

# THE GENTLE AND QUIET SPIRIT

## *A Children's Curriculum in Four Rings*

*Edenic Apprenticeship Model | NKJV*

*"...the hidden person of the heart with the imperishable beauty of a gentle and quiet spirit, which in God's sight is very precious."*

*1 Peter 3:4 (NKJV)*

*"Surely I have calmed and quieted my soul, like a weaned child with his mother."*

*Psalm 131:2 (NKJV)*

### FOUR RINGS OF LEARNING

Ring	Ages	Stage	Mode	Lesson Theme
<b>Ring 1</b>	0-3	<b>Sanctuary</b>	Observation	God's voice is soft and still
<b>Ring 2</b>	4-7	<b>Parable</b>	Imitation & Play	A quiet heart is a happy heart
<b>Ring 3</b>	8-11	<b>Steward</b>	Practice & Mastery	Choosing stillness in a noisy world
<b>Ring 4</b>	12-16	<b>Overseer</b>	Lead & Teach	The hidden beauty God calls precious

*Nature is the laboratory. Scripture is the map. You are the bridge.*

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## GOD'S VOICE IS SOFT AND STILL

Caregiver / Mentor Guide

**1 Kings 19:12** ...and after the fire a still small voice.


**1 Peter 3:4** ...a gentle and quiet spirit, which in God's sight is very precious.

### OBSERVATION

At this stage the child watches before doing. Samuel watched Eli. Timothy absorbed faith through Lois and Eunice before he could speak it. Your role is presence and blessing — not instruction. The child is learning what a quiet spirit looks, feels, and sounds like by watching you.

### MORNING PULSE — The Sensation Walk (Nature Focus)

Carry or walk slowly with the child to a tree, garden spot, or patch of grass. Touch the dew, the bark, a leaf.

 **MENTOR SCRIPT** 'Feel the quiet on the leaf? This is God's morning gift. God's voice is soft — like this. Shhh. Let's listen.'

*Spend at least one minute in silence together. No words. Just presence.*

### MID-DAY PULSE — The Mimicry Task (Biblical Integration)


Give the child a small bowl of water and a cloth or brush. Let them 'wash' stones or leaves while you work nearby. Sing slowly over them as they play:

*Shhh... be still, be still,  
God is near, God is near.  
Quiet heart, quiet hands,  
God is here, God is here.*


*No correction, no instruction. Biblical link: sing a phrase about Living Water as they splash — 'Jesus gives us living water' (John 4:10). Let truth enter through the senses.*

### EVENING PULSE — The Blessing (Memorial)

Lay hands gently on the child's head or heart. Recall one 'God-glimpse' from the day.

 **MENTOR BLESSING** 'Today we heard the quiet. Today we felt God's hand in the leaf and the water. You are known by the Creator. Sleep in His peace. His Spirit is gentle and His voice is still.'

### SENSORY ACTIVITY — The Shhhh Moment

 **ACTIVITY** Ring a small bell. Everyone freezes and listens for 10 full seconds. Whisper: 'That stillness — God loves that. A gentle and quiet spirit is very precious to Him.' Repeat daily until the child responds to the bell instinctively.

**MEMORY VERSE (Spoken by Caregiver over Child)**

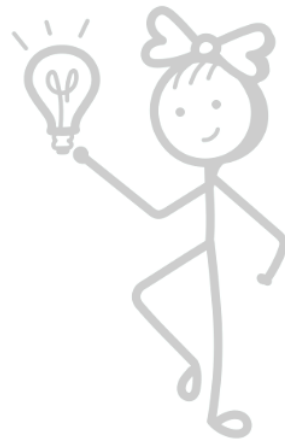
**"A gentle and quiet spirit is very precious to God."**

*1 Peter 3:4 | Spoken aloud, daily, over the child*

**ANIMAL MODEL (Edenic Framework)**

Nuzzling / Proximity. Keep the child physically close. The quiet spirit is first caught, not taught. A child who is held in peace learns peace.

