HE HAS BEEN CLEARLY SEEN
Lesson 24
I WILL MEDITATE ON GOD’S WONDERFUL WORKS

Themes:
God wants us to meditate on His works so that we more fully see and understand His glory.

Scripture:
Psalm 145:5b; Romans 1:20; Psalm 145:3-7; Job 41:12-30; Psalm 111:2

Key verse:
Psalm 145:3-5
Great is the LORD and most worthy of praise; His greatness no one can fathom. One generation will commend Your works to another; they will tell of Your mighty acts. They will speak of the glorious splendor of Your majesty, and I will meditate on Your wonderful works.

Visuals:
Large colorful picture or poster (cover it with a piece of fabric or paper)
Book or magazine
Flower or some other creation object
*TIME and ATTENTION visual (resource pack: piece A)
*SEE visual (resource pack: piece B). Glue visual onto the back of the TIME and ATTENTION visual.
Collection of different leaves or flowers or rocks or sea shells
Potato or something similar
*UNDERSTAND visual (resource pack: piece C)
*Creation collage (from previous lessons)
*GLORY visual (resource pack: piece D)

Application: A flower for each child or use a picture of flowers (you could also use leaves, rocks, or sea shells); magnifying glass (optional)

*Save these visuals for future lessons.
Tell the children that you are going to show them a picture. Explain that you want them to look at the picture very carefully because you will ask them questions about what they saw in the picture. Uncover the picture for a brief moment, then cover it again.

Ask the children: Did you look at it very carefully? What did you see? Can you tell me all of the things that you saw in the picture? (Let the children give some responses.)

Uncover the picture again and point out some of the things that the children missed. Emphasize that it is impossible to look at something carefully if you only have a brief moment to look at it. Looking at something carefully takes time.

Next, to demonstrate that looking at something carefully also requires us to be focused on it, do the following:

Have one adult come up front and sit and begin to read a book or magazine. Have another adult come and attempt to show him/her the interesting object. The adult that is reading should make exclamations such as: “Oh, yes. That’s very nice. It’s beautiful” without looking up from his/her book.

Ask: Was (adult that was reading) really paying attention. Was it because he/she did not have enough time to look at it carefully? No. He/she did not look at it carefully because he/she was paying attention to something else instead. Looking at something carefully takes time and our full attention (hold up TIME and ATTENTION visual).

Display the leaf collection (or other creation items). Point out that someone might glance at the (leaves) and say: "Oh. Look at the leaves. Aren’t they nice." Have they really looked at the leaves very carefully? Choose a child to come up and guess what leaf you are about to describe. Give the child a very detailed description of the particular leaf that you want. Before the child guesses the leaf, ask the children in the class:

Do you think that (child) will be able to give the leaves a quick glance and choose the correct leaf? Why not? Do you think that he/she could choose the correct leaf while they were reading a book at the same time? No. (Child) will have to take time and his/her full attention to carefully examine all the different kinds of leaves on the board. There are dark green leaves to look at and light green leaves. There are spotted leaves, fat leaves and thin leaves. Some leaves feel smooth, others feel fuzzy or prickly. There are also...
different kinds of smells. Some leaves smell like peppermint and some smell like pizza.

Point out that when we look at leaves very carefully, with time and attention, we see how many different kinds there are. They are not just “green leaves” anymore, but each has a unique design. When we look at things carefully we see that they have certain colors, shapes, and sizes. We can sometimes feel, smell, hear, and taste what they are like also. When we look at something very carefully, we begin to see (flip over the TIME and ATTENTION visual and display the SEE visual) it in a whole new way. Using our time and full attention is very important if we really want to SEE something.

Show the children the potato (do not say that it is a potato yet). Spend a moment carefully looking at it, and describe its color, shape, texture, etc.

Comment: Now that I have carefully looked at this object I know exactly what it is, where it came from and what it is used for. It is a giant eraser from outer space and it is used to erase crayon marks. Why are you laughing?
Did I do something wrong?

Point out that you came to the wrong conclusion about what a potato is, where it came from, and what it is used for. You took TIME and your full ATTENTION to carefully SEE the object, but you did not understand (display UNDERSTAND visual) what it was, where it came from, or what it’s purpose is. When we SEE something it is very important to UNDERSTAND things about it.

Display the creation collage from Lesson 3. Remind the children that we are surrounded with millions of things that have different kinds of colors, shapes, sizes, feels, sounds, tastes, and smells. What are we to do when we see all of these amazing creatures?

Read Psalm 145:5:

I will meditate on Your wonderful works.

Explain that to "meditate" means to carefully study something and then SEE and UNDERSTAND what it means. What are we to understand from what we see in creation?

Recite together Romans 1:20:

For since the creation of the world God’s invisible qualities — His eternal power and divine nature — have been clearly seen, being understood from what has been made.
Choose two children to come and hold the signs in order from left to right: SEE, UNDERSTAND. God wants us SEE His creation and then come to UNDERSTAND that all of His creation exists to show us His glory (have a child come up and hold the GLORY visual).

Hold up the potato and comment: This is a potato. It grows in the soil and is (brown) on the outside and white in the inside. Even though potatoes smell like the soil, they taste good when they are cooked. Where do potatoes come from? God! God created all things. And why did God create potatoes that could be seen and felt, smelled and tasted? For His glory — to show how great He is!

