

Bible Lesson on Emotions for Kids: Name, Pray, and Get Support

An adult-led packet with Scripture context, fictional feeling cards, safe-action prompts, safeguarding guidance, and a caregiver page.

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 - Questions, quiet prayer, and adaptations
 - Detachable timed run sheet, safeguarding quick reference, and escalation
 - Take-home caregiver page

HOW TO USE

Adult-led · Ages approximately 4–12 · Participation is optional

LISTEN · DRAW · MOVE · SPEAK · AAC · PASS

STOP ANY TIME

You do not have to keep going. We can stop, move, draw, keep eyes open, or sit with a trusted grown-up.

Our paraphrase, not Scripture text. Exact wording: World English Bible (public domain).

Leader snapshot

OBJECTIVE

Children may distinguish a feeling from an action, identify a story character's feeling, and choose a kind next action or trusted helper without sharing a private event.

NOTE

An adult-led Christian lesson for naming feelings, choosing safe actions, and receiving human support without labels or forced sharing.

Audience/mode: CL, CG · Time window: 20–30 minutes · Agenda total: 30 minutes

MATERIALS

- World English Bible or a licensed family Bible
- Visual schedule, stop card, and listen, point, draw, move, AAC, pass strip
- Six text-and-pattern cards: joy, sadness, anger, fear, grief, and hope
- Four fictional situation cards and a feeling, need, next-safe-action sheet
- Crayons, large-print cards, partner scribe, AAC or pointing version, fidget, and headphones
- A neutral pattern page and a named trained safeguarding adult

CHOICE AND STOP

STOP

You do not have to keep going. We can stop, move, draw, keep eyes open, or sit with a trusted grown-up.

ADAPT

You can listen while I read, draw, move, use AAC, ask a question, or pass. An adult can carry the prayer and the next step.

Our paraphrase, not Scripture text. Exact wording: World English Bible (public domain).

Scripture and context

Reference-first paraphrase and context; use an approved Bible or licensed text for the full reading.

REFERENCE

Psalm 13

Paraphrase: The psalm gives honest words to sorrow, waiting, questions, and trust rather than requiring a cheerful mood.

Context: Read the whole poem and let lament remain part of Christian prayer.

REFERENCE

John 11:33-35

Paraphrase: Jesus is moved by grief and weeps; tears are held inside the Gospel story without being treated as failure.

Context: The scene names loss and compassion while the adult keeps a gentle exit option.

REFERENCE

Mark 3:5

Paraphrase: Jesus looks at hard-heartedness with anger and grief, showing that a feeling can sit beside a truthful boundary.

Context: Do not turn the scene into permission for harmful action or a lesson in suppression.

REFERENCE

Ephesians 4:26-27

Paraphrase: The letter names anger and calls the community toward wise action without giving harm room to grow.

Context: A feeling can be named while an unsafe action is stopped and brought to a trusted adult.

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Agenda and leader words

Timed agenda total: 30 minutes. Spoken cues and alternatives stay together so the adult can adapt without dropping a step.

WELCOME AND CHOICE · 3 MIN

Feelings can be named, and nobody has to share a private feeling here. You may listen, point, draw, move, use your device, or pass.

Show the stop card, choose the neutral pattern page, or sit with the named safe adult.

READ LAMENT AND TEARS · 5 MIN

The Bible makes room for sadness and tears. A feeling is not a failure, and it is not permission to hurt someone.

Read a short reference-first paraphrase when a full quotation is not licensed for the packet.

TEACH FEELING AND ACTION · 5 MIN

A feeling is something we notice. An action is something we choose or something that happens. Unsafe actions still need a boundary and help.

Model a fictional line: I feel angry; I will move away and get an adult.

CHOOSE A NEED AND SAFE ACTION · 7 MIN

Choose the story card, not your private story. Point, draw, sign, write, or leave the boxes blank.

Offer two cards at a time, partner dictation, or a neutral pattern page.

ASK TEXT-GROUNDED QUESTIONS · 4 MIN

You can point, draw, move, use AAC, or pass. We will not make a round of personal answers.

Let the adult answer from the passage and keep the fictional examples visible.

OFFER PRAYER, MOVEMENT, OR QUIET · 3 MIN

You may draw a face, listen, move your hands, or pass. We are not trying to force a feeling to change.

Keep eyes open, offer headphones, or step to the neutral activity with a safe adult.

CLOSE WITH CARE AND TAKE-HOME · 3 MIN

If a feeling is too big, you can pause and find a safe adult. Adults will handle safety concerns privately.

Give the caregiver page to the adult without requesting a report-back.

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Activities and response choices

Feeling, need, next safe action

Use four fictional situations: a toy breaks; a new room feels unfamiliar; someone is left out; or a friend succeeds. Children choose a text-and-pattern feeling card, a need, and a safe action an adult could support. The activity stays outside personal disclosure on purpose.

PROMPT:

Choose the story card, not your private story. A character may need comfort, information, fairness, or connection. Feelings are information, not a grade; point, draw, sign, write, or leave the boxes blank.

