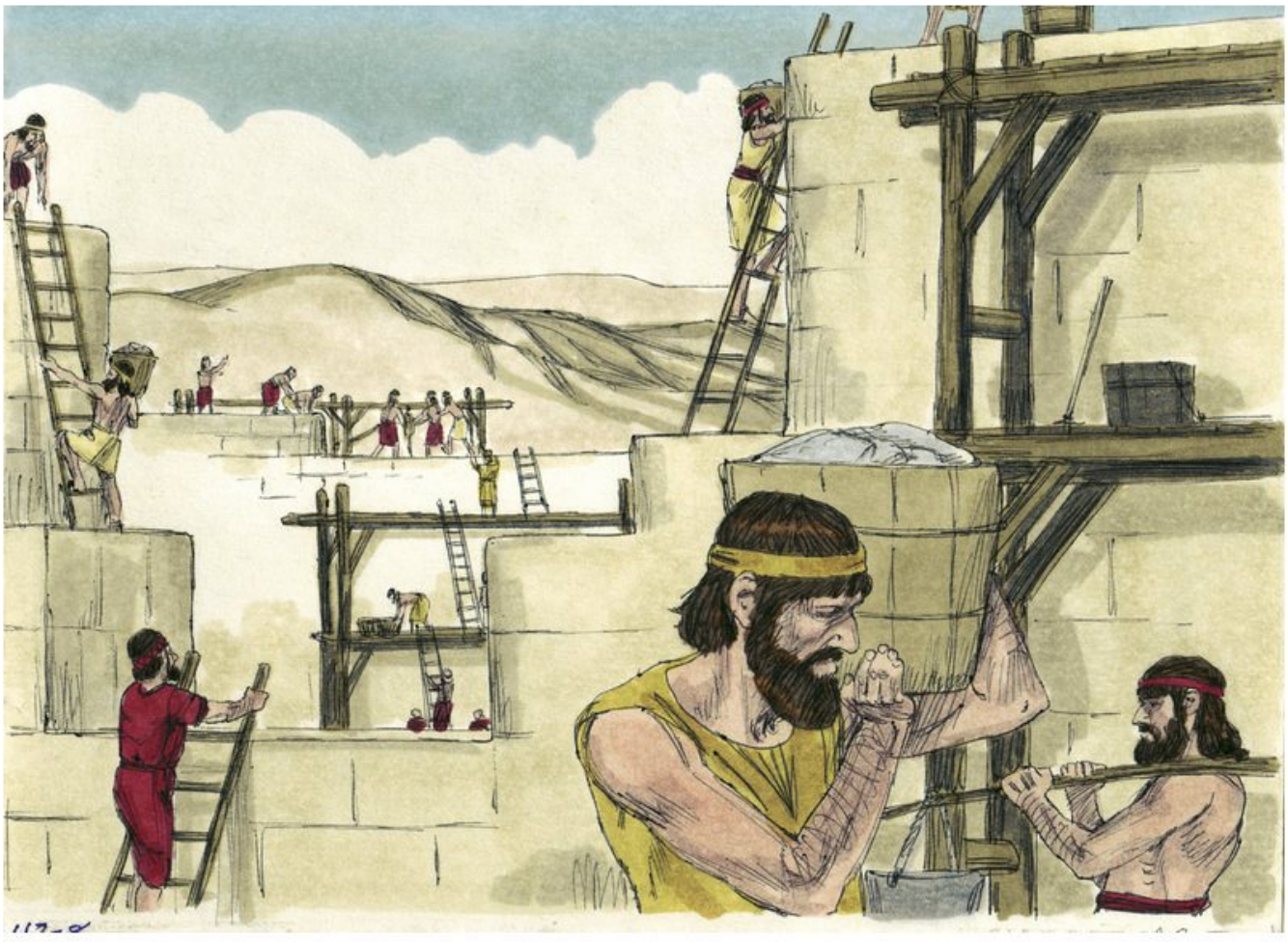
GENESIS TO REVELATION | BIBLE ACCOUNT

Building Together with Courage

Nehemiah 2:17-18;4:1-9



YOUR BIBLE READING

Prayer and practical protection can accompany steady work together.

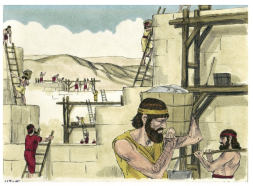
Inside: two extended reading pages, a thoughtful reflection, creative activities and a grown-up guide.

AGES 6-10 WITH AN ADULT • 6 COLORFUL A4 PAGES • ENGLISH ONLY

EXTENDED ENGLISH READING • PAGE 1 OF 2

The People Agree to Build

Nehemiah 2:17-18;4:1-9



Nehemiah spoke to the people about Jerusalem's damaged walls and burned gates. They could see the difficult condition of their city. He invited them to rebuild its wall so that they would no longer bear that disgrace. This passage begins with a shared problem being named directly. The wall was not described as already repaired, and the invitation did not hide the work behind a promise that no effort would be needed.

Nehemiah also told them about God's good hand upon him and about the words the king had spoken. The people answered that they should rise and build. They strengthened their hands for the good work. Their response moved the conversation from noticing what was damaged toward agreeing to act together. These selected verses do not list every tool or assign every task. They show the decision that opened the community's shared work.

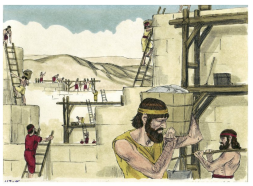
Sanballat heard that the wall was being rebuilt and became angry. He mocked the Jews before his associates and the army of Samaria. He questioned their strength, their building, and whether they could bring burned stones back out of rubble for use. His words were aimed at discouraging the work. The account records opposition through contemptuous speech before it describes a more organized threat against the people repairing the city.

Tobiah added his own ridicule. He said that even a fox climbing on the wall would break it down. This was a mocking claim about the builders' work, not the account's explanation of how strong the wall really was. Keeping that difference clear helps a reader avoid treating an insult as a building report. The community faced words intended to make its effort appear useless while the repairs were still under way.

Remember: I can ask for help and take a sensible precaution when a real threat needs attention.

EXTENDED ENGLISH READING • PAGE 2 OF 2

Prayer and a Watch Against Danger



Nehemiah 2:17-18;4:1-9

Nehemiah turned to God in prayer about the contempt directed at the builders. He asked that the enemies' reproach return upon them and spoke strongly about their wrongdoing. The prayer is not a cheerful conversation in which the insults suddenly become harmless. It shows distress over opposition. A child reading it today need not turn those requests into permission for personal revenge; the account names the hurt while placing the appeal before God.

The people kept building. The wall was joined together up to half its height because the people were committed to the work. Half height was progress, not completion. The account gives a concrete sign that the mockery had not stopped everything. Sections were being joined, and the repair was going forward. Their shared determination mattered alongside the prayer, without the text saying that determination made them immune to every danger.

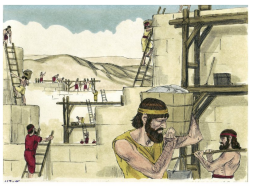
When Sanballat, Tobiah, and other opposing groups heard that the repairs were advancing and gaps were closing, they grew very angry. They planned together to attack Jerusalem and cause confusion. This was more serious than an unkind comment. The passage does not ask the builders to pretend that a threat is only a feeling they should ignore. It describes people whose work was improving and whose opponents were considering physical action against them.

The community prayed to God and set a watch day and night because of the threat. Prayer and practical attention appear together in the same verse. These selected verses stop with that response; they do not yet tell the whole later story of the wall. For now, the builders have agreed to a good task, continued despite ridicule, recognized danger, and taken action to guard against it rather than acting as though asking for help replaces every precaution.

Pause and think: How can a group stay open to useful advice while responding wisely to ridicule or danger?

THINK, NOTICE & GROW

Tell the Difference Between an Insult and Useful Advice



Imagine making a model with classmates. Someone laughs and says it will fall apart, while another person points out a loose joint and offers help fixing it. Which response provides information you can use? A question about the actual work can be helpful even when it is difficult to hear. Ridicule aims to make people feel small without helping them understand or improve the task.

A shared project needs clear steps. With an adult, choose one small job, decide who can help, and identify what would count as progress. You do not need to finish everything at once for a useful step to matter. Like noticing half-height work, a practical checkpoint can help a group see what has been done and what support the next stage will require.

If ridicule becomes threats, tell a trusted adult. You do not need to prove faith by ignoring danger or confronting someone alone. Nehemiah's account joins prayer with keeping watch. In your own situation, adults should decide appropriate protection and follow school or community safety procedures. Asking for help and taking a sensible precaution can belong to the same caring response.

A SMALL STEP FOR TODAY

The builders continue their shared work, praying and keeping watch when ridicule becomes a threat.

How can a group stay open to useful advice while responding wisely to ridicule or danger?

Read, Remember & Create

Name: _____ Date: _____

1 Think about the reading

1. How high had the joined wall reached in this passage?

2. How did the community respond to the attack plan?

2 Put the ideas in order

Write 1, 2 and 3 for the order these ideas appear in the reading.

- ☐ The people pray and keep watch against a planned attack.
- ☐ Ridicule continues while the wall reaches half height.
- ☐ The community agrees to rebuild Jerusalem’s wall.

3 Draw a meaningful picture

Draw connected wall sections at half height with symbols for shared work, prayer, and careful watching.

Tell someone how your picture connects to the reading.

Read & Grow Together

Read and learn with context

This English edition is designed for ages 6-10 with an adult. Read both extended readings together, or enjoy one each day. Pause at unfamiliar words, invite questions and use the reflection page to connect the story with everyday life. These are retellings and lessons with explanations; read the listed Bible passage for context. Poetry, parables, letters and symbolic visions are identified by type.

Remember this

I can ask for help and take a sensible precaution when a real threat needs attention.
Original memory thought, not a direct Bible quotation. Related passage: Nehemiah 4:6-9

A thoughtful conversation

Stay within the selected verses: do not add later weapons, trumpet signals, or the wall's completion. Explain that Tobiah's fox remark is ridicule, not a factual engineering assessment. Nehemiah's severe prayer need not become a child's revenge script. Emphasize adult help for threats and the passage's combination of prayer with a watch.

