

GLORY TO GOD  
**Hymns and Songs  
for Children and Families**

**Suggestions for Church School Leaders**

Below are some suggestions to help you use *Glory to God—Hymns and Songs for Children and Families: Singing Faith All Day Long* in your classroom. This resource is best used to support your classroom experiences as a meaningful supplement to your lesson planning. Use these pieces as familiar friends in your classroom; as the children come to know them, you will learn to make them your own.

**Track Listing**

**Number in *Glory to God***

**1 Come into God’s Presence**

**#413**

Concepts: God welcomes us all!

Scripture references: Psalm 100:2; Luke 2:14

Suggestions for use:

- Create additional verses to follow “Come into God’s presence singing. . .” such as “Peace be with you” or “So glad you’re here!” Have the children sing this while walking around the room and greeting one other.
- Substitute the word “praying” for “singing” and use this as a sung prayer around a circle. “Come into God’s presence praying comfort my neighbor” or “help me to share” or “bless one and all.”

Hymn background: This anonymous worship chorus is thought to have been created extemporaneously during the 1960s and was one of the earliest songs of that kind. The opening line of the text is a paraphrase of Psalm 100:2, and the very act of singing the song fulfills that verse’s invitation.

**2 Spoken Good Morning Prayer**

Suggestions for use:

- As for all prayers, create new verses or portions of verses with your children. These prayers should feel personal and meaningful to the children in front of you.
- Give all children a turn alone to speak in their voice “Good Morning God, This is your day. I am your child. Show me your way.” Have everyone speak the final verse together.
- Take turns around the circle, with one child speaking each line. Have everyone speak the final verse together.
- Record the children’s voices and play it back for them to hear. Share the recording with the families of the children. Invite families to write and record their own prayers at home.
- Ask the children when they might speak this prayer on their own.

**3 God Is Here Today**

**#411**

GLORY TO GOD  
**Hymns and Songs  
for Children and Families**

Concepts: God is with us today, and always.

Scripture references: Matt. 28:16–20

Suggestions for use:

- This is a lovely way to begin your time together. Share this song through listening, slow rocking back and forth (tap two times per side), breathing, or closing your eyes for a rest.
- Ask the children what gestures they might use to show love. Invite them to move briefly with the music, using this gesture in their dance.
- Invite the children to mirror the expression of one leader in simple movement. Take turns for each child to be the leader as others follow. Try having the children use scarves to create movements.
- Learn a few simple signs in sign language to teach the children. Share these with the children while they listen to the song.

Hymn background: Though the song is popular throughout Latin America, the conditions of its creation have remained obscure. It was once thought to have originated in a Mexican jail but is now known to have been written by an Argentinian who has also lived in the United States and Colombia.

**4 Lord of All Hopefulness (verse 1)**

**#683**

Concepts: Break of day, the hope and joyful anticipation as we pray for God's peace this day.

Scripture references: Ps. 59:16; 90:14; 143:8

Suggestions for use:

- This is a lovely, prayerful opening. Listen for the word: *Hopefulness*. Ask the children, "How is God hopeful for us?"
- While the children are listening in a seated circle, pass a prayer rock or other special object for the children to silently hug, rub, or hold in some way before passing to a seated neighbor. Tell them that this is like passing the hopefulness.
- Tell the children to listen for the word *hopefulness* and ask for other words the children hear.

Hymn background: When first published in 1931, this "All-Day Hymn" (as it was titled) seemed very daring for not using traditional archaic pronouns to address Christ. Current pronouns no longer disturb listeners, but the comforting Jesus portrayed here needs to be balanced by his call to discipleship.

**5 Spoken Verse: For the Beauty of the Earth**

**#14**

Concepts: Grateful praise and adoration to God!

