind them that they are part of the church, so the question is also "What can we do?" Invite the children to write a prayer for those affected by the disaster and for those who are called to help. Ask the pastor of your church to share some of these prayers during your church's community prayer time.

Note: Children may also feel called to raise or donate money to aid in disaster relief. Be prepared to facilitate this. Donations may be sent to your denomination or to: Church World Service, 28606 Phillips Street, P.O. Box 968, Elkhart, IN, 46515.

8 Water, Water, Everywhere

Leader preparation: Focus your prayer life on water this week. Every time you engage in daily rituals that have water as a component, such as taking a shower, washing your hands, drinking a glass of water, or watering your plants, thank God for this amazing symbol of life. Fill cups with potting soil. Fill a watering can, bowl, and communion cups with water.

Supplies:

- prepared small bathroom-size paper cup for each child
- large seed (gourd, bean, sunflower) for each child
- small watering can
- bowl of water
- hand towel
- communion tray of cups filled with water
- artwork: "Baptism of Christ" by Pheoris West

https://secure3.convio.net/ucc/site/Ecommerce/1801449515?VIEW_PRODUCT=true&product_id=17101&store_id=1401

Invite the children to sit in a circle. Explain that a ritual is any practice or pattern of behavior regularly performed in a set manner. Ask the children to name rituals that they engage in that use water. Tell the children that they are going to use

or think about water in four different ways.

Give everyone a cup of soil and a seed. Show the children how to plant their seeds pressing it gently into the soil, about half a finger into the soil. Pass around the watering can so the children can water in their seeds. Also pass around the bowl of water and towel to each child. Invite the children to wash and dry their hands. Then discuss water with your group using these questions.

- Why do you think water is so important?
- How did we use water during our activity today?
- How are these four uses of water different?
- How are they the same?

Look together at “Baptism of Christ” by Pheoris West. Discuss the ritual of baptism using these questions.

- How does our church celebrate baptism?
- What do you remember from baptisms you have seen or participated in?
- Why do you think we use water to baptize people?

Pass the tray of communion cups around the circle. Invite the children to say “May you be blessed with living water” as they pass the tray to the person beside them. They may take a cup and drink the water, then replace the empty cup in the tray before passing the tray to the next person.

Offer a prayer of thanksgiving for the gift of water. Have the children take their seeds home. Encourage them to water their seeds and remember the importance of water to us as children of God.

9 Sand Garden Meditation

Leader preparation: Create your own meditation sand garden following the steps below. Use it each day to quiet your thoughts and reflect on the wonder of the natural world God created. A picture of a small table top size meditation sand garden can be found at the website “Zen Garden,” http://pad3.whstatic.com/images/2/2a/200px-Zen_Garden.jpg. Gather small plastic storage containers, sand, and items from nature, such as stones, moss, twigs, leaves, shells, and so forth, for the children to make their own meditation sand gardens.

Supplies:

- sandwich-size plastic storage container, such as GladWare® brand, for each child
- sand
- small stones, moss, large twigs, or other natural items
- plastic fork for each child

Talk with the children about taking time each day to quiet their thoughts and focus on the world around them that God created.

- Why do you think God created so many different types of plants and animals?
- What do you think your responsibility to creation is?
- How can you help care for God’s creation?
- How do you think you can take time to be quiet and think about creation?
- How do you think it might bring you closer to God and strengthen your prayer life?

Show the children the meditation sand garden you made. Give them the supplies and help them create their own meditation sand garden. Have them fill the sandwich container three-quarters of the way full with sand. Tell them to add stones, moss, twigs, and other natural items as they choose. You might want to suggest different ways to add visual interest, such as symmetry, off-center, different heights, repetition, different textures, and so forth. Give all the children plastic forks and show them how to represent water ripples by raking long, curving strokes with the forks. Show them how they can smooth the sand with their fingers to give them clean slates to begin their meditation.

Invite the children to take their meditation sand gardens to a place where they can be quiet and alone. Suggest that they rake a pattern of straight lines or curvy, swirly lines in the sand. Encourage them to reflect quietly on all that God created and how blessed they are to live in this beautiful world. Encourage the children to use their meditation sand gardens at home, finding a time each day to thank God for creation.

Reflect

To reflect on this workshop, go outside once again. Look up at the sky, the clouds, the treetops. Look down at the ground. Close your eyes. Look back on the experiences you shared with your learners. In what ways did you and the children experience the holy in nature? How will you continue to make nature part of your prayer life?

