

Creation's wordless witness

Lesson Overview

Help the children investigate how the sky can tell us something without speaking, recognise the greatness of its Maker and consider why He deserves their thanks.



Passage

Psalms 19:1–6, within the whole psalm



Focus statement

The heavens show God's greatness to the whole world every day, so we should honour Him as our Creator and give Him thanks.



Age-focused objective

Explain what the heavens show us about God, how their witness reaches people without words, and why the sun points to its Maker. Give reasons to honour and thank Him, while recognising that we need the message of Christ for forgiveness.



Memory verse

"The heavens declare the glory of God,
and the expanse proclaims the work of his hands."

Psalms 19:1, CSB

Before learners arrive

Work through Teacher preparation and its checklist. Have pages 1 and 3 ready to display, and page 2 with colouring materials and a pencil for each child. Keep Bibles within reach. Choose the basket illustration or have one ordinary sheet of paper ready for the alternative. Children may point, speak or dictate.

How the lesson unfolds

Begin with the puzzle of a message without words, then follow David's explanation to its fitting response. After the teaching, practise the verse and use the colouring activity to revisit the message together.



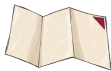
The heavens show us their Maker's glory

Discover what the heavens declare and why day and night keep giving us reason to notice God.



Their wordless witness reaches the whole earth

Resolve the opening puzzle: God's works show His greatness without speaking a human language, and their witness reaches beyond one people.



The sun displays the greatness of the God who made it

Explore David's comparisons and see why the sun directs our honour to its Creator.



Hear the good news and respond

Recognise our failure to honour God and our need of Christ. Practise the verse, then colour, observe and explain the day-and-night picture before closing in prayer.

Welcome and connection

Use **2 minutes** to welcome everyone. Ask one returning learner what Paul said Scripture makes us wise for; receive one answer, then give the shared starting point below. Newcomers need not know the earlier lesson.



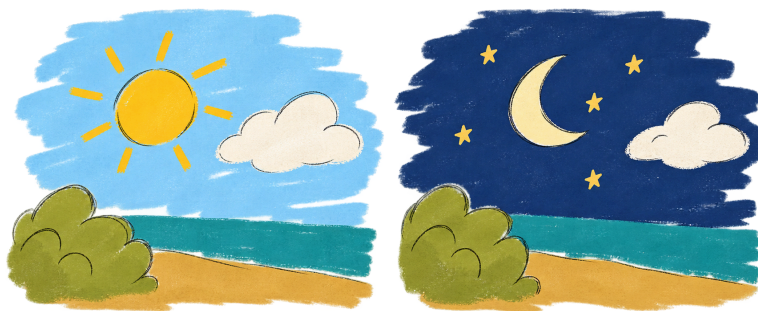
SAY (SUGGESTED WORDING):

Last time we heard that Scripture makes us wise for salvation through faith in Jesus. Today we will listen to a song in Scripture about another way God makes Himself known: the world He made. Can that world tell us something without saying a word?

Can something tell us something without speaking?

Interactive Bible teaching: 18 minutes. Allow about 2 minutes for the opening, 3 for each of the first two movements, 4 for the sun imagery and 6 for bringing the message to Christ and response. This includes every reading, explanation, transition and short answer. Follow-up prompts repair missing connections; they are not extra discussion rounds.

Show page 1. Give everyone a moment to look, then ask, “What could these two skies help someone notice?” Receive two suggestions without yet announcing the answer. Keep the question open through one of the illustrations below.



Choose one teaching illustration

Use one option within the opening’s existing two-minute allowance. Both clarify how work can show something about its maker without speaking. Afterwards, help everyone find Psalm 19.

Option A • The basket – recommended



 SAY (SUGGESTED WORDING):

Imagine finding this basket after its maker has left. You can examine how the pieces fit together. What might the work help you notice about the maker? It cannot tell you everything about that person, but it does show skill. David invites us to notice something much greater: what the heavens show us about their Maker.

Option B • A folded sheet of paper

Hold up an ordinary sheet. Fold it neatly corner to corner and hold the shape where everyone can see. Ask, “What does this tell you I can do? Does it tell you everything about me?” Listen for the ability to fold the paper, while recognising that the folded shape cannot tell your whole story.



