

Bible Lesson on Gratitude for Kids: Free Christian Leader Plan

An eight-page leader packet with Scripture context, a 45-minute run sheet, a four-box Noticing Map, inclusion notes, and one family take-home sheet.

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 - Scripture and context: Luke 17 and 1 Thessalonians 5
 - Run of show and leader words
- Noticing Map worksheet
 - Discussion, quiet response, inclusion, and safeguarding
 - Detachable timed run sheet and one-sheet family take-home card
 - Take-home family card and source ledger

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, open our eyes, move, get water, or sit with a trusted grown-up.

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

Leader snapshot

OBJECTIVE

Children can identify one observable gift, describe one way thanks can lead to care, and choose a response that leaves room for a hard feeling.

NOTE

Gratitude leaves room for sadness, protest, support, and care.

Audience/mode: CG, CL · Time window: 10–45 minutes · Agenda total: 45 minutes

MATERIALS

- An approved Bible or WEB references
- Visual schedule and a PASS card
- Noticing Map sheet and the NOTICE, THANK, SHARE, and SUPPORT cards
- Crayons, pencils, blank paper, or AAC symbols
- Optional movement objects and a no-writing route
- Family take-home card
- A named safeguarding lead and the host organisation's policy

CHOICE AND STOP

STOP

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

ADAPT

You can listen while I read, draw, move, keep your eyes open, use AAC, or pass.

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Scripture and context

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

REFERENCE

Luke 17:11–19

Paraphrase: Ten people call to Jesus for mercy. One returns, praises God, and thanks Jesus after they are made clean.

Context: The story asks us to notice mercy. It is not a formula that says every illness disappears or a reason to blame someone who remains sick.

REFERENCE

1 Thessalonians 5:16–18

Paraphrase: The letter joins joy, prayer, and thanks while addressing a community living through varied circumstances.

Context: In all circumstances does not mean for every harm. A person can thank God for a friend and feel sadness about a loss on the same day.

REFERENCE

Psalms 13

Paraphrase: This prayer asks how long and makes room for sorrow before turning toward trust.

Context: Lament keeps gratitude from becoming a demand for cheerful answers or a way to silence a concern.

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Agenda and leader words

Timed agenda total: 45 minutes. Spoken cues and alternatives stay together so the adult can adapt without dropping a step.

WELCOME AND NOTICING • 5 MIN

Notice one ordinary thing in the room.
Draw, point, use AAC, move, or pass.
Offer a walk-to-a-mark route or a quiet listening seat.

READ AND RETELL • 7 MIN

Who called for mercy, what did Jesus ask, and who returned?
Retell with picture symbols and keep personal stories out of the discussion.

TEACH GRATITUDE AND HONESTY • 6 MIN

Gratitude notices a gift and turns toward God or another person with thanks. It does not erase a hard thing.
Use the SUPPORT card for a child who is not ready to feel thankful.

NOTICING MAP ACTIVITY • 12 MIN

Use one box, several boxes, a drawing, a movement, or a pass.
Give a fictional example before offering the map.

DISCUSSION • 6 MIN

Answer about the text or a fictional example, never a private hardship.
Accept pointing, partner dictation, AAC, or silence.

OPTIONAL PRAYER AND QUIET • 4 MIN

Listen to the prayer, draw, move, look around, or pass.
Return to a neutral activity when the group needs it.

CLOSE AND FAMILY CARD • 5 MIN

You can be grateful and still need help. A caring adult will listen.
Repeat the stop signal and the local safeguarding route.

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Activities and response choices

RESPONSE CHOICES • ANY ACTIVITY

Say/point: Say thanks, point, dictate, or use AAC.

Draw/move: Draw, colour, stand, or walk to a marked place.

Listen/pass: Listen while the adult reads, or pass.

I NOTICE

One ordinary gift to see, hear, feel, or remember.

PROMPT:

Use a drawing, point, dictated phrase, or pass.

I THANK

A person, God, or community an adult may thank when it is safe and wanted.

PROMPT:

A child never has to thank a person who is unsafe.

I SHARE / CARE

One small way to pass care along in a fictional or observable situation.

PROMPT:

Example: offer a turn, hold a door, or help water a plant.

I AM HONEST

Something hard to name, or support an adult may help with.

PROMPT:

A child may leave the box blank, use SUPPORT, or pass.

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Discussion, optional quiet, and safeguarding

DISCUSSION

- What did the returning person notice in the story?
Point to a story detail, draw, use AAC, or pass.
- How can thanks lead to care for a neighbour?
Use an observable or fictional example rather than a private family story.
- Can someone be thankful and sad on the same day?
A child may point to Psalm 13, name a general feeling, or pass.
- Which response fits today: draw, move, listen, say thanks, ask for support, or pass?
The adult accepts a choice without scoring or correcting it.

OPTIONAL QUIET

God of mercy, thank you for the gifts we notice and the people who help us. Keep us honest about what is hard. Teach us to respond with thanks, sharing, and care. Bring a trusted adult close when someone needs help. Amen.

SAFETY · ADULT RESPONSE

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

Adapt: You can listen while I read, draw, move, keep your eyes open, use AAC, or pass.

Escalate: Contact a pediatrician, school counselor, qualified child mental-health professional, or safeguarding lead when concern persists or affects daily life. Use local emergency services for immediate danger, self-harm thoughts, serious breathing trouble, or an unsafe disclosure; in the United States, call or text 988 for a mental-health crisis.

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VERTICAL TRIM • CUT

Detachable run sheet

TIMED AGENDA • TOTAL 45 MINUTES

0:00–0:05 Welcome and noticing (5 min)

0:05–0:12 Read and retell (7 min)

0:12–0:18 Teach gratitude and honesty (6 min)

0:18–0:30 Noticing Map activity (12 min)

0:30–0:36 Discussion (6 min)

0:36–0:40 Optional prayer and quiet (4 min)

0:40–0:45 Close and family card (5 min)

SAFEGUARDING QUICK REFERENCE

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

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Escalate: Contact a pediatrician, school counselor, qualified child mental-health professional, or safeguarding lead when concern persists or affects daily life. Use local emergency services for immediate danger, self-harm thoughts, serious breathing trouble, or an unsafe disclosure; in the United States, call or text 988 for a mental-health crisis.

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Take-home family card

Five minutes of notice and care

1. Look or listen: notice one ordinary gift.
2. Name: thank God or a safe person, or say not today.
3. Share: choose one small caring action.
4. Support: name an adult who can help with something hard.
5. Pass: drawing, moving, listening, silence, or stopping are welcome.
6. Try this once. There is no streak or report-back.

LISTEN · DRAW · MOVE · SPEAK · AAC · PASS

SOURCE LEDGER

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| 1 · World English Bible
Public-domain wording and the reference-first Scripture policy. · Checked 2026-08-03

https://ebible.org/engwebp/copyright.htm | 2 · NAEYC Developmentally Appropriate Practice
Playful, strengths-based, culturally and ability-aware facilitation. · Checked 2026-08-03

https://www.naeyc.org/node/3807 |
| 3 · CAST UDL Guidelines 3.0
Multiple ways to engage, respond, communicate, and pass. · Checked 2026-08-03
https://udlguidelines.cast.org/ | |
| 4 · UNICEF safeguarding policy
Preventive safeguarding, safe reporting, and trained adult response. · Checked 2026-08-03
https://www.unicef.org/documents/safeguarding-policy | |
| 5 · Church of England safeguarding guidance
Partner organisations use their own trained safeguarding pathway. · Checked 2026-08-03
https://www.churchofengland.org/safeguarding | |

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