01 / WELCOME

Ellie & Pip in The Great Red Crayon Emergency

A 30-minute lesson on patience • Video length: about 90 seconds



“Whoever is patient has great understanding.”

Proverbs 14:29 (NIV, first part)

The little light and the big surprise

Pip needs the red crayon for one tiny rooftop light. While Ellie finishes her drawing, Pip spots his empty driver’s seat and draws Captain Biscuit. Only when the two pictures sit side by side does Pip understand what Ellie has been doing for him.

Main truth With God’s help, I can wait and listen. I might learn something I missed.

Say after the video “Pip knew what he wanted to draw. What did he still have to learn about Ellie’s picture?”

Gather Video and screen, Bible, crayons including red and brown, and one copy of page 5 per child. Save Ellie’s surprise until the video reveals it.

02 / WORD STUDY

What did waiting help Pip understand?

Patient

For a child: “I can want my turn very much and still let you finish yours.” Invite children to stretch their fingers toward an imaginary crayon, then gently rest their hands in their laps. Ask, “Did you have to stop wanting it to put your hand back?”

Try it. Your friend is still using the glue. Ask, “Can I use it when you finish?” While you wait, lay out the pieces you want to stick down.

Understanding

For a child: “Now I see why!” Pip saw red marks. He knew Ellie was busy. He needed to see the open garage and his name above it to understand her idea.

Try it. Someone says, “Leave that block there, please.” Ask, “What does it do?” Listen as they show you how the block holds up their bridge.

Listen closely to the verse

“Whoever is patient” includes a little dragon whose fingers keep creeping. Pip feels impatient, catches himself, and gives Ellie time.

“Has great understanding” means seeing more of what is going on. Ask, “What did Pip think the red crayon was for? What did Ellie need it for?” Let children answer from both seats at the table.

Teach with care

Proverbs 14:29 connects patience with being slow to anger. Feeling frustrated gives a child a chance to pause and choose what to do next. God can help us listen even when waiting ends without a surprise.

Welcome a wiggle or a quiet activity while a child waits. If a turn seems forgotten, practice asking, “When can I have a turn?” If someone is hurt or needs help, call a grown-up right away.

03 / TEACHER OUTLINE

A 30-minute lesson

1 Welcome and watch / 6 minutes

Hold up a red crayon. “Imagine this is the only red, and someone else is using it. Show me what your fingers want to do.” Play the video. After the reveal, ask children to name one thing Pip made and one thing Ellie made.

2 Learn the verse / 4 minutes

Read the memory line on page 1. Children echo “Whoever is patient” with hands resting open, then “has great understanding” with a gentle tap to the temple. Say “Proverbs fourteen twenty-nine” together. Repeat once with children leading the motions.

3 Explain and practice / 5 minutes

Use the two words on page 2. Choose two pretend situations. **Shared crayon:** Ask for the next turn and draw the driver with brown. **Block bridge:** Pause before moving a block and ask what it holds up. **Unfinished joke:** Let a friend finish the punch line before guessing. Ask each time, “What could you learn by waiting?”

4 Draw the discovery / 8 minutes

Follow page 4 with a copy of page 5 for each child. Draw what Pip could see at first, then what he understood after Ellie finished.

5 Talk together / 5 minutes

Choose three questions from page 6. Listen for the reason Pip was glad he waited. Invite a younger child to show the answer on their worksheet and an older child to put it into words.

6 Pray and send / 2 minutes

Use the echo prayer on page 6. Send the worksheet home. Invite children to try their patient question the next time someone has a supply they need.

04 / ACTIVITY GUIDE

Draw what Pip discovered

Purpose Give children a way to show the difference between what Pip knew at first and what he understood later. Allow eight minutes. Use the two drawing spaces on page 5.

1 Start with one tiny light / 2 minutes

Say, “Draw the part of the truck Pip wanted to color red. A little light on a line for the roof is enough.” Leave the light empty for now. Ask, “Where was the red crayon?”

2 Give those busy fingers a job / 1 minute

Say, “Your fingers want the red. Show me how Pip stopped them.” Invite children to pick up brown and add two floppy ears and a nose inside a pretend truck window. Ask the driver’s name.

3 Reveal Ellie’s idea / 3 minutes

In the second box, draw a big open garage for the truck. Add Pip’s name above the door or ask a helper to write it. Now color the tiny light red. Put a finger on each picture and say, “A truck … and a place for it to go!”

4 Tell the story back / 2 minutes

Ask, “What did Pip learn about Ellie while he waited?” Children can point to the open door or finish the sentence on page 5. With a partner, practice asking for a turn and listening to the answer.

Check what they understood

Ask, “If Ellie had only been finishing her own picture, would it still have been kind to wait?” Listen for, “Yes, it was her turn.” Ask, “What could Pip do if she forgot?” Accept a friendly reminder or asking a grown-up to help take turns.

For mixed ages Ages 4–6 can make simple shapes, point, or dictate. Ages 7–10 can add a speech bubble showing a question Pip could ask before guessing what Ellie was doing.

05 / PRINTABLE ACTIVITY

Pip waited and discovered…

Name _____ Date _____

“Whoever is patient has great understanding.”
Proverbs 14:29

1 Draw Pip’s truck light. Add Captain Biscuit in the window.

2 Draw what Ellie made. Who is it for?

When Pip waited, he learned _____

I can ask, “Can I have a turn when you finish?”

At home Cover the second picture. Tell someone what Pip wanted. Uncover it and show what he found out. Take turns finishing this sentence: “While I wait, I can…”

06 / DISCUSSION AND CLOSING PRAYER

Talk together and pray

Choose three questions. Give children a quiet moment to think. They may speak, point to a drawing, act out an answer, or pass.

Ages 4–6

• Which color did Pip want? What did his fingers start to do?
• Show how Pip stopped his creeping hand.
• Who did Pip draw with the brown crayon?
• What was behind the big garage door going to have room for?
• What can you say when a friend is still using your favorite color?

Ages 7–10

• What did Pip know about Ellie's drawing before she finished? What was he guessing?
• What did seeing his name above the garage help him understand about Ellie?
• How did drawing Biscuit help Pip use his waiting time?
• If Ellie had been drawing something for herself, why would waiting still matter?
• Think of a time two people want the same thing. What question could help them understand each other?

Listen for "I can ask for a turn. I can give someone time to finish. I can listen before I decide what I think."

One last sentence

Invite each child to finish, "Next time I want to grab something, I can…"

Closing prayer

Invite children to echo one line at a time or listen quietly.
Dear God, sometimes waiting is hard.
Help me pause when I want to grab.
Help me listen to my friend.
Thank you for what I can learn when I wait.
In Jesus' name, amen.