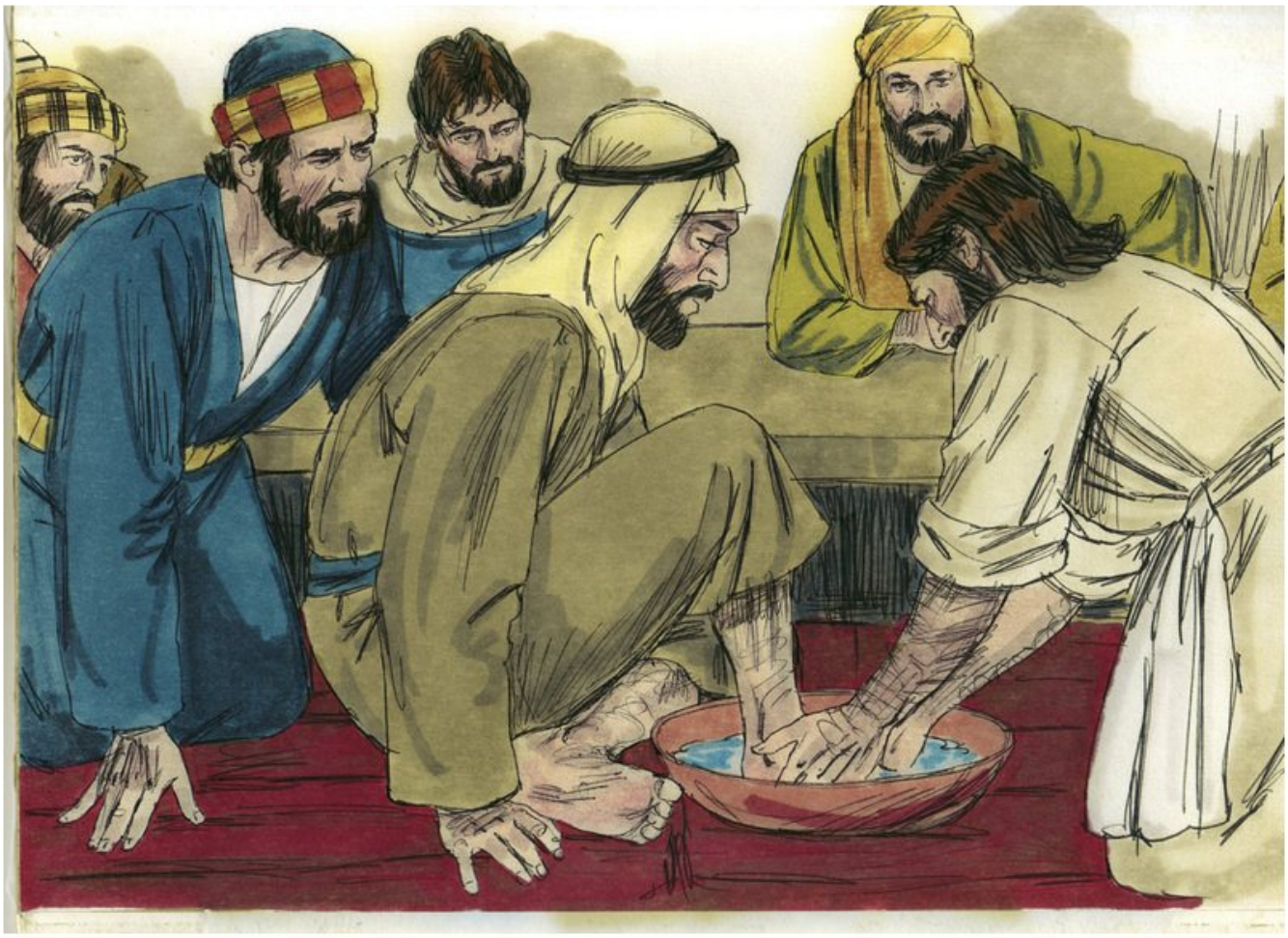
GENESIS TO REVELATION | BIBLE ACCOUNT

Jesus Washes His Friends' Feet

John 13:1-17



YOUR BIBLE READING

Jesus leads through humble love and calls his friends to serve.

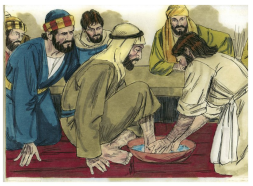
Inside: two extended reading pages, a thoughtful reflection, creative activities and a grown-up guide.

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

EXTENDED ENGLISH READING • PAGE 1 OF 2

A Towel in the Teacher's Hands

John 13:1-17



Jesus was sharing supper with his disciples before Passover. He knew that the time was coming for him to leave this world and return to the Father. John begins the scene by speaking of Jesus' love for his own people, a love that continued to the end. He also tells us that Jesus knew where he had come from and where he was going. The action that followed came from this knowledge.

Jesus stood up from the meal, laid aside his outer garments, and tied a towel around his waist. He poured water into a basin and began washing the disciples' feet. Then he dried them with the towel. Their Lord and Teacher was doing a humble service for the people at his table. He did not only give a speech about care; he used water, a basin, and his own hands.

When Jesus reached Simon Peter, Peter questioned him. Was the Lord really going to wash his feet? Jesus answered that Peter did not yet understand what he was doing, but would understand later. Peter then refused, saying that Jesus would never wash his feet. The conversation shows that receiving this care was not simple for Peter. The teacher was taking a place Peter did not expect him to take.

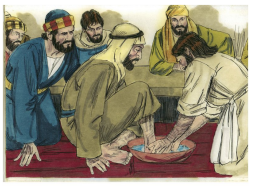
Jesus explained that if he did not wash Peter, Peter would have no share with him. The action meant more than cleaning away dirt. It was connected with receiving what Jesus himself gave. Peter was being asked to accept his Lord's service rather than control which humble actions his Lord was allowed to perform. The meaning would become clearer as Jesus continued both the washing and the teaching.

Remember: I can follow Jesus by serving with humble care.

EXTENDED ENGLISH READING • PAGE 2 OF 2

An Example to Live

John 13:1-17



Peter responded by asking for his hands and head to be washed too. Jesus explained that someone who had bathed needed only the feet washed and was clean. He also said that not all of them were clean, because he knew about the coming betrayal. John connects that serious knowledge with the scene. Jesus was not unaware of the difficulty ahead while he continued serving the people gathered at supper.

After washing their feet, Jesus put his outer garments back on and sat down again. He asked whether they understood what he had done. They rightly called him Teacher and Lord. If he, with that authority, had washed their feet, they ought to wash one another's feet as well. He was making the meaning of the action plain: his example was to shape the way they treated each other.

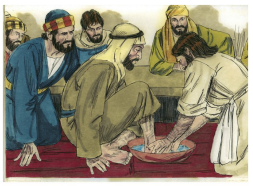
Jesus explained that a servant is not greater than the master and a messenger is not greater than the one who sent him. His followers could not use their place with him as a reason to stand above humble service. The one they followed had chosen to serve them. Knowing who he was did not lead them away from care for others; it gave them a reason to practice that care.

Finally, Jesus connected knowledge with action. Those who knew these things would be blessed in doing them. It was not enough to understand the lesson as an interesting scene or admire the towel without changing anything. The example called for a response in the community. The basin could be put aside after supper, but the pattern of patient, humble care was meant to continue in the lives of his followers.

Pause and think: What ordinary act of service could you offer in a way that respects both your needs and someone else's?

THINK, NOTICE & GROW

Receiving Care and Offering It



Peter had to receive before he could understand fully. Sometimes accepting help is difficult because we want to manage alone or think the other person should not have to serve us. With safe, trusted people, receiving care can be part of friendship and family life. You do not lose your worth when you need help with something you cannot yet do.

Think of one ordinary task that helps a group: setting out supplies, wiping a table, or putting things where the next person can find them. These present-day examples can help us understand humble service. The value of the task does not depend on applause. A useful question is whether it makes another person's day safer, easier, or more welcoming.

Serving never means surrendering your safety or bodily boundaries. You do not need to let someone touch you in an unwanted way, and you should not take on dangerous or unsuitable tasks to prove faithfulness. Ask an adult for guidance. Jesus' example points toward care that respects people, including the person giving help and the person receiving it.

A SMALL STEP FOR TODAY

Jesus served his disciples with humble care and called them to practice that care for one another.

What ordinary act of service could you offer in a way that respects both your needs and someone else's?

Read, Remember & Create

Name: _____ Date: _____

1 Think about the reading

1. What did Jesus use as he washed the disciples' feet?

2. What example did Jesus give his disciples?

2 Put the ideas in order

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

- ☐ He sat down and taught them to follow his example of service.
- ☐ He washed the disciples' feet and spoke with Peter.
- ☐ Jesus rose from supper and prepared a towel and water.

3 Draw a meaningful picture

Draw a basin and towel beside a simple act of helping someone.

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 follow Jesus by serving with humble care.
Original memory thought, not a direct Bible quotation. Related passage: John 13:14-17

A thoughtful conversation

Jesus' teaching includes receiving his cleansing as well as serving others. Offer age-appropriate acts of help; no child needs to allow unwanted touching to show humility.

Activity answers

1. Water in a basin and a towel.
2. To serve one another with humility as he had served them.
Sequence boxes, top to bottom: 3, 2, 1. Personal responses and drawings will vary.

Optional prayer

Jesus, teach us to give and receive care with humility. 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.