Attachment: Activity 1

The Lord's Prayer for Two

Prayer One: Our Father (or "Creator" or "Father and Mother"), who is in heaven.

Prayer Two: God in heaven, we know you love us.

Prayer One: Hallowed be your name.

Prayer Two: We praise your name!

Prayer One: Your kingdom come.

Prayer Two: Your perfect place is in me.

Prayer One: Your will be done in earth, as it is in heaven.

Prayer Two: Teach us your ways, so earth will be like heaven.

Prayer One: Give us this day our daily bread.

Prayer Two: Please give us what we need each day.

Prayer One: And forgive us our debts, as we forgive our debtors.

Prayer Two: And help us forgive others like you forgive us.

Prayer One: Lead us not into temptation, but deliver us from evil.

Prayer Two: Teach us to choose what is right. Watch over us, and keep us safe.

Prayer One: For yours is the kingdom, and the power, and the glory forever.

Prayer Two: God you are everything!

Prayer One: Amen.

Prayer Two: This is our prayer!

Attachment: Activity 2

Guided Meditation

Relax your body and look up at the picture on the ceiling. *(Pause)*

Imagine a night sky, filled with stars. The most stars you can imagine. *(Pause)*

Over toward the horizon, you can see the thin, hazy band of the Milky Way. *(Pause)*

Above you is the Big Dipper. You know it's there, but with so many stars in the sky it's difficult to find it. *(Pause)*

Take a deep breath in. *(Pause)*

Slowly exhale as you take in the wonder of millions of far-away suns moving around our universe, *(Pause)*

so near in the sky, yet none of us will ever be able to see them up close. *(Pause)*

Thank God for creating such a wonderful world for us to live in: *(Pause)*

from every small insect that crawls on the ground *(Pause)*

to the high mountain peaks and low valleys that dot the Earth's surface, *(Pause)*

to every person who lives and breathes and walks and talks and thinks and feels and listens and speaks on this day. *(Pause)*

Thank you, God, for allowing us to experience such amazing things in our lives, *(Pause)*

whether it's staying at home or traveling the world *(Pause)*

and allowing us to be with ones we love throughout our entire journey. *(Pause)*

Amen.

(Pause)

When you are ready, take a deep breath in and, as you exhale, sit up and join the rest of the group.

ADAPTED AND USED WITH PERMISSION FROM A SERMON MEDITATION WRITTEN BY JASON SCHUBERT, A HIGH SCHOOL SENIOR AT ST. MATTHEW UNITED CHURCH OF CHRIST, WHEATON, ILLINOIS.

Attachment: Activity 4

Lectio Divina Instructions

Sing “Into My Heart” or another easy chorus that the children know. Read Psalm 23 to the children.

Tell the children as you read Psalm 23 again, they are to listen for a word, a phrase, or something special that they notice or like about the passage. Read Psalm 23. Pause for 30 seconds of silence after reading the scripture. Ask the children to identify a word or phrase. Share your word or phrase also, especially if children are hesitant about sharing.

Tell the children that you are going to read Psalm 23 for a third time. This time they are to pay attention to what God is saying in this scripture passage. It may be a message about a word or phrase, or it may be about the whole psalm. Read Psalm 23 again. Pause for 30 seconds of silence. After the silence, invite the children to share, if they are comfortable, what they think God is saying in this scripture. This sharing should be done without discussion, questions, or responses from you or other children. Share what you think God is saying in this scripture.

Tell the children that you are going to read Psalm 23 one more time, and then you will pray together, thanking God for what they have learned through this scripture passage. Read Psalm 23 for the final time. Pause for 30 seconds of silence. Before you pray, tell the children that you will pause during the prayer for them to offer any prayers of thanksgiving they have for what they learned from Psalm 23. Pray a prayer of thanksgiving for God’s Word. Close the prayer when you feel everyone who wishes to pray has had an opportunity.

Attachment: Activity 5

Labyrinth Pattern



Praying and Making Ritual



Workshop: Video

About this Rotation

Prayer is an essential practice of faith and tradition. Many of us long for a deeper life of prayer. Prayer may be a conversation with God; prayer may also be activity that permeates all of one's life. When we live prayerfully we may begin to develop a worldview that understands our daily lives as an extension of our communal worship. By reclaiming familiar rituals and exploring new rituals, we may begin to recognize the holy in the ordinary, mark time and space as sacred, and give meaning to the whole of our experience.