Activity answers

1. It had reached half its height.
2. They prayed and set a watch day and night.
Sequence boxes, top to bottom: 3, 2, 1. Personal responses and drawings will vary.

Optional prayer

If you wish: God, help us work together, hear truth, and seek wise protection when needed.

Print and share

Each pack has 6 pages. Print on A4 at Actual Size (100%). The worksheet is page 5. You may print just that page, or use the separate 150-page activity book. The collection contains 150 packs in Bible book order, 15 volumes and one ZIP. Catalog pack IDs stay the same when new readings are added.

Sources and sharing

English retellings, lessons, reflections and activities by DigiPick (2026), based on Nehemiah 2:17-18;4:1-9. Source checked with the public-domain World English Bible. Illustration © Sweet Publishing; 16_Ne_03_01_RG.jpg. CC BY-SA 3.0. Source: unfoldingWord. Resized proportionally, without cropping.
This adapted story pack is shared under Creative Commons Attribution-ShareAlike 3.0. Credit the creators, identify changes and use the same license for adaptations. Genesis to Revelation edition 3.0.

GENESIS TO REVELATION | BIBLE ACCOUNT

Esther Speaks with Courage

Esther 4:1-5:8;7:1-8:17



YOUR BIBLE READING

Courage can mean using our voice to protect others.

Inside: two extended reading pages, a thoughtful reflection, creative activities and a grown-up guide.

AGES 6-10 WITH AN ADULT • 6 COLORFUL A4 PAGES • ENGLISH ONLY

EXTENDED ENGLISH READING • PAGE 1 OF 2

Esther Decides to Speak

Esther 4:1-5:8;7:1-8:17



Queen Esther learned that her Jewish people were threatened with destruction by a royal order arranged through Haman. In Susa and throughout the provinces, Jewish families mourned. Mordecai wore rough mourning clothes, and Esther heard about his distress. She sent a trusted attendant to ask what had happened. The answer included a copy of the written order and a request that she go to the king on behalf of her people.

Esther explained the danger of that request. People could not simply enter the king's inner court whenever they wished. Anyone who came without being called could be put to death unless the king extended his golden scepter. Esther had not been summoned recently. Being queen gave her a position near power, but it did not make every action safe. The decision before her involved real risk as well as responsibility.

Mordecai sent back a serious reply. Esther should not assume that living in the palace would keep her safe while her people were destroyed. He also asked whether she might have reached her royal position for a time such as this. His words did not offer her a guaranteed easy outcome. They challenged her to consider what her position made possible when other people's lives were in danger.

Esther asked the Jews in Susa to gather and fast for her for three days. She and her attendants would do the same. Then she would go to the king, despite the law and the danger. Mordecai followed her instructions. On the third day, Esther put on her royal clothing and stood in the inner court. The king saw her and held out the golden scepter. She approached and touched its tip.

Remember: I can seek wise help and speak up for someone in danger.

EXTENDED ENGLISH READING • PAGE 2 OF 2

Speaking for Her People

Esther 4:1-5:8;7:1-8:17



The king asked Esther what she wanted. She invited him and Haman to a meal she had prepared. At the meal, he asked again about her request. Esther invited them to another meal the following day. She did not yet make the full appeal. The story moves through these steps without giving us every reason for her timing, so we can follow her actions without inventing secret plans or thoughts for her.

At the next meal, Esther asked that her own life and the lives of her people be spared. She explained that they had been marked for destruction. The king demanded to know who was responsible. Esther named Haman. The danger was no longer only an order about people somewhere in the kingdom; the king now understood that his queen and her own people were among those threatened by it.

Haman's wrongdoing was exposed, and he was put to death. Yet Esther's work was not finished. The earlier royal order still existed. Esther came before the king again, weeping and asking that her people be protected. She could not bear to see their destruction. The king allowed Esther and Mordecai to write another order in his name. The first decree was not simply erased as though it had never been issued.

The new order allowed Jewish communities to gather and defend their lives against attackers. Royal messengers carried it quickly through the provinces in the languages people used. The news brought light, gladness, and celebration to the Jewish people. Esther had spoken more than once and continued after the first success. Her position had become a means of making danger known and securing practical protection for people who had faced a terrible threat.

Pause and think: When might speaking up with a trusted adult's support help someone who is being treated unfairly?

THINK, NOTICE & GROW

Courage with Support



Esther did not pretend that she was safe simply because she was important. She named the danger and asked her community to stand with her. For us, courage can also include asking for support. If someone is being threatened or treated cruelly, a child should tell a trusted adult. You do not need to face a powerful or unsafe person alone to prove that you care.

Notice that speaking once did not finish Esther's task. Haman was gone, but the threatening order still needed an answer. Sometimes helping means checking whether a real need has actually been addressed. An apology matters, but so does stopping the hurtful action. A promise to include someone matters, but so does making room for them when the group next meets.

The fasting in this ancient account is not an activity children are being asked to copy. What we can consider is the pattern of thoughtful, supported action. Esther listened to what was happening, understood who was at risk, and used her voice to seek protection. We can ask how our own words might help an overlooked person be heard and cared for.

A SMALL STEP FOR TODAY

Courage uses a voice and a position of influence to seek practical protection for others.

When might speaking up with a trusted adult's support help someone who is being treated unfairly?

Read, Remember & Create

Name: _____ Date: _____

1 Think about the reading

1. Why was approaching the king risky for Esther?

2. Whose lives did Esther ask the king to spare?

2 Put the ideas in order

Write 1, 2 and 3 for the order these ideas appear in the reading.

- ☐ Esther approached the king and exposed Haman's plan.
- ☐ A new order allowed the Jews to defend themselves.
- ☐ Mordecai told Esther about the threat to the Jews.

3 Draw a meaningful picture

Draw Esther speaking to the king at the meal.

Tell someone how your picture connects to the reading.

Read & Grow Together

Read and learn with context

This English edition is designed for ages 6-10 with an adult. Read both extended readings together, or enjoy one each day. Pause at unfamiliar words, invite questions and use the reflection page to connect the story with everyday life. These are retellings and lessons with explanations; read the listed Bible passage for context. Poetry, parables, letters and symbolic visions are identified by type.

Remember this

I can seek wise help and speak up for someone in danger.
Original memory thought, not a direct Bible quotation. Related passage: Esther 4:14-16;7:3-4

A thoughtful conversation

The Hebrew Esther account names fasting without explicitly mentioning prayer in this scene. Do not ask children to imitate fasting or approach dangerous people alone; emphasize supported, thoughtful action.

Activity answers

1. She had not been invited, and the law threatened death for an uninvited visitor.
2. Her own life and the lives of her Jewish people.
Sequence boxes, top to bottom: 2, 3, 1. Personal responses and drawings will vary.

Optional prayer

God, help us speak with courage and care for people in danger. Amen.

Print and share

Each pack has 6 pages. Print on A4 at Actual Size (100%). The worksheet is page 5. You may print just that page, or use the separate 150-page activity book. The collection contains 150 packs in Bible book order, 15 volumes and one ZIP. Catalog pack IDs stay the same when new readings are added.

