



## OVERVIEW SECTION

### How to Read This Lesson Plan

The **Overview Section** is the foundation of this lesson plan. The questions and activities for the class that you will be teaching on Sunday morning have been based (sometimes loosely) upon what you read in this section. The **Overview Section** is composed of five components (each component is underlined in the lesson plan):

- How to Read This Lesson Plan** (defines all components of the lesson plan)
- Purpose of Sunday Morning Spiritual Formation** (a reminder of why we do this)
- Scripture(s) for the Session** (a reminder that the scripture is to be read in every class)
- Key Verses & Theology** (background for teachers to ponder)
- Themes to Focus on from the Scripture** (the ideas that the session's lessons are based on)

The actual lesson is found in the second section, **The Sunday Morning Experience Section**. Think of this section as the step-by-step instruction guide to your Sunday morning teaching experience. There are four components to this section (again, each component is underlined in the actual lesson plan):

- Preparation** (including supplies needed)
- Classroom Statement** (a brief explanation of what will be taught/happening in the classroom)
- Step-by-step process of the lesson** (including the scripture to be read)
- Suggested variations for age groups** (Self-explanatory but not always applicable)

We encourage you to read the rest of this **Overview Section** before reading the **Sunday Morning Experience Section**.

### Purpose of Sunday Morning Spiritual Formation

The purpose of Sunday Morning Spiritual Formation is, with God's help and in community, to hear and interact with the stories of our faith tradition, to pray, worship and play together, and to equip and support the building of relationships with God and with each other.

### Scripture(s) for the Session: Mark 9:1-8; 14-29 (from The Message)

*Please READ this aloud in every class you teach.* The actual words to the scripture can be found in **The Sunday Morning Experience Section: Step-by-Step process of the lesson**. When reading to the class, please read it from the lesson plan (not an actual Bible) as the wording of the scripture has been modified to help clarify some language issues.

**Key Verses & Theology:** These are provided to help the teachers think about and build a framework for understanding the story to help in answering some of the questions that the students might raise in class.

*"I'm not just talking about the distant future. Some of you who are standing here are going to see the kingdom of God arrive in full force." 2 Six days later, three of them did see it.* The kingdom of God exists where God is allowed to be king. The Kingdom of God is not just heaven. It is not just a place that we go to when we die. It is much more than that, and starts in the here and now. Jesus is trying to get his disciples to understand this by letting them know they'll be seeing it soon, while they are still alive.

*Jesus took Peter, James, and John and led them up a high mountain to pray. Once they were up there and praying, Jesus' appearance changed from the inside out, right before their eyes.* Prayer is how we let God be king in our life. In prayer, we are both offering to God and receiving from God. We are offering praise and admitting need. And we are receiving comfort and direction. In this give and take with God in prayer, we are changed. Jesus' change in appearance symbolizes this change we experience in prayer. Also, when we are listening and speaking with God, we see things we wouldn't normally see on our own. The arrival of Moses and Elijah symbolize this "insight" that comes in prayer. All in all, the arrival of the Kingdom of God is an arrival filled with transformation.

*But then Peter interrupted* Such transformation that comes in prayer can be unsettling and sudden and uncomfortable. We will feel a desire to push away. We might do this in many ways. A common way is to interrupt our praying by thinking of our own plans and desires. This is what Peter does. Here, God is transforming Jesus and offering insight in the form of Elijah and Moses. But how does Peter respond? By interrupting with his own plans. In that moment, Peter stops God from being king. Peter offers his own commands instead...and it stops everything.

*"This is my Son, marked by my love. Listen to him."* But not all is lost when Peter interrupts (or when we interrupt). Jesus and others who are listening to God are still available to help us and talk with us. Also, we are all marked by God's love. God does not remove that mark from us. We might ignore God's claim of love upon us, but God does not remove it from us. So once we realize that our interrupting is getting in the way, we can turn back to God's love, we can re-engage in prayer and go back to letting God be king in our life.

**Themes to Focus on from the Scripture:** Themes are provided to help teachers understand the teaching of the *session* (not necessarily the class). Sometimes an activity in one class may not match up with any of the themes.

