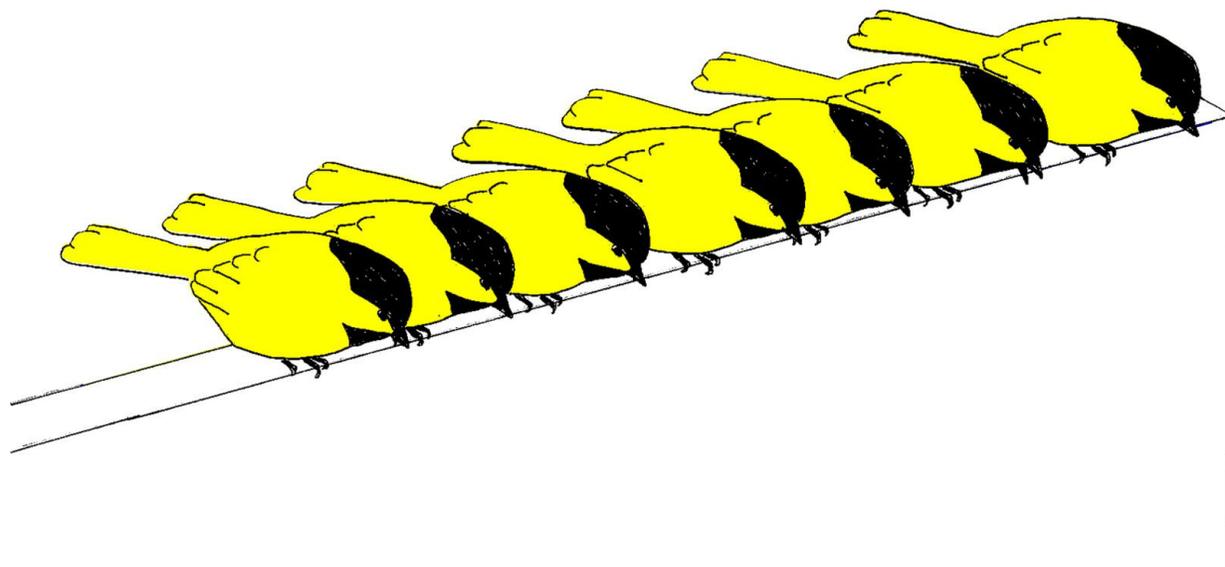
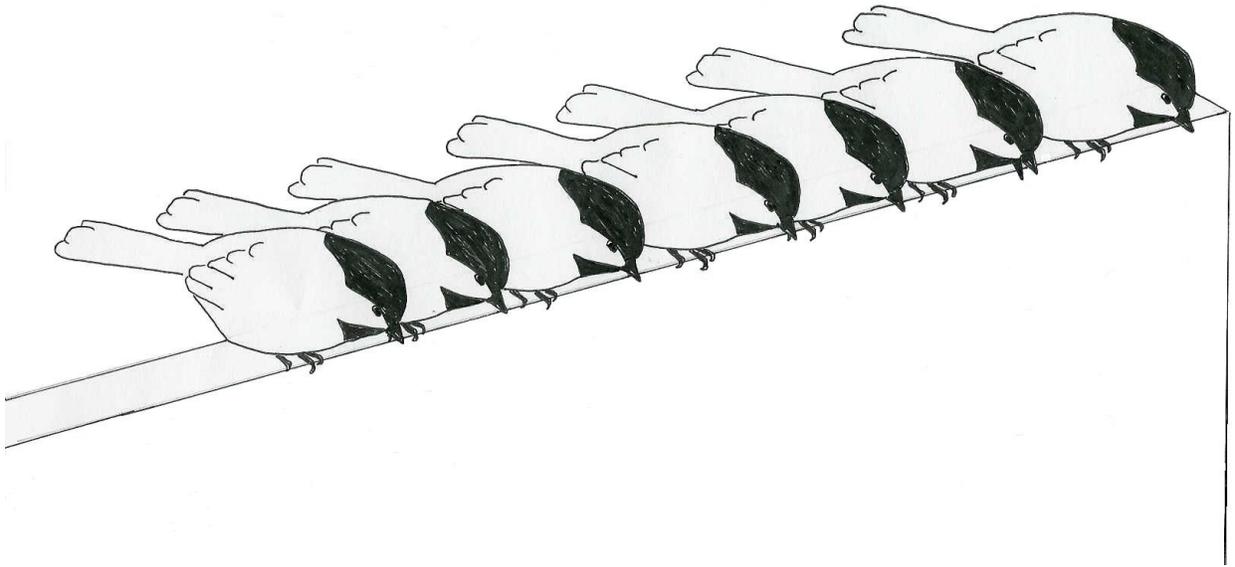


Teaching Observation Skills



Steps to Servanthood
An Interactive Resource

Teaching Observation Skills



Steps to Servanthood An Interactive Resource

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Dedicated to my mother
Winnie Marie Rester Lyons
who taught me how to observe

Written by: "Mrs. B."

Written for: all who desire to become more like the LORD Jesus Christ in character.

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Page 20---photo on left: son of "Mrs. B."; photo on right: husband of "Mrs. B."

Page 53---son of "Mrs. B."

My gratitude to the LORD Jesus Christ who taught me how to observe by opening my blinded eyes to see my spiritual condition of being separated from God by my sin, then showered His grace upon me and changed me from being spiritually dead to abundantly alive in Christ. He also put a "new song" in my mouth, a song of praise to the Father.

Many thanks also to the volunteer efforts of the artist who patiently redrew many of the illustrations to suit what I could "see" in my mind but not draw.

Thanks also the young soldier of the LORD and his family who sent his art work from half way around the globe to be used in this booklet.

This work would not have been completed were it not for the time and effort by my husband, Mr. B., and our son who patiently helped me along the process, not only with the technical parts but also encouragement to finish the course.

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Preface and How Best to Use This Resource

I have a notecard posted in my bathroom with the words:

“Jesus said to His disciples,
‘If anyone would come after Me, he must deny himself and
take up his cross and follow Me’
Matthew 16:24 NIV.”

We do not live in an age which promotes this practice.

The purpose of this resource is assist educators/parents who wish to see children develop characteristics of selflessness, “going the second mile”, and an “others first” mentality. Older children are best involved by assisting you with the Projects for children ages mature four to eight or nine. For those who are too young to write out answers please have them draw a picture or verbally reply. Some of the Projects work well with a group of children, but many are one child at a time. If you have an only child, write me for additional ways to implement the goals of servanthood.

Please read the entire resource before teaching any part of it. You have permission to copy from the resource only for use within your immediate family. The paragraph under “Characteristics of a Servant” explains how best to use the resource.

STEPS TO SERVANTHOOD

Scripture relates an interesting account in Matthew chapter 20. Jesus begins to discuss His coming death by crucifixion with his disciples. The mother of two disciples, John and James, comes to Jesus requesting of Him that her two sons be given the positions of greatest honor (seated at either side of Jesus) in His coming kingdom. Of course the other ten disciples were indignant.

Then Jesus taught,

“You know that the rulers of the Gentiles lord it over them, and their great men exercise authority over them. It is not so among you, but whoever wishes to become great among you shall be your servant, and whoever wishes to be first among you shall be your slave; just as the Son of Man did not come to be served, but to serve, and to give His life a ransom for many.” Verses 25-28 NASB.

At the end of that chapter is the account of how Jesus heals two blind men sitting by the road. They responded by following Him. But at this point the eyes of the disciples remained blinded. They still didn't understand about servanthood. At the Last Supper, they were still arguing about who was greatest.

Sometimes it seems as if our children are like these disciples—not exemplifying what we think of as a servant. Rather, children have a natural bent of being “self-serving” instead of serving others in “humility of mind.”

This resource is designed to teach about Biblical servanthood and provide practical help in training children to become servants.

Let's begin by making some basic assumptions. First,

***We are all servants. Either of sin resulting in death
or of obedience resulting in righteousness.***

“Know ye not, that to whom ye yield yourselves servants to obey,
his servants ye are to whom ye obey;
whether of sin unto death,
or of obedience unto righteousness?” Romans 6:16 KJV.

Next, assuming we desire “obedience unto righteousness”, what do we recognize in the Righteous One that identifies Him as a servant?

I believe it was His total obedience to the will of the Father.

John 5:19 KJV

“Then answered Jesus and said unto them, Verily, verily, I say unto you, The Son can do nothing of himself, but what he seeth the Father do: for what things soever he doeth, these also doeth the Son likewise.”

So how does one become obedient to God? The final assumption is:

Obedience must begin with learning to hear the voice of God.

Let's explore the boy Samuel from the Bible as an example.

"Now the boy Samuel was ministering to the LORD before Eli. And word from the LORD was rare in those days, visions were infrequent."

1 Samuel 3:1 NASB

"Now Samuel did not yet know the LORD, neither was the word of the LORD yet revealed unto him."

1 Samuel 3:7 KJV

"Therefore Eli said unto Samuel, Go, lie down: and it shall be, if he call thee, that thou shalt say, Speak, LORD; for thy servant heareth. So Samuel went and lay down in his place. And the LORD came, and stood, and called as at other times, Samuel, Samuel. Then Samuel answered, Speak; for thy servant heareth."

1 Samuel 3:9-10 KJV



We gain some additional insights about this remarkable young boy from understanding the Hebrew meaning of the 1 Samuel 3:9-10 passage.

Start with “servant” which is 5650 (evedh) in Strong’s Concordance.

The Hebrew “evedh” means a laborer, a servant, a slave, a man in bonds, a subject, a worshiper. Servants included ministers, ambassadors, officers, soldiers, messengers, officials, and captains of a king.

Samuel understood his position as a worshiper of the LORD, in subjection to His will.

Find “heareth”, Strong’s 8085 (shama). What do you mean when you say to someone, “I hear you”? Probably not what “shama” means!

“Shama” can mean to hear with attention or obedience, to give undivided listening attention, to hear spiritually, to understand what one has heard, to obey, to give heed.

So Samuel was communicating that the LORD had his full attention -not just his ears, but his heart too! He was committed to obedience.