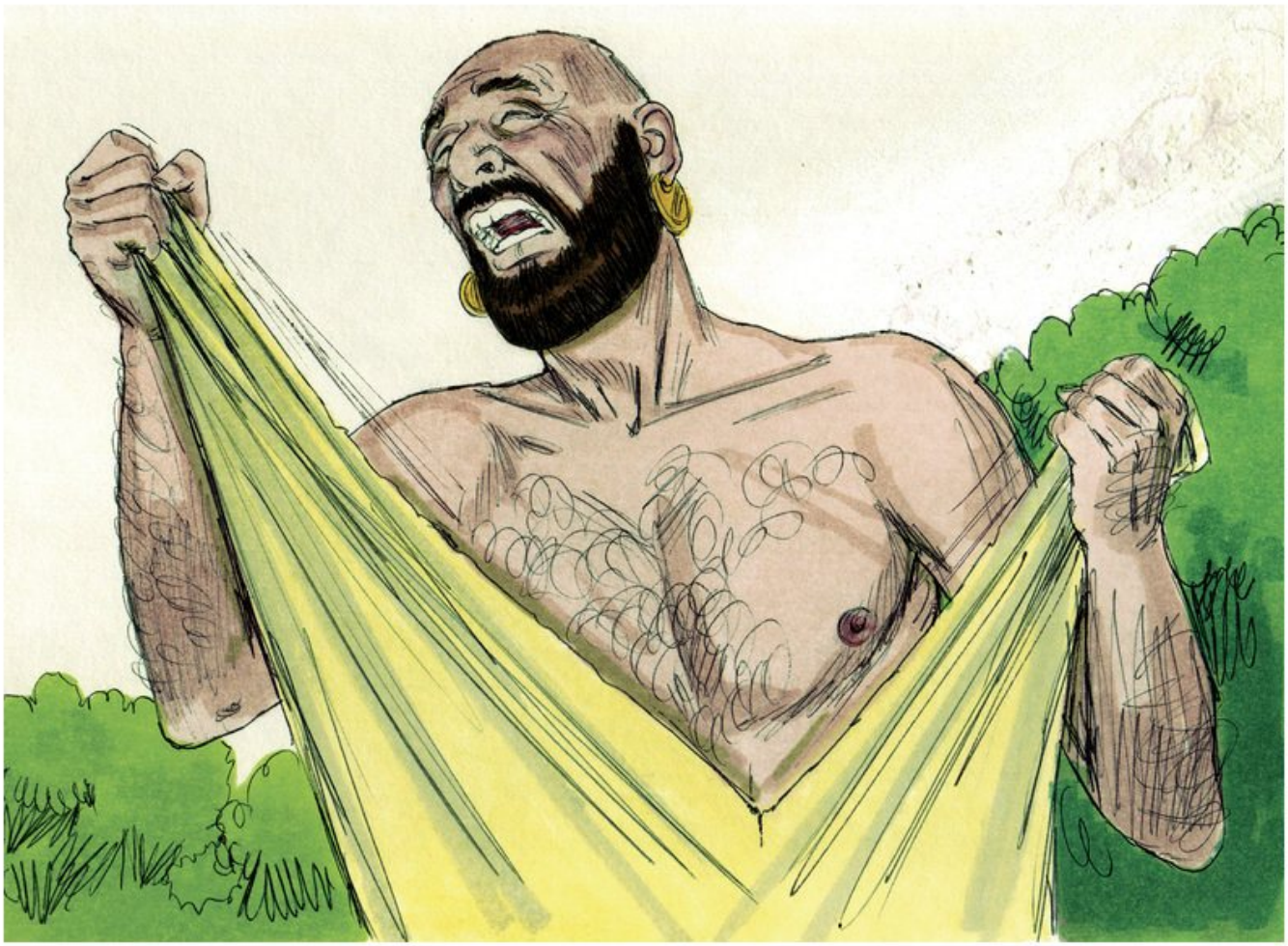
Sources and sharing

English retellings, lessons, reflections and activities by DigiPick (2026), based on Esther 4:1-5:8;7:1-8:17. Source checked with the public-domain World English Bible. Illustration © Sweet Publishing; 17_Es_04_04_RG.jpg. CC BY-SA 3.0. Source: unfoldingWord. Resized proportionally, without cropping.
This adapted story pack is shared under Creative Commons Attribution-ShareAlike 3.0. Credit the creators, identify changes and use the same license for adaptations. Genesis to Revelation edition 3.0.

GENESIS TO REVELATION | BIBLE ACCOUNT

Job Talks Honestly with God

Job 1:1-2:13;38:1-42:17



YOUR BIBLE READING

We can bring hard questions to God without blaming people who suffer.

Inside: two extended reading pages, a thoughtful reflection, creative activities and a grown-up guide.

AGES 6-10 WITH AN ADULT • 6 COLORFUL A4 PAGES • ENGLISH ONLY

EXTENDED ENGLISH READING • PAGE 1 OF 2

Job's Sorrow Is Real

Job 1:1-2:13;38:1-42:17



Job lived in the land of Uz. The account introduces him as a person who honored God, turned away from evil, and cared about doing what was right. He had a large family and many possessions. His concern included his children's relationship with God. This beginning matters because it tells us how to understand the suffering that follows: the story does not introduce Job as someone secretly deserving every terrible loss.

An accuser challenged Job's faithfulness before God. He claimed that Job honored God only because his life was protected and prosperous. God allowed a test, while setting limits on what could be done. Job did not hear this conversation. He would face events without knowing about the challenge made against him. This belongs to Job's particular story; it does not give us permission to explain every other person's suffering as the same kind of hidden test.

Messengers arrived with terrible news. Animals and possessions had been lost, servants had died, and finally Job learned that his children had been killed when a great wind brought down the house where they were together. Job tore his robe, mourned, and worshiped. He did not treat the losses as small. Faithfulness and grief appear together: he still turned toward God while suffering the loss of people he deeply loved.

Later, Job developed painful sores. He sat among ashes, suffering in his body as well as in his sorrow. Three friends heard what had happened and came to comfort him. When they saw him, they wept. They sat with him on the ground for seven days and nights without speaking because his grief was so great. At first, their companionship made room for pain rather than rushing to fill it with an explanation.

Remember: Suffering people need compassion, not blame.

EXTENDED ENGLISH READING • PAGE 2 OF 2

An Answer Larger Than Job's Understanding



Job 1:1-2:13;38:1-42:17

The later part of Job's story brings us to God answering from a whirlwind. Job had spoken about things he did not understand, and now God asked him questions. Where was Job when the earth was founded? Could he command the morning, set limits for the sea, or understand all the workings of the sky? The questions opened a view far wider than the part of life Job could see.

God also spoke about creatures and the care and power shown throughout creation. Job could not govern every wild animal or explain every hidden place. He recognized that he had spoken beyond his understanding. He answered with humility, acknowledging God's power and his own limits. The response did not give a simple reason for each death or loss. It called Job to recognize a wisdom greater than his own, even amid unanswered questions.

God then addressed Job's friends. They had not spoken rightly about God as Job had, and they were instructed to bring offerings while Job prayed for them. This correction matters. Their words were not automatically wise simply because they had come as helpers. Job prayed, and God received his prayer. Family members and acquaintances also came, shared a meal with him, comforted him, and gave gifts. Care from people appears again beside God's response.

The account ends with renewed provision and family joy through many later years. Job had children again and lived to see later generations. Those gifts did not make the children who died unimportant or replace their unique lives. The ending describes blessing after suffering, but it does not tell grieving readers that a new gift cancels an old loss. Job's story holds deep sorrow, honest speech, human limits, divine wisdom, and the need for compassionate companionship.

Pause and think: What could you do to offer comfort without pretending to know the reason for someone's suffering?

THINK, NOTICE & GROW

Compassion Before Explanations



When someone is hurting, we may want a quick reason that makes everything seem tidy. Job's story warns us against careless certainty. Illness, poverty, or bereavement does not prove that a person has done wrong. We can admit that we do not know why something happened. Listening gently, bringing useful help, and allowing tears may be more loving than offering a confident explanation we cannot support.

The friends' first quiet companionship is worth noticing, even though their later words needed correction. Sitting nearby can say that a person does not have to carry sorrow alone. In your life, you might draw a kind card, help with an ordinary task, or ask a trusted adult how to support someone grieving. These are present-day examples, not additional scenes from Job's life.

Job's later joy did not erase the value of the people who had died. When someone loses a loved one, do not hurry them to feel better because something good has happened since. Memories can remain precious, and sadness may return. Faith can include honest questions and the humble acknowledgment that we need comfort as well as understanding.

A SMALL STEP FOR TODAY

People who suffer need compassion and room for honest questions rather than blame or easy explanations.

What could you do to offer comfort without pretending to know the reason for someone's suffering?

Read, Remember & Create

Name: _____ Date: _____

1 Think about the reading

1. Did Job's suffering prove that he was a bad person?

2. What did Job's friends do when they first arrived?

2 Put the ideas in order

Write 1, 2 and 3 for the order these ideas appear in the reading.

- ☐ Job prayed for his friends and received comfort and renewed provision.
- ☐ Job suffered deep losses and illness.
- ☐ God answered Job with questions about creation.

3 Draw a meaningful picture

Draw friends sitting quietly beside someone who is grieving.

Tell someone how your picture connects to the reading.

Read & Grow Together

Read and learn with context

This English edition is designed for ages 6-10 with an adult. Read both extended readings together, or enjoy one each day. Pause at unfamiliar words, invite questions and use the reflection page to connect the story with everyday life. These are retellings and lessons with explanations; read the listed Bible passage for context. Poetry, parables, letters and symbolic visions are identified by type.

Remember this

Suffering people need compassion, not blame.
Original memory thought, not a direct Bible quotation. Related passage: Job 2:11-13;42:7-11

A thoughtful conversation

Do not explain a child's suffering as a hidden test or punishment. The ending does not replace the children who died or cancel grief. Job's honest questions belong within a larger story of lament and divine wisdom.

Activity answers

1. No. The story introduces him as someone who honored God and did what was right.
2. They wept and sat with him in silence because his grief was so great.
Sequence boxes, top to bottom: 3, 1, 2. Personal responses and drawings will vary.

Optional prayer

God, help us bring you hard questions and comfort people gently. Amen.

Print and share

Each pack has 6 pages. Print on A4 at Actual Size (100%). The worksheet is page 5. You may print just that page, or use the separate 150-page activity book. The collection contains 150 packs in Bible book order, 15 volumes and one ZIP. Catalog pack IDs stay the same when new readings are added.

Sources and sharing

English retellings, lessons, reflections and activities by DigiPick (2026), based on Job 1:1-2:13;38:1-42:17. Source checked with the public-domain World English Bible. Illustration © Sweet Publishing; 18_Jb_01_10_RG.jpg. CC BY-SA 3.0. Source: unfoldingWord. Resized proportionally, without cropping.
This adapted story pack is shared under Creative Commons Attribution-ShareAlike 3.0. Credit the creators, identify changes and use the same license for adaptations. Genesis to Revelation edition 3.0.

GENESIS TO REVELATION | POETRY

The Shepherd's Song of Care

Psalm 23:1-6



YOUR BIBLE READING

The poem pictures God’s care without pretending that dark valleys do not exist.

Inside: two extended reading pages, a thoughtful reflection, creative activities and a grown-up guide.

AGES 6-10 WITH AN ADULT • 6 COLORFUL A4 PAGES • ENGLISH ONLY

EXTENDED ENGLISH READING • PAGE 1 OF 2

A Song That Calls God a Shepherd

Psalm 23:1-6



Psalm 23 is poetry, a song associated with David. It speaks through pictures rather than giving a new account of a flock's journey. The speaker calls God a shepherd and describes having what is needed under that care. Sheep depend on a shepherd for guidance, food, and protection. The poem draws on that familiar work to express trust, helping readers picture care through something ordinary and concrete.

Green pastures and quiet waters are the next images. The speaker describes being led to rest and refreshment. Grass and water belong to the needs of living creatures; the pictures are not only beautiful scenery. In the poem, rest is part of care rather than a prize for being the busiest. The language gives listeners room to imagine a place where a weary creature can receive what it needs without having to provide everything for itself.

The song then speaks of restoration and guidance on right paths. Its shepherd does more than point from far away. The speaker trusts God's leadership for the sake of God's name. A right path here belongs to a life directed toward what is good. This is poetic language for guidance, not a promise that a reader will receive a visible map showing every decision they must make tomorrow or next year.