**Kingdom of God** – The Kingdom of God is wherever we choose to let God be king. Be that in our minds, in our chores, in our relationships, in our work, in our finances, in our lives – wherever we invite and choose to let God be king, that is where the Kingdom of God is. To let God be king requires a few things from us. 1. That we seek to be aware of what God wants to have happen in

God's kingdom. 2. That once we are aware of what God wants to have happen, then we do it. 3. That we keep checking in, seeking to be aware of what God wants to have happen.

**Prayer** – There are two types of prayer: Conversational and meditative. In conversational prayer, the conversation with God that takes place mostly within our head/brain. Prayer is how we become aware of what God wants to have happen in God's kingdom. Prayer involves our words and our listening. This conversation, if we continue it, if we keep doing it, will shape and form us. Then, because our thoughts and actions are shaped by prayer, our doing becomes an extension of our prayer life. How we think, how we see, how we respond to others will be shaped and formed in our conversing with God. We bring the Kingdom of God to the here and now by having a conversation with God.

**Light** – Light illuminates. In order that we may see, light is required. In this story of transfiguration, God is the source of this light. Jesus in prayer lights up. A cloud that God speaks from is filled with light. Light, however, in and of itself, cannot be seen. Only by the things that stand in the light, can light be seen. Nighttime is a perfect example of this. The moon reflects the light of the sun that is behind us. But we can't see the light as it flies past the earth. We don't see it until it hits the moon. If we *could* see the light from the sun, the night sky would be brilliant white instead of deep black. The implications of this is that if we choose to stand in the light of God, we will shine and reflect God's light to others, just as Jesus does for the disciples.



## The Transfiguration: Mark 9:1-8; 14-29 (from The Message)

WRM S2.Session 7: Movement & Games Lesson Plan

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### THE SUNDAY MORNING EXPERIENCE SECTION

#### Preparation

- Print out this lesson plan and bring it with you on the Sunday Mornings you are teaching
- Arrive at pre-arranged time to join other teachers, shepherds and staff for an opening prayer.
- Supplies Needed: Marshmallows, aluminum soda cans, masking tape (you'll want to put the tape on the floor as a way to define boundaries for the can-building, marshmallow-throwing game), blindfolds, folding chairs, boombox, CDs.

#### Classroom Statement

This Movement and Games class consists of reading the Transfiguration story, and then doing two variations of Musical chairs/Musical shares and then doing a tower building activity that involves throwing marshmallows. The focus of the class is to look at the frustration of interruptions and how God stays with us whatever the interruption.

#### Step-by-Step Process of Lesson

Shepherd comes in with students

**SHEPHERD ASKS** "Question of the Day."

**INTRODUCE yourself**

Hi, my name is \_\_\_\_ and I want you call me (tell the students how they may address you).

**PRAY** (Short and simple is perfect)

God, thank you for this day and for each other. We need your help. Help us to learn about you this day. Amen.

**TELL**

- We're going to read a story today where Jesus takes a few of his disciples to a mountain top to pray.
- While they are praying, Jesus is transformed.
- This story is usually called the "Transfiguration Story" and the word transfiguration means to change in appearance.
- Peter, though, interrupts.
- Listen for what happens after Peter interrupts.

**READ MARK 9:1-8; 14-29 (from The Message)**

1 Then Jesus drove his point home by saying, "I'm not just talking about the distant future. Some of you who are standing here are going to see the kingdom of God arrive in full force." 2 Six days later, three of them did see it.

Jesus took Peter, James, and John and led them up a high mountain to pray. Once they were up there and praying, Jesus' appearance changed from the inside out, right before their eyes. 3 His clothes shimmered, glistening white, whiter than any bleach could make them. 4 Elijah, along with Moses, came into view, and were in deep conversation with Jesus. 5 But then Peter interrupted, "Rabbi, this is a great moment! Let's make it last forever. We can build three memorials - one for you, one for Moses, one for Elijah." 6 Peter blurted this out without thinking, stunned as they all were by what they were seeing. 7 Immediately, a cloud filled with light enveloped them, and from deep in the cloud came a voice: "This is my Son, marked by my love. Listen to him." 8 The next minute the disciples were looking around, rubbing their eyes, seeing nothing but Jesus, only Jesus.

