GENESIS TO REVELATION | LETTER LESSON

God's Armor Is a Picture of Faith

Ephesians 6:10-18



YOUR BIBLE READING

Spiritual strength stands in truth and peace rather than fighting human beings.

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 Picture for Standing Firm

Ephesians 6:10-18



The letter to the Ephesians closes this teaching with a call to be strong in the Lord and in his power. It then uses armor as a word picture for standing against evil and deception. The writer is not sending children to a battlefield or asking a church to attack its neighbors. The passage says the struggle is not against flesh and blood. Its attention is on spiritual faithfulness when evil seeks to mislead and harm.

Armor protects someone so they can stand. That purpose matters in the picture. The passage repeatedly calls believers to stand firm rather than describing a campaign to conquer other people. Their strength comes from God, not from pretending they have no weakness. The image joins courage with dependence. It invites a community to be prepared through truth, righteous conduct, trust, salvation, God's word, and prayer, the spiritual resources named as the reading unfolds.

First comes a belt associated with truth and a breastplate associated with righteousness. A belt holds clothing ready for action; a breastplate protects the front of the body. In the letter's picture, truth and doing what is right give a person a firm readiness. These are not instructions to make protective metal clothing. They connect an image people could recognize with the importance of truthful living and conduct that does not surrender to wrongdoing.

The feet are prepared with the good news of peace. This is a striking part of a picture that includes armor: the message carried is peace, not hatred toward another group. The letter's resources are meant to support faithfulness to God. A person standing for truth can still speak gently and seek another person's good. Read together, these first pieces begin to explain how the armor picture can resist evil without turning people into targets.

Remember: Truth, peace, trust, and prayer help faithfulness stand firm.

EXTENDED ENGLISH READING • PAGE 2 OF 2

Faith, Salvation, the Word, and Prayer

Ephesians 6:10-18



The shield is associated with faith. The passage pictures it extinguishing the evil one's fiery arrows. This communicates trust that resists attacks and deception, rather than requiring us to identify every frightening thought as a visible arrow. The image concerns relying on God when evil would lead a person away from faithfulness. It does not say a physical shield can prevent every injury or that believers must never admit to fear or uncertainty.

The helmet is salvation, and the sword of the Spirit is identified as God's word. Naming the sword's meaning is important: the tool in the picture is not a weapon children are told to use against people. God's word gives direction and truth. The letter does not make neighbors, people of another religion, or someone with whom we disagree the enemy to be struck. It has already explained that the struggle is not against human beings.

Prayer accompanies the whole picture. Believers are called to pray in the Spirit at all times, with requests, watchfulness, and perseverance for all God's people. Faithfulness is therefore not an isolated person imagining themselves unbeatable. The community asks for help and remembers others. Prayer can include honest need. Keeping watch means remaining attentive, not treating every ordinary noise or disagreement as a secret attack. The passage's direction remains dependence on God and persistent care for the community.

For a present-day illustration, suppose a cruel rumor is spreading. Truth matters, right conduct means refusing to forward it, peace shapes the response, and faith and prayer support courage to seek adult help. That is an example, not an episode described in Ephesians. It shows how the named resources can guide a practical choice without any literal armor. The picture is strongest when its meanings stay clear: spiritual faithfulness expressed through truth, peace, trust, God's word, and prayer.

Pause and think: How could truth and peace work together when you face pressure to join something harmful?

THINK, NOTICE & GROW

Peaceful Courage in Practice



The armor is a word picture. If you draw it, label the pieces with their meanings so the focus stays on faithfulness rather than fighting. You might write Truth on the belt or Peace near the feet. A drawing can help you remember the lesson. It does not give you permission to threaten someone or decide that a classmate is a spiritual enemy to defeat.

When someone pressures you to lie or join cruelty, a truthful refusal can be brave. You can also ask a trusted adult for help. Courage is not measured by handling every situation alone. The letter calls believers to strength in the Lord and prayer for others, which makes room for dependence and community. Wise support belongs beside a firm decision to do what is right.

Fear, anxiety, and unwanted thoughts do not prove that a child has failed spiritually. Tell a safe adult when you are distressed. This passage offers a picture of support for faithful living, not a way to diagnose every feeling or illness. Consider one peaceful action that would help you stand for truth while still treating people with dignity.

A SMALL STEP FOR TODAY

God’s armor is a word picture for standing faithfully through truth, peace, trust, Scripture, and prayer rather than attacking people.

How could truth and peace work together when you face pressure to join something harmful?

Read, Remember & Create

Name: _____ Date: _____

1 Think about the reading

1. Is this passage asking children to fight other people?

2. What does the sword in the picture represent?

2 Put the ideas in order

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

- ☐ Use God's word and persevere in prayer for others.
- ☐ Understand the armor through truth, peace, faith, and salvation.
- ☐ Depend on God's strength to stand against evil.

3 Draw a meaningful picture

Draw symbolic armor labeled Truth, Right Conduct, Peace, Faith, Salvation, and God's Word, with Prayer surrounding it.

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

Truth, peace, trust, and prayer help faithfulness stand firm.
Original memory thought, not a direct Bible quotation. Related passage: Ephesians 6:10-18

A thoughtful conversation

Keep every armor piece explicitly metaphorical, with its meaning attached. The passage says the struggle is not against people. Avoid real weapons, identifying classmates as enemies, or interpreting anxiety and unwanted thoughts as spiritual failure. Practice peaceful refusal and trusted adult support while emphasizing prayer, truth, and care for the community.

Activity answers

1. No; the armor is a spiritual word picture, and the struggle is not against human beings.
2. The word of God, not a weapon to use against people.
Sequence boxes, top to bottom: 3, 2, 1. Personal responses and drawings will vary.

Optional prayer

God, help us stand in truth and peace, trusting you and caring for others. Amen.

Print and share

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Sources and sharing

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GENESIS TO REVELATION | LETTER LESSON

Bringing Worries to God

Philippians 4:4-9



YOUR BIBLE READING

Worries can be brought honestly to God while we receive support and practice what is true and 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

Joy and Gentleness beside Worry

Philippians 4:4-9



In his letter to the Philippians, Paul calls the believers to rejoice in the Lord. He repeats the encouragement, then asks that their gentleness be known to everyone. Joy and gentleness belong together in the teaching. The community is not being invited to boast about its own strength. Its direction is toward the Lord, whose nearness is named as a reason for trust. The words are encouragement within a letter, not a report that every listener already felt happy.

Paul then addresses anxiety. Instead of carrying every concern alone, the believers are to bring their requests to God through prayer, petition, and thanksgiving. A petition is an honest request for something needed. Prayer does not require a person to pretend they have no worry before speaking. The passage gives the concern somewhere to be brought. Gratitude can be present beside that request without turning the difficulty into something the person must call pleasant.

The letter promises God's peace, greater than full human understanding, guarding hearts and minds in Christ Jesus. Guarding is a picture of protection and care. The focus is not on winning a contest to produce calm feelings instantly. Paul is directing people toward the peace of God as they turn to him. The statement offers hope within their relationship with Christ, rather than a list of steps that allows them to control every outcome.

For a present-day example, a child worried about a medical appointment could pray honestly and thank God for a caring adult beside them. The child could also ask the adult to explain what will happen. This is an illustration, not a scene in Philippians. Prayer and practical support can share the same moment. The worry does not need to be hidden, and its continuing presence does not make the request or the person's faith worthless.

Remember: Prayer makes room for honest requests, gratitude, and the care we need.

EXTENDED ENGLISH READING • PAGE 2 OF 2

What We Attend to and Practice

Philippians 4:4-9



Paul next directs the believers' attention toward what is true, honorable, just, pure, lovely, and worthy of a good report. They are to consider what is excellent and deserving of praise. This is guidance for what the mind receives and returns to. It is not permission to ignore a real problem because thinking about it feels unpleasant. Truth appears first in the list. A hopeful thought should remain truthful, rather than become an invented guarantee that nothing difficult can happen.