About Workshop Rotation

This method of education is informed by Dr. Howard Gardner's work on multiple intelligences, or the many individual ways learners apprehend and incorporate information into their own understandings and ways of being in the world.

For those new to Workshop Rotation, a little vocabulary:

- *Multiple intelligences*: ways of incorporating information, including visual spatial, logical/mathematical, verbal/linguistic, bodily/kinesthetic, musical/rhythmic, interpersonal, intrapersonal, and naturalist.
- *Rotation*: the overarching story or concept that will be explored through a number of workshops focusing on different intelligences.

- *Workshop*: primary site of learning; workshop plans focus on one or two of the intelligences while incorporating others in a secondary way to give learners various experiential ways of understanding the rotation's overarching concept(s).
- *Workshop leader*: the one who uses this curriculum to plan the workshop, adjusting each workshop to best meet the needs of learners, considering age range, size, disabilities, or any other special needs of the group.
- *Shepherds*: leaders who stay with and support a specific group through all the workshops in any rotation as they develop relationships with the learners.

Faith is learned experientially and in relationship. Shepherds are the key relational component, since they move through workshops with the learners. Workshop leaders can work with shepherds to gear each workshop to the particular group of learners they will have this week.

About this Workshop

We live in a visual society. Our children see countless video images each day. This workshop provides the opportunity to expose children to the positive qualities of video and give them a familiar framework for encountering prayer and ritual in their own lives.

The focus story for this rotation is Luke 11:1–13. At least one activity in each workshop is developed around this story. Each workshop will also have activities based on other scriptures that help us understand the importance of praying and making ritual.

BIBLE FOCUS STORY:

Luke 11:1–13

(Matthew 6:7–15)

SUPPLEMENTAL STORIES:

**Philippians 1:3–4,
Deuteronomy 26:1–11,
Psalm 23**

Exploring & Engaging Activities



1 Scrambled Prayer (Easy Preparation)

Leader preparation: Pray the Lord's Prayer. Be aware of the order of the phrases. Consider the thought behind the order of these words when it was first written.

Write the words of the Lord's Prayer on index cards—one word per card. Use the words that are used in your congregation. Paperclip the cards together into the six sections as shown below, mixing up the order of the cards in each section.

1. Our Father who is in heaven. Hallowed be your name.
2. Your kingdom come. Your 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. Lead us not into temptation, but deliver us from evil.
6. For yours is the kingdom, and the power, and the glory forever. Amen.

Supplies:

- several Bibles marked at Matthew 6:7–15
- prepared Lord's Prayer cards
- video camera
- video player and television or projector

Leader Preparation

This workshop requires preparation and some expertise with technological media. Don't let the organization get in the way of the power of the experience. Remember to keep the focus on God and strengthening a relationship with the holy. Spend time before the workshop preparing. Since this is a video workshop, it is assumed that you have available video recording devices. Spend time during the workshop experiencing and exploring with your learners.

Divide children into six groups. Give each group one section of the prayer. Tell them that the cards together form a phrase from a prayer. Instruct members of each group to put the words of the phrase in the correct order. Have groups video record themselves reading the prayer phrase in the order they completed, which may not be the order of the line from the Lord's Prayer. When each group has unscrambled their phrase and video recorded themselves, view the videos as a whole group. Have the children consider the following questions.

Prayer: Holy God, we have communicated with you since the beginning of time. Now, in our highly technological world, we sometimes can't hear your voice. Help us stop and listen for your voice. Amen.

Workshop Development

For each workshop leaders may choose from nine activities that help learners engage the practice of faith. It is best to select at least one activity from “Exploring and Engaging,” at least one from “Discerning and Deciding,” and at least one from “Sending and Serving.” The first activity in each category is designed for “easy preparation” (able to be done with minimal preparation with supplies normally found at the church). Using all nine activities could take 90–120 minutes.

- To plan a session of 30–45 minutes, choose three activities using one activity from each category.
- To plan a session of 45–60 minutes, choose four or five activities using at least one activity from each category.

- Does this prayer make sense in the order it was read? Why or why not?
- Where have you heard this prayer before?
- How can we put this prayer in the proper order?
- How can we check to see if we have the phrases in the correct order?

Encourage the entire group to work together to put the words of the prayer in the proper order. Make Bibles available for learners to check their work. Video record each group reading its phrase again, this time in the order the entire group has decided on. View the video with the words of the Lord's Prayer in the correct order. Invite children to say the Lord's Prayer along with the video.

Note: This video can be used again in Activity 6. It can also be shared with your faith community or other learning groups.