GLORY TO GOD  
Hymns and Songs  
for Children and Families

Scripture references: Gen. 1:1–2:4a

Suggestions for use:

Spoken verse:

- Tap the pattern of the bongos (one tap followed by three taps), or tap beats in groupings of two on opposite sides of the body during this spoken verse.
- Organize small groups of children to take on individual sections. Record it and send it home to their families.
- This can be a fun activity to master and use each time you meet your class!
- Play along with whatever instruments you have, tap the table or chair, or clap hands for percussion instruments.

Song:

- Depending on the age of your children, the following circle dance can work with the support of adults or older helpers in the classroom.
- Begin by miming the playing of the banjo, followed by miming the violin.
- Form a group circle, holding hands or not, and move as one unit:

Verse 1— In a large circle, have everyone step to the right sixteen steps and then step left sixteen steps. During the words “Lord of All,” have them raise their hands and move to the center for eight steps and then back out to the circle for eight steps.

Verse 2— Have children hook the arm of their side partner for eight steps and then switch arms for eight steps. On “Lord of All,” have them raise hands and move to the center for eight steps, and then back out to the circle for eight steps.

Verse 3— Have children clap hands with a partner on the opposite side eight times, then clap with their original partner eight times. On “Lord of All,” have them raise hands and move to the center for eight steps and then back out to the circle for eight steps.

Verse 4— Have them swing hands with their partner eight times and then swing with the opposite-side partner eight times. On “Lord of All” have them raise hands and move to the center for eight steps and then back out to the circle for eight steps.

Interlude— Listen for the music to change. Invite the children to dance individually if they like.

Verse 5— Return to the main circle. Have everyone step right sixteen steps and then step left sixteen steps. On “Lord of All,” have them raise hands and move to the center for eight steps and then back out to the circle for eight steps.

End with piano or drum mime. Have everyone bow to the group and then thank their partners.

GLORY TO GOD  
**Hymns and Songs  
for Children and Families**

Hymn background: In the course of many revisions, the original eucharistic emphasis of this text has shifted to a hymn of thanksgiving for a wide range of human experiences, with a christological summation. It is set here to the tune that is customary in North America, though not elsewhere.

**6      God of Great and God of Small      #19**

Concepts: All things belong to God, praise be to God's name.

Scripture references: Ps. 24:1; Gal. 3:26–28

Suggestions for use:

- We are reminded that everything comes from God. Listen to identify the varying words in each verse as well as the change of mode in verse 3. Ask the children what words they hear and why the music might change here?
- Ask the children how they can “act out” the verses. The repetitive “Alleluia, Alleluia, praise be to your name” begs a repetitive movement, such as raising the arms above the head in praise or moving prayerful hands to chest or raising hands to lips for speaking God's name.
- Invite different small groups to prepare a visual interpretation of each verse, and decide on a group representation of “Alleluia, Alleluia, praise be to your name!” Each group can share their version.

Hymn background: Although it is remarkably simple language, this text affirms a great mystery: beyond all our powers of explanation, God holds together all the opposites that seem to pull us in one direction or another. Yet God is present to them all and also to us; for that we give praise.

**7      Praise God, from Whom All Blessings Flow      #608, 607, 605, 609**

Concepts: Creator, Word and Spirit, One

Scripture references: Matt. 28:19; Eph. 1:3–4, 13–14

Suggestions for use:

- This arrangement has three varied sections: 1. slow solo melody line, 2. change of tempo, voice, and instrument, and 3. many layers of voices together. Each presents many possibilities for action from your children! Listen to it together; ask the children what they hear.
- Help the children to hear the different sections and identify the differences between the sections. What words do your children hear? What is this message?
- Respond by marching without words to each of these sections. Follow the children's lead.

GLORY TO GOD  
**Hymns and Songs  
for Children and Families**

- Try using this piece in dismissal from group class. Choose one section for this purpose.