What we attend to can influence the way we respond. For an example today, repeatedly reading a cruel message may make it harder to see anything beyond its hurt. A safe adult can help preserve necessary evidence, report the harm, and step away from repeated exposure. Remembering truthful support and a practical plan may then help. The example does not make the message acceptable; it shows how attention can be guided without covering up what happened.

The teaching also moves from thinking to practice. The believers are to do what they learned, received, heard, and saw through Paul's instruction and example. A collection of admired words is not the whole goal. Gentleness can become a careful response; a concern can become an honest prayer; an honorable idea can become an appropriate action. The promised presence of the God of peace belongs beside this lived practice, not only beside a moment of private reflection.

Together, the passage connects rejoicing in the Lord, visible gentleness, requests with thanksgiving, God's peace, thoughtful attention, and faithful action. These themes support a community rather than isolating one anxious person as a failure. Paul's words invite a direction of life that can be learned with others. They give reasons to bring concerns openly, attend to what is good and true, and keep practicing a caring response while receiving the help that is available.

Pause and think: What worry could you share with God and a trusted adult, alongside one truthful source of support?

THINK, NOTICE & GROW

Bring the Worry into the Open



If a worry keeps returning, tell a trusted adult. You can describe it plainly or draw what it feels like. You do not need to wait until you are calm enough to ask for help. Prayer can include exactly the concern you are carrying. Persistent anxiety is not proof of weak faith, and adults can help find appropriate practical or professional support when a child needs more care.

Thanksgiving can be specific and gentle. You might be grateful for someone listening, a place to rest, or one piece of useful information. Gratitude does not require thanking God for harm or pretending everything is easy. It can sit beside a request. The passage invites prayer with thanksgiving without giving us a reason to silence the truthful words of a person who remains frightened.

Choose one true and good thing to attend to today. Perhaps it is a person who can help or an appropriate next action. With guidance, practice that action instead of demanding an instant change in every feeling. Peace is not a performance for other people to judge. The letter directs us toward God and a community where concerns can be met with care.

A SMALL STEP FOR TODAY

Paul encourages honest prayer, thoughtful attention, and gentle practice while trusting the care of the God of peace.

What worry could you share with God and a trusted adult, alongside one truthful source of support?

Read, Remember & Create

Name: _____ Date: _____

1 Think about the reading

1. How does Paul invite believers to bring concerns to God?

2. Does continuing anxiety prove that someone has failed in faith?

2 Put the ideas in order

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

- ☐ Bring concerns through prayer and thanksgiving.
- ☐ Attend to what is true and good and put it into practice.
- ☐ Turn toward the Lord with gentleness.

3 Draw a meaningful picture

Draw a page with spaces for a worry, a trusted helper, a thankful thought, and one manageable next step.

Tell someone how your picture connects to the reading.

Read & Grow Together

Read and learn with context

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Remember this

Prayer makes room for honest requests, gratitude, and the care we need.
Original memory thought, not a direct Bible quotation. Related passage: Philippians 4:4-9

A thoughtful conversation

Treat these instructions as encouragement, not a test of whether anxiety disappears. Persistent worry does not prove weak faith. Encourage trusted adult and qualified support when needed. Gratitude should never silence reports of harm, and attention to good things must remain truthful rather than replacing practical protection or promising a particular outcome.

Activity answers

1. Through prayer and honest requests, with thanksgiving.
2. No; people may need ongoing care and practical support while praying honestly.
Sequence boxes, top to bottom: 2, 3, 1. Personal responses and drawings will vary.

Optional prayer

God, hear our worries and help us receive care, notice truth, and take a gentle next step. Amen.

Print and share

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GENESIS TO REVELATION | LETTER LESSON

Putting on Kindness

Colossians 3:12-17



YOUR BIBLE READING

Received love becomes visible through compassion, patience, peaceful learning, and thankful action.

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

Clothing the Heart with Care

Colossians 3:12-17



The letter to the Colossians addresses people as chosen, holy, and loved by God. That belonging comes before the instruction about their conduct. They are then told to put on compassion, kindness, humility, gentleness, and patience. Putting on is a clothing picture for qualities of life. The writer is not describing a new set of fabric garments with magical powers. He is asking how the people's received love should become visible in their relationships.

Compassion notices another person's difficulty and responds with concern. Kindness gives that concern a practical expression. Humility makes room to listen rather than treating one's own view as beyond correction. Gentleness handles another person with care, and patience allows for the time learning and change may require. The qualities are named together because relationships often need more than one. A correct statement can still be offered harshly, while a gentle response can remain truthful.

The people are asked to bear with one another and forgive complaints as the Lord has forgiven them. Life together can include mistakes, irritation, and hurt. The teaching points toward a response shaped by received mercy rather than a plan for holding every wrong over someone forever. Forgiveness is not a command to hide abuse or abandon protection. A caring community can seek repair and accountability while refusing to make humiliation or revenge its purpose.

Above these qualities is love, binding them together in unity. The clothing image now gives a sense of what holds the whole response in place. Compassion, humility, and patience are not costumes worn briefly for praise. Love directs them toward another person's good. The passage asks the community to live from the belonging it has received, so that its shared life becomes a place where caring words and responsible action agree with one another.

Remember: Love can shape the words and actions we put on each day.

EXTENDED ENGLISH READING • PAGE 2 OF 2

Peace, Learning, Songs, and Thanks



Colossians 3:12-17

God's peace is to rule in the people's hearts, because they were called together in one body. The instruction concerns a shared life rather than only one person's private calm. Thankfulness follows immediately. A community can remember what it has received while learning to respond peacefully. Peace does not mean every concern remains unspoken. A truthful conversation about a problem may be necessary for relationships to become more just, caring, and safe.

The word of Christ is to dwell richly among them. The image is of a message being welcomed and at home, shaping the community rather than remaining a phrase heard once and forgotten. Teaching and wise correction belong to that welcome. People can help one another understand and practice what is good. The passage does not place every instruction in one proud voice. It describes learning that is shared, with wisdom needed in how people speak to one another.

Psalms, hymns, and spiritual songs are also named. Singing can carry thanks and teaching, bringing words into memory and shared worship. The letter connects the song of the heart with the qualities already described. Music is not a substitute for kindness, nor is a person's value measured by how confidently they sing. The good news is meant to dwell among them in a life of love, not only in a beautiful sound at a gathering.

The passage ends broadly: whatever they do in word or deed should be done in the name of the Lord Jesus, giving thanks to the Father through him. Words and actions are held together. A present-day example might be learning a song about care and then welcoming a lonely person into a suitable activity. This is an illustration for us. The lesson's clothing picture becomes meaningful when compassion, peace, wise learning, and gratitude take practical shape beyond the moment of worship.

Pause and think: Which quality could shape your next words so they are both truthful and caring?

THINK, NOTICE & GROW

Choose What Your Response Will Wear



Clothing is something we put on, and the letter uses that familiar action to help us think about conduct. Before a difficult conversation, you might ask what compassion or humility would look like in your next words. You cannot control the other person, but you can seek adult help in choosing a truthful, careful response. The image gives you a memorable question rather than a costume to display.

Forgiveness can include the hope that a relationship becomes healthier. It can also require boundaries and time. If someone is harming or frightening you, tell a trusted adult. Patience does not mean waiting silently for danger to pass. Gentle conduct can include a firm refusal, a report of wrongdoing, or a decision to stay in a protected place while adults address the problem.

The passage welcomes teaching, songs, and gratitude into shared life. Consider one lesson you have sung or heard recently. How could it become an appropriate action? Thanking a helper, sharing a turn, or correcting a mistake without mocking are small possibilities. These are examples today, not events in the letter. Love helps a remembered message become visible in care.

A SMALL STEP FOR TODAY

God’s loved people are called to wear compassion in their conduct and join peace, wise learning, worship, and gratitude.

Which quality could shape your next words so they are both truthful and caring?