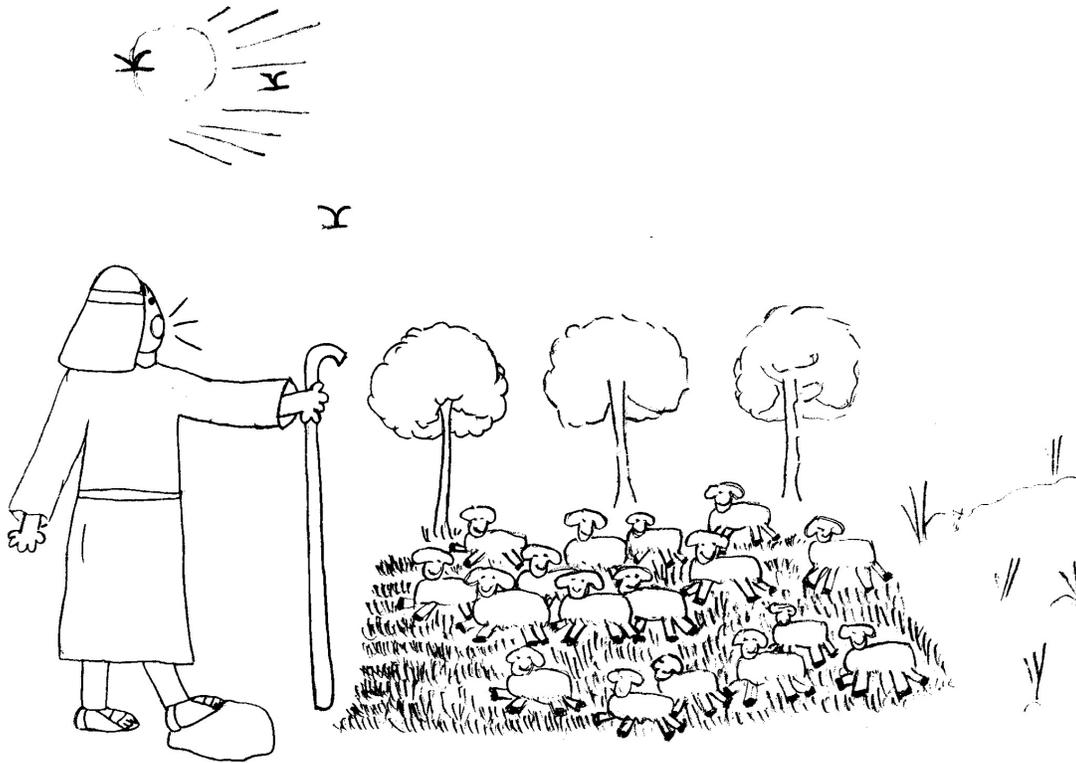
Lest any believe that this example of the relationship between hearing and obedience in the Old Testament is not appropriate for our day, let us examine some of Jesus’ teachings as well as His earthly ministry. Turn to John chapter ten. Here Jesus uses imagery of a shepherd and sheep to help us understand who He is and who we are. He is the shepherd

“and the sheep hear his voice, and he calls his own sheep by name, and leads them out. When he puts forth all his own, he goes before them, and the sheep follow him because they know his voice.

And a stranger they simply will not follow, but will flee from him, because they do not know the voice of strangers.

And I have other sheep, which are not of this fold; I must bring them also, and they shall hear My voice; and they shall become one flock with one shepherd.

My sheep hear My voice, and I know them, and they follow Me; and I give eternal life to them, and they shall never perish; and no one shall snatch them out of My hand.” Verses 3-5, 16, 27-28 NASB.



Once again, we have “hearing” and “obedience”. Note the sheep exclusively follows (obeys) only the voice of the shepherd. This indicates that the sheep can discern the voice of the shepherd from competing, sound-alike voices. So in addition to recognizing the Shepherd’s voice, the sheep are following (obeying) the Shepherd and are rejecting those voices and diversions that would cause them to turn aside and follow a path not planned by the Shepherd.

The Relationship Between Servanthood and Teaching Observation Skills

God, our heavenly Father, is constantly speaking to us. Sadly, most don’t recognize His voice. As you practice these observation skills, it is my desire that your child will come to know and serve God. Your job as parent is first to model servanthood, then to provide learning opportunities for your child to learn:

- How to recognize the voice of God.
- How to obey the voice of God.
- How to walk in His ways.
- How to become His disciple.
- How to become a servant of the Most High God.

Note that the Holy Spirit always does the finished work; for it takes a “new heart” to truly become a servant. There is one main difference between one who “serves” and a “servant”. One can serve by going about doing things for others—good things, religious things, but the true servant is *in Christ*, fulfilling the commands and desires

of the King. However, we can provide opportunities for our children to *function as* servants. Prayerfully at some point in time they will become a child (this implies **relationship**-not function) of God and a servant from the heart.

Before studying the characteristics of a servant and the ways we use our sensory organs to gather and process information, let's explore what Scripture says about the word "observe" since you will be teaching observation skills. This list is not the complete word study for "observe", but you will at least have a starting point for your own investigation. Read the following Scriptures as a family and do the Project at the end.

In the Old Testament, unless otherwise noted, we will use the Hebrew, *shamar*, 8104 Strong's, which means "keep, guard, preserve, take heed or regard".

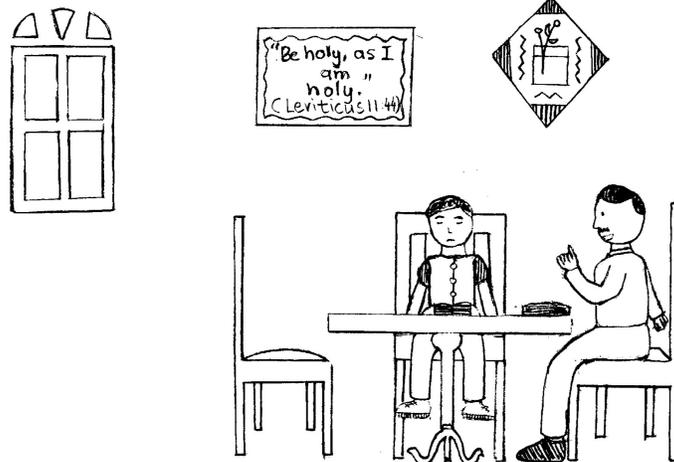
1. "Hear, O Israel! The LORD is our God, the LORD is one! And you shall love the LORD your God with all your heart and with all your soul and with all your might. And these words, which I am commanding you today, shall be on your heart; and you shall teach them diligently to your sons and shall talk of them when you sit in your house and when you walk by the way and when you lie down and when you rise up. And you shall bind them as a sign on your hand and they shall be as frontals on your forehead. And you shall write them on the doorposts of your house and on your gates. So the LORD commanded us to **observe** all these statutes, to fear the LORD our God for our good always and for our survival, as it is today. And it will be righteousness for us if we are careful (surely devote, margin) to **observe** all this commandment before the LORD our God, just as He commanded us." Deuteronomy 6:4-9, 24-25 NASB, italics added.
2. "Assemble the people, the men and the women and children and the alien who is in your town, in order that they may hear and learn and fear the LORD your God, and be careful to **observe** all the words of this law." Deuteronomy 31:12 NASB, italics added. NOTE: Even the alien (foreigner) was expected to be taught observation.



3. "And when Moses had finished speaking all these words to all Israel, he said to them, 'Take to your heart all the words with which I am warning you today, which you shall command your sons to **observe** carefully (to do, margin), even all the words of this law. For it is not an idle word for you; indeed *it is your life*. And by

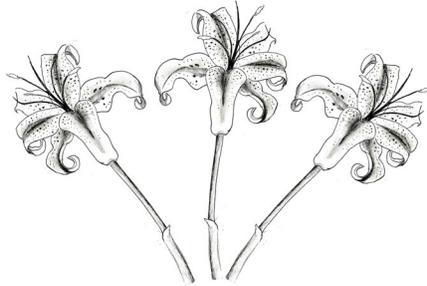
this word you shall prolong your days in the land, where you are about to cross over the Jordan to possess it'." Deuteronomy 32:45-47 NASB, italics added.

4. "Only be strong and very courageous; be careful to do (*observe*, margin) according to all the law which Moses, My servant commanded you; do not turn from it to the right or to the left, so that you may have success wherever you go. This book of the law shall not depart from your mouth, but you shall meditate on it day and night, so that you may be careful to do (*observe*, margin) according to all that is written in it; for then you will make your way prosperous, and then you will have success (act wisely, margin)." Joshua 1:7-8 NASB, italics added.
5. "Give me understanding, that I may *observe* Thy law, and keep it with all my heart." Psalm 119:34 NASB, italics added.
6. "My son, give me thine heart, and let thine eyes *observe* (Strong's 5341, natsar, which means to obey, guard, protect, maintain, watch) my ways." Proverbs 23:26 Italics added.
7. "My son, *observe* (keep, KJV; Strong's 5341 again) the commandment of your Father, and do not forsake the teaching (law, margin) of your mother." Proverbs 6:20 NASB Italics added.



8. "Go therefore and make disciples of all the nations, baptizing them in the name of the Father and the Son and the Holy Spirit, teaching them to *observe* all that I commanded you; and lo, I am with you always, even to the end of the age." Matthew 28:19-20, Italics added.
9. "The kingdom of God is not coming with signs to be *observed*; nor will they say, 'Look, here it is!' or, 'There it is!' For behold, the kingdom of God is in your midst (within you, margin)." Luke 17:20b-21 NASB. Italics added.
Note here that "observed" or "observation" is from the Greek, 3907 Strong's, parateresis, meaning "attentive watching such as can be observed with the eyes".

10. "But he said, 'Yea rather, blessed are they that hear the word of God, and **keep** (**observe**, NASB) it'." Luke 11:28 Italics added. The Greek word for "keep", KJV, Strong's 5442, phulasso, means to observe a commandment or law.
11. "And why are you anxious about clothing? **Observe** (consider, KJV) how the lilies of the field grow; they do not toil nor do they spin," Matthew 6:28 NASB. Italics added.



Project:

Study the verses in context and then make a list from the above Scriptures of:

**What, When, Where, Why and How to observe
(and the action which results from the observation)**

Note that the Bible's use of "observe" always results in some action taken. You will find a reproducible form in the Appendix to use for this project.

CHARACTERISTICS OF A SERVANT

Following are several passages for you to study with your child. I have included study questions and suggested life applications for the passages. Work through these passages before you study the material on the five senses that begins under the heading "Teaching Observation Skills". Then after finishing the study of the five senses and the projects, go over this section again. Ideally, as the seed of the Word works in his heart and he learns certain skills of observing, you should notice growth in the child's level of "servanthood". For example as his ability to SEE a way to serve others improves, he will also have an increased desire to do so. Liberally PRAISE all demonstrations of Christ-like character! Read these passages aloud taking turns.

1. Colossians 3:17-24 NASB:

"And whatever you do in word or deed, do all in the name of the Lord Jesus, giving thanks through Him to God the Father. Wives, be subject to your husbands, as is fitting in the Lord. Husbands, love your wives, and do not be embittered against them. Children, be obedient to your parents in all things, for this is well-pleasing to the Lord. Fathers, do not exasperate your children, that they may not lose heart. Slaves (servants, KJV), in all things obey those who are your masters on earth,

not with external service, as those who merely please men, but with sincerity of heart, fearing the Lord. Whatever you do, do your work heartily (from the soul, margin), as for the Lord rather than for men; knowing that from the Lord you will receive the reward of the inheritance. It is the Lord Christ whom you serve.”

Study Questions and Application:

- How should we relate to those who are in authority over us?
- What should our attitude be toward the work the Lord has given us?
- Whom do we serve?
- Keep a one week record of how well you are doing with this passage. Reproducible chart found in Appendix, “My Attitude Chart”.

2. Romans 15:1-3, 8-9a NASB:

“Now we who are strong ought to bear the weaknesses of those without strength and not just please ourselves. Let each of us please his neighbor for his good, to his edification. For even Christ did not please Himself; but as it is written, ‘THE REPROACHES OF THOSE WHO REPROACHED THEE FELL UPON ME.’ For I say that Christ has become a servant to the circumcision on behalf of the truth of God to confirm the promises given to the fathers, and for the Gentiles to glorify God for His mercy;”

Study Questions and Application:

- What is your attitude toward a younger sibling who needs “help”?
- Think of someone you can please in a way which will build him up (edify) and give you a chance to yield your right to something you wanted to do. Write in the space provided what you will do.