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## A QUIET HEART IS A HAPPY HEART

*Teacher / Parent Guide*

**Psalm 131:2** *Surely I have calmed and quieted my soul, like a weaned child with his mother; like a weaned child is my soul within me.*

### IMITATION & PLAY

Children at this stage learn by copying what they see adults do and by acting out truth through play. Samuel ministered before the Lord as a child by imitating the priests around him. Your job is to demonstrate a quiet spirit — and then give them a story to step into.

### MORNING PULSE — The Scavenger Hunt (Nature Focus)

Give the child a 'Creation Quest': Find three things that are perfectly still right now. A stone. A sleeping flower. Standing water. Bring them back.

 **MENTOR SCRIPT** 'God made these things to be still and quiet. He is a Master Artist of stillness. Do you think you can be as still as this stone for 30 seconds? Let's try.'

*The child imitates the stillness of creation. Truth enters through the body.*

### OPENING QUESTION (Discussion)

Ask: 'Have you ever seen a baby cry and cry — and then finally snuggle into Mama and go quiet? What changed?' (Let them answer.) That quiet baby — that is what God wants our hearts to be like. Not grabbing. Not demanding. Just resting in Him.


### MID-DAY PULSE — The Living Story (Biblical Integration)

Tell the story of Elijah and the still small voice (1 Kings 19). Then go outside and make noise — shout, bang a drum, stomp feet. Pause. Then whisper something. Ask: 'Which one was easier to hear?'

 **STORY PLAY** Assign roles: one child is the wind (run and shout), one is the earthquake (jump and stomp), one is fire (wave arms). Then the mentor whispers 'still small voice' — and all noise stops. God was in the whisper.

*Biblical Link: 'Which soil are we today?' (The Sower, Matthew 13). Go to a patch of dirt. Show thorny ground, rocky ground, good soil. Ask: 'A noisy heart is like thorny ground. What do we need to pull out?'*

### SORTING GAME — Quiet Heart / Noisy Heart

 **ACTIVITY** Call out actions. Children hold up a GREEN leaf (quiet heart) or a CRUMPLED leaf (noisy heart): Shouting at a friend... Waiting kindly... Grabbing a toy... Breathing slowly when angry... Saying sorry quietly... Complaining loudly. Adults correct by showing again — not criticizing.

### EVENING PULSE — The Journal Entry (Memorial)

Draw one thing from today that was still and quiet and beautiful. Then the child narrates: 'Tell me the story of what you drew.'

**EBENEZER MOMENT** Ask: 'When did you choose a quiet heart today?' Celebrate it — even if small. 'God says that is very precious. He saw it.'

### **BODY PRAYER (Teach the Child to Do This Daily)**

1. Put both hands on your heart.
2. Close your eyes.
3. Take one slow breath in... and out.
4. Say: 'Jesus, make my heart quiet and gentle. Amen.'

### **MEMORY VERSE (With Motions)**

**"A gentle and quiet spirit is very precious to God."**

*1 Peter 3:4*

*Motions: 'gentle' = stroke your arm softly; 'quiet' = finger to lips; 'precious' = hold heart; 'God' = point up. Repeat daily.*

### **ANIMAL MODEL (Edenic Framework)**

Play-Stalking. Use movement games that contrast noise and stillness — freeze-tag, 'lion stalking,' or 'the quiet hunter.' Children internalize through joyful repetition that stillness is power, not weakness.

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## CHOOSING STILLNESS IN A NOISY WORLD

Teacher Guide

**Psalm 42:5** *Why are you cast down, O my soul? And why are you disquieted within me? Hope in God, for I shall yet praise Him.*


**Isaiah 28:7** *...the priest and the prophet have erred through intoxicating drink... They err in vision, they stumble in judgment.*

### PRACTICE & MASTERY

At this stage children are ready to handle real tools and real responsibility. Eli gave Samuel a real priestly task. Paul gave Timothy real ministry. The mentor works side-by-side, then steps back. This lesson requires children to practise the quiet spirit – not just experience it passively.