Read, Remember & Create

Name: _____ Date: _____

1 Think about the reading

1. What does putting on kindness mean here?

2. What should belong together in the final instruction?

2 Put the ideas in order

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

- ☐ Practice peace, wise learning, and gratitude in words and actions.
- ☐ Receive belonging as people loved by God.
- ☐ Let compassion, forgiveness, and love shape relationships.

3 Draw a meaningful picture

Draw a coat labeled with caring qualities, then add a small example of one quality in action.

Tell someone how your picture connects to the reading.

Read & Grow Together

Read and learn with context

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Remember this

Love can shape the words and actions we put on each day.
Original memory thought, not a direct Bible quotation. Related passage: Colossians 3:12-17

A thoughtful conversation

Identify putting on as a metaphor for conduct, beginning with the people's being loved. Forgiveness and patience do not require tolerating abuse, withholding reports, or removing safety boundaries. Connect songs and teaching with one practical action. Welcome different abilities and temperaments without measuring spirituality by performance, confident speech, or musical skill.

Activity answers

1. Letting caring qualities shape conduct, rather than wearing literal special clothing.
2. Words and actions done in Jesus' name with thanksgiving to God.
Sequence boxes, top to bottom: 3, 1, 2. Personal responses and drawings will vary.

Optional prayer

God, clothe our words and actions with compassion, truth, peace, and thanks. Amen.

Print and share

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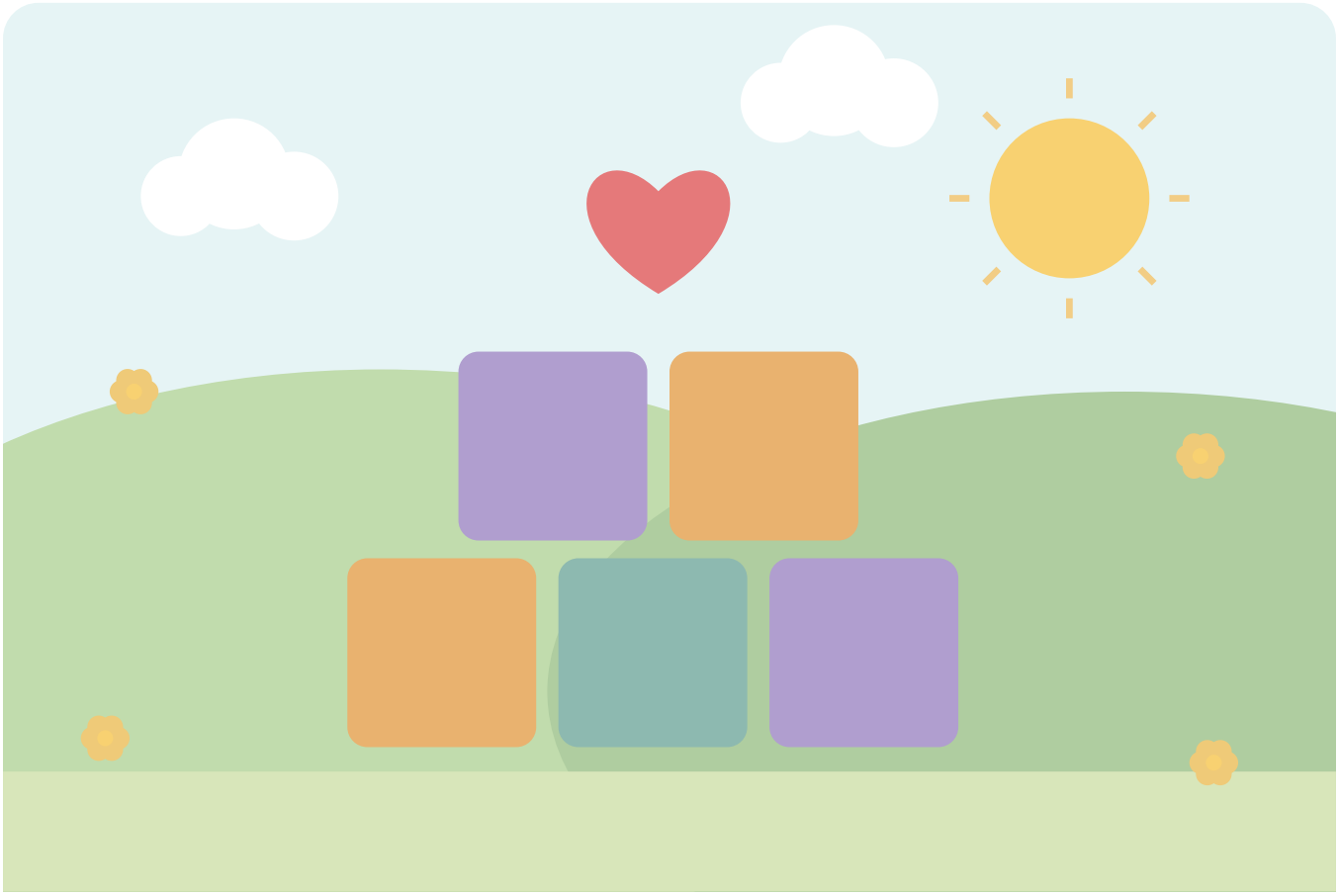
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GENESIS TO REVELATION | LETTER LESSON

Build One Another Up

1 Thessalonians 5:11-24



YOUR BIBLE READING

God’s faithful community builds people up through patient care, prayer, and discernment.

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

Build People Up with Appropriate Care



1 Thessalonians 5:11-24

Paul's first letter to the Thessalonians calls the community to encourage one another and build each other up. Building is a picture for strengthening people, not a construction project involving bricks. The instruction recognizes that they are already doing this and asks them to continue. A community's care does not need to begin from nothing each day. It can notice what is good, give thanks for it, and keep practicing the help that makes others stronger.

The people are asked to recognize those who work among them, give guidance, and carry responsibility in the Lord. They should honor that labor in love and live peacefully together. Respect is connected with the work being done, not a claim that a leader can never be questioned. The same passage will ask everyone to test what is heard. A healthy community values appropriate responsibility while remaining attentive to truth and the good of its members.

Paul gives different instructions for different needs. Those behaving irresponsibly need a warning; the discouraged need encouragement; the weak need support. Everyone needs patience. This variety matters. A person who is tired or afraid does not automatically need the same response as someone deliberately harming a group. Thoughtful care asks what is actually happening. The goal is not to label people permanently, but to give the kind of help that fits the difficulty before them.

The community must also prevent retaliation. No one should repay evil with evil; instead, they should pursue what is good for one another and for everyone. The circle of concern reaches beyond the people easiest to like. Refusing revenge does not mean ignoring a wrong action. It directs the response toward what is good, with protection and truth still needed. The reading begins with encouragement and becomes a practical description of care that is patient, responsible, and suited to real people.

Remember: Thoughtful encouragement gives people the kind of help their situation needs.

EXTENDED ENGLISH READING • PAGE 2 OF 2

Prayer, Discernment, and a Faithful God



1 Thessalonians 5:11-24

Paul continues with short calls to rejoice, pray continually, and give thanks in every circumstance. Together, they describe a life turned toward God. Continual prayer does not require a child to speak prayers every second or neglect ordinary responsibilities. It suggests an ongoing readiness to bring life before God. Thanksgiving within difficulty does not make the difficulty itself good. A person can give thanks for a helper while still truthfully naming pain and asking for relief.

The letter warns against stifling the Spirit or despising prophetic messages. Yet it does not ask the community to accept every claimed message without thought. They are to test everything, hold firmly to what is good, and stay away from evil. Openness and discernment belong together. A voice claiming religious authority is not automatically safe or truthful. The instruction gives the community a responsibility to examine what it receives, rather than surrender judgment simply because someone speaks confidently.

Paul then prays that the God of peace will make them holy completely and preserve their whole lives for the coming of Jesus Christ. His concern embraces the whole person, described through spirit, soul, and body. Faithfulness is not limited to impressive religious speech while ordinary well-being is ignored. The prayer looks toward a future with Christ, without supplying a date. It asks for God's continuing work across the people's life together and their own personal conduct.