Point to a feeling or need card.

Draw the safe action or move to the helper card.

Listen to an adult model or pass.

Make a neutral response

Offer a pattern page for a child who does not want a feeling card. Marking, tearing, folding, or leaving the page blank are all available choices.

PROMPT:

Choose a safe way to keep your hands busy while the adult reads.

Point to a response mode.

Draw a line, stretch, or use a fidget.

Listen quietly or pass.

Discussion, optional quiet, and safeguarding

DISCUSSION

- What feeling or action do you notice in Psalm 13?

Say sad, waiting, or asking; point to a word, draw, or pass without comparing the poem to your life.

- What does John 11 show about Jesus and tears?

Jesus is moved and weeps; grief is not a failure. A reference or gesture is enough.

- Can a feeling be real while an action still needs a boundary?

Yes. Anger can be named while hitting or threatening still needs an immediate safe adult.

- Which helper could a fictional character choose?

Choose a caregiver, teacher, school counselor, health professional, pastor with safeguarding training, or emergency service when danger is immediate.

OPTIONAL QUIET

You may draw a face, move your hands, listen while an adult prays, use AAC, or pass. A quiet response is optional.

SAFETY · ADULT RESPONSE

Stop: You do not have to keep going. We can stop, move, draw, keep eyes open, or sit with a trusted grown-up.

Adapt: You can listen while I read, draw, move, use AAC, ask a question, or pass. An adult can carry the prayer and the next step.

Escalate: If distress persists, affects daily life, follows a frightening event, or includes danger, self-harm or suicidal thoughts, serious breathing trouble, or an unsafe disclosure, contact a pediatrician, qualified child mental-health professional, safeguarding lead, or local emergency service. In the United States, call or text 988; local services govern elsewhere.

Do not investigate or promise secrecy.

Do not: Do not ask for a private fear, diagnosis, family story, or safety disclosure in the group.

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VERTICAL TRIM · CUT

Detachable run sheet

TIMED AGENDA · TOTAL 30 MINUTES

0:00–0:03 Welcome and choice (3 min)

0:03–0:08 Read lament and tears (5 min)

0:08–0:13 Teach feeling and action (5 min)

0:13–0:20 Choose a need and safe action (7 min)

0:20–0:24 Ask text-grounded questions (4 min)

0:24–0:27 Offer prayer, movement, or quiet (3 min)

0:27–0:30 Close with care and take-home (3 min)

SAFEGUARDING QUICK REFERENCE

Stop: You do not have to keep going. We can stop, move, draw, keep eyes open, or sit with a trusted grown-up.

Adapt: You can listen while I read, draw, move, use AAC, ask a question, or pass. An adult can carry the prayer and the next step.

Escalate: If distress persists, affects daily life, follows a frightening event, or includes danger, self-harm or suicidal thoughts, serious breathing trouble, or an unsafe disclosure, contact a pediatrician, qualified child mental-health professional, safeguarding lead, or local emergency service. In the United States, call or text 988; local services govern elsewhere. Do not investigate or promise secrecy.

Do not: Do not ask for a private fear, diagnosis, family story, or safety disclosure in the group.

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Take-home family card

Feelings are signals, not verdicts

1. Notice: a character is feeling something.
Use a story or general word; personal sharing is optional.

2. Name a need: comfort, space, information, fairness, connection, or help.

3. Choose a safe action: draw, move, ask, pause, repair with an adult, or listen.

4. Name a trusted helper without writing identifying information.

5. Optional prayer: God, receive our joy and tears. Give us wise help and courage for a kind next step.

LISTEN · DRAW · MOVE · SPEAK · AAC · PASS

SOURCE LEDGER

1 · World English Bible
Psalm 13 and honest lament in context ·
Checked 2026-08-03

<https://ebible.org/web/PSA013.htm>

3 · World English Bible
Mark 3:5 and anger held with grief · Checked
2026-08-03

<https://ebible.org/web/MRK03.htm>

5 · NIMH

When persistent distress needs qualified human assessment and support · Checked
2026-08-03

<https://www.nimh.nih.gov/health/topics/child-and-adolescent-mental-health>

6 · CDC

Persistent or impairing child distress and care conversations · Checked 2026-08-03

<https://www.cdc.gov/children-mental-health/treatment/index.html>

7 · CAST UDL Guidelines 3.0

Multiple communication, movement, drawing, AAC, and participation routes · Checked
2026-08-03

<https://udlguidelines.cast.org/>

8 · UNICEF

Safeguarding response and referral boundaries · Checked 2026-08-03

<https://www.unicef.org/documents/safeguarding-policy>

2 · World English Bible
John 11:33–35 and Jesus' tears · Checked
2026-08-03

<https://ebible.org/web/JHN11.htm>

4 · World English Bible
Ephesians 4:26–27 and boundaries around
action · Checked 2026-08-03

<https://ebible.org/web/EPH04.htm>

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