## **8 Spoken Mid-Day Prayer**

Suggestions for use:

- Ask the children, “For what would you like to thank God?” Listen to this prayer of thanksgiving, and ask your children what other things they might add to this thankful prayer.
- Ask the children, “What do we hear and see every day that reminds us to give thanks?”
- Keep a running list “We are thankful for. . .” on the wall of your room.

## **9 I’m Gonna Live So God Can Use Me #700**

Concepts: I am an instrument of God’s will.

Scripture references: Col. 1:10

Suggestions for use:

- This is a great piece to play during work time in the classroom, when children may feel free to sing along while they work.
- Ask the children what other words (verbs) they would add to the song: like sing, play, teach, etc.
- Ask the children, “When would you sing this song?” Ask them to sing it together without the recording so that they can go home and teach it to their families.

Hymn background: This African American spiritual has more depth than may at first appear: for people who are bound in slavery to sing about dedicating themselves to God’s use shows profound awareness of God-given self-worth despite circumstances that would deny their human or spiritual value.

## **10 Lord of All Hopefulness (verse 2: Eagerness) #683**

Concepts: In all we do throughout the day, God is our strength and refuge.

Scripture references: Ps. 25:5

Suggestions for use:

- This is a lovely prayerful opening. Explore: *Eagerness*. Ask the children, “How is God eager for us?” “Have you ever been eager for something?”
- While listening in a seated circle, pass a prayer rock or other special object for the children to silently hug, rub, or hold in some way before passing to a seated neighbor. Tell the children to listen for the word *eagerness* and ask what other words the children

GLORY TO GOD  
**Hymns and Songs  
for Children and Families**

hear.

Hymn background: When first published in 1931, this “All-Day Hymn” (as it was titled) seemed very daring for not using traditional archaic pronouns to address Christ. Current pronouns no longer disturb listeners, but the comforting Jesus portrayed here needs to be balanced by his call to discipleship.

**11 HOLY MANNA (tune only)**

**#24**

Suggestions for use:

- This beautiful and recurring tune in *Glory to God* (this tune also is used in #396 and 509) is enjoyed as an accessible clapping, stomping, and carefree “sing along while you work” track.
- Try it as a spirited community dance, with the support of adults or older youth helpers:

Tin a two-line formation (facing one other) and start by establishing a clapping pattern: short, short, long.

Then bounce or clap rhythm with a partner.

Switch sides with your partner, passing right shoulders. Alternate clapping with side partners, with your feet, on your body, etc.

For the last two verses, the head couple dances down center aisle eight steps, followed by the next head couple, eight steps down, etc. while everyone claps!

End the dance with a final bow to your partner.

**12 Jesus Loves Me!**

**#188**

Concepts: There is perhaps no greater message: Jesus loves each one of us!

Scripture references: Mark 9:36–37

Suggestions for use:

- Try this as a traveling piece, walking with a stride from side to side. Sing along, and create your own percussion (use your hands, a table, a pencil, etc.) while the children sing.
- It is nearly impossible not to move in some way. Go ahead and sing, clap, or use sign language to share this well-known and cherished melody.
- Identify two groups—those who sing with adult solo voice and those who sing with child solo voice as well as together—and ask the children to sing it this way in your classroom.

Hymn background: Few songs of faith have supported people from cradle to grave like this one. The great theologian Karl Barth said that its opening two lines were a summary of all that he had learned. The composer formed the refrain from those lines when creating this universally used hymn.

GLORY TO GOD  
**Hymns and Songs  
for Children and Families**

**13 Listen to the Word That God Has Spoken/YISRAEL V'ORAITA**

**#455**

Concepts: We are learning to listen, to calm our minds and listen with our whole body, including our hearts.

Scripture references: Deut. 5:1; 6:4–9; Jer. 2:4

Suggestions for use:

- Tap the beat on various parts of the body while you listen with the children.
- Step to the beat around the room with the children, and each time you hear the word *listen*, freeze and strike a “listening pose”! (Vary levels of height for fun!)