The closing assurance is that the one who calls them is faithful and will act. Their hope is not that every member already knows how to respond perfectly. They depend on the God who calls, while continuing to encourage, support, test, pray, and practice what is good. The passage joins divine faithfulness with active care. A community is built up when people receive suitable help and are allowed to use discernment within a life of prayer and patient love.

Pause and think: How could listening help you choose the kind of support another person actually needs?

THINK, NOTICE & GROW

Ask What Kind of Help Is Needed



A useful response begins with listening. Someone discouraged by a mistake may need encouragement and guidance, while someone injured needs practical support and adult care. You do not need to diagnose every person yourself. Ask a trusted adult when a difficulty is beyond your role. Building another person up can mean recognizing that a different helper or a different kind of help is needed.

The instruction to test messages is important for children. If someone says God requires you to keep an unsafe secret, accept unwanted touch, or obey a harmful demand, tell a safe adult. Religious language does not remove the need for protection. You can respect faithful guidance and still ask honest questions. The passage itself joins attention to the Spirit with careful discernment about what is good.

Prayer and thanks can become familiar parts of a day without replacing sleep, meals, schoolwork, play, or needed treatment. A thankful thought may be as simple as noticing someone's patience. An honest prayer may be a request for help. Together with suitable action, these practices can support a caring community. Their purpose is faithful attention, not a performance that makes difficult feelings forbidden.

A SMALL STEP FOR TODAY

A caring community encourages, supports, prays, and tests what it hears while depending on God's faithfulness.

How could listening help you choose the kind of support another person actually needs?

Read, Remember & Create

Name: _____ Date: _____

1 Think about the reading

1. Why does Paul name different responses to different people?

2. Should a claimed message be accepted without examination?

2 Put the ideas in order

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

- ☐ Test messages and depend on God’s faithful work.
- ☐ Practice prayer and gratitude without repaying harm.
- ☐ Encourage and offer help suited to real needs.

3 Draw a meaningful picture

Draw a community of helpers with speech bubbles showing encouragement, support, prayer, and thoughtful questions.

Tell someone how your picture connects to the reading.

Read & Grow Together

Read and learn with context

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Remember this

Thoughtful encouragement gives people the kind of help their situation needs.
Original memory thought, not a direct Bible quotation. Related passage: 1 Thessalonians 5:11-24

A thoughtful conversation

Explain building up as strengthening people and continual prayer as a pattern of attention, not nonstop speech. Match help to actual needs without labeling children lazy or faithless for distress. Emphasize testing messages and safeguarding; religious authority never justifies harmful secrecy. Thanksgiving can accompany honest grief and appropriate practical or professional care.

Activity answers

1. Discouragement, weakness, and irresponsible conduct call for different kinds of help, all with patience.
2. No; the community is told to test everything and hold to what is good.
Sequence boxes, top to bottom: 3, 2, 1. Personal responses and drawings will vary.

Optional prayer

God, help us listen wisely, encourage patiently, and hold to what is good. Amen.

Print and share

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GENESIS TO REVELATION | LETTER LESSON

Keep Doing What Is Good

2 Thessalonians 3:6-13



YOUR BIBLE READING

Responsible participation belongs alongside care for people who cannot work.

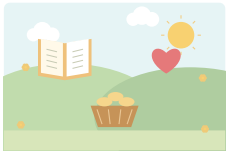
Inside: two extended reading pages, a thoughtful reflection, creative activities and a grown-up guide.

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

EXTENDED ENGLISH READING • PAGE 1 OF 2

A Letter about Sharing Responsibility

2 Thessalonians 3:6-13



Second Thessalonians is a letter, and this passage gives instruction to a community of believers. It is not a story about a child being tested for a meal. Paul addresses people who could contribute but were refusing to do so. Their choices were placing burdens on others. He wanted the community to understand the difference between living responsibly together and expecting everyone else to carry one's share of the work.

Paul reminded the readers of the example he and his companions had given. While living among them, they had not behaved in an idle, disorderly way. They had worked hard rather than taking food without paying. Paul explained that they had a right to receive support, but had chosen to provide an example. Their work showed a pattern the community could recognize from the time they had spent together.

He recalled a firm instruction about someone unwilling to work. That word unwilling matters. It describes a refusal, not an inability. Children, people who are ill, people with disabilities, and anyone who cannot obtain suitable work must not be treated as if needing food proves a bad attitude. Paul was confronting a particular pattern of people declining responsibility while relying on others, not canceling the duty to care for those in need.

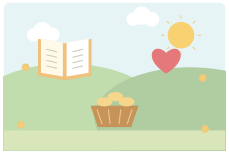
Some people, he had heard, were not busy doing their own work but were busy interfering in other people's affairs. That is the difference between being useful and being a busybody. A community can be disrupted by someone who avoids an appropriate task while constantly directing everyone else. Paul urged these readers toward a quieter, steadier way of living, in which their own contribution supported the shared life rather than disturbing it.

Remember: Keep choosing useful, caring actions even when shared work requires patience.

EXTENDED ENGLISH READING • PAGE 2 OF 2

Doing Good without Growing Tired of It

2 Thessalonians 3:6-13



Paul instructed those people to work quietly and eat the bread they earned. His words joined useful work with an end to unnecessary interference. Quiet work did not mean that questions or requests for help were forbidden. It meant a responsible pattern rather than disorderly behavior. The letter asked capable adults to take their part seriously instead of turning their energy toward other people's business while leaving their own duties undone.

Then Paul addressed the wider group with encouragement to continue doing what was right. Other people's poor choices could make faithful work feel discouraging. The answer was not for everyone to stop caring or become equally irresponsible. Good action was still worthwhile. The community needed both a response to the disorder and people who kept practicing the kindness, responsibility, and steady effort that made life together possible.

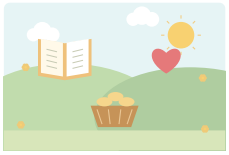
Here is an ordinary example for today, not an event described in the letter. In a shared art activity, one child might be able to return a few pencils while another needs help moving safely. Fairness does not require identical tasks. A responsible adult can give suitable roles, notice different abilities, and make sure no one is denied needed care. Each contribution should fit the person, the situation, and the support available.

Reading this passage carefully therefore includes two responsibilities: taking an appropriate share when we can, and caring for people who cannot do what others do. The lesson does not turn food into a reward for being fast, strong, or healthy. It calls the readers away from willing idleness and interference, toward useful participation. Alongside that correction, its closing encouragement leaves a clear direction: keep doing good even when community life requires patience.

Pause and think: What part of a shared task could you take while respecting different people's abilities and needs?

THINK, NOTICE & GROW

Find a Suitable Part to Play



Think of a task you share with others. What part is suitable for your age and abilities? It might be putting away your own supplies, carrying something light, or asking where an item belongs. Check with an adult before taking on unfamiliar work. Being responsible does not mean doing everything, handling danger, or proving that you never need help from someone else.

A person who needs food or rest should not have to prove their worth to you. You often cannot see an illness, a disability, or the difficulties a family faces. If someone needs support, involve a trusted adult and respond with respect. The difference between unwilling and unable protects us from making harsh guesses about a person's life from one moment.

Notice the difference between helping and taking over. Before telling everyone else what to do, you can ask about your own task or offer help politely. A quieter contribution may be more useful than a loud opinion. If the work feels unfair, explain the difficulty to an adult rather than stopping all care. A good shared plan leaves room for responsibility and support.

A SMALL STEP FOR TODAY

Keep doing good through suitable responsibility and compassionate care for people who need help.

What part of a shared task could you take while respecting different people's abilities and needs?

Read, Remember & Create

Name: _____ Date: _____

1 Think about the reading

1. What example did Paul and his companions give?

2. Does needing help mean someone is unwilling to work?

2 Put the ideas in order

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

- ☐ He urges willing participation instead of idleness and interference.
- ☐ He encourages the whole community to continue doing good.
- ☐ Paul recalls his companions' example of responsible work.