3. John 13:1-17 NASB:

“Now before the Feast of the Passover, Jesus knowing that His hour had come that He should depart out of this world to the Father, having loved His own who were in the world, He loved them to the end.

And during supper, the devil having already put into the heart of Judas Iscariot, the son of Simon, to betray Him, Jesus, knowing that the Father had given all things into His hands, and that He had come forth from God, and was going back to God, rose from supper and laid aside His garments; and taking a towel, girded Himself about. Then He poured water into the basin, and began to wash the disciples’ feet, and to wipe them with the towel with which He was girded.

And so He came to Simon Peter. He said to Him, 'Lord, do You wash my feet?' Jesus answered and said to him, 'What I do you do not realize now; but you shall understand hereafter.' Peter said to Him, 'Never shall You wash my feet!' Jesus answered him, 'If I do not wash you, you have no part with Me.' Simon Peter said to Him, 'Lord, not my feet only, but also my hands and my head.' Jesus said to him, 'He who has bathed needs only to wash his feet, but is completely clean; and you are clean, but not all of you.' For He knew the one who was betraying Him, for this reason He said, 'Not all of you are clean.'



And so when He had washed their feet, and taken His garments, and reclined at the table again, He said to them, 'Do you know what I have done to you? You call Me Teacher and Lord; and you are right; for so I am. If I then, the Lord and the Teacher, washed your feet, you also ought to wash one another's feet.

For I gave you an example that you also should do as I did to you. Truly, truly, I say to you, a slave is not greater than his master; neither is one who is sent greater than the one who sent him. If you know these things, you are blessed if you do them'."

Study Questions and Application:

- Have a "foot washing ceremony". Have children wash one another's feet. Don't do this in a frivolous way. Afterward, ask how each person felt—both the washer and the one being washed. Then take parts reading the passage above.
- Discuss the first century custom of the lowest slave being the one who would wash the feet of guests and that everyone wore open sandal type footwear and their feet would be very dusty.
- Discuss the least favorite chore around the home—this would be equivalent to foot washing.
- Purpose to do a deed to bless another, something not fun to do! You will be blessed from the Lord! Write in the space below how that person responded!

4. Matthew 23:1-12 NASB:

“Then Jesus spoke to the multitudes and to His disciples, saying, ‘The scribes and the Pharisees have seated themselves in the chair of Moses; therefore all that they tell you, do and observe, but do not do according to their deeds; for they say things, and do not do them. And they tie up heavy loads, and lay them on men’s shoulders; but they themselves are unwilling to move them with so much as a finger. But they do all their deeds to be noticed by men; for they broaden their phylacteries, and lengthen the tassels of their garments. And they love the place of honor at banquets, and the chief seats in the synagogues, and respectful greetings in the market places, and being called by men, Rabbi.

But do not be called Rabbi; for One is your Teacher, and you are all brothers. And do not call anyone on earth your father; for One is your Father, He who is in heaven. And do not be called leaders; for One is your Leader, that is, Christ. But the greatest among you shall be your servant. And whoever exalts himself shall be humbled; and whoever humbles himself shall be exalted’.”

Study Questions and Application:

- What do we call someone who says one thing but does something else? (a hypocrite).
- Using a resource, find a picture of a phylactery. Here is an Internet link. <http://www.hanefesh.com/edu/Tefillin.htm>
- What do you do that you like for others to notice? Are you upset if no one notices something good you do?
- Who did Jesus say would be the greatest?
- Is it easy to do good deeds and be “unnoticed”? Who notices and keeps record of all of your deeds?
- Write out one weeks worth of “secret good deeds” you will do around the home. Be sure to keep a smile on your face and in your heart! See reproducible chart in Appendix “Secret Good Deeds”.

5. Mark 9:33-37 NASB:

“And they came to Capernaum; and when He was in the house, He began to question them,

‘What were you discussing on the way?’

But they kept silent, for on the way they had discussed with one another which of them was the greatest.

And sitting down, He called the twelve and said to them, ‘If any one wants to be first, let him be last of all, and servant of all.’ And taking a child, He stood him in the midst of them; and taking him in His arms, He said to them, ‘Whoever receives one of such children in My name is receiving Me; and whoever receives Me is not receiving Me, but Him who sent Me’.”

Study Questions and Application:

- How do you think the disciples viewed “greatness” before this passage?
- How do you determine “greatness”?
- How open are you to hearing others’ opinions without being critical?
- Why do you think Jesus chose to use a child to illustrate about “greatness”?
- Find someone who is needy and do a good deed in Jesus name, offering them “a cup of cold water in His name.” Write in your journal what happened. See Appendix for reproducible Blank Journal Page.

6. Mark 10:35-45 NASB:

“And James and John, the two sons of Zebedee, came up to Him, saying to Him, ‘Teacher, we want You to do for us whatever we ask of You.’

And He said to Them, ‘What do you want Me to do for you?’

And they said to Him, ‘Grant that we may sit in Your glory, one on Your right, and one on Your left.’

But Jesus said to them, ‘You do not know what you are asking for. Are you able to drink the cup that I drink, or to be baptized with the baptism with which I am baptized?’

And they said to Him, ‘We are able.’ And Jesus said to them, ‘The cup that I drink you shall drink; and you shall be baptized with the baptism with which I am baptized. But to sit on My right or on My left, this is not Mine to give; but it is for those for whom it has been prepared.’

And hearing this, the ten began to feel indignant toward James and John.

And calling them to Himself, Jesus said to them, ‘You know that those who are recognized as rulers of the Gentiles lord it over them; and their great men exercise authority over them. But it is not so among you, but whoever wishes to become great among you shall be your servant; and whoever wishes to be first among you shall be slave of all. For even the Son of Man did not come to be served, but to serve, and to give His life a ransom for many.’”

Study Questions and Application:

- Why did James and John want to sit next to Jesus in His kingdom? (this was the position of honor; they wanted others to see them as very important).
- What “baptism” was Jesus referring to? (see Acts 12:2)
- Why were the ten indignant? (perhaps they too wanted to be known as very important in Jesus’ work)
- Purpose this week to volunteer to be a sibling’s slave or a slave for you mother or dad or a relative. Write in your journal how your experiences of serving others changed and challenged you! See Appendix for reproducible Blank Journal Page.

7. Isaiah 53:7 NASB:

“He was oppressed and He was afflicted, yet He did not open His mouth; like a lamb that is led to slaughter, and like a sheep that is silent before its shearers, so He did not open His mouth.”

Following are four corresponding Gospel passages:

Matthew 26:63; 27:12-14 NASB:

“But Jesus kept silent.

And the high priest said to Him, ‘I adjure You by the living God, that You tell us whether You are the Christ, the Son of God.’”

“And while He was being accused by the chief priests and elders, He made no answer.

Then Pilate said to Him, ‘Do You not hear how many things they testify against You?’

And He did not answer him with regard to even a single charge, so that the governor was quite amazed.”

Mark 14:60-61; 15:5 NASB:

“And the high priest arose and came forward and questioned Jesus, saying, ‘Do You make no answer to what these men are testifying against You?’

But He kept silent, and made no answer.

Again the high priest was questioning Him, and saying to Him, ‘Are You the Christ, the Son of the Blessed One?’”

“But Jesus made no further answer; so that Pilate was astonished.”

Luke 23:9 NASB:

“And he [Herod] questioned Him at some length; but He [Jesus] answered him nothing.”

John 19:8-11 NASB:

“When Pilate therefore heard this statement, he was the more afraid; and he entered into the Praetorium (governor’s official residence, margin) again, and said to Jesus, ‘Where are You from?’

But Jesus gave him no answer.

Pilate therefore said to Him, ‘You do not speak to me? Do You not know that I have authority to release You, and I have authority to crucify You?’

Jesus answered, ‘You would have no authority over Me, unless it had been given you from above; for this reason he who delivered Me up to you has the greater sin.’”

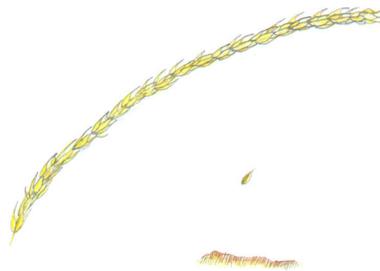
Study Questions and Application:

- These four Gospel passages give record that Jesus was the One referred to by the prophet Isaiah. Why do you think Jesus had so little to say during this time of great suffering?
- What is your response when someone treats you unkindly or says harsh words to you?

- Ask God for His grace to respond as did Jesus next time someone wrongs you. Record what happens in your journal. See Appendix for reproducible Blank Journal Page.

8. John 12:24-26 NASB

“Truly, truly, I say to you, unless a grain of wheat falls into the earth and dies, it remains by itself alone; but if it dies, it bears much fruit. He who loves his life loses it; and he who hates his life in this world shall keep it to life eternal. If any one serves Me, let him follow Me; and where I am, there shall My servant also be; if any one serves Me, the Father will honor him.”



But if it dies, it bears much fruit...

Study Questions and Application:

- How does this passage indicate the way we can be fruitful?
- Is this talking about physical death? If not, give an example of how one can “lose one’s life”?
- Write out how you can serve a sibling or your parent by “losing your life” in some area.

- If we want to serve Jesus, we have to follow Him. Where will this lead us? (to the cross!) Pray asking the Holy Spirit to live His life through your life.

9. Philippians 2:3-11 NASB

“Do nothing from selfishness (contentiousness, margin) or empty conceit, but with humility of mind let each of you regard one another as more important than himself; do not merely look out for your own personal interests, but also for the interests of others. Have this attitude in yourselves which was also in Christ Jesus, who, although He existed in the form of God, did not regard equality with God a thing to be grasped, but emptied (laid aside His privileges, margin) Himself, taking the form of a bond-servant, and being made in the likeness of men. And being found in appearance as a man, He humbled Himself by becoming obedient to the point of death, even death on a cross.

Therefore also God highly exalted Him, and bestowed on Him the name which is above every name, that at the name of Jesus every knee should bow, of those who are in heaven and on earth, and under the earth, and that every tongue should confess that Jesus Christ is Lord, to the glory of God the Father.”

Study Questions and Application:

- Try memorizing this passage in KJV.
- Practice one day of “going last”—in line, for your turn, for eating. Record in your journal how you felt.
- Practice having older children learn how to be protective of younger siblings such as keeping careful watch over them while on a shopping trip.
- Discover what really pleases another family member (ex. A younger child enjoys playing ball with you). Volunteer to please this person. Make it a surprise. Write in your journal what happened.
- Practice the skill of not interrupting when someone else is speaking. Using a raised hand to gain attention is preferred to rude interruptions.

Teaching Observation Skills

The LORD Jesus Christ, the creator and sustainer of all things, created man with at least five known physical “senses”. These include:

1. sight
2. hearing
3. taste
4. smell
5. touch

We come to know and interact with our physical world through these senses. As sensory abilities are sharpened through training, one can progress in the skill of observing. The better our observation skills, the better we can be aware of and respond to the needs of others.

SIGHT

Vision requires at least two parts to work properly. We do not see with our eyes. We see in our brain. The eye is simply a mechanism like a camera that allows us to see. We can see things close up and very far away. We have depth perception, the ability to judge how far away something is in relation to another object. Color receptors in our eyes add beauty to an otherwise “gray” world. The eye is connected to the corresponding part of the brain via the optic nerve. The eye itself can be just fine, but damage to the optic nerve can render one blind. To further complicate things, what is recorded in the brain must be interpreted and understood. Have you

ever wondered how a group of individuals witnessing a dramatic event can later share very different stories about what they “saw”?

