

Sabbath Meditation

HARD MOMENTS

Bible Lesson on Anxiety for Kids: Worry, Fear, and Trust

An adult-led lesson packet with Scripture context, a helper-route activity, safeguarding guidance, and a caregiver page.

INSIDE THIS PDF

- Cover and scope
- Leader snapshot with objective, age, duration, group, materials, and stop signal
- Scripture context and 30-minute run sheet
- Spoken teaching script
- Worry-to-caregiver activity sheet
- Questions, optional quiet, and adaptations
- Detachable timed run sheet, safeguarding quick reference, escalation, and disclosure response
- Complete 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 point to a story detail, choose a general feeling word, and select one trusted-adult or practical help step without sharing a private worry.

NOTE

An adult-led, non-clinical lesson that rehearses a trusted-adult route without asking for private stories.

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

MATERIALS

- World English Bible or a licensed family Bible
- Visual schedule: welcome, read, activity, questions, optional prayer, close
- Stop card and listen, draw, move, ask, pass choice strip
- Worry-to-caregiver sheet with a fictional cloud, helper icons, and one next safe step
- Pencils, crayons, large-print copies, AAC or pointing version, fidgets, and headphones
- A neutral drawing 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.

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Scripture and context

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

REFERENCE

Matthew 6:25-34

Paraphrase: Jesus speaks about God's care for people who are worried, while the whole paragraph keeps ordinary needs and trust together.

Context: Read the full teaching; it is not a scolding instruction aimed at a distressed child.

REFERENCE

Psalms 56:3

Paraphrase: The psalm names fear and turns toward trust without pretending fear has never arrived.

Context: Use the reference as a short prayer line, not as a demand to feel different.

REFERENCE

1 Samuel 1:9-18

Paraphrase: Hannah brings deep distress honestly to God and is met by a person who listens.

Context: The story leaves room for lament and does not require a cheerful answer before someone is heard.

REFERENCE

Philippians 4:6-7

Paraphrase: Paul invites a church to bring requests to God with thanksgiving while they continue faithful care.

Context: Keep the invitation beside practical help; do not present it as a way to erase a feeling.

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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

You may listen, draw, move, use your device, or pass. You never have to tell this group a private worry.

Offer the stop card, a quiet seat, or the named safe adult before the story begins.

READ MATTHEW 6 IN CONTEXT · 5 MIN

We will notice what Jesus says about care and also keep making wise plans when something is unsafe or hard.

Use a short adult paraphrase when the chosen Bible cannot be printed; keep the reference visible.

REMEMBER HANNAH'S HONEST PRAYER · 5 MIN

Hannah is deeply distressed, brings her pain to God, and is met by someone who listens.

Show one picture or let children listen while an adult tells the story in original words.

REHEARSE A TRUSTED-ADULT ROUTE · 7 MIN

Choose a fictional worry, one helper icon, and one next safe step. You can leave every box blank.

Use pointing, AAC, partner dictation, or a neutral drawing page instead of writing.

ASK TEXT-GROUNDED QUESTIONS · 4 MIN

You can point, draw, use AAC, or pass. We will not go around the circle requiring an answer.

Invite a second adult to model an answer about a fictional character.

OFFER OPTIONAL PRAYER OR DRAWING · 3 MIN

You may look at the path card, draw, listen while I pray, or pass. We will use ordinary breathing.

Keep eyes open and allow movement, headphones, or a neutral parallel activity.

CLOSE WITH CARE AND TAKE-HOME · 3 MIN

If something makes you or someone else unsafe, tell a trusted grown-up. Adults will follow the safety plan.

Give the caregiver page to the adult and let the child leave or return without explanation.

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Activities and response choices

Worry-to-caregiver sheet

Use a blank cloud labelled for a fictional worry, three helper icons, and one next safe step. The sheet rehearses a route to care; it is not a place to collect a child's story.

PROMPT:

Draw a new place, a loud sound, or a hard question. Point to trusted grown-up, school or health helper, or safety adult. Leave the boxes blank if you prefer.

Say or point to a helper icon.

Draw a fictional cloud or move to the safe-adult card.

Listen while the adult reads and pass without explaining.

Choose a helper for a character

Place cards for a trusted grown-up, school or health helper, and practical safety adult beside a fictional character. Let more than one helper fit.

PROMPT:

Ask which helper a fictional character could choose when a worry keeps returning.

Point to one or more helpers.

Draw a path from the character to a helper.

Listen to an adult example or pass.

Discussion, optional quiet, and safeguarding

DISCUSSION

- What does Jesus notice about food, clothing, birds, or flowers?
Point to a picture, draw an observation, or listen while the adult answers from the passage.
- What does Hannah do when she is deeply distressed?
Say that she prays honestly and is heard, or pass without comparing her story to your own.
- Which helper could a fictional character choose when a worry keeps returning?
Choose one or more cards; a caregiver, school helper, health professional, pastor with safeguarding training, or emergency service may fit the situation.
- What is one difference between a feeling and a danger?
A feeling can be named; danger calls for an adult safety action. No personal example is needed.

OPTIONAL QUIET

You may look at the path card, draw, move, listen while an adult prays, or pass. Keep eyes open and breathing ordinary.

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 Matthew 6 in context (5 min)
- 0:08–0:13 Remember Hannah's honest prayer (5 min)
- 0:13–0:20 Rehearse a trusted-adult route (7 min)
- 0:20–0:24 Ask text-grounded questions (4 min)
- 0:24–0:27 Offer optional prayer or drawing (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

When a worry shows up

1. Notice: something feels hard. A feeling is information, not a fault.
2. Choose: listen, draw, move, pray, ask for help, or pause.
3. Name a trusted grown-up, school or health helper, safeguarding lead, or emergency service when danger is immediate.
4. Choose one practical next step together. Do not expect the worry to vanish.
5. Optional prayer: God, stay near us as we tell the truth and take the next safe step.

LISTEN · DRAW · MOVE · SPEAK · AAC · PASS

SOURCE LEDGER

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| 1 · World English Bible
Matthew 6:25–34 reference and surrounding teaching · Checked 2026-08-03
https://ebible.org/web/MAT06.htm | 2 · World English Bible
Psalm 56:3 reference for honest fear and trust · Checked 2026-08-03
https://ebible.org/web/PSA056.htm |
| 3 · World English Bible
Hannah's distress and honest prayer in context · Checked 2026-08-03
https://ebible.org/web/1SA01.htm | 4 · World English Bible
Philippians 4:6–7 reference alongside practical help and care · Checked 2026-08-03
https://worldenglish.bible/bible/PHP04.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 · American Academy of Pediatrics
Expected anxiety, signs of impairment, and pediatric care context. · Checked 2026-08-03
https://www.aap.org/en/patient-care/mental-health-minute/anxiety/ | |
| 7 · CAST UDL Guidelines 3.0
Choice of communication, movement, drawing, AAC, and participation modes · 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 | |

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