The scene changes to a dark valley, described as the shadow of death. The song does not avoid that frightening place. The speaker addresses God directly, trusting his presence and finding comfort in the shepherd's rod and staff. The valley remains in the poem, but the speaker is not alone there. Its hope concerns companionship and care within danger, rather than a claim that those who trust God never walk through hard places.

Remember: I can seek care and speak honestly in hard places as well as peaceful ones.

EXTENDED ENGLISH READING • PAGE 2 OF 2

A Table, a Full Cup, and a Lasting Home

Psalm 23:1-6



The next picture is a prepared table in the presence of enemies. The poem shifts from the work of a shepherd toward the welcome of a host. Food is set out even where opposition is present. The song does not say that every enemy has vanished before the table can be prepared. It pictures provision and welcome without pretending that the speaker's world contains no conflict, fear, or people who wish harm.

Oil on the head and a cup filled to overflowing continue the image of generous care. These are poetic details of welcome, not instructions for a child to pour oil on someone or demand an unusually large drink. A table, oil, and a full cup help the listener picture being received with honor rather than ignored. The language says something about the character of the welcome by showing what such a host provides.

Goodness and loving kindness are described as following the speaker through life. The song ends with dwelling in God's house. The image has moved from open pastures through a dark valley to a lasting home. These changes make the short poem rich enough to read slowly. It can be heard as a statement of trust across different experiences, not simply a cheerful description of one day that contains nothing difficult.

Because this is poetry, we do not need to invent a named sheep, a lost lamb, or a conversation between David and a shepherd. We can attend to the pictures the psalm actually gives. Nor should the opening about lacking nothing be turned into a promise that faithful people never experience hunger, illness, or grief. The song teaches a voice of trust and hope while including the valley and the presence of enemies within its own lines.

Pause and think: Which image in the psalm helps you describe the kind of care someone might need?

THINK, NOTICE & GROW

Listen to the Pictures in a Poem



Choose one picture from the song: grass, quiet water, a staff, a table, or a cup. What part of care does it help you imagine? You might draw the picture and explain your choice in a sentence. There is no need to turn it into an extra event from David's life. A poem can help us understand something by showing an image rather than telling a whole adventure.

Think about dependable care in your own world. A meal prepared, someone listening, a safe journey home, or help after a frightening experience may all be examples. They are not promises that every difficulty will disappear. With an adult, name one person you can approach when you need support. Knowing how to ask is part of taking your needs seriously.

The dark valley belongs in the song alongside the green pasture. If you feel sad or afraid, you do not have to pretend that you are always peaceful. You can speak to a trusted adult and, if you wish, use prayer or the psalm's images to express hope. Rest, practical help, and patient company can all be part of receiving care.

A SMALL STEP FOR TODAY

Psalm 23 uses shepherd and host pictures to express trust in God’s care, including within difficult places.

Which image in the psalm helps you describe the kind of care someone might need?

Read, Remember & Create

Name: _____ Date: _____

1 Think about the reading

1. What two kinds of caring work appear in the psalm's pictures?

2. Does the poem leave out dark or dangerous places?

2 Put the ideas in order

Write 1, 2 and 3 for the order these ideas appear in the reading.

- ☐ Read about companionship in the dark valley.
- ☐ Consider the host’s table and the hope of lasting care.
- ☐ Notice the shepherd’s pasture, water, and guidance.

3 Draw a meaningful picture

Draw three panels with a green pasture, a path through a valley, and a welcoming table.

Tell someone how your picture connects to the reading.

Read & Grow Together

Read and learn with context

This English edition is designed for ages 6-10 with an adult. Read both extended readings together, or enjoy one each day. Pause at unfamiliar words, invite questions and use the reflection page to connect the story with everyday life. These are retellings and lessons with explanations; read the listed Bible passage for context. Poetry, parables, letters and symbolic visions are identified by type.

Remember this

I can seek care and speak honestly in hard places as well as peaceful ones.
Original memory thought, not a direct Bible quotation. Related passage: Psalm 23:1-6

A thoughtful conversation

Identify this as poetry associated with David, not a literal journey involving a named sheep. The shepherd and host images express trust while including danger and enemies. Do not promise that prayer removes hunger, illness, or grief. Give children space to name fear and receive practical help rather than perform constant calm.

Activity answers

1. The care of a shepherd and the welcome of a host.
2. No. It includes a dark valley and the presence of enemies.
Sequence boxes, top to bottom: 2, 3, 1. Personal responses and drawings will vary.

Optional prayer

If you wish: God, help me receive care and find honest words in peaceful and difficult times.

Print and share

Each pack has 6 pages. Print on A4 at Actual Size (100%). The worksheet is page 5. You may print just that page, or use the separate 150-page activity book. The collection contains 150 packs in Bible book order, 15 volumes and one ZIP. Catalog pack IDs stay the same when new readings are added.

Sources and sharing

English retellings, lessons, reflections and activities by DigiPick (2026), based on Psalm 23:1-6. Source checked with the public-domain World English Bible. Illustration © Sweet Publishing; 19_Ps_23_01_RG.jpg. CC BY-SA 3.0. Source: unfoldingWord. Resized proportionally, without cropping.
This adapted story pack is shared under Creative Commons Attribution-ShareAlike 3.0. Credit the creators, identify changes and use the same license for adaptations. Genesis to Revelation edition 3.0.

GENESIS TO REVELATION | WISDOM LESSON

Words That Bring Kindness

Proverbs 15:1-4,18;16:24



YOUR BIBLE READING

Wise speech brings truth and care into the same answer.

Inside: two extended reading pages, a thoughtful reflection, creative activities and a grown-up guide.

AGES 6-10 WITH AN ADULT • 6 COLORFUL A4 PAGES • ENGLISH ONLY

EXTENDED ENGLISH READING • PAGE 1 OF 2

Gentle Answers and Truthful Speech

Proverbs 15:1-4,18;16:24



Proverbs gathers short teachings about living wisely. These verses are not a story about one named argument. They place different ways of speaking beside each other so that readers can compare their effects. A gentle answer can calm anger, while a harsh word stirs it up. The contrast asks us to notice not only whether we speak, but how our answer affects the person hearing it and the conversation that follows.

Another saying compares wise speech with foolish speech. Wise people use knowledge well, while foolish words pour out without that care. Speaking quickly is not automatically wise, and having something to say does not make every statement useful. The passage turns our attention toward what words contain: understanding or nonsense, something reliable or something offered without thought. It invites a slower question about whether an answer helps someone know what is true.

The next line says that God's eyes are everywhere, seeing both evil and good. Hidden behavior still matters. A person cannot make cruel speech harmless simply by choosing a place where a teacher or parent is not listening. This is wisdom teaching about accountability, not a new scene in which God is described walking into a classroom. The saying places private choices within the same moral world as things other people can easily see.

A gentle tongue is then compared with a tree of life, while dishonest or twisted speech crushes the spirit. A tree can offer life and nourishment; the saying uses that picture for words that help people flourish. It does not claim a sentence literally grows branches. The contrasting image reminds us that speech can deeply discourage someone. Kindness therefore involves more than sounding pleasant while telling a damaging lie or making another person feel worthless.

Remember: I can pause, check what is true, and choose words that help.

EXTENDED ENGLISH READING • PAGE 2 OF 2

Words Can Nourish or Wound

Proverbs 15:1-4,18;16:24



The selected sayings also compare an angry person who stirs up conflict with a patient person who helps settle it. Patience creates room before an answer is given. It does not mean that a person never feels anger or must remain where someone is threatening them. A useful pause may help a speaker understand the issue, ask for support, or choose words that name the problem without adding insults of their own.

Proverbs also describes pleasant words as a honeycomb, bringing sweetness and health. This is a poetic comparison within wisdom teaching. Encouraging words can be strengthening, but they are not medicine guaranteed to cure an illness or repair every hurt. The picture helps us notice how speech may nourish another person. It is possible to offer truthful encouragement without making promises about outcomes that we cannot control or pretending that real pain is already gone.

Consider an ordinary example: a child spills water during a group activity. One response calls the child useless; another names the spill and asks for towels. The second response still tells the truth and deals with the problem. It does not need cruelty in order to be clear. This example is for understanding the sayings, not an incident recorded in Proverbs. It shows how tone, content, and a practical next step can work together.

Wise words also leave space for not knowing. If someone asks what happened and you did not see it, saying so may be more useful than guessing confidently. A gentle answer should not become a polished disguise for deceit. Across these sayings, wisdom involves knowledge, truth, patience, and care for a listener. None of them promises that another person will always respond kindly, but they give a speaker choices about what kind of words to contribute.

Pause and think: How could you name a real problem clearly while removing an unnecessary insult?

THINK, NOTICE & GROW

Try a Clear and Caring Answer



Make two speech bubbles for an imaginary disagreement about sharing supplies. In one, write a harsh response. In the other, keep the real need but remove the insult. Read them with a trusted adult and compare what each might make harder or easier. You do not need to use a private conflict. A made-up example gives you room to practice before a conversation becomes tense.

Think of encouragement you could honestly offer someone learning a skill. Instead of promising that they will win or never struggle, you could notice a careful effort, an improvement, or a useful question they asked. What makes that encouragement true? Helpful words point to something real. They can strengthen a person without deciding that their value depends on being the best.

Sometimes the safest answer is asking an adult for help or leaving a harmful exchange. You are not responsible for calming every angry person. These sayings guide your contribution, not give you control over someone else's choices. If cruel words keep coming, tell a trusted adult what is happening so that care includes protection as well as conversation.

A SMALL STEP FOR TODAY

Proverbs connects wise speech with truth, patience, and words that help rather than deliberately wound.

How could you name a real problem clearly while removing an unnecessary insult?

Read, Remember & Create

Name: _____ Date: _____

1 Think about the reading

1. What is contrasted with a harsh word?

_____

2. What two nourishing things picture helpful speech?

_____

2 Put the ideas in order

Write 1, 2 and 3 for the order these ideas appear in the reading.

- ☐ Practice an answer that is both clear and caring.
- ☐ Compare gentle and harsh answers.
- ☐ Notice the place of knowledge, truth, and patience.