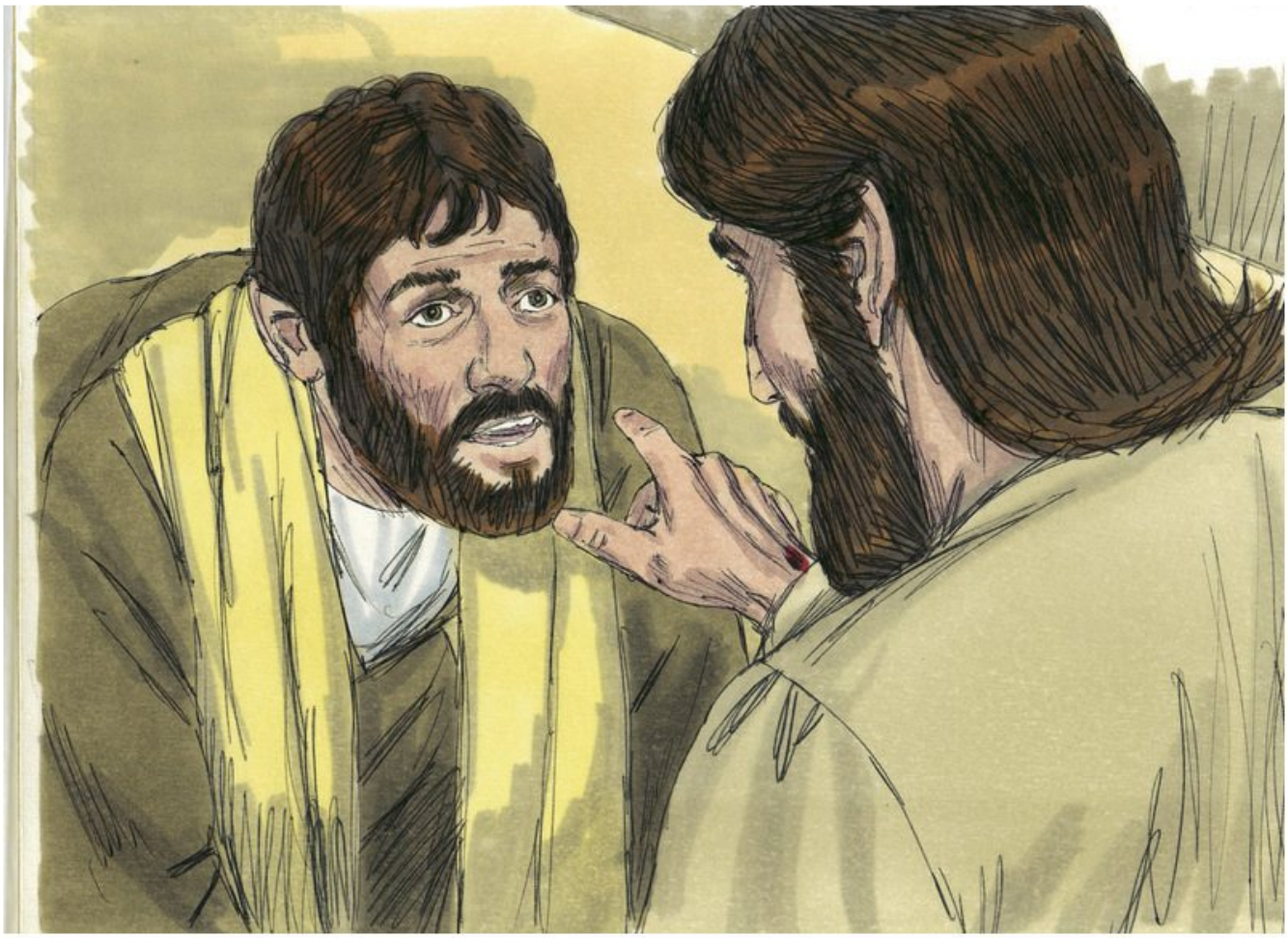
Sources and sharing

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GENESIS TO REVELATION | BIBLE ACCOUNT

Thomas Meets the Risen Jesus

John 20:24-29



YOUR BIBLE READING

Jesus met Thomas in his doubt and invited him to trust.

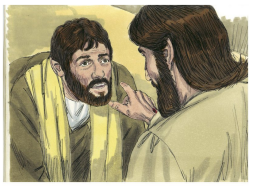
Inside: two extended reading pages, a thoughtful reflection, creative activities and a grown-up guide.

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

EXTENDED ENGLISH READING • PAGE 1 OF 2

Thomas Hears an Extraordinary Report

John 20:24-29



Thomas, one of the twelve disciples, was not with the others when Jesus came to them after his resurrection. Later they told him that they had seen the Lord. Thomas had missed that meeting, so he was hearing about something the others said they had experienced directly. The news was astonishing: the teacher who had died was alive and had stood among his own followers again.

Thomas said he would not believe unless he saw the marks in Jesus' hands and could reach toward the marks and his side himself. We can describe his request without giving frightening details about wounds. He wanted to know that the one reported alive was truly the same Jesus who had been crucified. The others' joyful report was not yet enough for him to accept what they were saying.

Eight days later, the disciples were gathered inside again, and Thomas was now with them. The doors were locked. Jesus came and stood among them, greeting them with peace. John does not explain how he entered or give a description of every person's reaction. He directs our attention to Jesus' presence and the words he spoke to the disciple who had not been there at the earlier meeting.

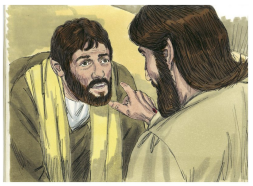
The scene brought Thomas face to face with the person about whom he had been asking. Jesus did not leave him outside the next gathering because he had struggled with the report. He addressed the particular request Thomas had made. The account was moving from words passed between friends toward Thomas's own recognition of the risen Lord, whose presence connected the reality of his death with the reality of his life.

Remember: Questions can be brought honestly as we learn to trust Jesus.

EXTENDED ENGLISH READING • PAGE 2 OF 2

An Invitation to See and Believe

John 20:24-29



Jesus invited Thomas to bring his finger near and look at his hands, and to reach toward his side. He urged him to move from unbelief to belief. John records the invitation, but he does not say that Thomas actually touched Jesus. A faithful retelling leaves that detail open. What John gives us next is Thomas's spoken answer, which shows that something decisive had changed in his response.

Thomas recognized Jesus as his Lord and his God. The report he had resisted was now answered by the person before him. Jesus said that Thomas had believed because he had seen him. Then he spoke of blessing for those who had not seen and yet believed. His words reached beyond this one disciple's meeting toward people who would hear the witnesses' news without standing in that same room.

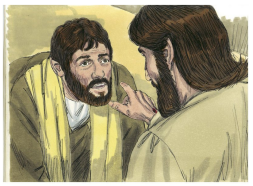
To understand that blessing, remember that the story itself gives testimony. John tells what the followers saw and heard so that later readers can learn about Jesus. Believing without seeing does not mean inventing a different Jesus or pretending the witnesses said nothing. It means receiving their account of the one who died and rose, even though we do not occupy the time and place where Thomas met him.

The scene therefore holds together an honest struggle and a clear recognition. Thomas was not left with only his uncertainty, and his questions did not become his permanent name. Jesus invited him toward trust. The story's final reach is wider than one person's need for sight: people of later generations are also included in the hope of knowing the risen Jesus through the good news shared by his followers.

Pause and think: How can you ask a sincere question while also listening carefully to the answer and the evidence offered?

THINK, NOTICE & GROW

Questions Can Lead toward Careful Learning



Thomas had not been present when the others saw Jesus. Missing part of a story can make it harder to understand what people are reporting. You can begin by asking for the details you do not know. Who was there? What happened? What words were spoken? Thoughtful questions help you listen carefully instead of pretending that surprise or uncertainty has already disappeared.

Jesus addressed Thomas directly. When someone asks a sincere question, we can answer with patience rather than a nickname that makes them feel small. You can also tell an adult when you need more explanation yourself. Growing in understanding often takes more than one conversation, and a question about faith does not mean you have no place among people learning together.

John does not tell us that Thomas touched Jesus, and that is a useful reminder about reading carefully. We should notice the difference between what a text says and what we imagine an illustration might show. The central detail is clear: Thomas recognized the risen Jesus as Lord and God. Careful reading lets that recognition remain at the heart of the account.

A SMALL STEP FOR TODAY

Jesus met Thomas in his uncertainty and invited him toward trust in the risen Lord.

How can you ask a sincere question while also listening carefully to the answer and the evidence offered?

Read, Remember & Create

Name: _____ Date: _____

1 Think about the reading

1. Why had Thomas not seen Jesus before?

2. How did Thomas respond when Jesus came?

2 Put the ideas in order

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

- ☐ Thomas recognizes Jesus as his Lord and God.
- ☐ Jesus comes again and invites Thomas to look.
- ☐ Thomas hears the disciples' news but struggles to believe.

3 Draw a meaningful picture

Draw Thomas and the disciples listening to Jesus in the room.

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

Questions can be brought honestly as we learn to trust Jesus.
Original memory thought, not a direct Bible quotation. Related passage: John 20:27-29

A thoughtful conversation

John records Jesus' invitation to touch but does not say Thomas actually touched him. Avoid branding a child as a doubter; thoughtful questions can be welcomed while explaining the witnesses' testimony.