3 Draw a meaningful picture

Draw a shared task with different suitable roles and someone receiving needed help.

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

Keep choosing useful, caring actions even when shared work requires patience.
Original memory thought, not a direct Bible quotation. Related passage: 2 Thessalonians 3:12-13

A thoughtful conversation

This passage addresses adults unwilling to contribute, not people unable to work. Never use its meal language to threaten children or deny food, disability support, rest, or medical care. Explain age-appropriate responsibility with different abilities in view. Paul also acknowledges his right to support, so working independently is not presented as everyone's only faithful pattern.

Activity answers

1. They worked hard to avoid placing an unnecessary burden on the community.
2. No. A person may be unable to work or need suitable support.
Sequence boxes, top to bottom: 2, 3, 1. Personal responses and drawings will vary.

Optional prayer

God, help us contribute wisely, respect different abilities, and care for people who need support. 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 | LETTER LESSON

A Young Person Can Set an Example

1 Timothy 4:6-16



YOUR BIBLE READING

Young people can show faith through teachable, loving, trustworthy actions.

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

Learning That Shapes a Life

1 Timothy 4:6-16



First Timothy is a letter of guidance to Timothy about serving a community of believers. In this passage Paul tells him to be nourished by the words of faith and good teaching he has followed. The picture of nourishment helps explain the lesson: just as food supports a body, sound teaching supports a life of service. Timothy was to pass that teaching on while continuing to receive it himself.

Paul urged him to avoid empty, misleading stories and to train himself in godliness. Godliness means a way of life attentive to God, not a costume or a voice that sounds especially religious. Training involves practice over time. Paul did not dismiss physical exercise; he said it had some value. He explained that training in a faithful life reaches further, touching the life now and the life to come.

The passage connects this effort with trust in the living God. Timothy's work was not simply a competition to appear better than other people. It belonged to hope in God, who brings salvation. Paul wanted the teaching taken seriously, but the steady labor stood inside that larger trust. The lesson brings together what Timothy learned, what he practiced, and the hope that gave his service its direction.

Then Paul addressed Timothy's youth. Timothy was a young adult leader, not a small child placed in charge of every adult problem. Other people's dismissive attitudes were not to define his contribution. He could set an example through his words, conduct, love, faith, and purity. These were qualities visible in daily life. His age did not prevent him from showing the care and integrity that belonged to the teaching he shared.

Remember: Practice what is good and remain willing to learn.

EXTENDED ENGLISH READING • PAGE 2 OF 2

An Example That Keeps Growing

1 Timothy 4:6-16



Paul gave Timothy specific work to continue until he came: public reading, encouragement, and teaching. Reading Scripture aloud helped the gathered community hear it. Encouragement helped people respond, and teaching helped them understand. Timothy was not asked to replace learning with confidence alone. His example was to include attention to the message as well as the way he behaved toward the people who were listening to him.

He was also told not to neglect the gift recognized when the elders laid their hands on him. The letter connects his service with a community that had acknowledged and supported it. A gift could be used carefully rather than ignored. Timothy was to practice these things diligently so that his progress would be visible. Progress is an important word: the instruction expected continued growth, not a person who had already finished learning.

Paul urged him to pay attention both to himself and to his teaching, and to persevere. Careless behavior could damage the message being taught, while confused teaching could mislead listeners. The two responsibilities belonged together. Paul spoke seriously about the saving effect of faithful teaching for Timothy and those who heard him. His task mattered because people were being helped to know and follow the living God.

For readers today, this remains a lesson from a letter, not an invented day in Timothy's classroom. We do not need to supply a speech he gave afterward or imagine how every listener responded. The direction is clear enough: receive sound teaching, practice a faithful life, use the gift entrusted to you, and keep learning. A meaningful example grows through ordinary actions that agree with the words a person hopes others will trust.

Pause and think: Which ordinary choice could help your words and actions agree more closely?

THINK, NOTICE & GROW

Your Example Can Begin in Ordinary Choices



You do not need to be the oldest person before your actions can help someone. A younger child might see you return a borrowed thing, speak honestly, or invite someone into a game. These are present-day examples, not extra events from Timothy's life. You can offer a useful example without taking responsibility for everyone else's choices or pretending that you never make mistakes.

Training means repeated practice. If you want to become more patient, choose one small moment to practice, such as waiting while another person finishes speaking. Ask an adult for help noticing progress. A difficult day does not erase everything you have learned. You can apologize, ask what needs repair, and begin again with a more thoughtful next step.

Timothy was told to keep reading and learning as he served. You can keep questions beside your efforts too. Ask what a word means, listen to a careful explanation, or compare your understanding with the passage. An example becomes stronger when it stays teachable. Knowing when to seek guidance is a useful part of growing, whatever your age.

A SMALL STEP FOR TODAY

A meaningful example grows through careful learning, honest conduct, and love practiced in daily life.

Which ordinary choice could help your words and actions agree more closely?

Read, Remember & Create

Name: _____ Date: _____

1 Think about the reading

1. How could Timothy set an example?

2. Was Timothy expected to stop learning once he served?

2 Put the ideas in order

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

- ☐ He is told to use his gift and continue learning.
- ☐ Timothy is encouraged to receive sound teaching and practice godliness.
- ☐ His words and actions can set a faithful example.

3 Draw a meaningful picture

Draw three ordinary choices that show learning, trustworthy words, and care for someone.

Tell someone how your picture connects to the reading.

Read & Grow Together

Read and learn with context

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Remember this

Practice what is good and remain willing to learn.
Original memory thought, not a direct Bible quotation. Related passage: 1 Timothy 4:12-16

A thoughtful conversation

Timothy is a young adult leader; do not make children responsible for leading adults or preserving everyone's faith. Paul values bodily exercise while giving godliness a wider reach. Purity can be explained as integrity and care in choices, without shame about bodies. Emphasize progress, supported learning, and suitable responsibilities rather than perfection or adult authority over peers.

Activity answers

1. Through his words, conduct, love, faith, and integrity.
2. No. He was to keep reading, teaching carefully, and making progress.
Sequence boxes, top to bottom: 3, 1, 2. Personal responses and drawings will vary.

Optional prayer

God, help us learn patiently and let our actions show truth and love. Amen.

