3-6 | Nov 22, 2026

Loop Teaching: Be There
Teaching Focus: Be generous by giving people your presence, attention, and help.
Scripture: *"As they sat down to eat, he took the bread and blessed it. Then he broke it and gave it to them."* • Luke 24:30 NLT

1. Opening & Prayer

Welcome children by name with a smile, wave, high-five, or fist bump. Invite children with an offering to use the offering container. Put toys away for worship and the lesson.

"Today's Loop lesson is called 'Be There.' Watch for ways we can be generous with our time and attention. Think about what it means to really listen and be present with someone."

Let's pray.

"Dear God, thank You for being with us and for the people You have placed in our lives. Help us listen today and notice ways to give our time, attention, and help. Teach us to show Your love. In Jesus' name, amen."

2. Video Lesson on Jellyfin

3. Discussion

"Being there means giving someone your time and attention. We can pause what we are doing, listen, and notice how we can help."

"Luke 24:30 describes Jesus sharing a meal with two followers after His resurrection. He took time to be with them. Our generosity can include spending time with people and helping them feel cared for."

Open an NLT Bible to Luke 24:30 and read the full verse aloud. Read it again in short phrases for children to repeat. Ask them to notice what Jesus did while He was with these people.

- "What stood out to you from today's Loop video? How did it help you understand what it means to 'be there' for someone?"
  (Let children recall an example from the video in their own words. Ask, "What could that look like at school or home?")
- "When might someone need your time and attention more than they need a gift?"
  (Examples: a new student sitting alone, a friend who had a disappointing day, or a family member who wants to talk.)
- "Can you be beside someone but still not give them your attention? What could you change?"
  (Examples: pause a game, put away a device, stop interrupting, and listen to what the person is saying.)
- "Who could you be there for this week? What is one specific thing you could do?"
  (Examples: invite a classmate to join you, listen to a sibling's story, or help a caregiver with a task.)

"Small choices can show people that they matter. Remember our ***[Teaching Focus] Be generous by giving people your presence, attention, and help.***"

Invite children to share a brief prayer request or something they are thankful for. Children may pass. Pray for their needs before moving to the activity.

4. I'm a Bucket Filler



PRESENCE
Sit with my classmate.

ATTENTION
Listen to my sister.

HELP
Put away groceries.

What You Need:

- ☐ Bucket Filler printable, two single-sided white-paper pages per child and sample
- ☐ Pencils, one per child
- ☐ Crayons, markers, or colored pencils, shared sets
- ☐ Safety scissors and glue sticks, one set per pair

What You Do:

Before the Activity:

- Allow 15 minutes. Print both pages at 100% scale. Keep the bucket page whole as the backing. The hearts and star have dashed cutting outlines. No folding is needed.
- Make a sample: add a short plan to each shape, color, cut, and glue it near the rim. Overlap edges while keeping words visible. Pre-cut shapes for children who need support.

During the Activity:

- Show the sample. Explain that the bucket is a picture of how our caring choices can encourage someone. Today's three bucket-filling choices are giving presence, attention, and help.
- Give each child both pages. Add names to the bucket page. On each labeled shape, children name a person and a specific action for this week. Short words or drawings are welcome.
- Presence examples: 'Sit with a classmate at lunch.' 'Play a board game with my brother.' 'Spend time with Grandma.' Presence means making time to be with someone.
- Attention examples: 'Put away my tablet and listen to my sister.' 'Ask Dad about his day.' 'Let my friend finish talking.' Attention means listening and noticing.
- Help examples: 'Help my family put away groceries.' 'Help a friend clean up supplies.' 'Help my brother practice spelling.' Help means doing a useful task.
- If a child is stuck, ask: 'Who could use some company?' 'Who wants you to listen?' or 'What job could you help with?' Offer two examples and let the child choose. Help shorten a sentence so it fits.
- Color the bucket and shapes. Cut out only the hearts and star while seated. Glue the star flat near the rim first, then add the hearts above it, overlapping the handle. Keep writing, names, and lesson words visible.

After the Activity:

- Invite children to show a partner one shape and explain who they will be there for and what they will do. Ask them to choose which action they will try first.