Activity answers

1. He was absent when Jesus came to the other disciples.
2. He recognized Jesus as his Lord and his God.
Sequence boxes, top to bottom: 3, 2, 1. Personal responses and drawings will vary.

Optional prayer

Jesus, help us ask honest questions and grow in trust as we learn about you. Amen.

Print and share

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GENESIS TO REVELATION | BIBLE ACCOUNT

Breakfast by the Lake

John 21:1-19



YOUR BIBLE READING

The risen Jesus cared for his friends and called Peter to care for 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

The Voice from the Shore

John 21:1-19



After Jesus had risen, several disciples were together near the Sea of Tiberias, another name for the Sea of Galilee. Peter said he was going fishing, and the others went with him. They worked through the night but caught nothing. As morning came, Jesus stood on the shore. The disciples did not yet recognize him. Their empty net would soon become part of another meeting with their risen Lord.

Jesus asked whether they had anything to eat, and they answered that they did not. He told them to cast the net on the right side of the boat. They followed his direction. So many fish entered the net that they could not haul it in. The change led the disciple whom Jesus loved to recognize who was speaking from the shore and tell Peter that it was the Lord.

Peter put on his outer garment and went into the water toward Jesus. The other disciples followed in the boat, dragging the net full of fish. They were not far from land. John does not give us words from each person or explain their private reactions. He shows Peter moving toward Jesus and the others bringing the boat and the catch to the place where Jesus was waiting.

When they came ashore, they found a charcoal fire with fish and bread. Jesus asked them to bring some of the fish they had just caught. Peter drew the net onto land. It held one hundred fifty-three large fish, yet it had not torn. The empty night had become a great catch, and the voice from the shore belonged to someone already preparing a meal for them.

Remember: Love for Jesus can be shown through caring for people.

EXTENDED ENGLISH READING • PAGE 2 OF 2

Breakfast and a Call to Care

John 21:1-19



Jesus invited the disciples to breakfast. They knew it was the Lord and did not need to ask who he was. He took the bread and gave it to them, and he did the same with the fish. John identifies this as the third time Jesus had appeared to the disciples after rising from death. The risen Lord was sharing ordinary food and caring for the friends gathered beside the lake.

After they ate, Jesus asked Peter about his love for him. Peter answered that Jesus knew he loved him. Jesus told him to feed his lambs. He asked again, and again Peter spoke of his love. Jesus told him to tend his sheep. These were pictures for the people who belonged to Jesus. Peter's relationship with his Lord was being connected with a responsibility to care for others.

Jesus asked a third time. Peter was grieved that the question had come three times, and he answered that Jesus knew everything and knew his love. Jesus again told him to feed his sheep. John records the repeated question and commission without giving Peter a separate speech about what he would do next. The task was clear: love for Jesus was to be expressed through the care entrusted to him.

Jesus also spoke of Peter's future, contrasting his earlier freedom of movement with a time when someone else would lead him where he did not want to go. John explains that these words pointed toward Peter's death and the way he would glorify God. We can name that gently without graphic detail. Jesus then called him to follow. Breakfast had become a renewed invitation to loving service, even on a difficult path.

Pause and think: What real need could you notice before deciding how best to help someone?

THINK, NOTICE & GROW

Care Begins with Real Needs



Jesus gave his friends breakfast before the conversation about Peter's work. Food, rest, and attention are real needs, not unimportant details beside spiritual learning. You can notice these needs in yourself and others. With an adult, you might help prepare a simple meal or make sure someone has a place to sit. Care often begins with what a person needs right now.

Peter's task was pictured as feeding and tending sheep, but Jesus meant people. Caring for a person is different from controlling them. It includes listening, respecting choices, and knowing when a responsible adult is needed. You can love a younger child without becoming responsible for everything in their life. A suitable role and good support help make care patient and safe.

Jesus did not promise Peter an easy future. Following him included love and responsibility amid difficulty. For a child, that never means seeking danger or accepting harm. It can mean practicing faithfulness in ordinary things: keeping a suitable promise, asking for help, and returning to a caring action after a mistake. The call to love becomes visible through those concrete choices.

A SMALL STEP FOR TODAY

The risen Jesus fed his friends and called Peter to show love through caring for people.

What real need could you notice before deciding how best to help someone?

Read, Remember & Create

Name: _____ Date: _____

1 Think about the reading

1. What did Jesus prepare on the shore?

2. What did caring for Jesus' sheep mean?

2 Put the ideas in order

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

- ☐ Jesus shares breakfast with them on the shore.
- ☐ Jesus asks Peter about love and gives him care for others.
- ☐ The disciples catch many fish after following Jesus' direction.

3 Draw a meaningful picture

Draw bread, fish, and friends sharing breakfast beside the lake.

Tell someone how your picture connects to the reading.

Read & Grow Together

Read and learn with context

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Remember this

Love for Jesus can be shown through caring for people.
Original memory thought, not a direct Bible quotation. Related passage: John 21:15-17

A thoughtful conversation

Jesus' sheep are a picture for people, not permission to control them. The passage also anticipates Peter's death; this retelling acknowledges a difficult future gently without graphic detail or a promise of an easy life.

Activity answers

1. A charcoal fire with fish and bread for breakfast.
2. Caring for the people who belonged to him.
Sequence boxes, top to bottom: 2, 3, 1. Personal responses and drawings will vary.

Optional prayer

Jesus, help us show our love for you through patient care for others. Amen.

Print and share

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Sources and sharing

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GENESIS TO REVELATION | BIBLE ACCOUNT

The Holy Spirit Comes at Pentecost

Acts 2:1-41



YOUR BIBLE READING

The Holy Spirit helped Jesus' followers share good news across languages.

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 Sound, a Sign, and Many Languages

Acts 2:1-41



On the day of Pentecost, Jesus' followers were gathered in one place. Suddenly a sound like a strong rushing wind came from heaven and filled the house. Shapes like tongues of fire appeared and rested on each of them. They were all filled with the Holy Spirit and began speaking in other languages as the Spirit enabled them. The help Jesus had promised was coming in a remarkable way.

Luke describes a sound like wind and tongues like fire. He does not say that ordinary fire burned people or that they needed to escape a house in flames. The descriptions help readers picture something unusual without confusing it with an everyday accident. The central event was the coming of the Holy Spirit, and its immediate result was speech that people from different places could understand.

Devout Jewish people from many nations were in Jerusalem. When they heard the sound, a crowd gathered. They were amazed because each could hear the followers speaking in the language of home. These speakers were Galileans, yet people from many regions heard the mighty works of God in their own languages. The gift crossed a barrier that would normally make understanding difficult between people who did not share the same speech.

The listeners wondered what it meant. Some mocked and suggested that the speakers had been drinking. Peter stood with the eleven and addressed the crowd. He explained that they were not drunk and pointed to the prophet Joel's promise about God pouring out his Spirit. The surprising sounds and languages were not without meaning. Peter would connect what the crowd was hearing with the good news of Jesus.

Remember: God's good news can be heard by people from many places.

EXTENDED ENGLISH READING • PAGE 2 OF 2

Peter Explains the Good News

Acts 2:1-41



Peter spoke about Jesus of Nazareth, whose works had shown God's power among the people. Jesus had been handed over and killed, but God had raised him from death. Peter used the Scriptures to explain that death could not hold him. He spoke as a witness with the others, telling the crowd that the Jesus who had suffered was the one God had truly brought back to life.

The risen Jesus, Peter explained, had been exalted and had poured out the promised Holy Spirit. What the crowd saw and heard was connected with him. The message did not leave the strange signs standing by themselves as an entertainment. It pointed to Jesus as Lord and Messiah. The listeners were invited to understand the event through his death, resurrection, and the gift now given to his followers.

Many listeners were deeply moved and asked Peter and the other apostles what they should do. Peter called them to repent, turning toward God, and be baptized in Jesus' name for forgiveness. He spoke of receiving the gift of the Holy Spirit. The promise included them, their children, and those far away whom God would call. The response he described was a new direction of life, not merely amazement at a sound.

Those who welcomed the message were baptized, and about three thousand people were added that day. Luke gives an approximate number, not an exact count that must be made larger for effect. A growing community formed around the good news of Jesus. The Spirit's coming had enabled speech across languages, and Peter's explanation had helped people understand what they heard and choose a response to the living Lord.

Pause and think: What could help someone understand and feel included when their language or background differs from yours?

THINK, NOTICE & GROW

Understanding Can Cross a Language Barrier



Imagine trying to follow an important explanation when none of the words are familiar. You might need a translator, a picture, or someone willing to slow down. The Pentecost listeners heard God's works in the languages they knew. In ordinary life, patient communication can help someone feel included instead of expecting every new person to understand immediately without assistance.

Peter explained the signs rather than leaving the crowd to guess. When something surprises you in a Bible story, ask what the passage itself says it means. Here the sound and languages lead toward Jesus, the Spirit, and a call to turn toward God. The point is not to copy an unusual sound or prove that you can reproduce the same sign.

The promise reached people nearby and far away. You can think about how a community makes room for different ages, homes, and languages. A clear explanation, a translated word, or a welcoming introduction can be small practical helps. These actions do not repeat the miracle, but they can show care for the understanding and dignity of the person beside you.

A SMALL STEP FOR TODAY

The Holy Spirit helped Jesus' followers speak across languages as Peter explained the good news of the risen Lord.

What could help someone understand and feel included when their language or background differs from yours?