2 Storyboard Liturgical Dance

Leader preparation: Watch the YouTube video “Wash, O God, Our Sons and Daughters’ Liturgical Dance.” Gather the props listed below.

Supplies:

- computer with Internet access
- digital projector
- YouTube video: “Wash, O God, Our Sons and Daughters,” <http://www.youtube.com/watch?v=MHEvIRiqBYo>; and lyrics <http://www.just-somelyrics.com/823745/Oleta-Adams-Wash,-O-God,-Our-Sons-%26-Daught-Lyrics>
- YouTube video: “Wash, Oh God, Our Sons and Daughters’ Liturgical Dance,” http://www.youtube.com/watch?v=0UBS1AEs_dg
- video camera
- video player and television or projector
- props: Verse 1—long blue cloth to represent water, bright colored scarves; Verse 2—pottery communion cup and plate, loaf of unsliced bread; Verse 3—white scarves or pieces of material, baskets of different sizes and shapes

Read the lyrics of the hymn together. Discuss each verse and the song as a whole using the following questions.

- What is this verse about?
- What do you like the most about this verse?
- What do you like the least about this verse?
- What questions do you have about this verse?
- What are your thoughts, feelings, or impressions of this song?
- What message do you think the author was trying to share through the words to this song?

Show the YouTube video “Wash, O God, Our Sons and Daughters.” Invite the children to sing along and to feel the rhythm and movement of the song.

Ask learners if they are familiar with liturgical dance. Liturgical dance is an expression of prayer or worship through body movement and is considered part of the ritual of worship in some communities of faith. If you feel it would be helpful, show YouTube video “Wash, O God, Our Sons and Daughters’ Liturgical Dance.” Divide the children into three groups, one for each verse. Give each group props,

and instruct each group to choreograph a liturgical dance that expresses its verse. Video record each group. Play the video for the group and share with your community of faith, if possible.

③ Pray for Me

Leader preparation: During your prayer time this week, consider those people who make our communities run smoothly. Lift them in prayer.

Collect clothing or props that represent different occupations or people who contribute to our community, such as a suit, apron, chef's coat, minister's stole, baseball hat, hardhat, textbook, doctor's coat, and so forth. Be sure to have more items than the number of children. Be prepared to help learners articulate a prayer request that the community personality they selected might have.

Supplies:

- Bible
- costumes and props for community helpers
- video camera
- video player and television or projector

Read Philippians 1:3–4. Discuss the passage using the following questions.

- Who do you think the “you” is in this passage?
- Who can we pray for in our community?

Invite learners to look through the costumes and props and select a person from the community to represent. Have learners take turns standing up, introducing his or her community personality, and asking for a prayer. (“Hi, I’m an attorney. Please pray that I will represent my client fairly.”) After each child presents his or her community personality and prayer request, ask the rest of the group to respond: “Hear our prayer, O God.” Video record each prayer presentation. Watch the video together. Discuss this experience using the following questions.

- How did taking on the personality of someone else and their prayer need make you feel?
- Why should we pray for people in our community?
- What other community people could we pray for?

Share this prayer video with your faith community.

Discerning & Deciding Activities



④ Graphic Scripture (Easy Preparation)

Leader preparation: Many of your learners may be familiar with graphic novels (comic style storytelling). Familiarize yourself with graphic novels before leading this activity. Read Deuteronomy 26:1–11, and consider the pictures it brings to your mind. Be prepared to guide learners in translating the words of this passage into pictures. Print and make five copies of the attachment “Graphic Scriptures Script.” Highlight one section on each script so each group can see its section in relation to the other sections.

Supplies:

- Bibles
- several pieces of 22" × 28" poster board cut into four 11" × 14" pieces
- pencils, markers, crayons
- video camera
- video player and television or projector
- "Graphic Scriptures Script," Attachment: Activity 4

Invite volunteers to read aloud Deuteronomy 26:1–11. Explain to the children that this scripture is part of a speech given by Moses to the people of Israel. He is giving them instructions about praising God for the gifts they have received. Discuss this passage using the following questions.

- How is this ritual of offering similar to the offerings we give?
- How is it different?
- Why do you think the people of Israel gave the first fruits from their harvest?
- What would our first fruits be today?
- Why do you think Moses instructed the people of Israel to talk about their past and how they came to be where they are now?
- What could we say about our past and how we came to be where we are now?