**ASK**

- What were Jesus and the disciples doing when Jesus was transfigured? (praying)
- When Peter interrupts, what is he suggesting be done? (build memorials to make the moment last forever)
- After Peter interrupts, what happens next? (a cloud filled with light moves over them)
- After the voice in the cloud talks, what happens next? (everything goes back to how it was)
- Did Peter's suggested plan work? (no – in fact, just the opposite happened)

**TELL**

- Interrupting is easy.
- And sometimes, interrupting someone else is important, like in the case of an emergency.
- But when we're praying, to not interrupt our listening of God can be very difficult.
- And if we do interrupt our praying with our own plans, like Peter does in this story, then things come to a stop, just like in this story.
- We're going to play a couple of games today that demonstrate this idea.

**TELL/EXPLAIN**

- So the first activity we're going to do is musical chairs.
- Notice that the chairs are set up in two rows, with their backs touching each other.
- There is one less chair than there are of you.
- When the music starts playing, we're going to walk around these chairs here.
- When the music stops, our walking will be interrupted and we'll have to sit down on a chair. However, because there are less chairs than people, one of you won't have a chair to sit in.
- We'll do that a couple of times...

**DO MUSICAL CHAIRS** (do only two or three times – and pretty quickly so that those who sit out aren't sitting out for very long at all)

## TELL

- So pretend this game is like the story.
- When we're walking around, everyone's involved, right?
- But then when the music stops, that interrupts our walking around, right?
- And then one of us can no longer participate because of the interruption
- [address those sitting out] And how does that feel to not be part of the activity? (bad – less fun)
- So that's what Peter did.
- He made it less fun for Jesus.
- But God responded to Peter.
- So even though Peter interrupted, Peter didn't get the last word in.
- So we're going to play a different version of Musical Chairs now.
- First, everyone's back in.
- Second, when the music starts, we still walk around the chairs.
- Third, when the music stops, then we all sit on the chairs.
- However, and fourth, everyone has to sit down, no matter how few chairs there are.
- After every round, I'll take out another chair and we'll keep making sure everyone has a place to sit.
- Ready?

**DO Musical Shares** [After every round, congratulate the group for finding a place for everyone to sit down, then tell them that you think they can do it again, but with one less chair – when you get down to two chairs, let them decide if they want to try the activity with one chair or not]

## TELL

- The next activity we're going to do involves teams that consist of four to six people (how many kids you have will determine how many teams you have – you need at least two teams).
- I'll put you into teams in just a moment.
- The idea of the game is to build a tower, like Peter wanted to do.
- At the end of the game, the team with the highest tower wins.
- The game ends when I say it is done
- You will build your tower by stacking soda cans.
- Your team will have two builders.
- Your builders will be blindfolded.
- Only the blindfolded builders can pick up and stack the cans.
- Each team will have 12 cans.
- Each team must stay inside the tape that's on the carpet making a square.
- Those who are not builders each get a marshmallow.
- You may throw that marshmallow at the other team's tower whenever you want.
- Any questions so far?
- Remember, you may not go outside your team's square.
- So if a marshmallow falls outside your square, then you can't go get it.
- And if a can is knocked out of your square and you can't reach it, then it's gone.
- However, I might just interrupt your building by turning on some music.

- And if I turn the music on, then you can run to these other taped squares and throw the marshmallows at the other teams' towers or you can go get cans that have left your square.
- You can only have one marshmallow in your hand at one time.
- And you may not go into another team's square.
- Once the music turns off, then you have to run back to your square.
- You may take ONE marshmallow back with you.
- The builders may not take off their blindfolds for the duration of the game.
- Builders and non-builders may guard their team's tower from marshmallows with their bodies.

### **DO The Can-Can activity**

[The marshmallow part is the fun part. Feel free to turn the music on pretty regularly. Also, to help out the builders, every few minutes, stop the game and tell teams that they need to choose new builders. Finally, try to keep track of the marshmallows that have been thrown so that they are not ground into the carpet.]

### **ASK/TELL**

- So was it frustrating to have your tower building interrupted with flying marshmallows?
- In the story, Peter interrupts the Jesus prayer with his own little marshmallow.
- And it stops what is currently happening.
- But that is not the end.
- God talks to Peter then.
- And the Good News is that God keeps talking to us, no matter how many times we interrupt.
- And just like this activity, where the tower got built, so will God's words be heard.
- But hearing God's words is easier when we don't interrupt, just like it would be easier to build these towers without marshmallows flying at them.

### **CLEAN UP**

### **DISMISS FOR SINGING**

### **Suggested Variations for age groups**