SAY (SUGGESTED WORDING):

This paper says no words, yet the fold shows something I have done. God’s work is far greater than mine. I only changed paper that already existed; He is the Creator. David says the heavens show His greatness. They do not tell us everything about Him. Let’s hear what the psalm actually says.

After either option: keep the comparison within its purpose: workmanship can communicate without sentences. It does not prove every claim about God or replace Scripture’s explanation.

Help the children find Psalm 19. Explain: “The Psalms are songs and prayers in the Bible. This one is by David, a king of Israel who lived long before Jesus came. David uses word pictures. We need to ask what those pictures help us understand.”

Explore the Bible passage

Use the main question in each movement to hear the children’s reasoning. The extra prompts help when a connection is missing; you need not ask every follow-up. Keep the three movements, their readings and the gospel connection together.

1. The heavens show us their Maker’s glory

Ask the children to listen for who the heavens are telling us about. After the reading, let a child point to the answer before you explain the unfamiliar words.



READ ALOUD

¹ The heavens declare the glory of God,
and the expanse proclaims the work of his hands.

² Day after day they pour out speech;
night after night they communicate knowledge.

Psalm 19:1–2, CSB



SAY (SUGGESTED WORDING):

The **heavens** here mean the sky and the vast space above us. The **expanse** is that wide stretch overhead. David says they show God's **glory**: His greatness and splendour. Think of the sky stretching far beyond what you can reach, with its light by day and stars at night. God made it all. His work gives us reason to be amazed by Him and to treat Him as the great God He is.



Ask

"Whose work are the heavens? Who should receive the praise for them?"



Listen for

They are God's work, so the praise belongs to Him. Enjoying the sky should lead us to its Maker.



If needed

If a child answers only "the sky is beautiful", ask, "What does that help us notice about the One who made it?"

Explain: "The work of His hands means God's own work. David is not telling us what God's body looks like. He is telling us who made the heavens."



Ask

"Which words show that this witness keeps going?"



Listen for

Day after day and night after night. It does not happen only once, or only when we notice something unusual.



SAY (SUGGESTED WORDING):

Suppose tomorrow's sky looks much like today's. Has it stopped showing us God's work? Day follows night, and night follows day; we still have reason to thank Him. But now we have a puzzle. David has spoken about speech and knowledge. Does he mean the stars talk? Listen to what comes next.

2. Their wordless witness reaches the whole earth

Read verses 3–4 in full. Explain that you will return to the sun in the last sentence.

 READ ALOUD

³ There is no speech; there are no words;
their voice is not heard.

⁴ Their message has gone out to the whole earth,
and their words to the ends of the world.
In the heavens he has pitched a tent for the sun.

Psalm 19:3–4, CSB



Ask

“David says there are no words, yet a message goes out. How can both be true?”



Listen for

The heavens show what God has made and how great He is without speaking sentences.



If needed

Return to the basket or folded-paper example: “Could the work show something about its maker even while it was silent? What does God’s much greater work show?”

 SAY (SUGGESTED WORDING):

A **witness** gives us something that helps us know what is true. God’s world is a witness to His greatness. It does not speak English or another human language. By being the world God made, it shows us something about Him. That is why David can say there is a message even though no voice is heard.



Ask

“Does verse 4 say this message stays in one place? What words help you answer?”



Listen for

It reaches the whole earth and the ends of the world. The Creator deserves honour from people everywhere, not only people in our class or country.

Make the transition: “The heavens show God’s greatness every day and across the world. David now chooses something familiar in the sky to help us understand. It is the sun. Notice who gives the sun its place and how David describes it.”

3. The sun displays the greatness of the God who made it

Read the whole of verse 4 again with verses 5–6 so the sun's place remains connected to the worldwide witness.

READ ALOUD

⁴ Their message has gone out to the whole earth,
and their words to the ends of the world.

In the heavens he has pitched a tent for the sun.

⁵ It is like a bridegroom coming from his home;
it rejoices like an athlete running a course.