The Bible, God’s Word to man, has much to say about this area of “vision”. Because God’s Word is purity and truth and is given to us to help us know God and teach us how to live, we do well to examine what it says.

The Bible even connects moral consequences to “seeing”. We are instructed to look at certain things and to avoid looking at others. Why is this? Can what we see influence our behavior? The eye has been called “the window to the soul”. Does your child have trouble “looking you in the eye” when you speak to him or her? Could there be some connection between the things of the heart and vision?



Let’s examine some Scriptures that relate to “seeing”. Dialogue about the meaning.

1. Psalm 101:3 Amplified Version

“I will set no base or wicked thing before my eyes. I hate the work of them who turn aside (from the right path); it shall not grasp hold of me.”

What is your child putting before his eyes? Is it worthy of the pure gaze of the LORD Jesus Christ? What are you looking at? Note that this Scripture indicates that there is a relationship between what one is attentive to visually and the direction they travel in life. Is what you or your child looking at going to lure them onto the wrong path?

2. Matthew 5:27-29 Amplified Version

“You have heard that it was said, You shall not commit adultery, but I say to you that every one who so much as looks at a woman with evil desire for her has already committed adultery with her in his heart. If your right eye serves as a trap to ensnare you or is an occasion for you to stumble and sin, pluck it out and throw it away. It is better that you lose one of your members than that your whole body be cast into hell.”

3. Hebrews 12:1b-2a Amplified Version
“...and let us run with patient endurance and steady and active persistence the appointed course of the race that is set before us, looking away (from all that will distract us) to Jesus, Who is the Leader and the Source of our faith...”
4. Matthew 5:1a
And when He saw the multitudes,

PROJECT:

Read the following contrasting verses in the Old Testament about three men and what they did with their eyes. Take turns reading aloud.

The first is the story of Samson found in Judges chapters 13 through 16. Note especially verses one through three in chapter 14 and verse one in chapter 16. Also, note what happened to Samson’s eyes once the Philistines captured him.

- Why did Samson’s eyes get him into trouble?
- How did Samson define his sense of values? Hint: Read Judges 14:1-3.
- Write a riddle, poem or draw a picture about Samson’s life.

See Appendix for a page called “Samson”.

Use this story to begin teaching your children that we must evaluate all that comes into our eyes in terms of how what we see will affect our own character and the person we will become.

Contrast the story of Samson with that of Job.

Job 31:1

“I have made a covenant with my eyes; how then could I gaze at a virgin?”

Read also the account of Jehoshaphat in 2 Chronicles chapter 20:1-30. Note verse 12, part of Jehoshaphat’s prayer,

“O our God, wilt Thou not judge them? For we are powerless before this great multitude who are coming against us; nor do we know what to do, but *our eyes are on Thee.*” NASB, italics added.

What we allow in the eye gate dramatically affects how we think and eventually who we become. Memorize the following verse and review it often.

“For as he thinketh in his heart so is he” Proverbs 23:7a KJV.

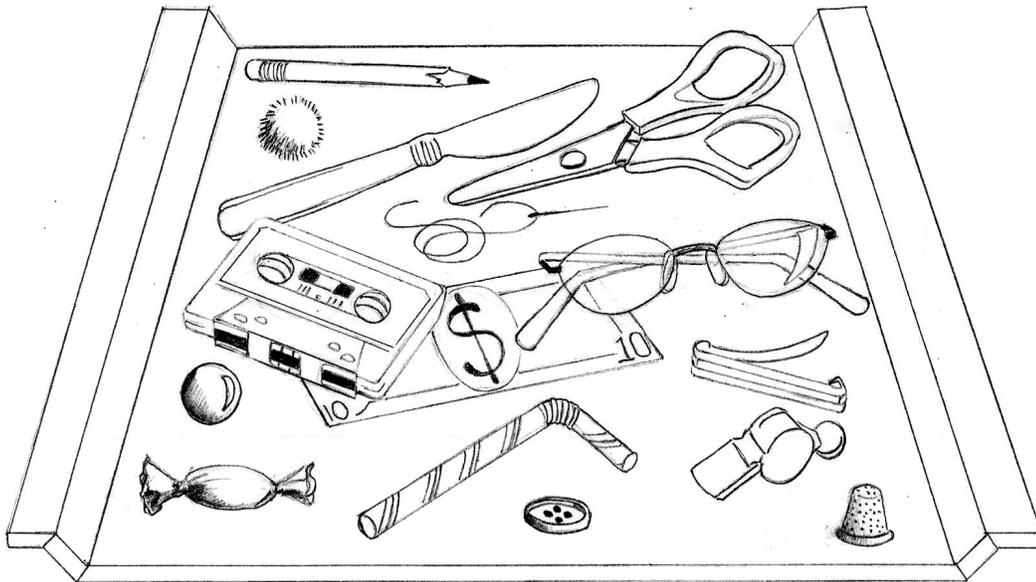
Use Philippians 4:8 as the “standard” of determining what you will look at and think about. Memorize this passage in the KJV. Keep it posted where all can read it.

“Finally, brethren, whatever is true, whatever is honorable, whatever is right, whatever is pure, whatever is lovely, whatever is of good repute, if there is any excellence and if anything worthy of praise, let your mind dwell (ponder on these things, margin) on these things.” NASB

Here are just a few ideas about how to teach your child to observe more carefully what the eye sees.

1. Take a flat tray such as a cookie sheet. Place from 5 to 20 items that your child can name on the tray. Use small items such as an eraser, a pencil, a penny, a comb, a whistle, etc.

Let your child gaze at the tray for a definite (timed) period of time. Start with one minute. Tell your child that after the one minute you will cover the tray with a cloth. Then have the child name off to you all of the items he or she can recall (no peeking!) Take the cloth off and check for accuracy. If all items are identified then either shorten the time or add more items.



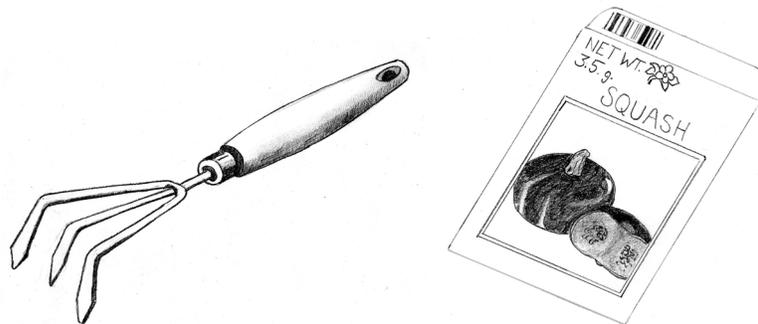
2. Make sure each child has access to a magnifying glass; you can purchase one from a catalog that features products for "seniors" or the visually handicapped. Here are some ideas of what to "magnify". Try print; that's right, like the print of this page. Look carefully at flowers, fingerprints, skin, hair, insects, a dollar bill, and anything else you want to see enlarged.

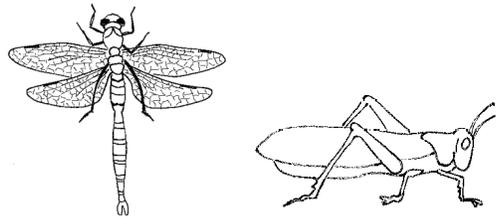
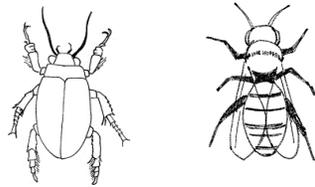
IDEA:

Relate the concept of "magnification" to the Scriptures which exhort us to "magnify" the name of the LORD. Start with Psalm 34:3, then look up cross references. Hide these verses in your heart. Why not begin each day with your magnifying glass and a hymnal to express praise to the One worthy!

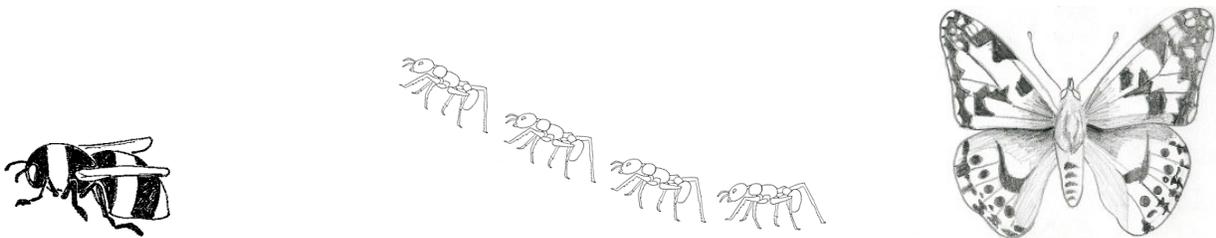


3. Have a “dust ‘til you drop day”. See how much house dust lies in places that are difficult for little eyes to see. Sometimes little eyes aren’t looking too carefully. :-)
See Appendix for idea relating to wearing a “Servant Smock”, an apron type overgarment worn to remind us to serve in humility.
4. Get some off-white paint samples from a paint store. Ask the child which one is “white” (One will look white in contrast to the others near it). Then compare the one chosen with a white sheet of paper or something very white. Talk about the standard God uses to define “white”. All of our “good works” are as “filthy garments”—definitely “off-white” even though *compared with others* (vs. compared with the purity of Christ) our good works might seem pretty white.
5. Visit a mall or grocery store. Have your children observe carefully the expressions on faces. Afterwards, discuss if they were happy, sorrowful, anxious or angry. Discuss Matthew 5:1 and talk about how Jesus saw into the hearts of the people, knowing their deepest needs. Pray and ask the Lord to help each of you be more sensitive to others.
6. Bird watching: Note color (male or female, which is more colorful generally), size, crested or not, type beak, length and type tail, feet (can it perch?) and any other distinguishing features—such as does it hop, waddle, or run when on the ground. Do any of the distinguishing design features especially aid the bird in some skill? For example, *webbed* feet make swimming in the water easy for ducks. Try and see baby birds in a nest. Notice chicks hatching from the egg. Is the beak specially designed to peck a hole in the egg? Binoculars are handy for watching hummingbirds, birds in flight or perched on a bird feeder. Often one will hear the bird before sighting it, so this will help teach hearing skills too.
7. Gardening: Soil, seeds, plants and “bugs” are all gold mines of revelation about the LORD. Have younger children identify each of the insects shown as they spot them in your yard, a park, or garden. Learn the words to the hymn “Joyful, Joyful, We Adore Thee” (see Appendix) as you garden. Then share the hymn and some of your harvest (anyone can grow zinnias!) with a neighborhood shut-in or in a nursing home.





8. Bees, ants, and butterflies: These are especially of interest. Don't forget the caterpillar stage. Moody has some excellent videos about bees. Or check the library. Have you ever seen the proboscis of a butterfly as it visits a flower?





Can you spot the butterfly in the photo on the left? Write me and tell me the name of the animal on the right. Discuss *protective coloration* as a means of defense.