Print and share

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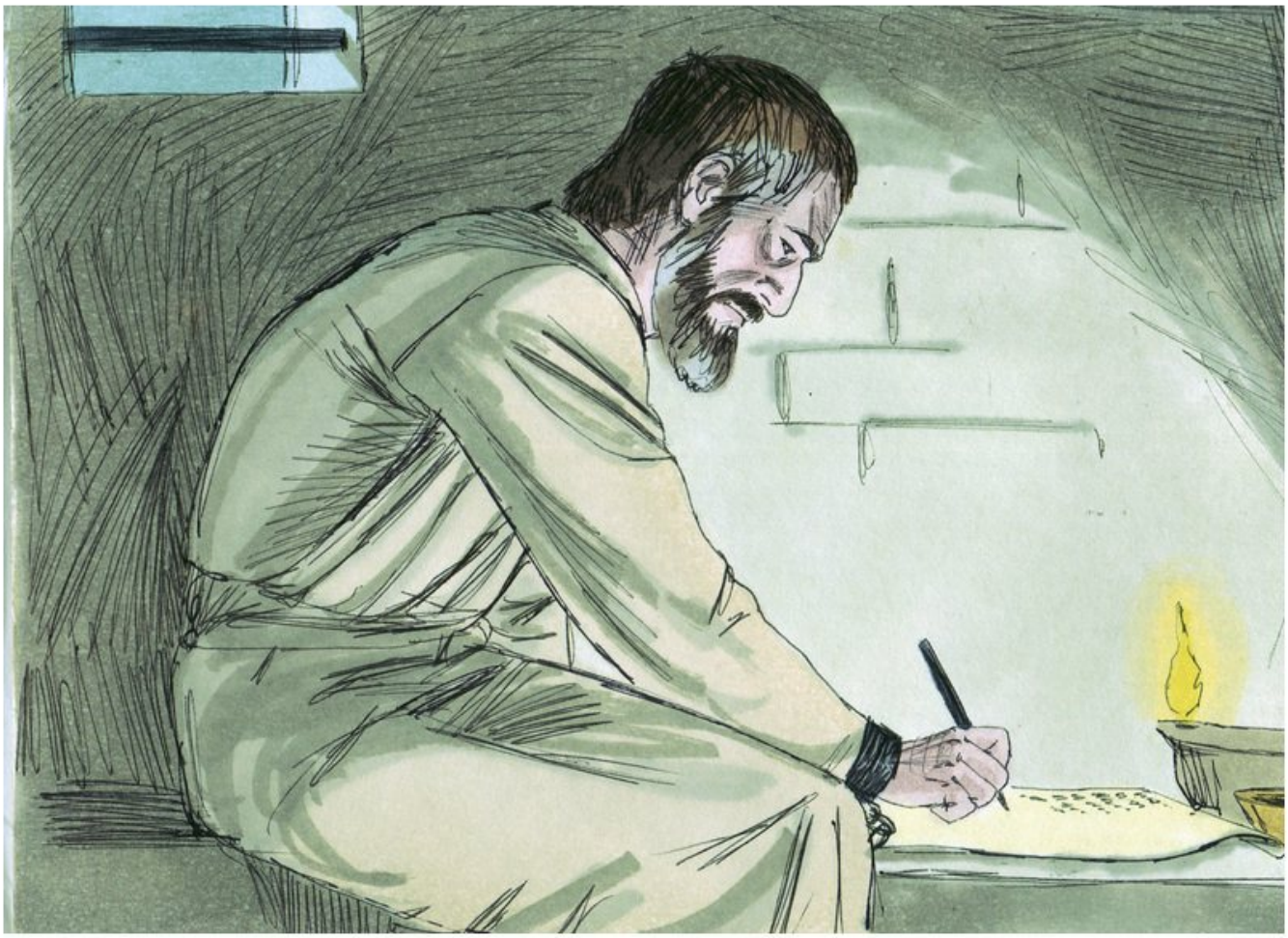
Sources and sharing

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GENESIS TO REVELATION | LETTER LESSON

A Faith Remembered and Shared

2 Timothy 1:3-14



YOUR BIBLE READING

Remembered faith encourages loving, thoughtful courage and continued trust in God.

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 a Faith Shared across Generations



2 Timothy 1:3-14

Second Timothy is a letter, and its opening passage joins affection, memory, and encouragement. Paul thanks God as he remembers Timothy in prayer night and day. He recalls Timothy's tears and longs to see him again. These details come from the letter itself. They show a relationship in which prayer and personal care belong together, even while the two people are apart and facing difficult circumstances.

Paul remembers Timothy's sincere faith. That faith had first lived in his grandmother Lois and his mother Eunice, and Paul was convinced it lived in Timothy too. The letter names these women as important witnesses across generations. It does not describe particular lessons they gave or invent a conversation in their home. What it clearly honors is genuine faith that was remembered in the family and recognized in Timothy's own life.

Because of this, Paul reminds Timothy to stir up the gift of God connected with the laying on of Paul's hands. Stirring up is a picture of tending something already given, not buying God's approval with a performance. Timothy was to keep using what had been entrusted to him. The instruction looks forward from the faith remembered in earlier generations toward the service he himself was now called to continue.

Paul explains that God's gift is not a spirit of cowardice, but of power, love, and self-control. These qualities belong together. Strength without love could become harsh, while courage without thoughtful restraint could become reckless. The letter points toward a steadier kind of faithfulness. It does not declare that someone who feels frightened has no faith; it encourages Timothy to serve with the strength and care God provides.

Remember: God-given courage joins strength with love and thoughtful choices.

EXTENDED ENGLISH READING • PAGE 2 OF 2

Keeping a Trust through Difficulty

2 Timothy 1:3-14



Paul tells Timothy not to be ashamed of testifying about the Lord or of Paul as a prisoner. He speaks of sharing hardship for the good news through God's power. The passage does not promise that faithful people will avoid suffering. Paul is already experiencing it. His encouragement is about continuing in trust and love within a difficult setting, rather than treating pain as proof that God has failed or forgotten someone.

He explains that salvation and a holy calling come from God's purpose and grace, not from achievements that people can use as a claim on God. This grace has been revealed through Jesus Christ, who defeated death and brought life and immortality into view through the good news. The center of the message is what God has done in Jesus, not the readers' ability to make themselves appear impressive or entirely fearless.

Paul had been appointed to announce and teach that message, and he connects his suffering with that work. Yet he expresses confidence in the one he has trusted. Timothy is then urged to hold to the pattern of sound teaching he has heard, in the faith and love found in Christ Jesus. Keeping the message is not separated from the loving way in which the message should be carried.

Finally, the letter tells him to guard the good deposit entrusted to him through the Holy Spirit who lives in believers. A deposit is something placed in someone's care. Here it is a picture for the precious message and responsibility Timothy has received. The passage moves from remembered faith to present trust and future service, with prayer, grace, the Spirit's help, and love surrounding the work he is encouraged to do.

Pause and think: Who has helped you learn something good, and how could you pass on that care?

THINK, NOTICE & GROW

Receive Help, Then Pass on Care



Think of people who have helped you learn something important. They might be relatives, teachers, friends, or others who care for you. Timothy's family is named here, but no child is less valuable because their own family story is different. You can be grateful for good guidance wherever it comes from and ask trusted adults to help you keep learning.

Power, love, and self-control give us three useful questions about courage. Is this action suitable and safe? Does it care for people? Am I pausing to choose thoughtfully instead of rushing? These questions can help when you want to speak up for someone or try something difficult. Courage does not require pretending that you are never afraid or doing something dangerous to prove belief.

Guarding something precious can mean using it with care rather than hiding it away. If you receive a helpful teaching, consider one way to practice it and one respectful way to share it. You do not have to control the listener's response. As in the letter, faithful words can travel alongside patience, prayer, and affection for the person you hope to encourage.

A SMALL STEP FOR TODAY

Faith received with gratitude can be practiced and shared with power, love, and thoughtful self-control.

Who has helped you learn something good, and how could you pass on that care?

Read, Remember & Create

Name: _____ Date: _____

1 Think about the reading

1. Which family members are named for their sincere faith?

2. What qualities are joined in the encouragement about courage?

2 Put the ideas in order

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

- ☐ He is encouraged to guard sound teaching through the Holy Spirit.
- ☐ Timothy is urged to use his gift with loving courage.
- ☐ Paul remembers Timothy's faith and the faith of Lois and Eunice.

3 Draw a meaningful picture

Draw a chain of caring people sharing a book, a useful lesson, or encouragement.

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

God-given courage joins strength with love and thoughtful choices.
Original memory thought, not a direct Bible quotation. Related passage: 2 Timothy 1:5-7,13-14

A thoughtful conversation

The letter honors Lois, Eunice, and Timothy without suggesting faith depends on having a particular family structure. Fear is a normal feeling, not evidence that a child lacks God's Spirit. Paul's imprisonment also prevents an easy-life promise. Explain stirring up a gift and guarding a deposit as pictures for supported service and faithful care of the message.

Activity answers

1. Timothy's grandmother Lois and his mother Eunice.
2. Power, love, and self-control.
Sequence boxes, top to bottom: 3, 2, 1. Personal responses and drawings will vary.

Optional prayer

God, thank you for people who teach us well; help us act with courage, love, and care. Amen.

Print and share

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GENESIS TO REVELATION | LETTER LESSON

Mercy That Leads to Kind Actions

Titus 3:1-8



YOUR BIBLE READING

God's saving mercy leads toward gentle, practical goodness rather than pride.