### MORNING PULSE — The Territory Check (Nature Focus)

The child goes directly to their 'post' – a garden bed, a weather journal, a plant they are responsible for.

 **MENTOR SCRIPT** 'The earth is the Lord's and we are His managers. A steward cannot manage what they cannot be still enough to observe. What does your territory need today? Observe first. Then act.'

*Record: soil moisture, new growth, anything changed. Observation precedes action – this is the quiet spirit applied to stewardship.*

### UNPACKING THE TEXT — What Is a Disquieted Soul?


Read Psalm 42:5 together. Unpack the Hebrew concept of hamah – to be in tumult, to rage, to be inwardly noisy. Ask:

- Have you ever felt noisy on the inside – restless, upset, unable to settle?
- What made you feel that way?
- What did David do with that feeling – did he suppress it or bring it to God?

*Key teaching: A quiet spirit is not the absence of feeling. It is the discipline of bringing your soul back to God. David spoke to his own soul: 'Hope in God.' That is a skill – and skills are practised.*

### MID-DAY PULSE — The Micro-Economy (Biblical Integration)

Apply the 'Logic of the Kingdom' to a real task. If you grew or collected something (vegetables, eggs, craft items), calculate the tithe: 'Which tenth goes to someone else?'

 **DISCUSSION** 'How does giving away what is precious to you require a quiet spirit? What does a noisy, grasping heart do instead?' Link to the slanderer and strong drink from the teaching blog – both are rooted in a disquieted, demanding soul.

*Method: I do → We do → You do. Mentor handles the harder calculation first, then steps back.*

### CASE STUDY — Two Leaders

Read Isaiah 28:7 together. Discuss: The priests and prophets erred in vision and stumbled in judgment because of intoxicating drink. Now discuss:

- What happens to a teacher's vision when their soul is not quiet?
- Can you think of a time when being upset or restless made you see a situation wrongly?
- What would Elijah's story have looked like if he had stayed in the noise instead of going to the mountain?

### **EVENING PULSE — The Memorial Stone (Ebenezer)**

Choose one 'lesson of the day.' If the child struggled with a disquieted moment, find a small smooth stone.

 **EBENEZER JAR** Write one word on the stone — 'Stillness,' 'I waited,' 'I chose quiet.' Place it in a jar. This is their physical history of growth. 1 Samuel 7:12: 'Thus far the LORD has helped us.'

### **PERSONAL REFLECTION (Written — Apprentice Journal)**

'Describe a moment this week when you felt disquieted — noisy on the inside. What caused it? What did you do? What would a quiet spirit have done differently?'

*Follow-up: 'Write a one-sentence prayer for your own soul this week, using David's words as your model.'*

### **MEMORY VERSE (Mastery Level — Full Context)**

**Psalm 131:1–2** *LORD, my heart is not haughty, Nor my eyes lofty... Surely I have calmed and quieted my soul, like a weaned child with his mother; like a weaned child is my soul within me.*

*Memorise the full two verses. Recite them at the morning territory check each day this week.*

### **ANIMAL MODEL (Edenic Framework)**

Scouting. The child explores the boundary of their territory, assesses its health, and reports back. This requires patience, quietness, and observational skill — the still small voice approach applied to leadership.

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## THE HIDDEN BEAUTY GOD CALLS PRECIOUS

Mentor Guide | Self-directed with Accountability

**1 Peter 3:4** ...the hidden person of the heart with the imperishable beauty of a gentle and quiet spirit, which in God's sight is very precious.


**Psalms 131:1** LORD, my heart is not haughty, Nor my eyes lofty. Neither do I concern myself with great matters, nor with things too profound for me.

### LEAD & TEACH

Timothy was being given real ministry responsibility. Jesus at 12 was already in the temple — listening, asking, and amazing teachers. At this ring the young person moves from being shaped to actively shaping others. They teach Ring 1 or 2 children. They mentor. They lead the Morning Pulse. The quiet spirit is now their own — tested, chosen, and expressed through leadership.