9. Closely study the cover of this booklet. Write and tell me what looks different. Not all of the birds are identical!

10. Take a "nature" hike. This can even be in your back yard! After a time of discovering "treasures", have a picnic and learn the words to and sing "I Sing the Mighty Power of God".

I SING THE MIGHTY POWER OF GOD

Words by Isaac Watts

I sing the mighty power of God, that made the mountains rise,
That spread the flowing seas abroad, and built the lofty skies.
I sing the wisdom that ordained the sun to rule the day;
The moon shines full at God's command, and all the stars obey.

I sing the goodness of the Lord, who filled the earth with food,
Who formed the creatures through the Word, and then pronounced them good.
Lord, how Thy wonders are displayed, where'er I turn my eye,
If I survey the ground I tread, or gaze upon the sky.

There's not a plant or flower below, but makes Thy glories known,
And clouds arise, and tempests blow, by order from Thy throne;
While all that borrows life from Thee is ever in Thy care;
And everywhere that man can be, Thou, God art present there.

HEARING

“Behold, days are coming,” declares the Lord GOD,
When I will send a famine on the land,
Not a famine for bread or a thirst for water,
But rather for hearing the words of the LORD.
And people will stagger from sea to sea,
And from the north even to the east;
They will go to and fro to seek the word of the LORD,
But they will not find it.
Amos 8:11-12 NASB

God, after He spoke long ago to the fathers in the prophets
in many portions and in many ways, in these last days has spoken to us in His Son,
whom He appointed heir of all things, through whom also He made the world.
For this reason we must pay much closer attention to what we have heard,
lest we drift away from it.
Hebrews 1:1-2 NASB

For unto us was the gospel preached, as well as unto them:
but the word preached did not profit them,
not being mixed with faith in them that heard it.
Hebrews 4:2 KJV

And He said to me, “Son of man, can these bones live?”
And I answered, O Lord GOD, Thou knowest.”
Again He said to me, “Prophecy over these bones, and say to them,
‘O dry bones, hear the word of the LORD.’”
Ezekiel 37:3-4 NASB

The heavens declare the glory of God; and the firmament showeth his handiwork.
Day unto day uttereth speech, and night unto night showeth knowledge. There is no
speech nor language, without these their voice is heard. Their rule is gone out
through all the earth, and their words to the end of the world.
Psalm 19:1-4a KJV

And they were utterly astonished, saying,
“He has done all things well’
He makes the deaf to hear, and the dumb to speak.”
Mark 7:37 NASB

The hearing ear and the seeing eye,
The LORD has made both of them.
Proverbs 20:12 NASB

And the LORD said to him, "Who has made the man's mouth?
Or who makes him dumb or deaf, or seeing or blind?
Is it not I, the LORD?
Exodus 4:11 NASB

And they had forgotten to take bread;
and did not have more than one loaf in the boat with them.
And He was giving orders to them, saying, "Watch out!
Beware of the leaven of the Pharisees and the leaven of Herod."
And they began to discuss with one another the fact
that they had no bread.
And Jesus, aware of this, said to them,
"Why do you discuss the fact that you have no bread?
Do you not yet see or understand?
Do you have a hardened heart?
HAVING EYES, DO YOU NOT SEE?
AND HAVING EARS, DO YOU NOT HEAR?
Mark 8:14-18a NASB

"He who has ears to hear, let him hear."
Matthew 11:15 NASB

He who planted the ear, does He not hear?
He who formed the eye, does He not see?
Psalm 94:9 NASB

So then faith cometh by hearing, and hearing by the word of God.
Romans 10:17 KJV

Apply your heart to discipline and your ears to words of knowledge.
Proverbs 23:2 NASB

Project:

Read and discuss the above Scriptures with your children. Select some to memorize.
Suggestion: Proverbs 23:2, Romans 10:17 and Psalm 19:1-4a. Learn the words to the
Isaac Watt hymn "The Heavens Declare Thy Glory" which may be sung to the same
tune as the melody of "Jesus Shall Reign" or "I Know that My Redeemer Lives" See
Appendix for words. Why not invite grandparents or other relatives and neighbors for
a "sing along"?

We are surrounded by a cacophony of sound.
However, note the words to this verse of the hymn

"Open My Eyes, That I May See"

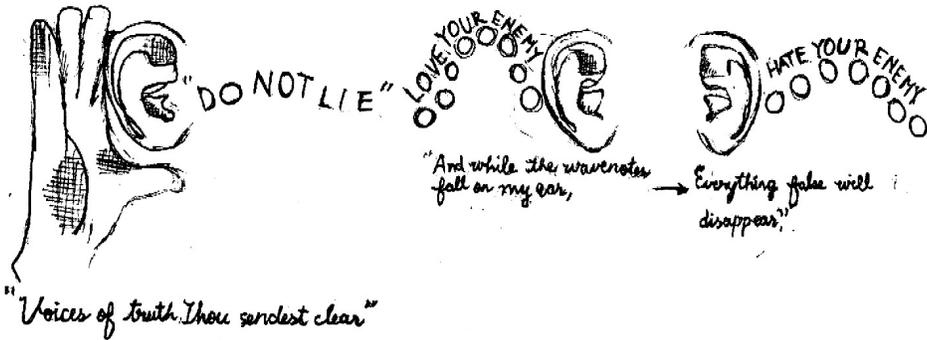
Open my ears, that I may hear
Voices of truth Thou sendest clear;
And while the wavenotes fall on my ear,
Everything false will disappear.



"Open my eyes, that I may see"



"Open my ears, that I may hear"



Thus, hearing is more than a matter of sounds reaching the ear, being transferred to the brain, and there interpreted. Once again, as with seeing, there falls upon us a moral responsibility to guard what "sounds" come into our ears.

**The plumb line is Truth:
Truth is found in the person of Jesus Christ.**

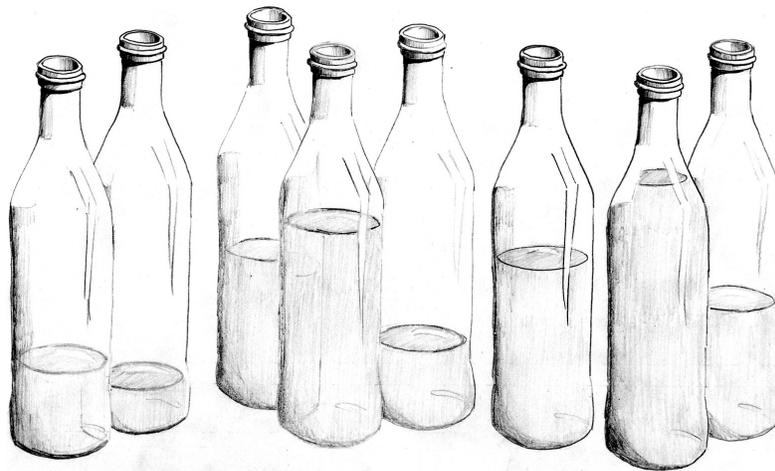
SCRIPTURE PROJECT: Before sharing ideas of how to use Observational Skills to sharpen our perception of hearing, here is a lesson for you to study and present to your children. Study the parallel passages in Matthew chapter 13, Mark chapter 4 and Luke chapter 8 of the parable of the sower. Study the other parables (in these chapters) too. Note every instance that Jesus mentions something about "ears" or "hearing". Take notes and try and see any commands or principles you might glean from what you read. As you and the older children take turns reading aloud, little children may use their hand to touch their ear each time they hear you say "hear", "ears", etc. See the Appendix for reproducible sheets where you can record what you learned.

PROJECTS:

1. Sit in your house, close your eyes, ask everyone to be very quiet-sitting quietly and saying nothing. Ask your children to listen and in a few minutes you will ask them what they heard. In the beginning, they may say "nothing." Point out things like the sound of the refrigerator running, the sound of breathing, a clock ticking, a possible noise outside the home, etc. Then try it again.
2. Here is an outside project. Early in the morning of a fine spring or summer day sit outside in the yard. Listen for noises such as birds or other animals as they are busy about their day. If there is a breeze, you will possibly hear leaves rustling, etc. Again, record what you hear. You will be able to identify the various types of birds with practice. Relate what you hear to Jesus' talk with Nicodemus and what the "new birth" involves. Finish up with singing "This is My Father's World". Words of two stanzas and a project are found in the Appendix.
3. Pass on a message. This works best with a group. Ten persons is a good number, but as few as five will probably work. Think up a somewhat nonsense sentence. Sit in a circle. Whisper it to the person on your left. Have that person whisper to the person on his left and so around until the message reaches you again. You may whisper it only once and make sure the sentence is somewhat long. Note how the message you finally receive may differ substantially from the message you sent out. Relate what you learned to the sin of gossip.
4. Train your children from very early to look at you while you are speaking to them. Start by putting your index finger on your nose and commanding them to look at your finger. Before giving any directions make sure they are looking at you. In the beginning require them repeat back to you exactly what you said to them. Little children do not have fully developed auditory abilities. Words that may not be familiar to them are often interpreted as words with which they are familiar. The goal is to have them both *hear* and *understand* what you are saying. It is also very necessary to train your child to respond verbally to a command. This is best accomplished by asking them to reply with a "Yes, Mom" or "Yes, ma'am" or whatever is appropriate. This verifies that they not only hear but also have expressed agreement to obey.
5. Play "Red Light, Green Light" or "Simon Says". Begin with a one-step command, advance to two, three and four step directions as listening skills improve.
6. A note about "attention deficit disorder" and "hyperactivity". Please research for yourself the relationship between food, dyes, and medicines to "hyperactivity". Food sensitivities and resultant allergies (dark circles under eyes, constant earache and congestion are often signs of food intolerances) will cause an inability to hear well. Eliminate all refined (white) sugar from the diet as well as all foods with dyes (those labeled FD&C yellow, red, etc.) The refined sugar robs the body of essential Vitamin B complex which is absolutely essential for proper nerve transmission. Remember, hearing is a nerve function.

However, there can be an attention deficit that is related to poor parenting skills. Let me illustrate. As a parent when you ask your child to do something, how many times do you ask before the task is done? This is not baseball, three strikes and you are out. Rather, teach your child to hear you the first time and to act on what they hear. Remember, though, it is your responsibility to communicate using eye contact. If the child is walking away from you, in another room, etc., don't expect to ask and have a "first-time" response. With younger children it makes it easier for obedience if they are given a time-factor for obedience. For example, you might mention that they have until the timer goes off (which you set for say thirty seconds to one minute) to finish playing with a toy and then you will ask them to put the toy away.

7. Find eight glass bottles that are identical in size. Old pop bottles work well because they have small openings. Fill each with water, varying the amounts of water in a graded fashion. With your mouth very close to the top, blow across the top of the bottle. You should hear a sound, a tone. Each bottle will make a different tone, higher or lower. This is a simple way to illustrate the tones of a scale in music. You can play a simple tune like that of LYONS, the tune for "O Worship the King." Music is a wonderful way to develop and practice auditory discretion. Sing along, you will enjoy the imagery of this beautiful hymn!



O WORSHIP THE KING

Words: Robert Grant

Music: J. Michael Haydn

O worship the King, all glorious above,
O gratefully sing His power and His love;
Our Shield and Defender, the Ancient of Days,
Pavilioned in splendor, and girded with praise.

O tell of His might, O sing of His grace,
Whose robe is the light, Whose canopy space.
His chariots of wrath the deep thunderclouds form,
And dark is His path on the wings of the storm.