Invite the children to create a video graphic novel of this story to share with your faith community. Divide the children into five groups. Give each group a copy of the attachment "Graphic Scriptures Script." Provide poster board and drawing supplies for each group. Instruct the children to create one or more graphic depictions of their section of the scripture. Video record the story boards as each group reads its portion of the script. View the video together, and then share it with your community of faith.

5 Telephone to God

Leader preparation: As you pray this week, imagine that you are in phone conversation with God. Do you monopolize the conversation? Do you allow God to talk but you don't really listen or engage in conversation? Is your conversation give and take, both talking and listening? Be prepared to share your experience with your learners.

Collect a variety of telephones (old phones, cell phones, toy phones), one for each child.

Supplies:

- telephone (old phones, cell phones, toy phones) for each child
- video camera
- video player and television or projector

Invite the children to make a video about telephone conversations. Ask children to select a telephone partner, and give each child a telephone. Have children sit back to back. Ask children to have a telephone conversation in which one person does all the talking and the other person just listens. It might be helpful to suggest a topic for the conversation, such as the best part of a day at school, the worst homework assignment ever given, or how I feel about my best friend. Walk around and capture a little of each of these conversations on video. Discuss this experience using the following questions.

- Listeners, how did you feel about this conversation?
- Talkers, how did you feel about this conversation?
- How could we make this conversation better?

Ask children to choose a new partner and once again sit back to back. Invite children to have a conversation with their new partner in which both partners take turns talking and listening. Video record these conversations. Discuss this experience using the following questions.

- How did you feel about this conversation?
- How was it different from the first conversation?
- If we were to talk to God on the telephone, which type of conversation would be better?
- How can we listen to God speak?

Ask children to find another new partner. Tell them that this time they are going to have a prayer conversation with God—one child will pray and the other child will be God. Tell children they will have the opportunity to switch roles. Video record these conversations. Discuss this experience using the following questions.

- When you were the person praying, how did you feel about this conversation?
- When you were playing God, how did you feel about this conversation?
- What do you think it is like for God to be in conversation with everyone that prays each day?

View the video that you made of the different types of conversations. Engage the children in conversation about this activity using the following questions.

- What was the most interesting thing you noticed in the video?
- How did the conversations change from the beginning to the end?
- When were you the most comfortable?
- When were you the most uncomfortable?

⑥ Teach Us to Pray

Leader preparation: When you say the Lord's Prayer focus on the words and the meaning of the prayer. Try saying the Lord's Prayer in different ways, such as singing, shouting, whispering, signing, or writing. Do you experience it differently by expressing it in different ways? View some of the suggested videos of the Lord's Prayer listed below. You may wish to find some others that would speak to your group of learners.

Supplies:

- Bibles
- computer with Internet access
- digital projector
- video made in Activity 1
- video: "The Lord's Prayer by 2-Year Old"
<http://www.youtube.com/watch?v=AR4PQ30VkBk&feature=fvw>
- video: "The Lord's Prayer—Youth"
http://www.youtube.com/watch?v=0tfeAF_dbdY
- video: "The Lord's Prayer in ASL"
http://www.youtube.com/watch?v=0tfeAF_dbdY

- video: “Sister Janet Mead—The Lord’s Prayer”
<http://www.youtube.com/watch?v=gGpnkPqjudM>
- video: “The Lord’s Prayer”
<http://www.youtube.com/watch?v=5Hi8YBB362w&feature=related>
- video: “iPray—The Lord’s Prayer”
<http://www.youtube.com/watch?v=pxOCfos7wOY&NR=1>
- video camera
- video player and television or projector

Invite volunteers to read Luke 11:1–13 verse by verse. Discuss the passage using the following questions.

- Why do you think the disciples wanted Jesus to teach them to pray?
- What do we call this prayer?
- How is the Lord’s Prayer that we pray different from the prayer found in Luke 11:2–4?

Show the children the YouTube videos of the Lord’s Prayer you selected. Discuss their impressions of these videos using the following questions.

- What did you notice about these different versions of the Lord’s Prayer?
- How are they similar?
- How are they different?
- Which one did you like the most? Why?
- Which one did you like the least? Why?
- Why do you think people created so many different videos of the Lord’s Prayer?
- If we were to create a video of the Lord’s Prayer for our faith community, what would it be like?

Invite the children to work together to create a video of the Lord’s Prayer that reflects the group’s understanding of this prayer. View the completed video and share it with your faith community.