Hymn background: This is a melding of the text of “Listen to the Word That God Has Spoken” (#455) and the tune YISRAEL V'ORAITA from “Open Your Ears, O Faithful People” (#453). Both songs are encouragements to pay attention to what God is saying. In the writings of the prophets, the ear is valued above all other senses, and the essential declaration of Jewish faith is *shema Ysrael*, “Hear, O Israel.”

**14 God Is So Good/Know That God Is Good**

**#658, 659**

Concepts: God is good, and God cares for me and loves me so.

Scripture references: Ps. 34:8; 73:1; 100:5; 135:3; 145 9

Suggestions for use:

- This piece begins with a single layer of a simple vocal line. Young children can learn to sing this melody and enjoy the words and message in their own way.
- Ask your children what meaningful gesture would demonstrate “God is so good, God cares for me, God loves me so.” Create a visual map of the gestures for children to see and remember. Keep it on your classroom wall.
- The second section introduces rhythm instruments and adult voices as an expression of the partner song “Know That God Is Good.” It presents endless opportunities for clapping, snapping, stepping, and encouraging physical expression of the text through movement. Have fun!
- Try it out with the children and parents on visitor’s day. Encourage their singing and clapping together. Take pictures. Write down comments you hear and post them on a bulletin board later with the pictures.

Hymn background: This engaging song from central African (#659) is based on an affirmation that recurs in numerous psalms as well as several other books of the Hebrew Scriptures. Both the brief text and the musical parts are easily learned.

**15 May the God of Hope Go with Us**

**#765**

GLORY TO GOD  
**Hymns and Songs  
for Children and Families**

Concepts: As we live and work each day, we thank God for the hope of what may be.

Scripture references: Rom. 15:13

Suggestions for use:

- Find or make some shakers to play along with this track. It is easily danced in a circle, taking turns shaking twice to your outside and twice to your inside.
- Play “follow the leader” with one child in the center of the circle and everyone else following the movements of that child. Take turns with different leaders in the center of the circle. Use the phrases or verses as natural transitions to a new leader in the center.
- Identify and listen to the Spanish text and the multilingual aspect.
- Everyone sings along during “la la la” verse.

Hymn background: This Argentine folk melody sets Spanish and English words, both created by a PC(USA) missionary with much Latin American experience. The two versions complement each other: The Spanish text offering a prayer to God, and the English one providing inspiration for the singers.

**16 Lord of All Hopefulness (verse 3: Kindliness)**

**#683**

Concepts: As we settle down in the evening, we pray for God’s grace and kindness in our transition.

Scripture references: Ps. 4:8

Suggestions for use:

- This verse works well for settling down time. Explore: *Kindliness*. Ask the children “What does it mean to be kind?”
- While listening in a seated circle, pass a prayer rock or other special object for the children to silently hug, rub, or hold in some way before passing to a seated neighbor. Pass the kindness.

Hymn background: When first published in 1931, this “All-Day Hymn” (as it was titled) seemed very daring for not using traditional archaic pronouns to address Christ. Current pronouns no longer disturb listeners, but the comforting Jesus portrayed here needs to be balanced by his call to discipleship.

**17 Spoken Table Blessing**

Suggestions for use:

- The most salient aspect of these spoken prayers is taking the time throughout the day to give thanks and praise to our maker, from whom everything is given. Ask the children what other times in the day they might also give thanks.



GLORY TO GOD  
**Hymns and Songs  
for Children and Families**

- Write additional verses with your children.

**18 Taste and See**

**#520**

Concepts: Taste and see that the Lord is good. Open your heart to God.

Scripture references: Ps. 34:1–6, 8

Suggestions for use:

- Listen to this in celebration, building community and commitment to who we are together as God’s people.
- Enjoy the textures of adult solo, group voices, and child solo. It is inclusive – as is God’s love for us all. Play this piece during times of transition in your classroom, when children are at work and other times they are able to listen and/or sing along. Try it during snack time!
- Give the children ribbons or scarves to make long rainbow-like arm movements, using side-to-side or up- and-down movements with partner mirrors.
- If you do not have time to enjoy the entire track, play a portion and elicit conversation from your children.