3 Draw a meaningful picture

Draw a tree with speech-bubble leaves showing truthful, kind, and useful words.

Tell someone how your picture connects to the reading.

Read & Grow Together

Read and learn with context

This English edition is designed for ages 6-10 with an adult. Read both extended readings together, or enjoy one each day. Pause at unfamiliar words, invite questions and use the reflection page to connect the story with everyday life. These are retellings and lessons with explanations; read the listed Bible passage for context. Poetry, parables, letters and symbolic visions are identified by type.

Remember this

I can pause, check what is true, and choose words that help.
Original memory thought, not a direct Bible quotation. Related passage: Proverbs 15:1-4,18;16:24

A thoughtful conversation

These are wisdom sayings and poetic comparisons, not guarantees that gentle speech will stop an abuser or that kind words cure disease. Anger can signal a real problem; children need not suppress it or manage adults' emotions. Encourage truthful, respectful expression and adult help when an exchange becomes threatening or repeatedly cruel.

Activity answers

1. A gentle answer that can calm anger.
2. A tree of life and a honeycomb picture it.
Sequence boxes, top to bottom: 3, 1, 2. Personal responses and drawings will vary.

Optional prayer

If you wish: God, help me pause and speak with honesty, patience, and care.

Print and share

Each pack has 6 pages. Print on A4 at Actual Size (100%). The worksheet is page 5. You may print just that page, or use the separate 150-page activity book. The collection contains 150 packs in Bible book order, 15 volumes and one ZIP. Catalog pack IDs stay the same when new readings are added.

Sources and sharing

English retellings, lessons, reflections and activities by DigiPick (2026), based on Proverbs 15:1-4,18;16:24. Source checked with the public-domain World English Bible. Illustration: original symbolic vector artwork by DigiPick.store; a learning aid, not an additional Bible event.
This adapted story pack is shared under Creative Commons Attribution-ShareAlike 3.0. Credit the creators, identify changes and use the same license for adaptations. Genesis to Revelation edition 3.0.

GENESIS TO REVELATION | POETRY AND WISDOM

A Time for Each Season

Ecclesiastes 3:1-13



YOUR BIBLE READING

Changing times can call for different honest responses and careful attention to daily good.

Inside: two extended reading pages, a thoughtful reflection, creative activities and a grown-up guide.

AGES 6-10 WITH AN ADULT • 6 COLORFUL A4 PAGES • ENGLISH ONLY

EXTENDED ENGLISH READING • PAGE 1 OF 2

A Poem of Changing Times

Ecclesiastes 3:1-13



Ecclesiastes includes a poem about times and seasons in human life. It begins by saying there is a time for every purpose under heaven. The lines place contrasting experiences beside each other. This is wisdom poetry, not a timetable telling a particular child what will happen tomorrow. By moving through many different times, it asks readers to recognize that life cannot always remain in the same season or answer one demand forever.

The poem names being born and dying, planting and pulling up what has been planted. Growth and endings both belong to the picture. A garden offers an ordinary example of work that changes with time: seeds are planted, plants grow, and eventually a crop is gathered or cleared. The poem does not turn those changes into proof that someone did wrong. It notices the wider pattern of beginnings, care, and endings in life.

Other lines speak of tearing down and building, weeping and laughing, mourning and dancing. Some moments call for joy, while others call for grief. The poem allows these different responses to appear without demanding that one feeling last forever. It also names embracing and refraining from embracing, seeking and losing, keeping and letting go. The repeated pairs give the reader a rhythm while the experiences themselves change from line to line.

The poem continues with tearing and sewing, silence and speech, love and hate, war and peace. It also names killing and healing, a serious contrast within its view of human experience. Listing an action does not make it an instruction for a child to perform it. This is not permission to hurt someone because a poem mentions violence. It is a broad picture of a world containing painful conflict as well as repair and peaceful life.

Remember: I do not have to understand everything to notice a good gift or do a caring action.

EXTENDED ENGLISH READING • PAGE 2 OF 2

Enjoying Good Without Knowing Everything

Ecclesiastes 3:1-13



After the poem, the writer asks what workers gain from all their effort and considers the burdens human beings carry. The question prevents the list of seasons from becoming a simple slogan that explains everything. People work, plan, and wonder about the results. The reading gives room for that wondering. It does not say that a person must understand every event before noticing either the weight of a task or the goodness available within it.

The passage says that God makes things beautiful in their time and gives people a sense reaching beyond the immediate moment. Yet human beings cannot trace God's whole work from beginning to end. Both parts matter. Wonder is possible, and complete understanding is beyond us. The statement should not be used to call an act of cruelty beautiful or to tell someone suffering that they must already know why it happened to them.

The writer then points toward a useful way of living: rejoice, do good, eat, drink, and enjoy what is good in one's work as God's gift. These are ordinary activities rather than a promise that everyone becomes wealthy. A meal, a worthwhile task, or a chance to do kindness may be received with gratitude. Enjoying them does not require pretending that the poem's seasons of mourning and difficulty have ceased to exist.

A present-day example might be finishing a small repair with an adult and sharing a snack afterward. The repair took effort, and the moment of rest can be good. This is not an event added to Ecclesiastes. It illustrates the passage's attention to daily gifts within a world people do not fully understand. The reading invites both honesty about changing times and attention to good that can be received and practiced in the time one has.

Pause and think: What might it mean to ask what a moment needs instead of demanding the same response every time?

THINK, NOTICE & GROW

Ask What This Moment Needs



Imagine a friend is sad during a celebration because they miss someone. You do not need to make them dance or insist that the whole day be sad instead. What response would give their feeling room? The poem names both mourning and dancing. An ordinary gathering can remind us that people may carry different seasons within the same room and need different kinds of company.

Think of a task with more than one stage, such as growing a plant or sewing a simple project with adult help. What is needed at the beginning, during the work, and at the end? Trying to do every stage at once would not help. This example can make the idea of changing times concrete without claiming that every difficult event follows a schedule you can predict.

Name one daily good you can notice without denying a current difficulty. It could be a meal, a caring conversation, or an opportunity to help. Gratitude is not a command to call harm good. You can thank someone for care and still ask for support with what hurts. Both honesty and appreciation can have a place in the same day.

A SMALL STEP FOR TODAY

Ecclesiastes notices changing seasons and human limits while inviting people to do good and receive daily gifts with gratitude.

What might it mean to ask what a moment needs instead of demanding the same response every time?

Read, Remember & Create

Name: _____ Date: _____

1 Think about the reading

1. What two different feelings does the poem place together?

2. What daily activities are described as gifts?

2 Put the ideas in order

Write 1, 2 and 3 for the order these ideas appear in the reading.

- ☐ Look for opportunities to do good and receive daily gifts.
- ☐ Consider what people cannot fully understand.
- ☐ Notice the poem's pairs of changing experiences.

3 Draw a meaningful picture

Draw a circle with symbols for planting, building, rest, tears, and joy, without making a prediction calendar.

Tell someone how your picture connects to the reading.

Read & Grow Together

Read and learn with context

This English edition is designed for ages 6-10 with an adult. Read both extended readings together, or enjoy one each day. Pause at unfamiliar words, invite questions and use the reflection page to connect the story with everyday life. These are retellings and lessons with explanations; read the listed Bible passage for context. Poetry, parables, letters and symbolic visions are identified by type.

Remember this

I do not have to understand everything to notice a good gift or do a caring action.
Original memory thought, not a direct Bible quotation. Related passage: Ecclesiastes 3:1-13

A thoughtful conversation

Identify the passage as wisdom poetry describing contrasting experiences, not commanding each action or excusing violence. Its reflection on God's timing must not be used to call abuse beautiful or blame sufferers. Children may grieve, ask questions, enjoy good moments, and seek protection without having to explain the purpose of every hardship.

Activity answers

1. It names weeping and laughing, and mourning and dancing.
2. Eating, drinking, and enjoying good in one's work are described as gifts.
Sequence boxes, top to bottom: 3, 2, 1. Personal responses and drawings will vary.

Optional prayer

If you wish: God, help me be honest about this season and notice good I can receive or do.

Print and share

Each pack has 6 pages. Print on A4 at Actual Size (100%). The worksheet is page 5. You may print just that page, or use the separate 150-page activity book. The collection contains 150 packs in Bible book order, 15 volumes and one ZIP. Catalog pack IDs stay the same when new readings are added.

Sources and sharing

English retellings, lessons, reflections and activities by DigiPick (2026), based on Ecclesiastes 3:1-13. Source checked with the public-domain World English Bible. Illustration: original symbolic vector artwork by DigiPick.store; a learning aid, not an additional Bible event.
This adapted story pack is shared under Creative Commons Attribution-ShareAlike 3.0. Credit the creators, identify changes and use the same license for adaptations. Genesis to Revelation edition 3.0.

GENESIS TO REVELATION | POETRY

A Poem about Spring and Joy

Song of Solomon 2:10-13



YOUR BIBLE READING

Love poetry can express joy through careful attention to the living world.

Inside: two extended reading pages, a thoughtful reflection, creative activities and a grown-up guide.

AGES 6-10 WITH AN ADULT • 6 COLORFUL A4 PAGES • ENGLISH ONLY

EXTENDED ENGLISH READING • PAGE 1 OF 2

Lovers Notice the Arrival of Spring

Song of Solomon 2:10-13



Song of Solomon is a book of love poetry. In this passage, one person remembers a beloved's affectionate invitation to rise and come away together. These are human lovers speaking within a poem, not God directly giving an instruction. The words bring the person being addressed close to a landscape full of spring life. Affection and delight belong together here: the beloved's invitation opens a picture filled with things to notice and enjoy.

The beloved begins with two changes: winter has passed, and the rain is over. These words give the poem a sense of a new season opening. The description moves from what has ended toward what is now appearing. As we listen, the signs of spring gradually fill the scene. The invitation is connected with that change, drawing attention to a living world that is becoming full of flowers, sounds, fruit, and fragrance.