Read, Remember & Create

Name: _____ Date: _____

1 Think about the reading

1. What amazed the people from many nations?

2. Who explained what was happening?

2 Put the ideas in order

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

- ☐ Peter explains Jesus' good news, and many are baptized.
- ☐ People hear God's works in their own languages.
- ☐ The Holy Spirit fills the gathered followers.

3 Draw a meaningful picture

Draw people with speech bubbles in several languages, showing shared understanding.

Tell someone how your picture connects to the reading.

Read & Grow Together

Read and learn with context

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Remember this

God's good news can be heard by people from many places.
Original memory thought, not a direct Bible quotation. Related passage: Acts 2:6-11

A thoughtful conversation

Acts says a sound like wind and tongues like fire; it does not describe ordinary fire burning people. The Jewish crowd comes from many lands. Do not require a child to reproduce a particular spiritual sign.

Activity answers

1. They heard God's works spoken in their own languages.
2. Peter, standing with the other apostles.
Sequence boxes, top to bottom: 3, 2, 1. Personal responses and drawings will vary.

Optional prayer

Holy Spirit, help us understand one another and share Jesus' good news with care. Amen.

Print and share

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GENESIS TO REVELATION | BIBLE ACCOUNT

Philip Explains the Good News

Acts 8:26-40



YOUR BIBLE READING

Honest questions and patient explanation helped a traveler learn about Jesus.

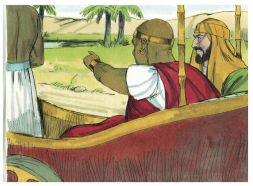
Inside: two extended reading pages, a thoughtful reflection, creative activities and a grown-up guide.

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

EXTENDED ENGLISH READING • PAGE 1 OF 2

A Reader on the Desert Road

Acts 8:26-40



An angel of the Lord told Philip to go toward the road that led from Jerusalem down to Gaza, a desert route. Philip got up and went. On that road was an Ethiopian official returning from worship in Jerusalem. He held great responsibility under the queen of the Ethiopians, caring for her treasure. He was sitting in his chariot and reading from the prophet Isaiah as he traveled home.

The Spirit told Philip to go near the chariot. Philip ran up and heard the man reading. He asked whether he understood the words. The official answered that he needed someone to guide him and invited Philip to come up and sit with him. This important man did not hide his question. He made room for someone who could help him explore what the passage meant.

The words described a person led like a sheep, silent in suffering, denied justice, and having his life taken away. They were serious words about unjust treatment and death. The official asked whom Isaiah was describing: himself, or someone else? His question came directly from the reading. Philip did not need to begin with a subject the traveler had never considered; the open scroll already provided a place to start.

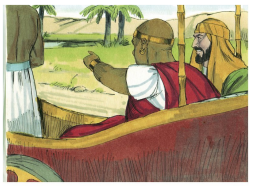
Beginning with that Scripture, Philip told him the good news about Jesus. The passage became a doorway into understanding Jesus' suffering and saving work. Acts does not give us the full conversation word for word, so we should not invent a long speech and present it as Philip's exact teaching. We know the subject and the starting point: from the words of Isaiah, he explained Jesus to the traveler beside him.

Remember: Asking for help can open the way to understanding.

EXTENDED ENGLISH READING • PAGE 2 OF 2

Water beside the Road and Joy on the Journey

Acts 8:26-40



As they continued traveling, they came to water. The official pointed it out and asked what prevented him from being baptized. He ordered the chariot to stop. Both Philip and the official went down into the water, and Philip baptized him. The man's questions had led into a personal response to what he learned. He was not only listening to another person's experience; he was choosing to take part.

When they came up from the water, the Spirit of the Lord took Philip away. The official did not see him again, but he continued on his way rejoicing. Philip was found at Azotus and went through the towns sharing good news until he reached Caesarea. Acts follows both men beyond the meeting: one continued his homeward journey with joy, and the other continued his work of telling people about Jesus.

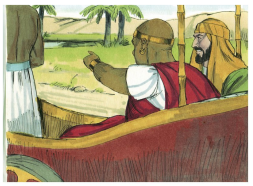
To understand this encounter, notice the parts each person played. Philip responded to God's direction, approached, listened, and explained. The official read, admitted a question, invited a teacher, asked about the passage, and sought baptism. He was not a silent object in someone else's adventure. His African identity, important responsibilities, worship, and active search for understanding all belong to the account and deserve to be treated with respect.

The road brought together a reader and someone able to help him read more deeply. The meeting did not require the official to pretend that he already understood. His honest question opened the conversation. From that conversation came good news, baptism, and joy. The account leaves us with the value of attentive explanation and a message about Jesus that could travel across places, responsibilities, and the different backgrounds of the people involved.

Pause and think: What makes it easier for you to ask a question and keep learning when you do not yet understand?

THINK, NOTICE & GROW

A Good Question Can Open a Conversation



The official asked for guidance without losing his dignity or importance. You can do the same when a passage, lesson, or instruction is unclear. Try identifying the part you do not understand rather than deciding that the whole subject is impossible. A question about one word or one person in a story can give a helpful starting point for learning.

Philip listened to what the man was reading before he explained. When you help someone else, begin with what they are actually asking. You might need to slow down, use a simpler word, or look at the passage together. Giving help is not a contest to show how much you know. The aim is for the other person to understand and remain free to ask more.

The official continued with joy after Philip left. A good learning conversation can leave someone better able to continue on their own. Think about a person who has helped you read, solve a problem, or understand a new place. What did they do that made asking easier? You can borrow that patient habit when someone comes to you with a question.

A SMALL STEP FOR TODAY

Philip answered an Ethiopian official's honest questions with the good news of Jesus, and the traveler continued with joy.

What makes it easier for you to ask a question and keep learning when you do not yet understand?

Read, Remember & Create

Name: _____ Date: _____

1 Think about the reading

1. What was the official reading?

2. How did Philip help him?

2 Put the ideas in order

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

- ☐ Philip explains the good news about Jesus.
- ☐ The official is baptized and continues with joy.
- ☐ Philip meets an official reading in a chariot.

3 Draw a meaningful picture

Draw two people reading a scroll together in a chariot.

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

Asking for help can open the way to understanding.
Original memory thought, not a direct Bible quotation. Related passage: Acts 8:30-35

A thoughtful conversation

The official is also described as a eunuch. The child's story keeps his role clear without unnecessary bodily detail. Respect his African identity and agency; he worships, reads, asks questions, and chooses baptism.

Activity answers

1. The prophet Isaiah.
2. He began with the passage and explained the good news about Jesus.
Sequence boxes, top to bottom: 2, 3, 1. Personal responses and drawings will vary.

Optional prayer

God, give us courage to ask questions and patience to help others learn. 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.

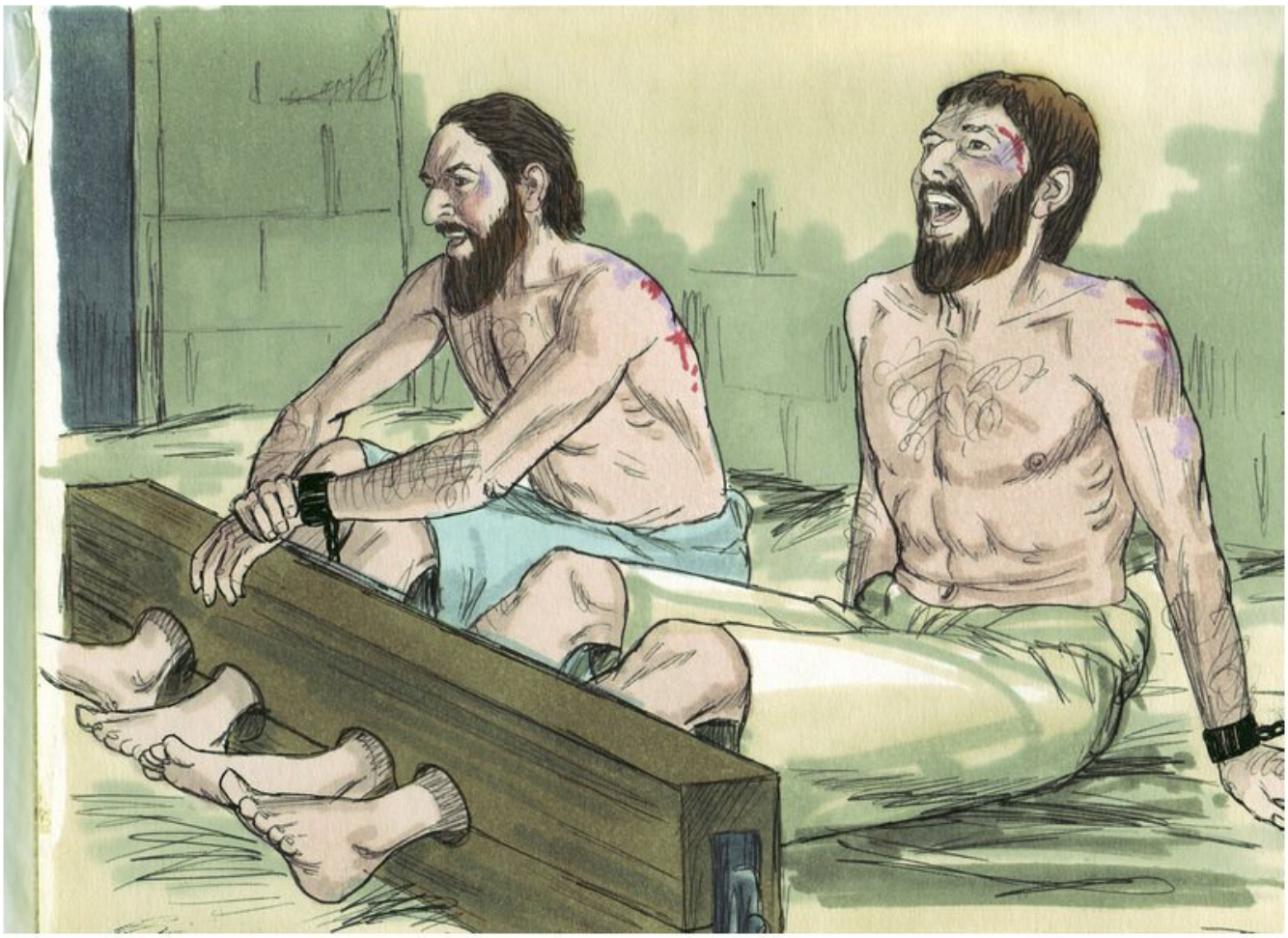
Sources and sharing

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GENESIS TO REVELATION | BIBLE ACCOUNT