Hymn background: In the Christian context of the Lord’s Supper, the invitation to participate (“taste”) is joined with the promise of blessing (“see that the Lord is good”).

**19 Spoken Verse: All God’s Children/Be Still and Know That I Am God**

**#414**

Concepts: In the quiet places of our hearts and minds, God is there.

Scripture references: Ps. 46:10a

Suggestions for use:

*Spoken word:*

- As you listen to the words of “All God’s Children,” show your children how to intentionally find quiet space and breathe during the guided section. Model this for them.
- This is a piece with many transitions that explore various contrasts in a group. Ask your children to come up with a physical demonstration or gesture for each verb.
- Use this to center, relax, and calm the children as they prepare to leave or transition to a new activity.
- Ask the children, “Can you hear the quiet whispering?”

*Song:*

- Play this when the children enter your classroom or to center your prayer time, and begin conversation about how we can be still with God.

GLORY TO GOD  
**Hymns and Songs  
for Children and Families**

- Ask the children, “What are ways that we can be still?” What are ways that we can still our bodies, minds, emotions, etc.”

Hymn background: In many situations, simplicity is more challenging than embellishment. The spiritual life is no exception, as these eight stark monosyllables from Psalm 46:10a make clear. The musical setting is similarly spare, using only five notes to create a sense of melodic spaciousness.

**20 PICARDY (tune only)**

**#347**

Suggestions for use:

- Children will remember the beautiful instrumentation and texture of this piece. Point out the steady tone beneath the melody to the children – it is constant and reminds us that God is always with us.
- Play this piece for your children in your classroom as they work on their own. Open their ears to the beauty of this music, and ask the children to “tell you what they hear.”

**21 Lord of All Hopefulness (verse 4: Gentleness)**

**#683**

Concepts: God is with us, even as we sleep. We pray for peace in our hearts at this transition.

Scripture references: Ps. 4:8

Suggestions for use:

- Explore: *Gentleness*. Ask the children, “What does it mean to be gentle?” How can we be gentle with one other?
- While the children are listening in a seated circle, pass a prayer rock or other special object for the children to silently hug, rub, or hold in some way before passing to a seated neighbor. Encourage listening for the word *gentleness* and ask what other words the children hear. Pass the gentleness.

Hymn background: When first published in 1931, this “All-Day Hymn” (as it was titled) seemed very daring for not using traditional archaic pronouns to address Christ. Current pronouns no longer disturb listeners, but the comforting Jesus portrayed here needs to be balanced by his call to discipleship.

**22 Spoken Evening Prayer**

Suggestions for use:

- Teach your children this beautiful nighttime prayer. Ask the children when they would remember to say these words? Reinforce the knowledge that God is with us, even as we sleep.
- Write new verses with your children.

GLORY TO GOD  
**Hymns and Songs  
for Children and Families**

**23 God, Be the Love to Search and Keep Me #543**

Concepts: Let God's love be in our hearts, our every act, our every part of day, and the beacon of our lives.

Scripture references: Ps. 24:1

Suggestions for use:

- This is a beautiful, simple melody for everyone in your classroom to learn and sing. Play this track in your weekly classes, encourage participation in some way: sit and listen, rock and hug, dance, sing a long, play some shakers.
- Ask the children to draw or paint a picture of this song. Hang it in your classroom, or take a picture of it to print and hang later.
- Make a handheld circle in closing your class for the day. End with prayer.

Hymn background: This hymn is a twenty-first-century adaptation of the traditional Celtic prayer style known as a lorica (Latin for "armor" or "breastplate"). Many such petitions for God's presence and protection were never written down, but this one is based on an example attributed to St. Patrick.