Flowers appear on the earth, and the time of singing has come. Then the poem names a particular sound: the voice of a turtledove heard in the land. We can follow the description with both eyes and ears. Flowers draw our attention to the ground, while birdsong gives the scene a voice of its own. The short lines let one detail arrive after another, making spring feel lively and easy to imagine.

Next come the fig tree and the vines. The figs are ripening, the vines are in blossom, and their fragrance fills the description. Smell now joins the sights and sounds already named. These growing things make a rich setting for the affectionate words. The beloved repeats the invitation to rise and come. The poem returns to the person it first addressed, gathering all those spring details around a joyful call to share the season.

Remember: I can listen to a poem's voice and notice the particular details it uses.

EXTENDED ENGLISH READING • PAGE 2 OF 2

A Small Poem with Many Senses

Song of Solomon 2:10-13



The poem uses several senses to make its small scene vivid. We see flowers, figs, and blossoming vines. We hear singing and the turtledove. We imagine the fragrance of the vines. Each detail adds something different. A reader can linger over them one at a time, almost as though looking slowly around a place. Paying attention this way helps us hear how much a few carefully chosen lines can hold.

The affectionate invitation gives the landscape a personal meaning. Someone is speaking warmly to a beloved person, and the spring description belongs within those loving words. The invitation is repeated, so the person remains at the center of the poem even as flowers and birdsong fill its lines. We hear both an appreciation of the season and a desire for companionship. The poem joins delight in another person with delight in the world around them.

Listen for the shape of the passage when it is read aloud. First comes the invitation. Then winter and rain give way to flowers, singing, the bird's voice, fruit, and fragrance. At the end, the invitation returns. Those matching calls make a frame, like a border holding a picture. The middle offers many things to notice, while the repeated words help the whole passage sound connected and bring it gently to its close.

For a separate present-day example, you could describe a season near your own home through three senses. Perhaps you notice warm air, a familiar birdcall, or the smell of rain on the ground. Your description would be your own observation, distinct from the biblical poem. Choosing particular details would help someone else imagine the place. Whether your local season is rainy, dry, cool, or warm, careful words can share something of what makes it memorable.

Pause and think: Which sensory detail would help you describe a season or a place you enjoy?

THINK, NOTICE & GROW

Create a Gentle Picture with Words



Choose a place where a trusted adult says it is safe to observe. Notice one thing you can see, one sound, and one smell if there is one. Do not taste unknown plants or approach wildlife. Write a few words for each observation. Your notes can be simple and exact. A vivid description begins with attention, not with finding the fanciest possible word.

Read the poem's spring details again. Which one would be easiest for you to draw? Which would be harder because it is a sound or a fragrance? You could use a symbol to show it and explain your choice. Art and poetry can suggest something that is not directly visible without pretending it has become an extra event in the Bible passage.

Different places have different seasonal patterns. Ask someone in your family what signs of change they notice where they live or once lived. You may hear about rain, dry weather, blossoms, crops, or migrating birds. Compare respectfully. Your own local season does not have to match the poem's landscape for you to understand how carefully chosen details can express delight and anticipation.

A SMALL STEP FOR TODAY

This love poem uses spring's sights, sounds, fruit, and fragrance to express joy and an affectionate invitation.

Which sensory detail would help you describe a season or a place you enjoy?

Read, Remember & Create

Name: _____ Date: _____

1 Think about the reading

1. Who voices the invitation within this poem?

2. What are two signs of spring in the passage?

2 Put the ideas in order

Write 1, 2 and 3 for the order these ideas appear in the reading.

- ☐ Notice flowers, birdsong, figs, and fragrant vines.
- ☐ Hear the invitation repeated after the spring images.
- ☐ Hear the beloved’s affectionate invitation.

3 Draw a meaningful picture

Draw flowers, a turtledove, figs, and blossoming vines as a peaceful spring border.

Tell someone how your picture connects to the reading.

Read & Grow Together

Read and learn with context

This English edition is designed for ages 6-10 with an adult. Read both extended readings together, or enjoy one each day. Pause at unfamiliar words, invite questions and use the reflection page to connect the story with everyday life. These are retellings and lessons with explanations; read the listed Bible passage for context. Poetry, parables, letters and symbolic visions are identified by type.

Remember this

I can listen to a poem's voice and notice the particular details it uses.
Original memory thought, not a direct Bible quotation. Related passage: Song of Solomon 2:10-13

A thoughtful conversation

Present these verses as love poetry voiced by human lovers noticing spring. Do not say God directly speaks the invitation, identify the speakers with certainty beyond the text, or require one allegorical interpretation. Keep the focus on affection, seasonal imagery, and sensory language; no sexual explanation is needed for this child-facing selection.

Activity answers

1. A beloved person speaks affectionately to the person who recalls the words.
2. Flowers appear, a turtledove is heard, figs ripen, and vines blossom.
Sequence boxes, top to bottom: 2, 3, 1. Personal responses and drawings will vary.

Optional prayer

If you wish: God, help me notice beauty with gratitude and treat people with respect.

Print and share

Each pack has 6 pages. Print on A4 at Actual Size (100%). The worksheet is page 5. You may print just that page, or use the separate 150-page activity book. The collection contains 150 packs in Bible book order, 15 volumes and one ZIP. Catalog pack IDs stay the same when new readings are added.

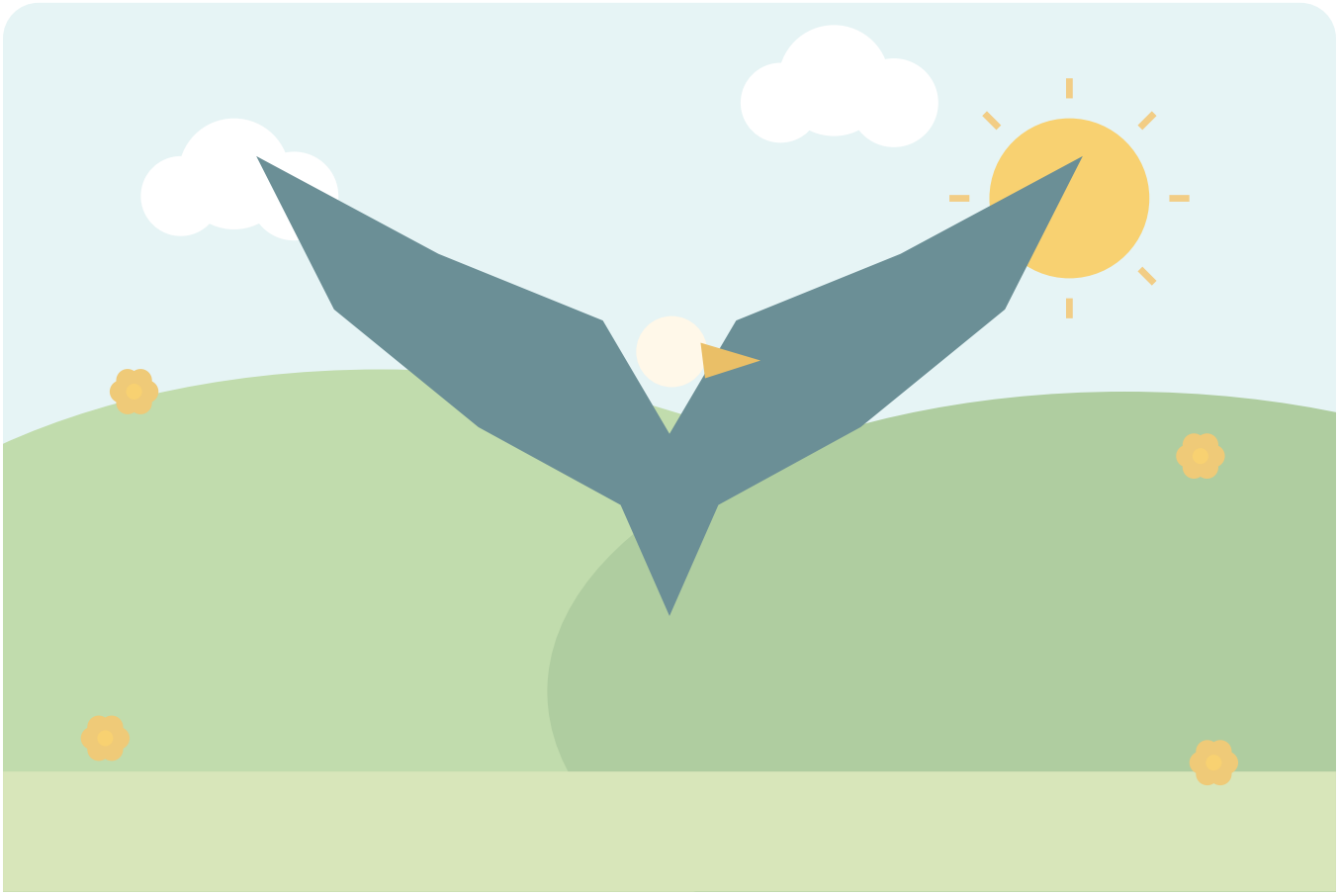
Sources and sharing

English retellings, lessons, reflections and activities by DigiPick (2026), based on Song of Solomon 2:10-13. Source checked with the public-domain World English Bible. Illustration: original symbolic vector artwork by DigiPick.store; a learning aid, not an additional Bible event.
This adapted story pack is shared under Creative Commons Attribution-ShareAlike 3.0. Credit the creators, identify changes and use the same license for adaptations. Genesis to Revelation edition 3.0.

GENESIS TO REVELATION | PROPHETIC ENCOURAGEMENT

Hope for the Weary

Isaiah 40:25-31



YOUR BIBLE READING

The prophetic message offers hope to the weary rather than shaming them for needing strength.

Inside: two extended reading pages, a thoughtful reflection, creative activities and a grown-up guide.