Sending & Serving Activities



7 Eyewitness: Prayer on the Street (Easy Preparation)

Leader preparation: View the YouTube video “Prayer Interviews.” Use it as a guide to help your learners produce their own prayer interview video. Think about the questions that are asked on the video. How would you answer them? Be prepared to share your answers with your group of learners.

Supplies:

- “Interview Questions,” Attachment: Activity 7
- computer with Internet access
- digital projector
- video: “Prayer Interviews”
<http://www.youtube.com/watch?v=irRs5M9mO9g&feature=related>
- microphone (toy or real)
- video camera
- video player and television or projector

Invite the children to make an “Eyewitness: Prayer on the Street” video. Show the YouTube video “Prayer Interviews” and discuss it using the following questions.

- What did you think of the questions the children were asked?
- What did you think about their answers?
- What questions would you ask if you were the interviewer?

Give each child a copy of the attachment “Interview Questions.” Encourage children add any other questions they think the interviewer could ask. Have each child choose a question to ask. Let children take turns being the interviewer. Video record each child asking the other children their question. View the video together and share it with your faith community.

8 Prayers for Sale

Leader preparation: Consider how you would advertise prayer to those who had never experienced it. Be prepared to share your insights with group. Collect enough empty cereal boxes for each group of three or four children to have a box. Cover the boxes with plain paper so that the children can decorate them.

Supplies:

- cereal boxes wrapped in plain paper, one box for each group of three or four children
- crayons and markers
- video camera
- video player and television or projector

Engage children in conversation about prayer using the following questions.

- Where did you learn about prayer?
- Who taught you about prayer?
- Does everyone in the world know about prayer?
- How would you tell someone about prayer who doesn’t know about it yet?

Divide children into groups of three or four children. Give each group a wrapped cereal box. Have each group decorate its box in a way that both represents prayer and creates a commercial for prayer. Video record each commercial. View the commercials together, and share videos with your faith community.

9 What’s Your Ritual?

Leader preparation: Think about your family rituals. Be prepared to share a special family ritual with the children in your group.

Supplies:

- art paper
- drawing supplies
- video camera
- video player and television or projector

A ritual is any practice or pattern of behavior regularly performed in a set manner. Tell children that they may not be aware that they have rituals, but even a special song at bath time can be a family ritual if it is special to them. Some rituals may have been handed down from grandparents or other relatives, such as always opening Christmas presents on Christmas Eve or always having chocolate cake on Sunday night. Explain that a family’s rituals might include celebrating

religious and cultural festivals. Another kind of ritual might be going on a special outing with just one other family member, such as breakfast with Grandpa. A ritual can even be a crazy handshake, a game in the car, or the way you always wink at your dad when he drops you off at school.

Share your special family ritual with the children. Invite them to describe a ritual from their family.

Give the children paper and drawing supplies. Invite each child to create a picture that shows a ritual of his or her family. When they finish their pictures, video record each child explaining his or her family ritual and sharing why it is special. View the video together, and share with your faith community. Allow children to take home their pictures and talk about the ritual pictured with their families.

Reflect

How did the children's understanding of prayer and ritual change during this workshop? How did their understanding grow of the power of video to change lives? Continue to pray for the children to hear God speak to them through the ever present medium of video.

Attachment: Activity 4

Graphic Scriptures Script

Group 1: When you have come into the land which God gives you as an inheritance and live in it, you will take some of all the first fruits of what you grow in the land and put them in a basket, and go to the place set apart for you to worship God.

Group 2: Go to the priest who is there in the place of worship and say, "I give thanks this day, God, that I have come to the land which the Lord promised to our fathers." The priest will take the basket from you and set it down before the altar of God.

Group 3: There in the presence of God you will say, "My father, Jacob, was lost and wandering. He went down into Egypt and lived there. He and just a handful of his brothers at first, but soon they became a great nation, mighty and numerous."

Group 4: Say also, "The Egyptians treated us very badly and made us slaves. We cried out to God. God heard our voice and saw our trouble. God brought us out of Egypt with a strong hand and an outstretched arm, with awesome power and with signs and miracles; God brought us to this place and gave us this land, a land flowing with milk and honey."

Group 5: Say to those in the place of worship, "So here I am. I bring the first fruits of the ground which God has given me." Set your offering down before God and worship God. Celebrate all the good things that God has given you, your family, and all who live with you.

Interview Questions

- Do you pray?
- How often do you pray?
- What are some things you pray about?
- Why is it important to pray?
- What position do you pray in?
- Who says the best prayers?
- Will you pray for us right now?