Paul and Silas Sing in Prison

Acts 16:16-34



YOUR BIBLE READING

Even in hardship, Paul and Silas prayed and cared about another person's safety.

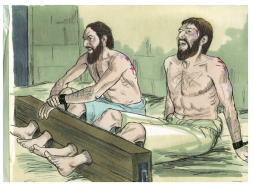
Inside: two extended reading pages, a thoughtful reflection, creative activities and a grown-up guide.

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

EXTENDED ENGLISH READING • PAGE 1 OF 2

Prayer in a Locked Prison

Acts 16:16-34



In Philippi, a girl who was enslaved had a spirit used for fortune-telling. Her owners made a great deal of money from her. She followed Paul and his companions, speaking about them for many days. Paul commanded the spirit in Jesus' name to leave her, and it did. The owners saw that their income had ended. Their anger concerned the profit they could no longer make through the girl's condition.

They seized Paul and Silas and brought them before the officials in the marketplace. They accused them of disturbing the city and teaching customs the Romans should not accept. A crowd joined against them, and the officials ordered them beaten and put in prison. The treatment was painful and unfair, and the prison brought more hardship. Serving Jesus had not prevented these men from being hurt or placed in a dangerous situation.

The jailer was instructed to keep them secure. He placed them in the inner prison and fastened their feet in wooden stocks. Around midnight, Paul and Silas were praying and singing hymns to God. Other prisoners listened. Acts does not give the words of the songs or tell us that the men no longer felt pain. It shows their prayer continuing inside the hardship rather than waiting until everything was easy.

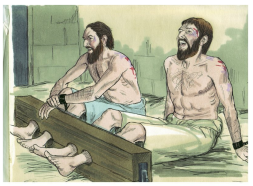
Suddenly a strong earthquake shook the prison's foundations. The doors opened, and the prisoners' fastenings came loose. The jailer woke and saw the open doors. He thought the prisoners had escaped and became terrified. A new danger now concerned the man who had been guarding them. Paul and Silas were no longer only people needing care themselves; Paul would speak to protect the frightened jailer as well.

Remember: In hard times, we can pray and help one another seek safety and hope.

EXTENDED ENGLISH READING • PAGE 2 OF 2

Care and Good News in Another Home

Acts 16:16-34



Paul called out that the prisoners were all still there and urged the jailer not to harm himself. Paul's care stayed focused on keeping the jailer alive and helping him understand that the prisoners had not escaped. His loud reassurance told the man that his fearful assumption was wrong. The jailer called for lights, rushed in trembling, and fell before Paul and Silas. He then brought them out and asked how to be saved.

They told him to believe in the Lord Jesus. They also spoke God's word to him and to everyone in his household. The promise about his home was followed by teaching shared with the people there. We should not turn the scene into a rule that one person's faith makes everyone else believe without hearing or responding. Acts takes time to tell us that the household received the message too.

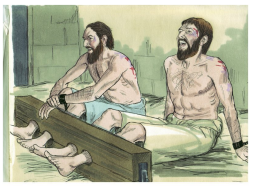
That same hour of the night, the jailer washed their wounds. He and his household were baptized. He brought Paul and Silas into his home and set food before them. The family rejoiced because they had come to believe in God. The person who had guarded the prisoners was now caring for their injuries and feeding them, while the good news of Jesus had reached the people under his roof.

This rescue was remarkable, but the earlier suffering remained part of the story. The men's songs did not mean that pain was unreal, and their faith had not stopped the unfair treatment. What the account shows is prayer in hardship, care for someone in crisis, and a household receiving a new hope. God had worked through this particular night without giving a promise that every prison door or difficult situation would open in the same way.

Pause and think: How can prayer, clear words, and suitable practical help work together when someone is frightened?

THINK, NOTICE & GROW

Prayer, Reassurance, and Practical Help



Paul and Silas prayed while they were still in trouble. You can bring difficult feelings to God before a problem is solved. You do not need to say that pain is good or pretend that you are cheerful. Talk with a trusted adult as well. Prayer and practical help can belong together while a situation is still hard and an answer remains unclear.

Paul's words helped the jailer understand that his fearful conclusion was mistaken. When someone is very distressed, calm facts and immediate support can matter. If anyone says they may hurt themselves or another person, tell a trusted adult at once and seek urgent help. You are not responsible for handling a serious crisis alone or keeping someone's danger secret.

The jailer later gave concrete care: he washed wounds and provided food. In a suitable way, you can also notice what help is needed after a frightening event. An adult might invite you to bring water, make space, or sit quietly nearby. The story joins words of hope with actions of care, rather than asking one to replace the other.

A SMALL STEP FOR TODAY

Paul and Silas prayed through hardship and shared both practical care and Jesus' good news with the jailer's household.

How can prayer, clear words, and suitable practical help work together when someone is frightened?

Read, Remember & Create

Name: _____ Date: _____

1 Think about the reading

1. What did Paul and Silas do around midnight?

2. How did the jailer later care for them?

2 Put the ideas in order

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

- ☐ The household hears about Jesus, receives baptism, and shares food.
- ☐ Paul and Silas are imprisoned and pray together.
- ☐ An earthquake opens the doors, and Paul reassures the jailer.

3 Draw a meaningful picture

Draw Paul and Silas singing, then a table of welcome in the jailer's home.

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

In hard times, we can pray and help one another seek safety and hope.
Original memory thought, not a direct Bible quotation. Related passage: Acts 16:25,28-34

A thoughtful conversation

Prayer did not prevent Paul and Silas from being hurt or imprisoned; this rescue is not a guarantee that every hardship ends quickly. The jailer's crisis is handled without describing a method of self-harm. Emphasize seeking immediate help when anyone is unsafe.

Activity answers

1. They prayed and sang hymns to God.
2. He washed their wounds and gave them food.
Sequence boxes, top to bottom: 3, 1, 2. Personal responses and drawings will vary.

Optional prayer

God, be near people in hardship. Help us pray, seek help, and care for one another. Amen.

Print and share

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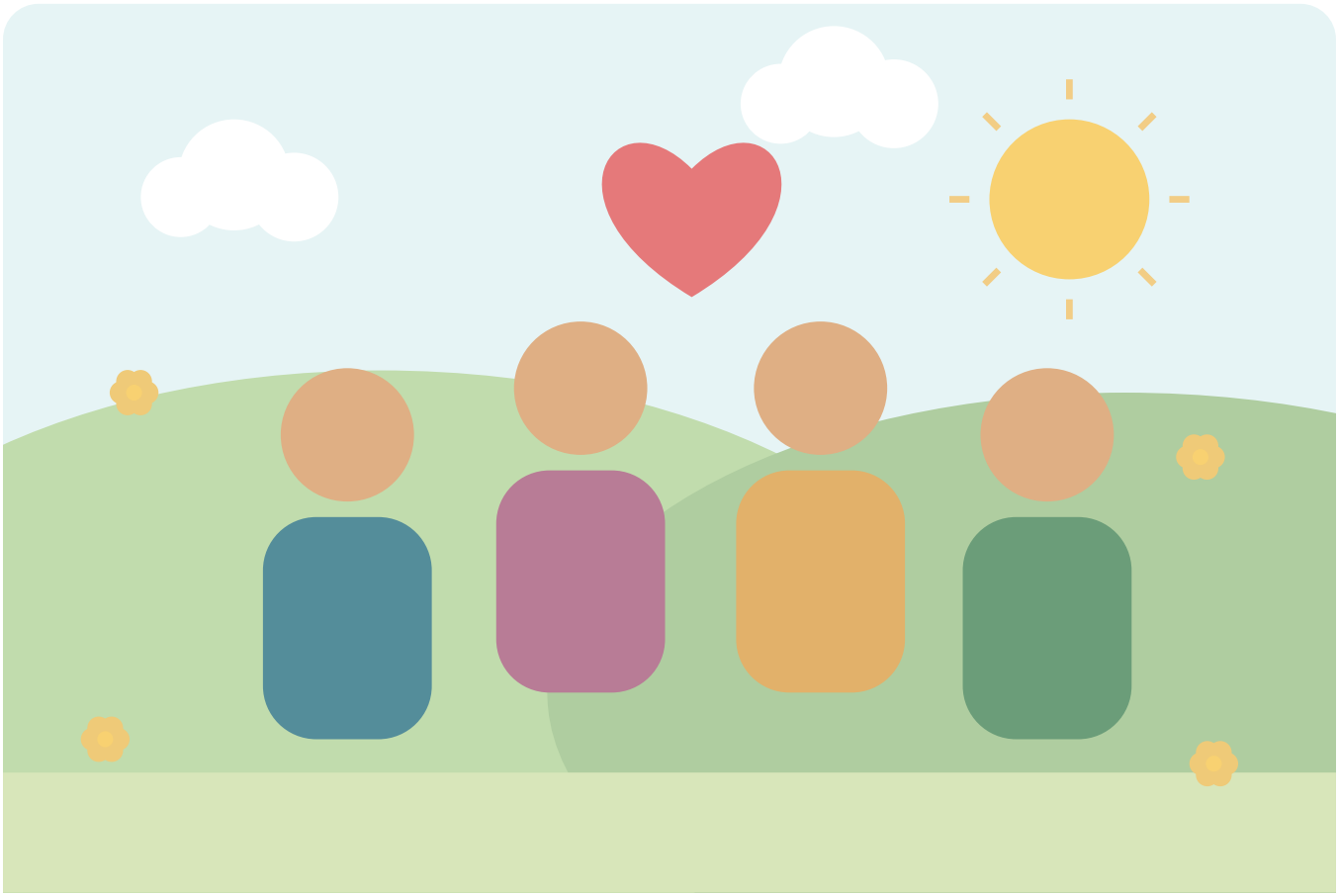
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GENESIS TO REVELATION | LETTER LESSON