AGES 6-10 WITH AN ADULT • 6 COLORFUL A4 PAGES • ENGLISH ONLY

EXTENDED ENGLISH READING • PAGE 1 OF 2

Looking Up When Hope Feels Small

Isaiah 40:25-31



Isaiah speaks a message of encouragement to Israel. These verses begin with a question about God: who could be his equal? The message calls him the Holy One and invites the people to lift their eyes toward the heavens. This is prophetic teaching, not a story about a child flying to the stars. The sky becomes a place to notice the scale of creation while hearing words addressed to a discouraged people.

The stars are pictured as a great company brought out and known by name. Not one is missing through any weakness in the Creator's power. The image joins greatness with attention: the one who made the heavens is not described as losing track of what he has made. The passage does not give a list of star names for people to memorize. It uses the vast sky to challenge a small picture of God's strength and knowledge.

Then Isaiah addresses what Israel has been saying. The people feel that their way is hidden from God and that their need for justice is being disregarded. The message names that complaint directly rather than pretending nobody has asked a difficult question. Feeling overlooked is part of the situation being answered. The prophet places the people's words beside the picture of the Creator who knows and sustains the company of the heavens.

God is described as everlasting, the Creator of the ends of the earth. He does not become faint or weary, and his understanding cannot be fully searched out. These statements are not about people having no limits. They set God's nature alongside human fatigue and incomplete understanding. The passage prepares to speak to those limits without telling the people that their exhaustion is imaginary or that asking whether they have been forgotten makes them unworthy of care.

Remember: I can bring weariness into the open and receive care while holding hope.

EXTENDED ENGLISH READING • PAGE 2 OF 2

Strength for Those Who Are Weary

Isaiah 40:25-31



The message says that God gives power to the faint and increases strength where there is little. The direction of the gift matters: weakness is where help is offered, not a reason for someone to be dismissed. The prophet does not begin by praising only the people who already appear strong. His encouragement speaks to a community whose words have revealed weariness, concern about justice, and a sense that their lives are being overlooked.

Even young people become tired and stumble, the passage says. Youth does not make a body limitless. This is a helpful part of the reading to keep beside its soaring images. The prophet knows that people who might be expected to have energy can still be exhausted. The message does not divide the world into faithful people who never need rest and failures who admit that they cannot keep going without help.

Those who wait for God are pictured receiving renewed strength. They rise like eagles, run, and walk without collapsing. This is powerful prophetic imagery of restored endurance and hope. It does not mean children can leap from heights or that a person with illness or disability must become physically tireless. The comparison offers a way to imagine strength beyond present discouragement, while the passage's own earlier words have already acknowledged ordinary human fatigue.

Waiting here belongs with hope directed toward God, rather than proving one's worth by endless effort. In a present-day example, someone recovering from a difficult week might need sleep, food, company, and support before attempting another task. That example is not an extra event in Isaiah. It helps us avoid confusing the message of offered strength with a demand to ignore the body. The reading invites trust without requiring people to hide their real needs.

Pause and think: What kind of support would help you respond wisely to weariness instead of hiding it?

THINK, NOTICE & GROW

Name What Would Help You Keep Going Wisely



Think of a task after which you felt tired. What kind of tiredness was it: a need for sleep, a break from noise, help understanding, or company after worry? A trusted adult can help you find words for it. Different needs call for different support. Saying that you need rest does not mean you have given up or failed to care about the task.

The sky image joins a very large view with attention to what is known. If you can look at the sky safely with an adult, notice its scale without looking at the sun. You might also use a picture. What questions does it raise? Wonder does not require you to know every answer. The prophet uses that sense of scale to help his hearers reconsider the idea of being forgotten.

Draw an eagle beside a walking path. Both images occur in the encouragement, though they do not describe literal events happening to a child. Which helps you picture hope today? You can speak honestly about still feeling weary. Prayer and a hopeful picture may accompany practical support; they do not replace care from adults or appropriate medical help.

A SMALL STEP FOR TODAY

Isaiah encourages weary Israel with the Creator's attention and a poetic promise of renewed strength.

What kind of support would help you respond wisely to weariness instead of hiding it?

Read, Remember & Create

Name: _____ Date: _____

1 Think about the reading

1. What complaint from Israel does the passage answer?

2. Does Isaiah say that young people never become tired?

2 Put the ideas in order

Write 1, 2 and 3 for the order these ideas appear in the reading.

- ☐ Read the promise of strength with the picture of eagles, running, and walking.
- ☐ Look toward the Creator’s power and knowledge.
- ☐ Hear Israel’s complaint about being overlooked.

3 Draw a meaningful picture

Draw an eagle, a walking path, and a resting place as symbols of hope and receiving care.

Tell someone how your picture connects to the reading.

Read & Grow Together

Read and learn with context

This English edition is designed for ages 6-10 with an adult. Read both extended readings together, or enjoy one each day. Pause at unfamiliar words, invite questions and use the reflection page to connect the story with everyday life. These are retellings and lessons with explanations; read the listed Bible passage for context. Poetry, parables, letters and symbolic visions are identified by type.

Remember this

I can bring weariness into the open and receive care while holding hope.
Original memory thought, not a direct Bible quotation. Related passage: Isaiah 40:28-31

A thoughtful conversation

These verses are prophetic encouragement addressed to Israel. The eagle image describes renewed strength and hope, not literal human flight or guaranteed physical stamina. Never use the passage to blame fatigue, disability, or illness on weak faith. Encourage rest, food, adult support, and medical care alongside any voluntary prayer or reflection.

Activity answers

1. The people say their way is hidden and their need for justice is disregarded.
2. No. He explicitly says even young people grow weary and stumble.
Sequence boxes, top to bottom: 3, 1, 2. Personal responses and drawings will vary.

Optional prayer

If you wish: God, help me speak honestly about weariness and receive the support I need.

Print and share

Each pack has 6 pages. Print on A4 at Actual Size (100%). The worksheet is page 5. You may print just that page, or use the separate 150-page activity book. The collection contains 150 packs in Bible book order, 15 volumes and one ZIP. Catalog pack IDs stay the same when new readings are added.

Sources and sharing

English retellings, lessons, reflections and activities by DigiPick (2026), based on Isaiah 40:25-31. Source checked with the public-domain World English Bible. Illustration: original symbolic vector artwork by DigiPick.store; a learning aid, not an additional Bible event.
This adapted story pack is shared under Creative Commons Attribution-ShareAlike 3.0. Credit the creators, identify changes and use the same license for adaptations. Genesis to Revelation edition 3.0.

GENESIS TO REVELATION | PROPHETIC LESSON

A Lesson at the Potter's House

Jeremiah 18:1-12



YOUR BIBLE READING

A warning can call for a real change in actions, not only different words.

Inside: two extended reading pages, a thoughtful reflection, creative activities and a grown-up guide.

AGES 6-10 WITH AN ADULT • 6 COLORFUL A4 PAGES • ENGLISH ONLY

EXTENDED ENGLISH READING • PAGE 1 OF 2

Jeremiah Watches a Potter Work

Jeremiah 18:1-12



God told Jeremiah to go down to a potter's house, where he would hear a message. A potter makes containers from clay, shaping material that can be worked while it is soft. Jeremiah obeyed and went to the workshop. He saw the potter making something at the wheels. This is a prophetic lesson built around work Jeremiah actually observed, not merely a comparison introduced with no setting or person watching it.

The vessel being made was spoiled in the potter's hands. Instead of leaving it that way, the potter worked the clay again into another vessel, shaping it as seemed good to him. The passage does not say whether it was meant to be a bowl, a jar, or a cup. It does not name a color or describe a special pattern. The important action is the potter's ability to reshape the clay before him.

Then God's message came to Jeremiah. God compared the house of Israel with clay in a potter's hand. The lesson concerned God's relationship with a people and their future. It was not an instruction that a powerful human being may treat another person like an object. The workshop scene supplied a picture of shaping and changing, and the words that followed would explain how that picture applied to a nation.

God described speaking against a nation or kingdom, announcing that it would be pulled up, broken down, and destroyed. If that nation turned from its evil, he would relent from the disaster announced against it. The message included a real call to respond. It did not present the warning as a fixed ending that made every choice pointless. Turning away from wrongdoing mattered within the future the prophet was being told to speak about.

Remember: I can listen to a truthful correction and choose a specific action that reduces harm.

EXTENDED ENGLISH READING • PAGE 2 OF 2

A Warning That Calls for Changed Ways

Jeremiah 18:1-12



The message also described the other direction. God might speak of building and planting a nation. If its people then did evil and refused to listen, that good outcome would not be treated as permission to continue wrongdoing. The two examples belong together. A warning called for change, and a promise was not a shield for carelessness. The lesson connected national actions with consequences rather than treating either good words or bad news as an excuse to stop listening.

Jeremiah was to address Judah and the people of Jerusalem. God said that disaster was being shaped against them and called each person to turn from evil, changing their ways and actions. The potter's work now gave the warning a vivid picture. The message was not only about clay; it was about what a community was doing and whether its people would respond differently when confronted with the truth about those actions.

The selected passage ends with a stubborn refusal. The people are described as deciding to follow their own plans and the hardness of their hearts. A faithful retelling must not turn that ending into an invented scene in which everyone immediately apologizes and repairs the city. The call to change has been spoken, and the response recorded here resists it. That unfinished difficulty is part of the prophetic lesson, not something a reader must cover with a happier conclusion.

For an ordinary present-day example, a group may be warned that its way of using shared materials is damaging them. Changing the routine could prevent more harm. Ignoring the warning would have consequences. That example is not an extra message spoken to Jeremiah, and it does not explain every national disaster. It simply helps make response visible: admitting a problem and changing an action is different from saying that nothing can be done while carrying on exactly as before.

Pause and think: What practical action could show that someone has listened to a useful warning?

THINK, NOTICE & GROW

Practice a Change You Can Actually Make



With adult permission, shape soft craft clay into a simple container and reshape it before it dries. Notice what the material lets your hands do. Your model does not recreate every detail of Jeremiah's workshop. It can help you understand the observed action before considering the prophet's message. Describe what you changed without calling yourself or another person a spoiled or worthless object.