Explain God wants us to take the time and use our full attention so that we can more clearly see and understand His glory through the things that He has created. Describe some of the following examples:

When you hear the thunder during a storm, stop and listen. Turn off the TV. Give the thunder your full attention. Understand that God created thunder for His glory — to show His almighty power.
When you see the rain fall on your garden go out and feel the drops. Give it your full attention. Understand that God sends the rain for His glory — to show that He is a good and loving God.
When there is a rainbow in the sky, stop and look at it carefully. Stop playing with your toys for a while and give the rainbow your full attention. Understand that God created rainbows for His glory — to show that He is a faithful and beautiful God.

Meditate on God’s wonderful works — see and understand the glory of God through all He has made.

Application:

- Have the children turn to Lesson 24 in their workbooks. Encourage the children to color in the leaves very carefully, using different shades of green.

- Give each child a flower, leaf, rock, or sea shell (or use pictures) to observe. Point out that many times we just give God’s wonderful creation a quick glance. We don’t give it our time and attention. Slowly lead the children through the process of observing it very carefully. Have the children describe the flower’s appearance, feel, and smell.
Point out that a (flower) is just one little part of God’s creation — God has created more things than we could ever study! What does this tell us about God? Could we ever say that we have finished meditating on God’s wonderful works? Recall Psalm 145:3.

Ask: Does God want us to meditate on His wonderful works just so that we will see how wonderful flowers and rocks and animals are? Read Psalm 145:3-7.

Give the children the following example: There were two men (Johannes Kepler and Carl Sagan) who spent a lot of time (their whole lifetimes!) and their full attention studying the planets and stars. The more the one man looked and studied, the more he understood how wise and great God is. The more the other man looked and studied, the more he thought that he was wise and great and that there is no God. (Kepler believed and Sagan did not believe.) Which man really came to see and understand the real purpose for the planets and stars? How do we know if that is the right answer? The Bible! Read Romans 1:20. How do you respond, in your heart, when you look at creation?

Ask the children if they have ever visited a zoo. Did they just want to run through and see each animal as quickly as possible? Hold up three signs: TIME and ATTENTION, SEE and UNDERSTAND. Remind the children that God’s creation is wonderfully designed by a great Creator. God wants us to stop and take some time to carefully look at it. God wants us to really see it. Then, God wants us to understand what it’s purpose is — to show the greatness of God.

Job 41 gives a description of a creature called a leviathan. Ask the children what comes to mind if you describe the leviathan as follows: It’s a big animal. Next, read verses 12-30. What comes to mind when the creature is described this way? What description helps you to better understand the greatness of the leviathan’s Creator? Why do you think the Bible didn’t just say that the leviathan is a big animal?

Read Psalm 111:2. Explain that to ponder something means to meditate on it. This verse says that God’s great works are pondered by all who delight in them. Why should we delight in God’s works? Is it because the works themselves are great? For example: Should we delight in a giraffe because the giraffe is great? What is the giraffe showing us? The glory of God. God wants us to delight in the work of His hands.
Additional Activities:

- Give each child a flower, leaf, shell, rock, or other creation object to carefully observe. Have the children make a detailed drawing of their object.

- Read a children’s picture book that discusses one kind of creature in great detail. Use the TIME, ATTENTION, SEE, and UNDERSTAND signs to review the main points of the book. Did the people who wrote the book really come to understand the main purpose for the creature? Review Romans 1:20.

- Use the leaf, rock, shell, or other collection that was used in the lesson presentation to play a guessing game with the children. Give each child a turn in finding the specific object that you describe (as was done in the lesson presentation). To make the game more interesting, you may want to hide the objects throughout the room.
TIME AND ATTENTION
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DID YOU KNOW . . .
that a man named George Washington Carver discovered over 300 different uses for peanuts? George Washington Carver was a Christian scientist who spent most of his life carefully studying the plants that God created. But before he would begin studying a certain plant, he would ask God to show him how that plant might be used to help people. Dr. Carver wanted to see and understand how plants could be used to more fully show God’s greatness and worth. It took a lot of time for him to carefully study the plants, but he found many wonderful uses for plants like peanuts. Peanuts can be used for making things like peanut butter, oil, floor covering, ink, bleach, rubber, instant coffee, plastics, chili sauce, shampoo, and even shaving cream.

God’s creation is filled with all kinds of exciting discoveries!
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PARENT/CHILD ACTIVITY:
Take your child outside to your yard or local park and collect one leaf from as many different types plants as possible (be careful to look out for poisonous leaves). Bring the leaves home and study each leaf carefully. How many different shades of green are there? How many different shapes are there? How many different textures are there? Do some leaves have a different scent than others? Using paints and paper, have your child make a print of each type of leaf or have your child make a detailed drawing of several leaves.

Read Psalm 145:5b and Psalm 111:2. What does it mean to meditate on or to ponder God’s wonderful works? How should we respond to God? Read Psalm 145:1-7.
Great is the LORD and most worthy of praise; His greatness no one can fathom. One generation will commend Your works to another; they will tell of Your mighty acts. They will speak of the glorious splendor of Your majesty, and I will meditate on Your wonderful works.

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