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

Gentleness in a Shared Life

Titus 3:1-8



Titus is a letter giving guidance for the life of a believing community. This passage begins with reminders about conduct toward rulers, authorities, and other people. The readers were to be ready for good work rather than looking for needless conflict. Their public life mattered. Faith was not to remain a private claim while their ordinary behavior toward neighbors became careless, harsh, or contemptuous.

Paul urged them not to slander anyone or be quarrelsome. They were to be gentle and show consideration toward everyone. Slander means speaking falsely or harmfully about a person. Gentleness does not mean that wrongdoing must never be named; it concerns the way people speak and act. A disagreement can be handled truthfully without turning another person's dignity into something to trample in order to win the argument.

The letter reminds the readers that they too had once been foolish, disobedient, deceived, and caught in harmful desires. Envy and hatred had shaped their relationships. This remembrance was not an invitation to compete over whose past was worst. It challenged the easy attitude that other people needed mercy while they themselves had never needed it. The lesson placed humility beneath the call to treat neighbors with care.

Then the passage turns toward the kindness of God the Savior and his love for people. The community's new direction began with God's mercy, not with a record that made its members superior to everyone else. That is the important connection in this letter lesson. A person remembering mercy received has a reason to resist contempt, speak more gently, and see another life as more than its mistakes and failures.

Remember: Kindness received can become kindness practiced.

EXTENDED ENGLISH READING • PAGE 2 OF 2

Good Actions as a Response to Mercy

Titus 3:1-8



Paul explains that God saved them through mercy, not because of righteous deeds they had accomplished by themselves. He speaks of the washing of new birth and renewal by the Holy Spirit, poured out richly through Jesus Christ the Savior. These are words about God giving a new beginning. The passage does not describe a cleaning task someone performed to purchase forgiveness or make their own life worthy of being loved.

Being made right by God's grace brings the hope of eternal life. Grace is God's generous gift, not a prize placed beyond reach until a person has outperformed the whole community. The readers are described as heirs, people receiving what is promised. That hope belongs with the memory of mercy. It helps explain why the good actions that follow are a response to God's kindness rather than the price charged for it.

Paul wanted Titus to insist on these things so that those who believed God would give careful attention to doing good. Such actions were useful and beneficial to people. The letter therefore does not set mercy against practical responsibility. Receiving grace was to shape a different way of living: readiness to help, gentleness in speech, humility about one's own past, and care expressed in actions that actually meet a person's need.

Consider an ordinary example, separate from the letter's original setting. Someone welcomed after making a mistake may become more willing to welcome another learner. They can still name what went wrong and make repairs, but they need not keep using failure as a reason for contempt. The passage gives that response a deeper foundation in God's mercy: kindness received is meant to become kindness practiced, with real benefit for other people.

Pause and think: What useful action could show kindness after you remember a time someone was patient with you?

THINK, NOTICE & GROW

Let Mercy Change the Next Action



When you disagree with someone, notice the difference between describing an action and attacking a person. You might explain that a turn was missed or a promise was broken without giving a cruel nickname. If the situation is difficult, ask a trusted adult to help. Gentle speech can still be clear about what happened and what needs to change.

You do not have to earn care by being perfect. Children need protection, food, rest, and guidance while they learn. This passage starts from mercy rather than a boast about achievement. Remembering the help you receive can make it easier to offer patience to someone else, while still allowing fair consequences and suitable boundaries when an action causes harm.

The letter values actions that benefit people. Before offering help, ask what would actually be useful. An adult might guide you to return supplies, make space, or listen for a moment. A small suitable action can show that kindness is more than a pleasant word. You can choose one helpful response without imagining that you must fix every problem or act beyond your abilities.

A SMALL STEP FOR TODAY

God's mercy calls believers toward humble words, gentle conduct, and actions that benefit others.

What useful action could show kindness after you remember a time someone was patient with you?

Read, Remember & Create

Name: _____ Date: _____

1 Think about the reading

1. What is the source of the saving kindness described here?

2. What kind of conduct does the letter encourage?

2 Put the ideas in order

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

- ☐ It recalls God's mercy and the Spirit's renewal.
- ☐ Believers are urged to practice actions that benefit others.
- ☐ The letter calls for gentleness and readiness to do good.

3 Draw a meaningful picture

Draw kind words leading to one practical action that helps a neighbor.

Tell someone how your picture connects to the reading.

Read & Grow Together

Read and learn with context

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Remember this

Kindness received can become kindness practiced.
Original memory thought, not a direct Bible quotation. Related passage: Titus 3:4-8

A thoughtful conversation

Present this as instruction in a letter, not an invented incident from Titus's life. Respect for authorities never requires a child to obey an abusive or unsafe demand. Distinguish grace from payment earned by good deeds, while retaining the passage's clear call to beneficial action. Explain new birth and renewal simply without imposing a required emotional experience.

Activity answers

1. God's mercy and grace through Jesus Christ, not a record of achievements.
2. Gentle, humble words and good actions that benefit people.
Sequence boxes, top to bottom: 2, 3, 1. Personal responses and drawings will vary.

Optional prayer

God, help us remember your mercy and practice gentle, useful care for others. Amen.

Print and share

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GENESIS TO REVELATION | LETTER LESSON

Welcomed as a Beloved Brother

Philemon 1:8-21



YOUR BIBLE READING

Paul appeals for Onesimus to be welcomed as a beloved brother.

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

An Appeal Made for Love's Sake

Philemon 1:8-21



Philemon is a personal letter from Paul about Onesimus. Paul writes as an older man and a prisoner for Christ. He could speak firmly about what was fitting, but he chooses to appeal on the basis of love. This is not a scene in which we watch Philemon open the letter or hear his answer. The words we have are Paul's request, preserved for the readers to consider carefully.

Onesimus was a man who had been enslaved in relation to Philemon. Slavery treated human beings as property and placed their freedom under another person's control. That is wrong; no person is less human or less worthy of safety because someone has claimed ownership over them. The letter comes from a world where this injustice existed. Reading it does not require pretending the injustice itself was good or acceptable.

Paul speaks of Onesimus with deep affection, describing him as his child because of their relationship in the faith during Paul's imprisonment. He says that Onesimus has become useful both to him and to Philemon. He is sending him back and describes this as sending his own heart. These words are part of Paul's appeal to see Onesimus personally, with love, rather than reduce him to a position or a label.

Paul had wanted Onesimus to remain with him and help during his imprisonment for the good news. Yet he explains that he did not want to act without Philemon's consent, because he wanted a good response to come freely rather than through pressure. His appeal is moving toward a change in how Onesimus is received: the man Paul loves is to be welcomed in a way shaped by their shared belonging to Jesus.

Remember: A caring welcome recognizes a person's full dignity.

EXTENDED ENGLISH READING • PAGE 2 OF 2

Receive Him as a Beloved Brother

Philemon 1:8-21



Paul suggests that the separation might lead to a lasting relationship: Onesimus should be received no longer merely as a slave, but as more than a slave, a beloved brother. Paul already regards him that way. He asks Philemon to recognize that relationship too, both in ordinary life and in the Lord. The request challenges a view of Onesimus defined only by someone else's power over him.

Paul then makes the appeal personal. If Philemon considers Paul a partner, he should welcome Onesimus as he would welcome Paul. If Onesimus has wronged him or owes anything, Paul offers to have it charged to his own account. The word if matters. This is not proof that Onesimus stole something, and the letter does not give us permission to invent a theft or explain how the earlier separation happened.

Paul writes that he will repay what is owed and asks for a response that will refresh his heart in Christ. He expresses confidence that Philemon will do even more than he says. The passage ends with that expectation, not with a report of the outcome. We are not told here whether Philemon freed Onesimus, how he greeted him, or what either man said when they met. An honest retelling leaves those things open.

The clear center of the letter is the appeal to welcome Onesimus as a beloved brother. Paul uses affection, partnership, and a willingness to take responsibility for a possible debt to support that appeal. Readers can notice the dignity he insists upon without treating slavery as a harmless background detail. The letter asks for a changed reception of a real person, while its unanswered ending leaves us to consider the seriousness of that request.