Many Gifts, One Caring Community

Romans 12:3-18



YOUR BIBLE READING

God’s varied gifts are for humble service and sincere love within the community.

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

Different Gifts in One Body

Romans 12:3-18



In his letter to the Christians in Rome, Paul teaches about life together. He begins this passage by warning against an inflated opinion of oneself. People should think with sound judgment, remembering that what they receive is a gift of grace. The instruction is not to believe they have no value. It is to stop treating their own importance as the center by which the value of everyone else is measured.

Paul uses the picture of a body with many parts. The parts have different functions, yet belong together. In the same way, believers are one body in Christ and belong to one another. This is a word picture about community, not a claim that people lose their individual names or become pieces of a physical giant. Difference can serve a shared life. The same task does not have to be performed by everyone for everyone to matter.

The letter names several gifts: speaking God's message faithfully, serving, teaching, encouraging, giving, leading, and showing mercy. Each is to be practiced with appropriate care. A teacher should attend to teaching; a leader should lead diligently. Giving should be generous, and mercy should be offered with a willing spirit. Paul does not describe gifts as badges proving who should receive the most applause. They are ways of contributing to the good of others.

For a modern example, imagine a community meal. One person explains the plan, another prepares the room, someone welcomes newcomers, and another notices a guest needing assistance. This is not an event Paul narrates. It helps us understand how different contributions can belong to one shared purpose. The teaching challenges both boastful independence and the idea that only visible roles count. Grace can take practical form through people serving with the gifts they have.

Remember: Different contributions can serve one shared life of love.

EXTENDED ENGLISH READING • PAGE 2 OF 2

Love That Shares Joy and Sorrow

Romans 12:3-18



Paul next calls for sincere love. People should turn away from evil and hold closely to what is good. Affection and honor are to shape their treatment of one another. Diligent service, hope, patience in trouble, and continued prayer belong in the same picture. The letter is describing the habits of a community, not one dramatic day when every difficulty disappeared. Faithful love takes form through repeated choices and a shared direction.

The Christians are told to contribute to the needs of others and practice hospitality. They should bless those who persecute them rather than answer with curses. They are also to share one another's emotions: rejoice with the joyful and weep with those who weep. Love does not require every person to produce the same mood. It can celebrate a good event and sit patiently beside grief, responding to the neighbor actually present rather than demanding a convenient feeling.

The passage calls them toward harmony and away from proud attachment to high status. They should associate with humble people and avoid imagining themselves wise beyond correction. Then Paul addresses the temptation to repay hurt with hurt. They are not to return evil for evil, but to consider honorable conduct. Refusing revenge does not make the first wrong acceptable. It asks what response can be chosen without allowing another person's wrongdoing to determine their own behavior.

Paul ends this section by calling for peace, if possible and as far as it depends on them. Those limits matter. One person cannot control another person's choices or create a peaceful relationship through effort alone. The invitation is to do the good that is truly within one's responsibility. Together, the body picture and these instructions show a community whose gifts serve love: truthful, hospitable, compassionate, patient, and willing to seek peace without pretending every outcome can be controlled.

Pause and think: How could your particular contribution help someone else without making your own importance the center?

THINK, NOTICE & GROW

Your Part, with Respect for Others



What contribution comes naturally to you, and what could you learn with help? You might explain patiently, organize materials, notice loneliness, or encourage someone who is tired. These are present-day examples of service, not a complete list of spiritual gifts. Ask a trusted adult to help you find an appropriate role. A gift is not a reason to boast, and needing assistance does not make you less important.

Sharing joy and sorrow requires attention. A friend celebrating may welcome congratulations. A friend grieving may need quiet company rather than a demand to cheer up. You can ask what would help and accept that the answer may differ from what helps you. Care becomes more thoughtful when it responds to another person's real situation rather than using the same words for everyone.

The call to peace includes the words if possible. If someone threatens or harms you, tell a safe adult. You are not responsible for making that person behave peacefully. Refusing revenge can belong beside reporting wrongdoing and keeping a protective distance. Your part is to choose truthful, caring actions with wise help, not to carry control over another person's conduct.

A SMALL STEP FOR TODAY

Different gifts serve one community when sincere love shares needs, joy, sorrow, and the work of peace.

How could your particular contribution help someone else without making your own importance the center?

Read, Remember & Create

Name: _____ Date: _____

1 Think about the reading

1. Why does Paul compare believers with parts of a body?

2. Does seeking peace mean controlling another person's response?

2 Put the ideas in order

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

- ☐ Share others' needs and feelings while seeking peace responsibly.
- ☐ Think humbly about the gifts received.
- ☐ Use different contributions in sincere love.

3 Draw a meaningful picture

Draw a community project with several different contributions serving one caring purpose.

Tell someone how your picture connects to the reading.

Read & Grow Together

Read and learn with context

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Remember this

Different contributions can serve one shared life of love.
Original memory thought, not a direct Bible quotation. Related passage: Romans 12:4-10,15-18

A thoughtful conversation

Identify this as Paul's letter teaching, with the body as a community metaphor. Gifts are for service rather than status. Emphasize sharing grief without forced cheerfulness. Paul's limits on peacemaking matter: a child cannot control another person, and refusing revenge never requires secrecy, unsafe access, or remaining in a harmful situation.

Activity answers

1. Their different functions belong together in one community in Christ.
2. No; Paul says if possible, as far as it depends on the person seeking peace.
Sequence boxes, top to bottom: 3, 1, 2. Personal responses and drawings will vary.

Optional prayer

God, help us use our gifts humbly and share our neighbors' joy and sorrow. Amen.

Print and share

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Sources and sharing

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GENESIS TO REVELATION | LETTER LESSON

What Love Looks Like in Action

1 Corinthians 13:1-13



YOUR BIBLE READING

Love matters more than impressive abilities and gives service its caring purpose.

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

When Impressive Things Lack Love

1 Corinthians 13:1-13



Paul's first letter to the Corinthians includes a passage about love and the gifts people value. He begins with a series of imagined possibilities. Someone might speak extraordinary languages, possess great knowledge, or display astonishing faith. Without love, these impressive abilities would not accomplish what their beauty or power seems to promise. The point is a comparison within a letter, not a story of Paul moving a mountain during the events being described.

Speech without love is compared with clanging metal. Sound can be loud enough to draw attention yet fail to communicate care. Paul also speaks of enormous giving and even extreme sacrifice. Such actions might look remarkable, but they do not become the measure of faithfulness apart from love. The lesson is not to demand costly performances from a child. It asks what quality is missing when a grand display does not truly seek another person's good.

Paul then describes love through conduct. Love is patient and kind. It does not envy, boast, or swell with pride. These words bring the lesson close to daily relationships. Patience concerns the way we respond when waiting is difficult. Kindness becomes visible in how we treat someone. Refusing envy does not mean never feeling disappointed; it means that another person's good does not have to become a reason for our cruelty or resentment.

The description continues with respect for others rather than selfish insistence. Love is not easily provoked and does not keep a running account of wrongs as a weapon. It does not celebrate wrongdoing, but finds joy in truth. Paul is giving a direction for relationships, not a method of hiding harm. The love he describes belongs beside what is true and good. It cannot require someone to call cruelty harmless in order to appear patient.

Remember: A useful gift becomes caring when love shapes how it is used.

EXTENDED ENGLISH READING • PAGE 2 OF 2

Love, Partial Understanding, and Lasting Hope

1 Corinthians 13:1-13



Paul describes love as bearing, trusting, hoping, and enduring. Those words speak of faithful commitment rather than quick abandonment whenever care becomes inconvenient. They do not make love the same as believing every claim without thought. The earlier connection with truth still matters. A person can hope for someone's good while seeking protection from their harmful behavior. Love's strength is not measured by how much danger a vulnerable person can be pressured to tolerate.