### MORNING PULSE — Leading the Gathering

The Ring 4 apprentice leads the Morning Pulse for younger rings this week. They choose the nature focus, write the mentor script, and deliver it.

 **ASSIGNMENT** Prepare a 5-minute Sensation Walk or Creation Quest for a Ring 1 or Ring 2 child. Your script must include: one observation of stillness in nature, one scripture, and one question. Practice it alone first — in quiet.

### DEEP STUDY — The Anatomy of a Quiet Spirit

Independent study, then group or mentor discussion. Use Strong's Concordance and NKJV.

#### 1. *DIABOLOS* (G1228) — the slanderer.

Study: What is the connection between a disquieted soul and the spirit of accusation? How does restlessness of spirit lead to words that wound? See Revelation 12:10 — the Accuser accuses day and night. What does that tell us about his inner state?

#### 2. *HAMAH* (H1993) — to be in tumult, rage, clamour.

Study: Trace hamah through Psalms 42:5, 42:11, 43:5. Why does David ask himself the same question three times? What does that repetition teach us about the discipline of quieting the soul? Compare with Proverbs 7:11 — the clamorous woman. What is the contrast with 1 Peter 3:4?


#### 3. *HESYCHIA* (G2271) — quietness, stillness, the word behind 'quiet spirit'.

Study: This word also appears in 1 Timothy 2:11–12 and 2 Thessalonians 3:12. It describes a life that does not agitate, demand, or draw undue attention to itself. How is this different from passivity or weakness?

### MID-DAY PULSE — Teach It (Biblical Integration)

The young person designs and delivers a 15-minute lesson on the gentle and quiet spirit to a younger ring. They must include:

1. One nature object or activity that illustrates the concept.
2. One scripture — explained in their own words.
3. One question for reflection.
4. One simple prayer taught to the younger child.

 **MENTOR DEBRIEF** After the lesson, ask the Ring 4 apprentice: 'Where did you feel disquieted while you were teaching? What did you do with that? What did you learn about yourself?'


### WRITTEN REFLECTION — The Mentor's Essay

Prompt: '1 Peter 3:4 says a gentle and quiet spirit is imperishable and very precious to God. Write 300–400 words exploring: What does it mean that this beauty does not perish? What perishes instead? Why does God place such high value on this quality — and what does that tell us about the nature of God Himself?'

*This is submitted to the mentor for feedback, not grading. The goal is wisdom, not performance.*

### EVENING PULSE — The Community Memorial

The Ring 4 apprentice leads the Ebenezer reflection for the whole group. They choose one stone or one phrase to mark the week's spiritual lesson. They speak it aloud over the younger children.

 **LEADERSHIP MOMENT** This is the transmission of faith across generations — exactly the Timothy model. What Lois and Eunice spoke over Timothy, he later spoke over churches. What you practise here, you will carry for life.

### PRAYER TO LEAD — For Themselves and Their Generation

*Father, I renounce the spirit of disquiet — the clamour, the restlessness, the need to be seen and heard and validated by noise. I choose the hidden person of the heart. I ask for the imperishable beauty of a gentle and quiet spirit — not weakness, but strength under Your authority. Let my generation be known not by its volume but by the depth of its stillness before You. In Jesus' Name. Amen.*

### MEMORY VERSE (Full Passage — Owned, Not Recited)

**Psalm 131:1–3** LORD, my heart is not haughty, Nor my eyes lofty. Neither do I concern myself with great matters, nor with things too profound for me. Surely I have calmed and quieted my soul, like a weaned child with his mother; like a weaned child is my soul within me. O Israel, hope in the LORD from this time forth and forever.

*Do not merely memorise — live it for one week. Journal daily: 'One moment today I chose the quiet spirit over the noisy one.'*

### COMMUNITY LEARNING (Edenic Framework)

The Ring 4 apprentice is now a bridge — between younger and older, between the Word and the world, between the mentor's wisdom and the next generation. Identity forms through belonging and through being entrusted with real responsibility. This is Timothy's story. It is meant to be theirs.

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