Thy bountiful care what tongue can recite?
It breathes in the air, it shines in the light,
It streams from the hills, it descends to the plain,
And sweetly distills in the dew and the rain.

Frail children of dust, and feeble as frail,
In Thee do we trust, nor find Thee to fail;
Thy mercies how tender, how firm to the end,
Our Maker, Defender, Redeemer, and Friend

8. Read a favorite Bible story and change the story a bit. See if the child picks up on what you have done. For example, read the story of David and Goliath. Instead of David going out to meet the giant, substitute Jonathan. See if they notice.
9. Go through the book of Proverbs and make note of Scripture which mentions something about "hear", "listen", "ear", etc. Make a chart listing what we are/are not to listen to and any rewards/consequences for what you studied. See the Appendix for reproducible chart. Here is one to get you started:

"Hear, my son, your father's instruction,
And do not forsake your mother's teaching; Indeed,
they are a graceful wreath to your head,
And ornaments (necklaces, margin) to your neck."
Proverbs 1:8-9 NASB.

Note to parents regarding this passage: Have you clearly communicated instruction and teaching to your children?

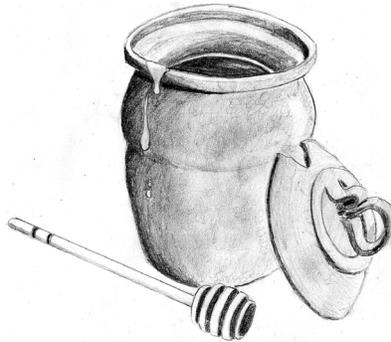
10. Teach your children at a young age to sit quietly and listen to the one speaking. This can be sermons or just sharing times with friends and family. Young children may need a small toy or something in their hands, but their mouth can remain quiet.

TASTE

It has been reported that in early days Jewish mothers would chew a certain food very well, then take their tongue and stick it into the mouth of their infant, depositing the food on the palate of the infant. This practice (which might seem quite unsanitary or bizarre to us) actually accomplished two things; first, the food was partially digested, having received digestive enzymes from the mother's saliva; second, this food was usually well-received and "liked" by the infant. We have our term "palatable" from this word "palate" which is the roof of our mouth. The dictionary actually says that the palate is the seat of the sense of taste. We probably think more often of the "taste buds" located on the tongue. We are able to taste sweet, sour, salty or bitter tastes and certain parts of our tongue correspond to these tastes. We must remember too that the ability to taste is connected with our sense of smell. Who has not had a cold and found food not to be very tasty? Following are some Scriptures with observations to guide us to appreciate our sense of taste.

O taste and see that the LORD is good;
How blessed is the man who takes refuge in Him!
Psalm 34:8 NASB

How sweet are Thy words (promises) to my taste (palate)
Yes, sweeter than honey to my mouth!
Psalm 119:103 NASB



The law of the LORD is perfect, restoring the soul;
The testimony of the LORD is sure, making wise the simple.
The precepts of the LORD are right, rejoicing the heart;
The commandment of the LORD is pure, enlightening the eyes.
The fear of the LORD is clean, enduring forever;
The judgments of the LORD are true; they are righteous altogether.
They are more desirable than gold, yes, than much fine gold;
Sweeter also than honey and the drippings of the honeycomb.
Moreover, by them Thy servant is warned;
In keeping them there is great reward.
Psalm 19: 7-11 NASB

I am the living bread that came down out of heaven;
if any one eats of this bread, he shall live forever;
and the bread also which I shall give for the life of the world is My flesh.
He who eats My flesh and drinks My blood has eternal life;
and I will raise him up on the last day.
John 6: 51, 54 NASB



Let them give thanks to the LORD for His lovingkindness,
And for His wonders to the sons of men!
For He has satisfied the thirsty (parched) soul,
And the hungry soul He has filled with what is good.
Psalm 107:8-9 NASB

Blessed are those who hunger and thirst for righteousness,
For they shall be satisfied.
Matthew 5:6 NASB

My soul is satisfied as with marrow and fatness,
And my mouth offers praises with joyful lips.
Psalm 63:5 NASB

Ho! Every one who thirsts, come to the waters;
And you who have no money come, buy and eat.
Come, buy wine and milk without money and without cost.
Why do you spend money for what is not bread,
And your wages for what does not satisfy?
Listen carefully to Me, and eat what is good,
And delight yourself in abundance.
Isaiah 55:1-2 NASB

Let your speech always be gracious, seasoned, as it were,
with salt, so that you may know how you should respond to each person.
Colossians 4:6 NASB

Let no unwholesome word proceed from your mouth,
but only such a word as is good for edification according to the need of the moment,
that it may give grace to those who hear.
Ephesians 4:29 NASB

You are the salt of the earth; but if the salt has become tasteless, how will it be
made salty again? It is good for nothing any more, except to be thrown out and
trampled under foot by men.
Matthew 5:13 NASB

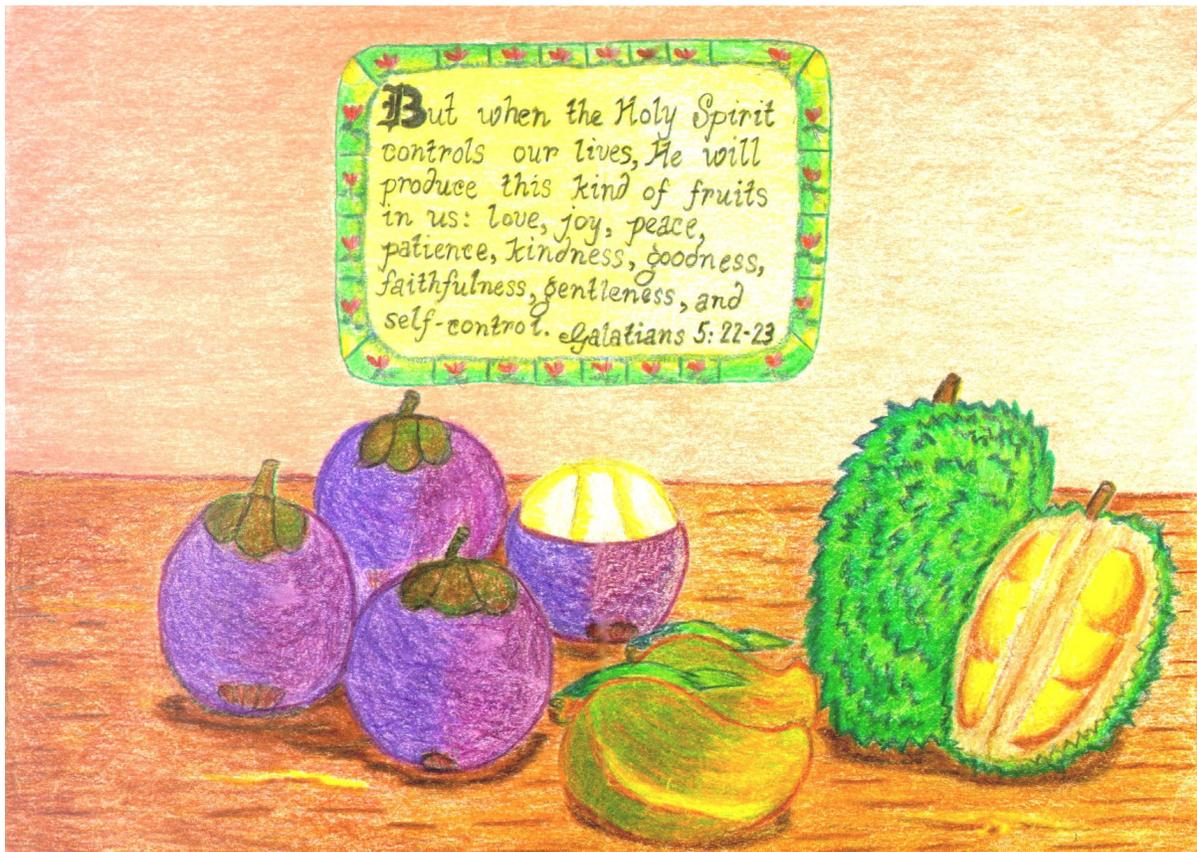
PROJECTS:

- Read aloud and memorize several of the above passages. Suggestions: Ephesians 4:29, Colossians 4:6, Matthew 5:6 and Psalm 19:7-11. Introduce the Isaac Watt hymn "How Shall the Young Secure Their Hearts?" which can be sung to the tune the same as "O God Our Help in Ages Past". See Appendix for the words.
- Invite a Messianic Jew to prepare a Seder meal for your family and invited guests. Study ahead of time about the bitter herbs and other items to understand how each relates to New Testament truths as seen in Jesus Christ.
- Try and rank the following (and any others you might think of!) substances as to their sweetness. Stevia (may need to find at a health food store), maple sugar or syrup, molasses, fresh sugar cane, freshly juiced carrots, sorghum, and honey.
- Try a food that has been salted too much—ex. mashed potatoes. Then try some cooked egg white that has had no salt. Discuss the importance of salt. Relate to Colossians 4:6 and Matthew 5:13.
- Set up a "pretend" grocery market using empty containers, photos or drawings of foods and beverages. Using real currency, have one child be the storekeeper the others come and "buy" items. Practice making change. Relate to the Isaiah 55:1-2 passage.
- Obtain some large bones from the butcher. Carefully open them up and find the "marrow". Explain why marrow is important to our health. See Psalm 63:5
- Discuss why you believe fast food operations often sell large size soda drinks (often the foods are heavily salted; salt increases our sense of thirst). Also discuss the dangers of eating too much salt. As we age, often we lose our sense of taste and tend to use too much salt. Relate to Matthew 5:6 and Psalm 107:9.
- Encourage each child to tell you when he hears a sibling speak a "sweet word". Relate to Psalm 119:103.
- Teach your children to offer a drink of water to guests upon their arrival.

- Taste a food that is bitter, such as raw curly parsley. Relate to Scriptures such as Ephesians 4:31-32, Colossians 3:19, Romans 3:14, Hebrews 12:15, Job 21:23-26, and Proverbs 17:25. Discuss what you have learned.

We think of the sense of taste most often with the subject of eating. It is known that a young child will drink household bleach, not tasting that it is harmful.

We often think of *appetite* as the same thing as *hunger*. Eating for many is a form of comfort. The hugs and praises of parents, especially the dad, are so very important to the child eventually coming to realize the love of the heavenly Father. Not having the physical and verbal love from the earthly dad makes it difficult for the child to ever experience the love and comfort from the Holy Spirit .



There is much concern in America, where food is plentiful, that eating habits contribute to disease and even premature death. We can as parents train our children to eat what is healthful for them, to not allow food to become a substitute for the Comforter, the Holy Spirit, and to understand that the Bible has much direction and guidance about eating and the care of our bodies.

Personally, I do not believe that food should be a tool for behavior modification. God's Word has defined how to properly train our children. We must see that food is an issue of stewardship.

Romans 12:1, 2 states, "I urge you therefore, brethren, by the mercies of God, to present your bodies a living and holy sacrifice, acceptable to God, which is your

spiritual service of worship. And do not be conformed to this world, but be transformed by the renewing of your mind, that you may prove what the will of God is, that which is good and acceptable and perfect.” NASB

The Word also talks much about “spiritual food”. By avoiding those things that will draw our children away from the Word and by enthusiastically sharing our own love for the Word of God, we can help them develop an “appetite” for the Word of God.