⁶ It rises from one end of the heavens
and circles to their other end;
nothing is hidden from its heat.

Psalm 19:4–6, CSB

SAY (SUGGESTED WORDING):

Did you notice who gives the sun its place? God does. David pictures Him putting up a tent for it. Then the sun comes out like a **bridegroom**, the man getting married, coming gladly from his home. And here is another picture: an **athlete**, a runner eager to run the course. Think about what those two pictures add. David helps us notice splendour, gladness and strength in the sun's familiar journey.





Ask

“Does ‘like an athlete’ mean the sun has legs? What does the comparison help us picture?”



Listen for

It is a word picture of the sun moving vigorously along its course. It is not a human runner.



If needed

Ask, “Which part of a runner’s action fits the picture—the shoes and legs, or going strongly along the course?”

Explain: “From where we stand, we see the sun rise and move across the sky. David describes that familiar sight. We also feel its heat. The sun affects the world beneath it. He is helping us notice how great God's work is.”



Ask

“The sun is impressive. Why should we worship God instead of worshipping the sun?”



Listen for

God made it and gives it its place. The sun is part of His work; the honour belongs to the Maker.

If heat, clouds or storms raise a question Explain: “David is praising God's work. He is not saying that the weather is always comfortable or that nothing in the world can hurt us.” Listen to a child's concern without guessing why a particular hardship happened. Never ask children to look directly at the sun.

Bring the message together

State the focus clearly: **The heavens show God’s greatness to the whole world every day, so we should honour Him as our Creator and give Him thanks.**



SAY (SUGGESTED WORDING):

To **honour** God is to give Him the place He deserves in what we believe, say and do. When we enjoy His world, we can thank Him as its Maker. When He speaks in the Bible, we should take Him seriously. We belong to the God whose greatness we have been seeing.

The Creator we need to come back to



SAY (SUGGESTED WORDING):

Have people always given God that honour? Romans 1 tells us that people have known about God through His work and still refused to honour or thank Him. We do this too. We receive His gifts but live as though we owe Him nothing. That is part of **sin**: turning away from God and doing what He says is wrong. We need forgiveness, not just a better view of the sky.

Explain the connection to the rest of the psalm: “David’s song goes on to praise God’s instruction. It ends with David asking God to cleanse him from sin. The man who praises the Creator also needs His mercy. Next time we will look more closely at that part of his song.”



SAY (SUGGESTED WORDING):

God has given us good news for people who need forgiveness. Jesus is God’s eternal Son. He became truly human and came to save sinners. Listen to what Paul tells us about what Jesus did.



READ ALOUD

³ For I passed on to you as most important what I also received: that Christ died for our sins according to the Scriptures, ⁴ that he was buried, that he was raised on the third day according to the Scriptures,

1 Corinthians 15:3–4, CSB



SAY (SUGGESTED WORDING):

Jesus willingly died for our sins, taking the judgement we deserve. He was buried, and He rose from the dead. He is alive. We can be forgiven because of what He has done. We do not make up for our sin by saying enough thank-you prayers. God welcomes us by **grace**—His kindness that we have not earned—as we turn from sin and trust Jesus.

Ask the children to listen for where faith comes from.



READ ALOUD

So faith comes from what is heard, and what is heard comes through the message about Christ.

Romans 10:17, CSB



Ask

“Does looking at the sky tell someone that Jesus died for our sins and rose again? How do we learn that good news?”



Listen for

The sky shows the Creator’s greatness. We learn the saving message through God’s Word and people explaining it. We need to hear about Jesus and trust Him.



SAY (SUGGESTED WORDING):

You can turn to Jesus and trust Him for forgiveness. You do not need to pretend that you have honoured God perfectly. If you already trust Him, thank Him for His world and for saving you. When you recognise ingratitude, confess it and come back to Him. If you have a question about trusting Jesus, you can ask while we are together in our class setting.

Memory verse — Psalm 19:1

3 minutes. Keep the complete verse and reference together, and check its meaning as you practise.

Display page 3 and read the whole verse.



READ ALOUD

The heavens declare the glory of God,
and the expanse proclaims the work of his hands.