Pause and think: What would it mean to welcome someone as a person with dignity rather than as a label?

THINK, NOTICE & GROW

A Person Is More Than a Label



No person belongs to another person as property. Children and adults alike deserve safety and dignity. When you read an ancient letter about slavery, it is right to name that injustice clearly. You do not need to imagine that every old custom was good simply because it appears in the world of a Bible passage. Describing a practice and approving it are different things.

Paul asks for a personal welcome rather than a response based only on a label. In ordinary life, you might notice someone reduced to a mistake, a job, or a place they come from. You can use their name, listen to their words, and refuse cruel descriptions. Respect does not depend on being useful to the person with the most power in a group.

The letter does not give us the ending we may wish to hear. We can resist inventing one and still think carefully about the request. What would a welcome that honors someone's dignity require? In a difficult situation, an adult can help distinguish genuine care from pressure to return to harm. A child's safety never depends on keeping an unfair relationship comfortable.

A SMALL STEP FOR TODAY

Paul appealed for Onesimus to be received as a beloved brother, while the letter leaves Philemon's response unreported.

What would it mean to welcome someone as a person with dignity rather than as a label?

Read, Remember & Create

Name: _____ Date: _____

1 Think about the reading

1. How does Paul ask Philemon to receive Onesimus?

2. Does this passage report Philemon's response?

2 Put the ideas in order

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

- ☐ He offers to cover a possible debt and awaits a response.
- ☐ Paul makes an affectionate appeal about Onesimus.
- ☐ He asks that Onesimus be welcomed as a beloved brother.

3 Draw a meaningful picture

Draw a welcome that uses a person's name and shows equal dignity around a shared 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

A caring welcome recognizes a person's full dignity.
Original memory thought, not a direct Bible quotation. Related passage: Philemon 1:16-17

A thoughtful conversation

Name slavery as wrong without inventing either man's actions or claiming the letter explicitly records emancipation. Paul asks Philemon to receive Onesimus as a beloved brother; the response is not preserved. The conditional debt language does not establish theft. Never use the return setting to pressure a child or vulnerable person back into an unsafe relationship.

Activity answers

1. As a beloved brother, with the welcome he would give Paul.
2. No. It preserves Paul's appeal and expectation, not an ending to the meeting.
Sequence boxes, top to bottom: 3, 1, 2. Personal responses and drawings will vary.

Optional prayer

God, help us respect every person's dignity and oppose ways people are used or controlled. 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 Philemon 1:8-21. 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.
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GENESIS TO REVELATION | LETTER LESSON

Faith Looks Ahead with Hope

Hebrews 11:1-16



YOUR BIBLE READING

Faith trusts God and shapes present action while awaiting the fullness of his promise.

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

Faith and People Who Trusted God

Hebrews 11:1-16



This lesson from Hebrews looks at people from earlier Scripture to explain faith. The book does not name its author, so we should call this person the writer rather than claim with certainty that it was Paul. In this chapter, faith is described as confidence in what is hoped for and assurance about what is not seen. The lesson concerns trusting God, not pretending that questions and difficulties have disappeared.

The writer begins with creation. By faith, believers understand that the universe was formed through God's word. What is visible does not explain itself as something people made from their own power. Then the chapter turns to Abel, whose offering expressed faith and received God's approval. Though Abel died, his example still speaks. This is a picture of continuing witness, not a claim that later readers heard him speaking aloud from a room.

Enoch is named as someone who pleased God and was taken by him without experiencing death. The writer explains that coming to God includes believing that God exists and rewards those who seek him. Faith here is not a vague feeling aimed at nothing. It is directed toward God and takes seeking him seriously, even when the person cannot see everything that lies ahead or understand every part of the way.

Noah is remembered next. Warned about things not yet seen, he responded with reverence and prepared the ark for his household's rescue. His faith became an action appropriate to the warning he received. Hebrews is recalling the earlier account, not introducing a new boat-building adventure. The different examples have begun to show a pattern: trust in God can shape a person's offering, direction, and work before the full outcome is visible.

Remember: Hope in God can guide a step before the whole path is visible.

EXTENDED ENGLISH READING • PAGE 2 OF 2

Looking toward What God Promised

Hebrews 11:1-16



The writer then recalls Abraham, who answered God's call to leave for a place he would receive as an inheritance. He went without knowing the destination in advance. In the promised land he lived as a stranger, dwelling in tents with Isaac and Jacob, who shared the same promise. His temporary shelter contrasted with the lasting city he awaited, a city whose builder and maker was God.

Sarah is remembered for trusting the faithfulness of the one who promised. Though she was past the usual age for bearing a child, she received strength to become a mother. From Abraham came descendants described through pictures of the stars and sand, too numerous to count. These are the chapter's ways of speaking about the reach of God's promise, not an instruction to invent a new exact total for the family.

The passage describes faithful people who died without seeing the complete fulfillment of all the promises. They welcomed what lay ahead from a distance and acknowledged that they were strangers and travelers on the earth. Their hope was not reduced to returning to the country they had left. They desired a better, heavenly country. God was not ashamed to be called their God and had prepared a city for them.

This lesson therefore does not define faith as receiving every hoped-for outcome immediately. The writer names real actions, real waiting, and lives whose full hope extended beyond what they had seen. The people were not all following one identical path. Together their examples direct the readers toward God's faithfulness. Looking ahead with hope can shape how someone lives now without giving them control over every result or a map of the entire future.

Pause and think: What patient, suitable action could express hope without demanding an immediate result?

THINK, NOTICE & GROW

Hope Can Shape a Present Choice



Think about a good action whose result takes time. Learning to read, tending a plant, or helping repair a friendship may require patient steps. These are ordinary examples, not the same as the promises given to Abraham or Noah. They can still help you understand the difference between beginning a suitable action and already seeing everything it will become in the future.

The people named in Hebrews were not all alike. Faith did not give each one the same task. You do not need to imitate a dangerous action from an ancient account or decide that another person's responsibility must be yours. A trusted adult can help you ask what faithful care looks like in the situation actually before you, with the abilities and support you have.

The chapter makes room for waiting and incomplete outcomes. When something good takes longer than you hoped, you can ask honest questions and seek help. Delay does not make you worthless or prove that your faith has failed. Trusting God can include receiving support, practicing patience, and continuing one thoughtful next step without pretending to know the whole journey.

A SMALL STEP FOR TODAY

Hebrews pictures faith as trust that responds to God while looking beyond what can already be seen.

What patient, suitable action could express hope without demanding an immediate result?

Read, Remember & Create

Name: _____ Date: _____

1 Think about the reading

1. Why did Abraham leave without knowing the whole journey?

2. Does the passage say faith always brings immediate fulfillment?

2 Put the ideas in order

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

- ☐ The passage points toward a lasting hope beyond immediate fulfillment.
- ☐ Abraham and Sarah are recalled as people who trusted God's promise.
- ☐ The writer explains faith and remembers Abel, Enoch, and Noah.

3 Draw a meaningful picture

Draw a path with one visible next step and a distant city as a picture of hope.

Tell someone how your picture connects to the reading.

Read & Grow Together

Read and learn with context

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Remember this

Hope in God can guide a step before the whole path is visible.
Original memory thought, not a direct Bible quotation. Related passage: Hebrews 11:1,8-16

A thoughtful conversation

Hebrews does not identify its author; avoid certain attribution to Paul. The chapter joins examples of action with waiting, not a guarantee that faith produces immediate success. Enoch is specifically described as not dying, while later verses discuss people who died awaiting fulfillment. Explain the city and journey pictures without pressuring children toward unsafe imitation or unsupported certainty.

Activity answers

1. He trusted God's call and promise.
2. No. It describes faithful people who waited and looked ahead beyond what they had received.
Sequence boxes, top to bottom: 3, 2, 1. Personal responses and drawings will vary.

Optional prayer

God, help us trust you, ask honest questions, and take the next wise step with hope. Amen.

Print and share

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