The letter then places temporary gifts beside love's lasting character. Prophetic messages, extraordinary languages, and present knowledge belong to a partial stage. What is incomplete will give way when completeness comes. Paul is not supplying dates for readers to calculate. He is reminding a community proud of its abilities that its present understanding is not the whole of reality. The very gifts that seem impressive should be held with humility rather than treated as final and complete.

He uses growing from childhood into adulthood as one picture of change. Then he compares present understanding with looking into an unclear mirror, while fuller knowing is pictured as meeting face to face. These are illustrations, not an insult to children or a demand that they pretend to be adults. They help explain how a real understanding can still be limited. A person may know something truly without yet seeing everything as clearly as it can be known.

Faith, hope, and love remain, Paul says, and love is greatest. The passage has moved from impressive sounds and abilities to the conduct that gives them purpose. A community cannot replace love with a brilliant performance. Its teaching, service, and generosity need patient, truthful care for people. The ending invites readers to value what lasts, while acknowledging their limits. Love is not merely an admired idea; it is the way gifts are meant to become a blessing.

Pause and think: How could you use something you do well in a way that shows patient and truthful love?

THINK, NOTICE & GROW

Make Love Visible in One Moment



Consider an ordinary moment when you want to look impressive. You might know the answer first, make the best picture, or have a skill others notice. There is nothing wrong with learning and doing well. The question is how the ability is used. You can share understanding without mocking a mistake, enjoy success without bragging, and make room for someone who is still learning beside you.

Love rejoices with truth. If someone is being harmed, keeping it secret is not a loving requirement. Tell a trusted adult and ask for help. Forgiveness can grow beside boundaries, responsibility, and repair. The passage's enduring love does not mean a child must accept mistreatment. Truthful protection can be one of the most caring responses available to a family or community.

Paul's pictures also encourage humility about what we know. A confident answer may need correction. Listening does not make your earlier learning worthless; it can make the picture clearer. Choose one loving action that serves someone rather than your own appearance. Patience, kindness, and honesty can turn an ordinary ability into something genuinely useful to another person.

A SMALL STEP FOR TODAY

Love gives gifts their caring purpose through patient, kind, truthful conduct and humility about what we know.

How could you use something you do well in a way that shows patient and truthful love?

Read, Remember & Create

Name: _____ Date: _____

1 Think about the reading

1. What is missing when impressive gifts become like clanging metal?

2. Does truthful love require hiding harmful conduct?

2 Put the ideas in order

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

- ☐ Hold limited understanding humbly and value lasting love.
- ☐ Recognize love in patient, kind, truthful conduct.
- ☐ Notice that impressive gifts are incomplete without love.

3 Draw a meaningful picture

Draw one skill being used in two ways, then circle the patient and caring use.

Tell someone how your picture connects to the reading.

Read & Grow Together

Read and learn with context

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Remember this

A useful gift becomes caring when love shapes how it is used.
Original memory thought, not a direct Bible quotation. Related passage: 1 Corinthians 13:1-7,13

A thoughtful conversation

Paul's opening possibilities are rhetorical comparisons, not narrated miracles or instructions to make extreme sacrifices. Keep patience and endurance joined with truth. They do not require secrecy about abuse or unsafe contact. Explain partial knowledge without devaluing children, and avoid imposing a timetable on the passage's future language about completeness.

Activity answers

1. Love that seeks another person's good.
2. No; love rejoices with truth and can include reporting harm and setting safe boundaries.
Sequence boxes, top to bottom: 3, 2, 1. Personal responses and drawings will vary.

Optional prayer

God, shape our abilities with patient, truthful love for the people around us. 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.

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GENESIS TO REVELATION | LETTER LESSON

Giving Freely and Sharing Fairly

2 Corinthians 8:1-15



YOUR BIBLE READING

Generous care is freely chosen, proportionate to ability, and directed toward fairness.

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

Generosity That Was Freely Chosen



2 Corinthians 8:1-15

In his second letter to the Corinthians, Paul tells about the churches of Macedonia. They had experienced severe trouble and deep poverty, yet had shown generous care for other believers in need. Their joy and generosity were signs of God's grace among them. Poverty did not make their kindness invisible. Paul describes their response with gratitude, letting the Corinthians hear about a community whose difficult circumstances had not become the whole description of its life.

The Macedonian believers gave willingly. Paul says their giving reached beyond what might ordinarily have been expected from their resources, and that they asked to take part in this service. The free choice matters. He is not describing officials forcing a payment from them. Nor is he giving children a command to surrender food or medicine. The account within the letter tells of these believers' voluntary participation in helping others, beginning with giving themselves to the Lord.

Paul explains that Titus had begun encouraging this work among the Corinthians and should help complete it. The Corinthians were rich in several kinds of Christian activity, including faith, speech, knowledge, earnestness, and love. Paul wanted generous care to grow alongside those gifts. He did not treat spoken ability as a substitute for practical help. Love had an opportunity to become a shared action directed toward the needs of people beyond their immediate gathering.

He explicitly says he is not speaking as a command. He is encouraging the sincerity of their love through the earnestness shown by others. Then he points to the grace of Jesus Christ, who became poor for their sake so they might receive riches through him. This concerns Christ's self-giving grace, not a promise that a financial contribution will make its giver wealthy. The letter's center is generous love freely received and freely expressed.

Remember: Willing sharing respects real resources and seeks enough for everyone.

EXTENDED ENGLISH READING • PAGE 2 OF 2

Sharing According to What Is Available

2 Corinthians 8:1-15



The Corinthians had already shown willingness and begun this effort earlier. Paul advises them to complete the doing as well as the wanting. A good intention can need an organized next step. Yet his instruction includes a clear measure: completion should be according to their ability. He does not ask them to invent resources they do not have or treat a person's willingness as unacceptable because the available amount is smaller than someone else's gift.

Readiness is accepted according to what a person has, not what they lack. This sentence protects the meaning of willing generosity from becoming a competition. An enormous total is not the only way to recognize sincere care. Paul is interested in a real, suitable contribution, not in making a display that leaves the giver unable to live. The earlier example of the Macedonians must be read beside these limits, rather than used to erase them.

Paul states the purpose plainly: the recipients should not be relieved while the givers are burdened. The aim is fairness. At present, one community's abundance can meet another community's need. At a different time, the direction of help may be reversed. This is mutual care rather than a permanent division between important benefactors and unimportant dependents. A person who receives help today does not lose dignity, and one who gives does not become superior.

The passage closes with Scripture's picture of people gathering different amounts yet having enough. The one with much did not keep an excess while the one with little lacked what was needed. Paul uses that memory to support fair sharing. The movement of the lesson is from freely chosen generosity to a completed action within real ability, then toward enough for all. Love's purpose is not pressure, prestige, or a promise of profit, but practical care that respects both giver and recipient.

Pause and think: How could sharing meet a real need while respecting both the giver's limits and the recipient's dignity?

THINK, NOTICE & GROW

Enough, Willingness, and Wise Help



Children can learn generosity without being made responsible for adult shortages. You may share time, a suitable possession, or help with a family-approved project. Ask a trusted adult what is appropriate. Food, medicine, school needs, and safety are not things a child must give away to prove faith. A person urging secrecy or making frightening promises about a donation is not a safe guide to generosity.

Notice Paul's distinction between what someone has and what they do not have. Comparing gifts can turn kindness into embarrassment. A small suitable contribution may express sincere care, while another person may need to receive help rather than give. Fair sharing pays attention to actual circumstances. It does not require a person to pretend resources are available simply because the request sounds important.

For a present-day example, a family might support a trusted food program after checking its own needs and making a willing decision. That is an illustration, not an event described in the letter. The aim would be useful nourishment and shared care, not public applause. Receiving such help should also come with respect. Generosity works best when dignity belongs on both sides.

A SMALL STEP FOR TODAY

Paul encourages freely chosen giving within real ability so communities can share fairly and have what they need.

How could sharing meet a real need while respecting both the giver's limits and the recipient's dignity?

Read, Remember & Create

Name: _____ Date: _____

1 Think about the reading

1. Does Paul present this appeal as a forced payment?

2. What is the goal of sharing in this passage?

2 Put the ideas in order

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

- ☐ Complete willing plans according to available ability.
- ☐ Share toward fairness and enough for all.
- ☐ Recognize the Macedonians' freely chosen generosity.

3 Draw a meaningful picture

Draw two communities sharing resources, with both giving and receiving shown respectfully.

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

Willing sharing respects real resources and seeks enough for everyone.
Original memory thought, not a direct Bible quotation. Related passage: 2 Corinthians 8:8,11-15

A thoughtful conversation

Read the Macedonian example alongside Paul's explicit limits: freely chosen giving, according to available means, without burdening one group to ease another. Never pressure children to surrender essentials, make secret donations, or expect financial rewards from giving. Use a modest, adult-guided example that respects the dignity of both receiving and sharing.

Activity answers

1. No; he encourages willing generosity rather than issuing it as a command.
2. Fairness, so one community's resources can meet another's need without creating distress for the givers.
Sequence boxes, top to bottom: 2, 3, 1. Personal responses and drawings will vary.

Optional prayer

God, help us share willingly and wisely, with respect for everyone's real needs. Amen.