Psalm 19:1, CSB

Point to *declare* and *proclaims*. Explain: “Both words mean making something known. Glory means God’s greatness and splendour.” Point to “The heavens declare the glory of God” and let the children echo it. Do the same with “and the expanse proclaims the work of his hands.” Join both lines with “Psalm 19:1”. Then ask, “Whose greatness do the heavens show?” Listen for God’s greatness. Keep the complete verse visible for anyone who needs it.

Connect the lessons: “Scripture tells us the saving news about Jesus. Here it also helps us understand the witness of God’s world.” Explain that they will now use a picture to show both the witness and its limit.

Notice creation’s wordless witness

15 minutes. Each child selects and colours details to explain to a partner. The picture supports an argument from Psalm 19; finishing all the colouring is unnecessary.

Prepare: Give each child page 2, coloured pencils or crayons and an ordinary pencil. Keep page 3 visible and a Bible open at Psalm 19:1–6 for each pair, or help pairs consult your open Bible. No cutting, outdoor visit or direct sun-gazing is involved.

1. **Model and distribute — 2 minutes.** Point to the sun on your page and begin colouring it. Say, “My picture shows a sun. Verse 4 tells me God gave the sun its place. The honour belongs to its Maker.” Point to a night detail and leave that choice for the children. Read the three prompts beneath the picture aloud. Explain that they will choose one detail from each sky and use those choices to guide a partner through the psalm.
2. **Select, colour and prepare — 8 minutes.** Give children time to select and colour the details they will discuss. After about four minutes, invite each to point to a day detail and a night detail, then find a phrase in verses 1–6 which helps explain them. They may add a brief note, speak it or dictate. Continue colouring while preparing the explanation; do not stop everyone for a string of questions. If a child finishes early, ask them to use the sun to explain both the Maker’s glory and why the sun itself is not God. If colouring is difficult, pointing to two details and planning an explanation with a partner serves the same purpose.
3. **Give a partner tour — 3 minutes.** Each child has a turn to point and explain: what the picture shows, what the psalm says about the Maker, and what the picture cannot tell us about forgiveness. Partners help find the supporting verse and improve an unclear connection. A child may explain privately to a partner or through adult-supported pointing; public speaking is optional.
4. **Apply and check — 2 minutes.** Pause the colouring. Hear one short explanation using the sun, then ask the question below. Revisit one missing connection with the picture and the text. Invite children to consider something for which they could thank God; no one has to claim a personal response.



Ask

A person says, “I enjoy creation, so I do not need to hear about Jesus.” Use your picture and something we read to help them understand.



Listen for

The sun is God’s work and displays His greatness. It does not tell us that Jesus died for our sins and rose again, or remove our guilt. We need to hear the message about Christ and trust Him.



If needed

First ask what the chosen detail shows about its Maker. Then distinguish that witness from the saving events in 1 Corinthians 15:3–4 and the hearing described in Romans 10:17.

A possible explanation: “God gave the sun its place. Its course and heat help us notice His great work, so we should honour Him. The sky does not explain the cross. Scripture tells us that Jesus died for our sins and rose; we need Him for forgiveness.” Accept a faithful explanation in the child’s own words. A beautiful picture or fluent speech is not evidence of faith.

Closing prayer and tidy

2 minutes. Prayer and clearing materials follow the activity’s full explanation.

Invite one voluntary sentence of thanks, then close with a short prayer responding to the passage. No child needs to speak aloud. Collect the colouring materials and let children keep their picture for recall next time. You could pray:

Father, You made the heavens and gave the sun its place. Your work shows Your greatness. Forgive us for receiving Your gifts without honouring You. Thank You for Jesus, who died for sins and rose again. Help us trust Him and learn to thank You. Amen.

Teacher reflection after the lesson

Could the children explain wordless witness, the sun's place in the argument and the difference between creation's witness and the gospel? Note which explanation needs revisiting at the start of lesson 3. Record the actual time for teaching, memory, the complete activity and closing, including how long children spent colouring and explaining. Note whether there was enough meaningful work for the activity allowance and whether its final explanation was rushed. Do not include children's private information. Return personally to the question of gratitude: what has this passage helped you notice about God?

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