Think of a small habit that affects shared things: leaving caps off markers, interrupting, or forgetting to return materials. Choose an imaginary example if you prefer. What would a changed action look like? A useful plan names something you can do, not only a feeling you wish you had. A caregiver can help make the step realistic and notice what support you need.

People are not clay for other people to control. If an adult uses this passage to excuse hurting you or forcing harmful obedience, tell a safe adult. The lesson concerns God speaking through Jeremiah to Israel and Judah. Learning from correction should include truth, dignity, and protection, not the idea that being powerful gives someone permission to break another person.

A SMALL STEP FOR TODAY

The potter’s work becomes a prophetic warning that calls Judah to change harmful ways rather than stubbornly continue them.

What practical action could show that someone has listened to a useful warning?

Read, Remember & Create

Name: _____ Date: _____

1 Think about the reading

1. What did the potter do when the vessel was spoiled?

2. How do the people respond at the end of this selection?

2 Put the ideas in order

Write 1, 2 and 3 for the order these ideas appear in the reading.

- ☐ The people resist and choose their own plans.
- ☐ God explains the picture through warnings and calls to change.
- ☐ Jeremiah watches the potter reshape a spoiled vessel.

3 Draw a meaningful picture

Draw hands reshaping craft clay, with a separate panel showing a helpful change in an ordinary routine.

Tell someone how your picture connects to the reading.

Read & Grow Together

Read and learn with context

This English edition is designed for ages 6-10 with an adult. Read both extended readings together, or enjoy one each day. Pause at unfamiliar words, invite questions and use the reflection page to connect the story with everyday life. These are retellings and lessons with explanations; read the listed Bible passage for context. Poetry, parables, letters and symbolic visions are identified by type.

Remember this

I can listen to a truthful correction and choose a specific action that reduces harm.
Original memory thought, not a direct Bible quotation. Related passage: Jeremiah 18:1-12

A thoughtful conversation

The vessel's exact type is not named, and the people do not repent by the end of this selection. Explain the national, prophetic meaning of the clay picture rather than treating children as defective objects. Human adults do not gain God's authority to control, break, or hurt others through this analogy.

Activity answers

1. He reshaped the clay into another vessel.
2. They stubbornly decide to follow their own plans.
Sequence boxes, top to bottom: 3, 2, 1. Personal responses and drawings will vary.

Optional prayer

If you wish: God, help me hear truthful correction and choose a caring action I can change.

Print and share

Each pack has 6 pages. Print on A4 at Actual Size (100%). The worksheet is page 5. You may print just that page, or use the separate 150-page activity book. The collection contains 150 packs in Bible book order, 15 volumes and one ZIP. Catalog pack IDs stay the same when new readings are added.

Sources and sharing

English retellings, lessons, reflections and activities by DigiPick (2026), based on Jeremiah 18:1-12. Source checked with the public-domain World English Bible. Illustration: original symbolic vector artwork by DigiPick.store; a learning aid, not an additional Bible event.
This adapted story pack is shared under Creative Commons Attribution-ShareAlike 3.0. Credit the creators, identify changes and use the same license for adaptations. Genesis to Revelation edition 3.0.

GENESIS TO REVELATION | POETRY

Hope in a Time of Sadness

Lamentations 3:19-33



YOUR BIBLE READING

Hope can be spoken honestly from within sorrow.

Inside: two extended reading pages, a thoughtful reflection, creative activities and a grown-up guide.

AGES 6-10 WITH AN ADULT • 6 COLORFUL A4 PAGES • ENGLISH ONLY

EXTENDED ENGLISH READING • PAGE 1 OF 2

Remembering Pain and Calling Hope to Mind

Lamentations 3:19-33



Lamentations is a book of sorrowful poetry. In these verses, the speaker remembers affliction, wandering distress, and bitterness. The images of wormwood and a bitter taste give words to suffering that has not been forgotten. This is not the beginning of a cheerful adventure or a scene in which someone explains every reason for pain. The poem lets a hurting voice speak openly before any statement of hope is offered.

Remembering the trouble weighs the speaker down. The poem does not treat that response as proof that the person is bad. Memory can bring sadness back into the present. A reader may recognize the difference between recalling a pleasant moment and being pulled toward something deeply painful. Here the speaker's soul is bowed down. That honest description is part of the reading, not something to skip because hope appears in the next lines.

Then the speaker deliberately calls something else to mind: God's loving kindness and compassion. These do not fail, the poem says, and they are new each morning. God's faithfulness becomes a reason for hope. The earlier trouble has not been denied or removed from the page. The poem places trust beside it, giving the suffering speaker more to remember than bitterness alone without demanding that the bitter memory never return.

The speaker describes God as their portion and says they will hope in him. A portion is a share or what one relies upon. The language points to trust rather than a new possession being handed over in the scene. The reading has moved from remembering affliction toward remembering mercy. Both movements belong to the same poem, allowing hope to be spoken from within sadness rather than requiring sadness to finish before trust can have a voice.

Remember: I can remember care while still telling the truth about what hurts.

EXTENDED ENGLISH READING • PAGE 2 OF 2

Waiting Without Pretending Sorrow Is Gone



Lamentations 3:19-33

The poem says that God is good to those who seek him and that it is good to wait quietly for his rescue. Waiting here is part of a poetic response to suffering, not a timetable specifying how long every person's trouble will last. Nor does quietness make the original pain unimportant. The speaker has already used words to name it. Silence and speech can both appear in an honest response without one erasing the other.

The verses then use difficult pictures: carrying a yoke in youth, sitting in silence, lowering one's face to the dust, and receiving humiliation or a blow. These are ancient images of hardship and being brought low. They need careful reading with an adult. They are not instructions for children to let someone hit them, keep abuse secret, or remain alone without help. Getting protection is not the opposite of having hope.

The closing lines insist that rejection is not forever. The speaker trusts that compassion will accompany grief because God's loving kindness is abundant. The poem speaks about God in relation to judgment and sorrow, yet says that grieving human beings is not his willing delight. This is a serious effort to hold pain and mercy together. It should not become a quick claim that we know why another person is suffering or that their pain is deserved.

A present-day example might be someone who still misses a loved one while receiving steady company from friends. The company does not make the death unhappen, and hope need not mean constant smiling. This example is not a new scene from Lamentations. It helps us recognize how care can become visible without explaining away loss. The reading gives words for sorrow, remembrance, waiting, and hope, leaving room for practical help as well as a trusting prayer.

Pause and think: What kind of care can offer hope without asking someone to pretend their sadness has ended?

THINK, NOTICE & GROW

Let Hope Be Honest



Use two colors on a page. One can represent something difficult; the other can represent care or hope. They may sit beside each other rather than one covering the other. You can use an imaginary situation if you do not want to share a private hurt. Explain the colors only if you wish. The activity is a way to explore the poem's two kinds of remembering.

Think of a small, dependable kindness someone has offered: listening, bringing a meal, explaining a task, or staying nearby. What made it helpful? Such care does not need to solve every problem before it matters. If someone is grieving, an adult can help you find an appropriate way to support them without requiring them to feel better on your schedule.

If hardship includes someone hurting or threatening you, tell a trusted adult and keep asking for protection. The poem's difficult images do not make abuse acceptable. You may cry, question, speak, rest, and seek help. If you wish to pray, you can use plain words about what hurts and what care you need, without pretending your feelings are already peaceful.

A SMALL STEP FOR TODAY

Lamentations allows real sorrow and remembered mercy to stand together, giving hope a voice without hiding pain.

What kind of care can offer hope without asking someone to pretend their sadness has ended?

Read, Remember & Create

Name: _____ Date: _____

1 Think about the reading

1. What two things does the speaker remember?

2. Does hope require pretending that pain never happened?

2 Put the ideas in order

Write 1, 2 and 3 for the order these ideas appear in the reading.

- ☐ Notice mercy recalled as a reason for hope.
- ☐ Read waiting and compassion without denying the need for care.
- ☐ Hear the speaker remember affliction and bitterness.

3 Draw a meaningful picture

Draw two flowing colors for sorrow and hope, with a symbol of dependable care where they meet.

Tell someone how your picture connects to the reading.

Read & Grow Together

Read and learn with context

This English edition is designed for ages 6-10 with an adult. Read both extended readings together, or enjoy one each day. Pause at unfamiliar words, invite questions and use the reflection page to connect the story with everyday life. These are retellings and lessons with explanations; read the listed Bible passage for context. Poetry, parables, letters and symbolic visions are identified by type.

Remember this

I can remember care while still telling the truth about what hurts.
Original memory thought, not a direct Bible quotation. Related passage: Lamentations 3:19-33

A thoughtful conversation

This is lament poetry, not a diagnosis of why any child suffers. Read the yoke, silence, dust, and offered cheek as ancient hardship imagery requiring explanation, never permission for abuse. Hope does not demand cheerful feelings or silence about harm. Invite grief, trusted adult support, and protection alongside voluntary prayer.

Activity answers

1. The speaker remembers suffering and also God's compassion and faithfulness.
2. No. The poem keeps honest sorrow beside remembered mercy.
Sequence boxes, top to bottom: 2, 3, 1. Personal responses and drawings will vary.

Optional prayer

If you wish: God, I bring what hurts. Help me receive care and hold hope honestly.

Print and share

Each pack has 6 pages. Print on A4 at Actual Size (100%). The worksheet is page 5. You may print just that page, or use the separate 150-page activity book. The collection contains 150 packs in Bible book order, 15 volumes and one ZIP. Catalog pack IDs stay the same when new readings are added.

Sources and sharing

English retellings, lessons, reflections and activities by DigiPick (2026), based on Lamentations 3:19-33. Source checked with the public-domain World English Bible. Illustration: original symbolic vector artwork by DigiPick.store; a learning aid, not an additional Bible event.
This adapted story pack is shared under Creative Commons Attribution-ShareAlike 3.0. Credit the creators, identify changes and use the same license for adaptations. Genesis to Revelation edition 3.0.