Print and share

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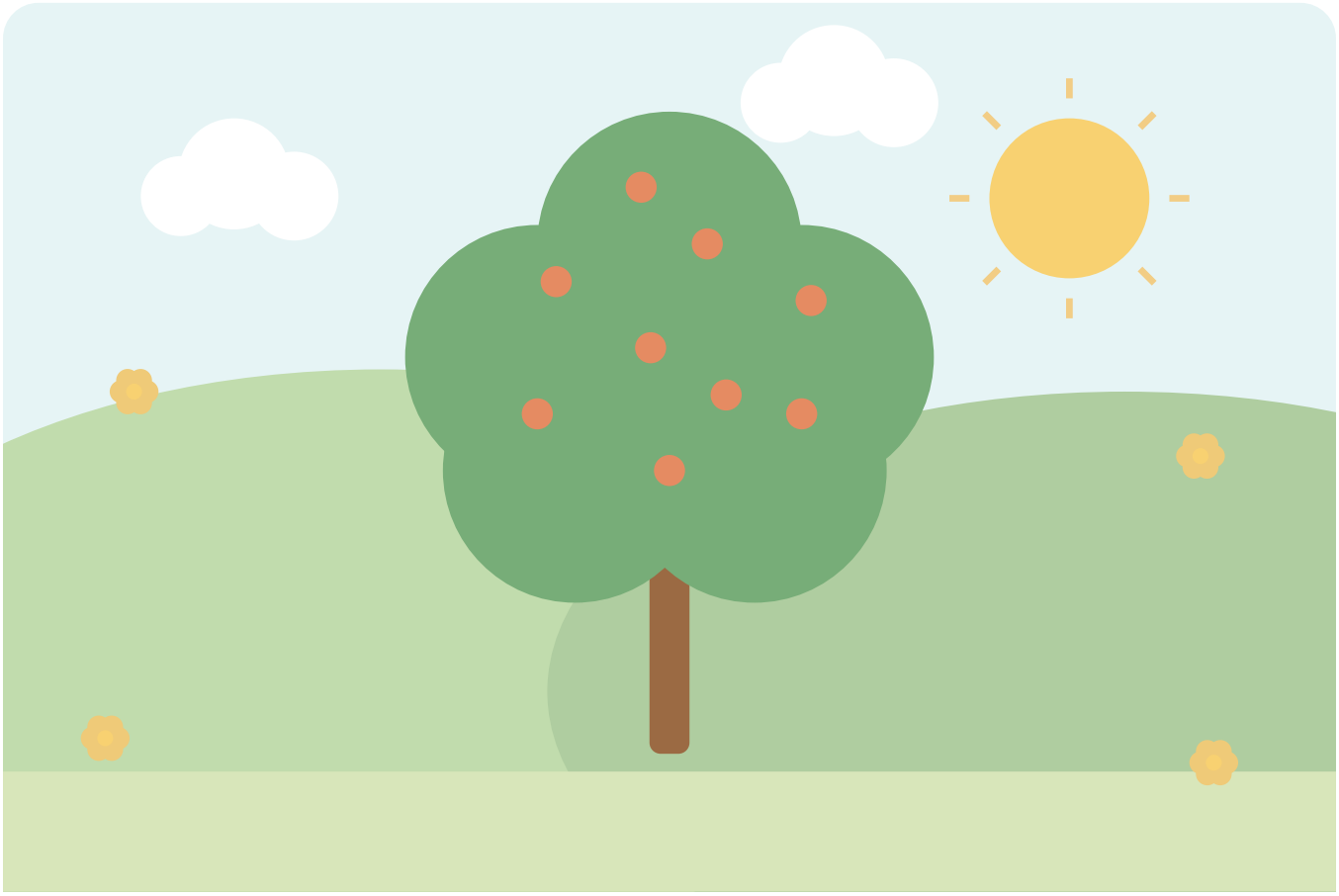
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GENESIS TO REVELATION | LETTER LESSON

The Fruit of the Spirit

Galatians 5:13-26



YOUR BIBLE READING

God’s Spirit shapes a life of love, peace, faithfulness, and self-control.

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

Freedom That Serves a Neighbor

Galatians 5:13-26



In his letter to the Galatians, Paul speaks about freedom. The believers have been called to freedom, but they are not to use it as an opening for selfish conduct. Instead, they should serve one another through love. Freedom is not measured only by the number of things a person can demand. Within the passage, it becomes an opportunity to seek a neighbor's good rather than insist that every desire must be acted upon.

Paul connects this with the command to love a neighbor as oneself. He then uses a sharp picture of people biting and devouring one another. This is language about destructive conflict, not an account of the congregation literally eating its members. The warning makes the danger of hostility clear. A community can damage itself through hatred, rivalry, and relentless attacks. Getting one's own way can become costly when the method tears apart the people who belong together.

The letter calls believers to walk by the Spirit. A walk pictures the direction of a life through repeated steps. Paul describes conflict between the Spirit's guidance and the desires he calls flesh. In this setting, flesh does not mean that having a human body, needing food, or feeling tired is bad. It names a pattern of desires opposed to God's good way. The invitation concerns how people are led and what conduct grows from that direction.

Paul gives serious examples of harmful conduct, including unfaithfulness, idolatry, hatred, jealousy, angry outbursts, division, envy, and drunkenness. He warns that such a settled pattern does not belong to God's kingdom. The list is not a reason to shame a child for every difficult feeling. It exposes actions that turn desire into harm. The passage now moves from what destroys shared life toward the qualities that grow where the Spirit guides it.

Remember: Freedom can become loving service as good character grows through the Spirit.

EXTENDED ENGLISH READING • PAGE 2 OF 2

What Grows Through the Spirit

Galatians 5:13-26



Paul calls the good qualities the fruit of the Spirit. This is a growing picture, not a statement that literal fruit appears on a person. Love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control are named together. The list describes a character taking shape through life with God. Its attention is not on an impressive performance before an audience, but on qualities that affect how people respond to neighbors, difficulties, responsibilities, and their own desires.

These qualities work together. Gentleness gives strength a careful direction, and self-control makes room to choose rather than immediately strike back. Patience can support kindness when someone needs more time. Faithfulness includes steadiness in doing what is right. For a modern example, a child learning a group game may make mistakes. A Spirit-shaped response would seek a peaceful, patient way to help, rather than use the mistakes as a chance to boast or exclude.

Paul says those who belong to Christ have put the old pattern of selfish passions under the judgment of the cross. His language is about turning from that rule of life, not harming the body. Since life comes through the Spirit, conduct should keep step with the Spirit too. This joins identity with practice. Belonging is not meant to become an excuse for claiming a good name while deliberately nourishing the very habits that damage relationships.

The section ends by warning against conceit, provoking one another, and envy. Those are concrete dangers for a group comparing its members. The fruit picture points another way. A person can receive help, grow through correction, and practice a better response without claiming to be finished. The letter calls the community toward freedom expressed in service. Good growth is recognized in love's effects on people, not in a proud declaration that one person is more spiritual than everyone else.

Pause and think: Which quality from the Spirit's fruit could shape one realistic choice you make today?

THINK, NOTICE & GROW

Give a Better Response Room to Grow



A strong feeling may arrive before you have decided what to do. Self-control does not require pretending the feeling never happened. It can mean pausing, moving to a safe place, or asking an adult for help before choosing a response. These are examples for our lives, not a scene Paul narrates. A difficult emotion is not the same as permission to hurt someone, and it is not proof that growth is impossible.

Choose one quality from the fruit list to notice today. Patience might look like allowing time for someone to finish. Faithfulness might mean completing an appropriate promise. Gentleness might mean correcting without humiliating. Ask a trusted adult to help you choose a realistic action. The point is not to collect spiritual prizes or compare yourself harshly with a sibling, but to practice a way that serves another person's good.

Growth can include repair after a mistake. An apology and a changed action matter more than insisting that you are already patient or kind. You can ask God for help and accept guidance from people who care for you. Freedom becomes useful when it leaves room for love, rather than being used only to protect your own immediate wish.

A SMALL STEP FOR TODAY

The Spirit's fruit grows in freedom used for loving service rather than conduct that harms a community.

Which quality from the Spirit's fruit could shape one realistic choice you make today?

Read, Remember & Create

Name: _____ Date: _____

1 Think about the reading

1. What does the fruit of the Spirit describe?

2. How does Paul direct the use of freedom?

2 Put the ideas in order

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

- ☐ Keep step with the Spirit as good character grows.
- ☐ Use freedom to serve a neighbor in love.
- ☐ Turn from conduct that damages shared life.

3 Draw a meaningful picture

Draw a fruit tree labeled with the nine qualities, adding one practical example beside a branch.

Tell someone how your picture connects to the reading.

Read & Grow Together

Read and learn with context

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Remember this

Freedom can become loving service as good character grows through the Spirit.
Original memory thought, not a direct Bible quotation. Related passage: Galatians 5:13-16,22-26

A thoughtful conversation

Explain fruit and walking as word pictures for character and conduct. Paul's flesh language does not mean bodies or ordinary needs are bad. Distinguish feelings from chosen harmful actions. Encourage one manageable practice with adult help, without scoring children's spirituality or treating a mistake as proof that God has abandoned them.

Activity answers

1. Good qualities of character growing through life guided by God's Spirit.
2. Toward serving one another through love rather than selfish harm.
Sequence boxes, top to bottom: 3, 1, 2. Personal responses and drawings will vary.

Optional prayer

God, grow love and self-control in us, and help us choose a caring next step. Amen.

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