- Collect scraps and supplies. Send the page home. Encourage children to ask a parent or caregiver to help them plan a time to follow through.

What You Say:

Before the Activity:

"Giving your presence, attention, and help is being a bucket filler. Our paper bucket reminds us that caring choices can help someone feel included and cared for."

During the Activity:

"Who could you spend time with? Who could you listen to? Who could you help? Choose a small action you can really do. You can use an example, make it your own, or draw your idea."

After the Activity:

"In Luke 24:30, Jesus shared a meal with two followers. We can make time for people too. These shapes are reminders to follow through. Remember our ***[Teaching Focus] Be generous by giving people your presence, attention, and help***."

EveryChild Pro-Tips

- Offer pre-cut pieces and help with gluing. Children may draw, dictate to a leader, or choose from two spoken examples. Keep plans small and achievable.
- Do not require eye contact or physical affection. Listening can look different for each child. Choose appropriate actions, with a parent or caregiver's help as needed.

5. What Changed? (Optional, if time allows)

What You Need:

☐ Two pencils, one for the display and one spare

☐ One crayon, one marker, one eraser, and one folded sheet of paper

☐ The NLT Bible used during Discussion

☐ Clear table space where every child can see the display

☐ Plain paper and a writing pencil, one set per pair

☐ Timer or phone timer, used by the leader

What You Do:

Before the Activity:

- Allow about 7–10 minutes. Put six items in a row: pencil, crayon, marker, eraser, folded paper, Bible. Keep the spare pencil out of sight. Set the display where everyone can see it without crowding.
- Make pairs and give each a sheet of paper and a writing pencil. Explain the goal: work together to notice five changes across three rounds. Stay in place, use quiet voices, and keep guesses within the pair until the reveal.
- Explain that children will observe the display, close or cover their eyes while it changes, then compare what they see. No peeking or touching the display. A missed answer does not remove anyone from the game.

During the Activity:

- Round 1, Missing Item: Give children 20 seconds to observe. Say 'Eyes closed.' Remove the crayon. Say 'Look again.' Give pairs 20 seconds to write, draw, or quietly decide which item is missing. Say 'Pencils down.' Reveal: the crayon. Restore the row.

- Round 2, Switched Places: Give children 15 seconds to observe. With eyes closed, swap the marker and eraser. Give pairs 20 seconds to identify both items that moved. Reveal: the marker and eraser changed places. Restore the original row.
- Round 3, Something New: Give children 15 seconds to observe. With eyes closed, replace the folded paper with the spare pencil. Give pairs 20 seconds to identify what disappeared and what was added. Reveal: the folded paper is gone, and a second pencil is there.
- Pairs that finish early check their answer and name one helpful thing their partner did. After each reveal, notice teamwork and careful observation. If pairs disagree, have them compare their observations calmly.
- Finish after Round 3. Count the five observations together: crayon missing; marker moved; eraser moved; paper removed; second pencil added. Help complete missed answers and celebrate the group's effort.

After the Activity:

- Ask: 'What helped you notice a change?' Then ask: 'How could slowing down and paying attention help you notice a person who needs care?' Examples: notice someone left out, listen when a friend sounds sad, or ask if someone needs help.
- Ask: 'Once you notice, what could you do?' Help children name a kind next step. Explain that paying attention is a beginning; being generous also means choosing to spend time, listen, or help.
- Return the Bible and display items, collect paper and pencils, and thank children for working together.

What You Say:

Before the Activity:

"Something in this display will change. Look carefully, then work with your partner to figure it out. Our goal is to notice all five changes together."

During the Activity:

"Eyes closed. Look again. What changed? Listen to your partner's idea before deciding together. Pencils down. Let's reveal the answer."

After the Activity:

"We practiced paying attention to objects. People need our attention too. When we notice someone's needs, we can choose to listen, include them, or help. Remember our ***[Teaching Focus] Be generous by giving people your presence, attention, and help.***"

EveryChild Pro-Tips

- Describe the starting display aloud and allow children to point or speak instead of writing. For children who need a longer look, increase observation time. Do not require closing eyes if it causes discomfort; the child can turn toward a leader.
- With one or two children, solve the changes together with a leader. For a large group, use smaller leader-led groups with the same display items so everyone can see.