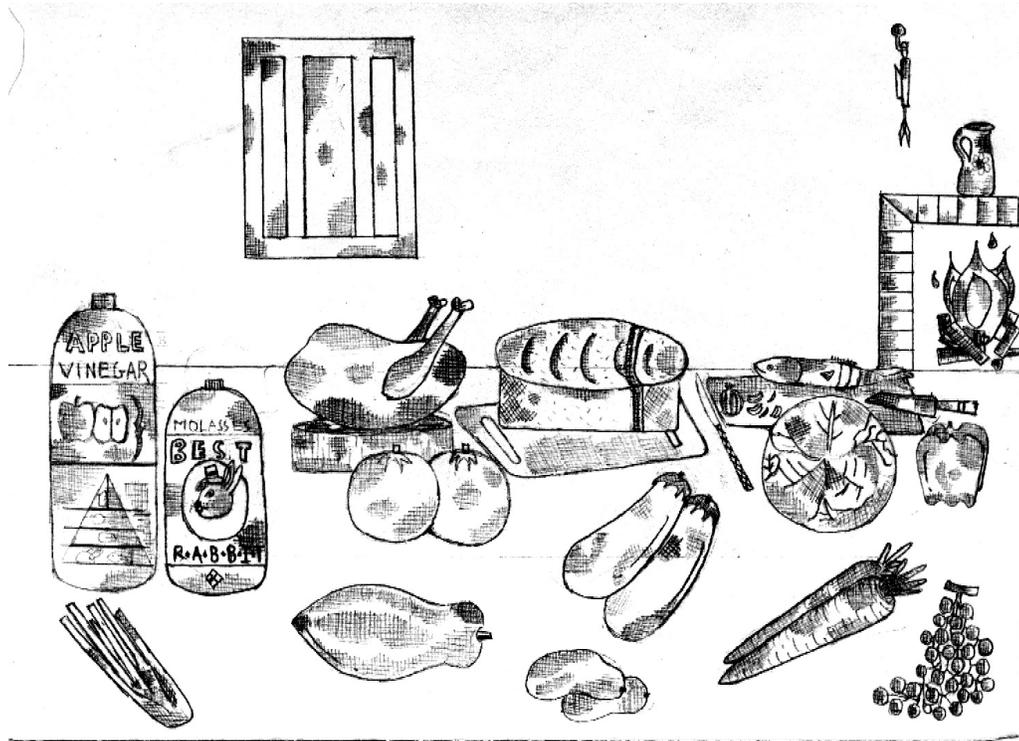


Tell your children Bible stories as you work or play. Act out parts. Start with David and Goliath. Daniel in the Lion’s Den. Ruth and Boaz. Discuss character or the lack of it. There is no reason for children to be bored with the Bible and prefer the food of the world.

Advice for making mealtimes pleasant!

1. Let your mealtimes be pleasant and not times of strife, unkind words or deeds, or discussion of inappropriate topics.
2. Digestion is improved with pleasant words which are as an honeycomb. Dads, you set the tone here. Show honor to your wives and daughters and sons who have prepared the food.
3. Deal with all inappropriate behavior. Do this privately and without anger.
4. Determine to use these times of the family gathering together to be a time of refreshment of the soul and spirit as well as the body.
5. Always remember to thank God for the food, to ask His blessing and to acknowledge your need of Him in all areas of your lives.
6. Families sometimes find it helpful to have a place set for the unseen Guest, the LORD Jesus Christ.
7. Moms, with the input of your husband, study nutrition and learn how to prepare wholesome meals.
8. Tell your children that before eating the evening meal, each will give a praise report about one of their siblings, sharing something positive about that person. Do this every day and see how pleasant meals can become!
9. Mealtime is not “touch and go”; break away from the “fast-food” mentality and realize the richness of communion that can occur at mealtime.

10. Clean-up should be done by all who participated in eating; try singing hymns or choruses after a meal.
11. Manners of a generation ago said that any who wish to leave the meal before all are finished should ask to be excused. Dads, this should be your job.
12. Say a short prayer of thanks *after the meal*.



13. Mealtime is also a fertile soil to train deference. Chronic verbal interruptions are selfish and unmannerly. Again, a "moderator" is needed. Your hat again, Dad.
14. Try and deal with other interruptions such as the telephone. Use an answering machine.
15. Practice Christian hospitality and have guests frequently at your dinner table. Invite missionaries and pastors.
16. Schedule meals at regular times.
17. Do not force an overly tired young child or a sick child to eat.
18. Naptimes and regular schedules are important for young children.
19. Chronic earache, runny nose, mucous may be related to consumption of cow dairy products. Try substituting goat's milk.

SMELL

We have discussed that the sense of taste and smell are closely related. Here are a few Scriptures which will give you something to think about.

But thanks be to God,
who always leads us in His triumph in Christ,
and manifests through us
the sweet aroma of the knowledge of Him in every place.
For we are a fragrance of Christ to God
among those who are being saved and among those who are perishing;
to the one an aroma from death to death,
to the other an aroma from life to life.
And who is adequate for these things?
2 Corinthians 2:14-16 NASB

Therefore be imitators of God,
as beloved children;
and walk in love, just as Christ also loved you
and gave Himself up for us,
an offering and a sacrifice to God as a fragrant aroma.
Ephesians 5:1-2 NASB

But I have received everything in full, and have an abundance;
I am amply supplied,
having received from Epaphroditus what you have sent,
a fragrant aroma, an acceptable sacrifice, well-pleasing to God.
Philippians 4:18 NASB

But let none of you suffer as a murderer, or as a thief, or as an evildoer,
or as a busybody in other men's matters.
1 Peter 4:15 KJV

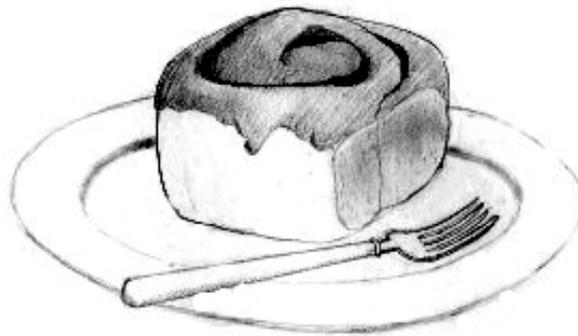
And withal they learn to be idle, wandering about from house to house;
and not only idle, but tattlers also and busybodies,
speaking things which they ought not.
1 Timothy 5:13 KJV

It is an honour for a man to cease from strife:
but every fool will be meddling.
Proverbs 20:3 KJV

This should be your ambition: to live a quiet life,
minding your own business and working with your hands,
just as we commanded you before.
1 Thessalonians 4:11 NLT

PROJECTS:

- Read the above Scriptures and memorize several. Suggestion: Proverbs 20:3, 1 Peter 4:15 and Ephesians 5:1-2. Along with the last Scripture, why not learn Isaac Watt's hymn, "Nature with Open Volume Stands" which can be sung to the same tune as the Doxology. See Appendix for words.
- Bake something with cinnamon in it. Make sure the children smell the aroma and can identify the smell as that of cinnamon. Before eating your baked goods, allow the children to taste a tiny bit of ground cinnamon. They will NOT like the bitter taste. Explain to them that what smells good may not taste good in its raw, isolated state. You can do a similar experiment using vanilla extract. Be sure to use the pure vanilla extract, not the imitation.



- Using a blindfold and do not allow the child to smell some foods you will have them sample. See if they are able to identify foods based on taste alone. Choose foods with similar textures, but different. For example, a piece of raw potato and a piece of raw jicama. (Jicama is a delicious vegetable that can be eaten in salads or just by itself).
- Discuss the saying, "Don't hurry, don't worry and don't forget to smell the roses". Then deliver some fresh flowers to a shut-in or neighbor.
- Utility companies, such as natural gas, often provide a sample to "scratch and sniff". This trains the senses to immediately recognize the smell of a gas leak. Learn what to do if you smell a gas leak. Hint: do not strike a match!
- Make sure your home has "smoke detectors" and "carbon monoxide detectors" (if appropriate). In working condition! Teach your children what they do. Explain that we cannot smell carbon monoxide, but the detector can set off an alarm to warn us. Plan out and practice a fire escape route for each child (and adult).
- Study about skunks. Discuss how a skunk could stand its own smell! (When you discover the answer, write and tell me!) Some things are best learned without first hand experience.

- Allow an older child to boil water in a pan on the stove. Add powdered or stick cinnamon. Station younger children in different rooms in the house. Let them report when they start smelling the cinnamon. Discuss how smells travel through the air by molecular action.

Since the sense of smell is associated with the nose, a word about how one's nose can sometimes be a source of conflict in a family. All know how sensitive a hound dog's nose is in trailing the scent of its prey. However, we are also aware of how one family member has a habit of putting his nose in someone else's business! Perhaps even to the point of being a tattletale or talebearer.

The "adult" version of this habit often appears as the sin of gossip.

The introductory Scriptures for "smell" indicate that perhaps doing useful work in sufficient amounts will help curb this problem. Hence, if a child is a tattler, perhaps that child needs to be kept busier. Perhaps we as parents should also be aware that little ears hear us as we talk about others who are not present. Hmmm.

Another source of friction is a breakdown in jurisdictional authority. In this scenario one intrudes into what someone else is doing, not having been invited to help or be a part of what is occurring. For example, one child has been given the duty of washing the dishes, another is supposed to be running the vacuum cleaner. The one who is vacuuming turns off the machine, wanders into the kitchen and begins making comments to the dishwasher. Perhaps telling the dishwasher how to do a better job!

- Write out each family member's area of jurisdiction and list all associated responsibilities. For example, if two children share a bedroom, each should care for his own clothing and bed. They can jointly share cleaning the room, doing the vacuuming, dusting and picking up clutter.

We need to teach and model perseverance, finishing one assigned task before starting another (perhaps some inspections are in order here), responsibility and faithfulness to a commitment.

It is helpful to have chore charts with each child rotating through the various jobs needed in the management of a home. A Christ-centered home has Christ as the head with the husband as under Christ, the wife under the husband and the children responsible to their parents. So it becomes not so much a child "following his own nose" as rebellion against authority when a child on a regular basis fails to finish his assigned task. A servant looks to the Master, keeping his nose pointed in the direction that pleases the Master!

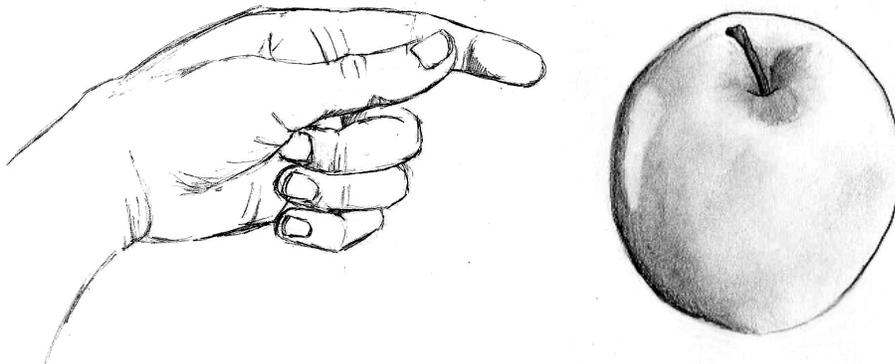
The author's recommendation for resources that will assist parents in the training of their children (in addition to the Bible, first and foremost!) are those published by No Greater Joy, the ministry of Michael and Debi Pearl. The website is www.nogreaterjoy.org

TOUCH

The ad “Reach out and touch someone...” has probably added untold dollars to a large United States telephone company. Following family reunions we hear the expression, “Let’s keep in touch! Be sure to write, phone or e-mail me.” Of course, “touch” as used in these examples does not mean what happens when our skin encounters something. But we will see that the sense of touch (and related sensory perceptions of pain, temperature and pressure) is often associated with emotional experiences—some pleasurable, others the source of great pain and grief.

Researchers know that babies must be not only touched but cuddled and held lovingly or they will die even if they are well fed and kept dry and comfortable. Let’s see some examples of “touch” as recorded in God’s Word, the Bible.

The first use of “touch” in the Bible is found in Genesis 3:3.



And the woman said to the serpent, “From the fruit of the trees of the garden we may eat; but from the fruit of the tree which is in the middle of the garden, God has said, ‘You shall not eat from it or touch it, lest you die.’” Genesis 3:2-3 NASB

We see something interesting about this passage. First, God had not said anything about “touching”. Genesis 2:16-17 records what actually occurred.

“And the LORD God commanded the man, saying,
‘From any tree of the garden you may eat freely;
but from the tree of the knowledge of good and evil you shall not eat,
for in the day that you eat from it you shall surely die’.” NASB

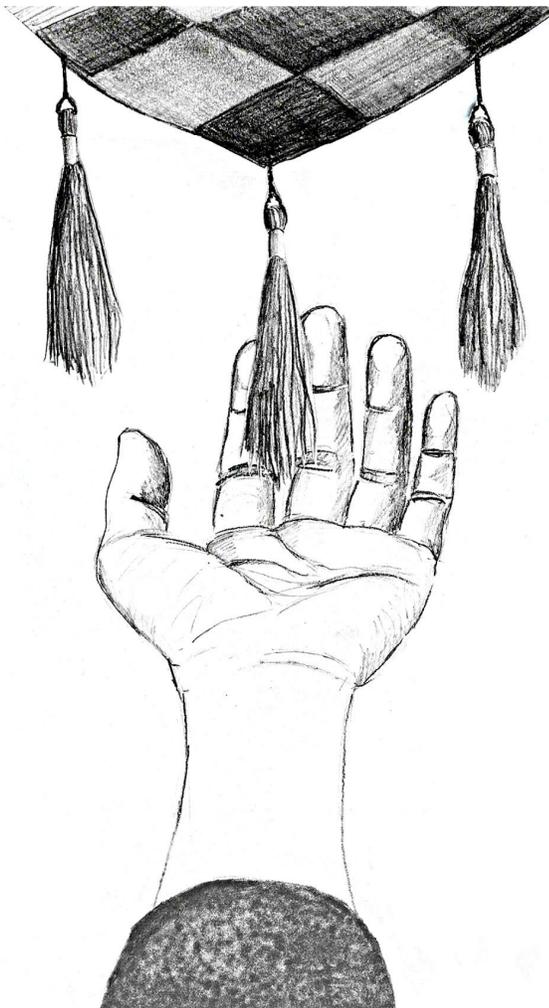
Since this passage precedes the one where God made the woman, apparently she was not present to hear directly from God. At any rate, nothing was said about touching anything. However, in Eve’s mind the warning included the touching and not just the eating of the forbidden fruit. Certainly one could **touch** a tree without eating of the fruit. Her comment about God forbidding even touching the tree seems

to denote that perhaps she did not fully trust the LORD God's goodness. Anyone who has had close experiences with young children knows that one never has to teach a child to touch stuff. How many parents have found it necessary to request a child to "just look with your eyes, not your hands". Remember that there was another tree nearby called the tree of life. (see Genesis 2:9) Imagine how the fruit of that tree might have looked. What if Eve had demonstrated the attitude, "No way! Serpent. I will eat only of the tree of life because I know God only wants the best for me."

For an account of another woman who did some touching, look at these parallel passages in the New Testament.

"And behold, a woman who had been suffering from a hemorrhage for twelve years, came up behind Him and touched the fringe of His cloak (outer garment, margin); for she was saying to herself, 'If I only touch His garment, I shall get well (be saved, margin)'. But Jesus turning and seeing her said, 'Daughter, take courage; your faith has made you well (saved, margin).' And at once the woman was made well (saved, margin)."

Matthew 9:20-22 NASB



“And a woman who had had a hemorrhage for twelve years,
and had endured much at the hands of many physicians,
and had spent all that she had and was not helped at all,
but rather had grown worse, after hearing about Jesus,
came up in the crowd behind Him, and touched His cloak.
For she thought, ‘If I just touch His garments, I shall get well.’
And immediately the flow of her blood was dried up; and she
felt in her body that she was healed of her affliction.
And immediately Jesus, perceiving in Himself that the power
proceeding from Him had gone forth, turned around in the crowd
and said, ‘Who touched My garments?’ And His disciples said to Him,
‘You see the multitude pressing in on You, and You say, “Who touched Me?”’
And He looked around to see the woman who had done this.
But the woman fearing and trembling, aware of what had happened
to her, came and fell down before Him, and told Him the whole truth.
And He said to her, ‘Daughter, your faith has made you well;
go in peace, and be healed of your affliction.’”
Mark 5:25-34 NASB

Bible scholar Ray Van der Laan explains that the rabbis of Jesus’ day wore an outer scarf type covering about the head and shoulders which was fringed on the edges. The Jewish people believed that when Messiah came anyone touching the fringe of his scarf would be healed. This woman’s touch of faith (in Jesus as Messiah) loosed a flow of power sufficient not only to heal her physical disease, but also to save her. (see margin comments above).

So “one touch” (that of Eve’s) and subsequent disobedience to God’s command brought sin and the consequence of much suffering and death into the world. In contrast, the “touch of faith” of this unnamed woman in the New Testament brought an example of deliverance and glorious healing and new life into the world. The touch of Jesus always brought (and brings) healing and restoration.

Here is another account of those who touched the fringe of Jesus’ cloak being healed. Matthew 14:34-36 is a passage that follows the account of Peter walking on the water of the Sea of Galilee.

“And when they had crossed over, they came to land at Gennesaret. And when the men of that place recognized Him, they sent into all that surrounding district and brought to Him all who were ill; and they began to entreat Him that they might just touch the fringe of His cloak; and as many as touched it were cured.” NASB

Here is the parallel passage from Mark 6:53-56, NASB.

“And when they had crossed over they came to land at Gennesaret, and moored to the shore. And when they had come out of the boat, immediately the people recognized Him, and ran about that whole country and began to carry about on their pallets those who were sick, to the place they heard He was. And wherever He entered villages, or cities, or countryside, they were laying the sick in the market places, and entreating Him that they might just touch the fringe of His cloak; and as many as touched it were being cured.”

The Greek word for “touch”, Strong’s 680, “haptomai”, means “to attach oneself to”. Certainly those who in faith reached out and “touched” Jesus became “attached” to Him through salvation.

There are also many accounts of Jesus touching others. They were changed people. Here are just two I like.

“And they began bringing children to Him, so that He might touch them; and the disciples rebuked them. But when Jesus saw this, He was indignant and said to them, ‘Permit the children to come to Me; do not hinder them; for the kingdom of God belongs to such as these. Truly I say to you, whoever does not receive the kingdom of God like a child shall not enter it at all.’ And He took them in His arms and began blessing them, laying His hands upon them.” Mark 10:13-16 NASB

“And they came to Bethsaida. And they brought a blind man to Him, and entreated Him to touch him. And taking the blind man by the hand, He brought him out of the village; and after spitting on his eyes, and laying His hands upon him, He asked him, ‘Do you see anything?’ And he looked up and said, ‘I see men, for I am seeing them like trees, walking about.’ Then again He laid His hands upon his eyes; and he looked intently and was restored, and began to see everything clearly.”
Mark 8:22-25 NASB

What’s in a touch?

power to heal

Luke 6:17-19 NASB: “And He descended with them, and stood on a level place; and there was a great multitude of His disciples, and a great throng of people from all Judea and Jerusalem and the coastal region of Tyre and Sidon, who had come to hear Him, and to be healed of their diseases; and those who were troubled with unclean spirits were being cured. And all the multitude were trying to touch Him, for power was coming from Him and healing them all.”

removal of fear

Matthew 17:5-7 NASB: "While he was still speaking, behold, a bright cloud overshadowed them; and behold, a voice out of the cloud, saying, 'This is My beloved Son, with whom I am well-pleased; hear Him!' And when the disciples heard this, they fell on their faces and were much afraid. And Jesus came to them and touched them and said, 'Arise, and do not be afraid.'

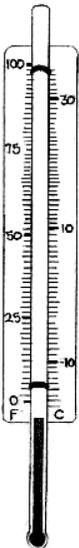
SCRIPTURE PROJECT:

Read the above Scriptures as a family.

- Learn how to "bless" your children with a spoken blessing. Husbands and wives bless each other too! Even children will begin blessing one another (instead of fighting). See Appendix for resources to teach you.
- Have children draw a picture of one of the above Scriptures.

PROJECTS:

- Allow younger children to touch the skin of a newly born baby. Demonstrate how to be gentle.
- Fix up a box, cardboard is ok. Cut out a hole in the front of the box, just large enough for one to reach a hand into the box. Place a number of common, everyday objects into the box; one at a time is best. Allow the person doing this game to not see the objects, but rather to reach a hand into the box and just by the sense of touch to try and identify the object.
- Collect many objects with different texture. Rough, smooth, silky, gritty, slick, are just a few. Use common type objects, such as sand paper, fabric, rubber, plastic, paper, etc. Allow the child to sort and classify each different texture.
- Dads, teach your sons how to shake hands like a man with a firm grip. Practice introductions, shake hands, smile and look the person in the eye.
- Obtain something written in Braille (from the library or search the Internet). If possible, obtain the alphabet (English) in Braille. Explain to the child that a blind person can "read" the pattern of raised dots which are arranged into words. Let the child see how much more difficult it would be to read this way! Give thanks for eyes to see in order to read!
- Put in some dried beans with a bunch of rice in a large pan. Blindfolded, let the child sort out the beans.
- Study about temperature variations; hot, warm, cool and cold. Study the temperature scales of both Centigrade and Fahrenheit. Learn to convert. Experiment with putting hands in ice water, then warm water (not too hot!)
- Study about combustion and the different amounts of heat necessary to cause fire with different substances. Do be careful not to encourage foolishness with things which can start fires. Explain the great responsibility we have to be careful with those things that can burn either properties or our own flesh! Children much younger than ten years old do not have enough judgment to



allow them to be unsupervised around fires of any kind. Of course, if you camp or use a wood or coal stove to heat or cook with, teach them very early NOT TO TOUCH. A slight touching of the hand to the hot stove will convince them. Many young mothers need instruction on making sure that all cooking pans are placed on the stove so the pan handles cannot be reached by a curious toddler. Also, every young child should be instructed to never use flammables (such as lighter fluid, kerosene, gasoline, fuel oil) to try and “get a fire going”. If you barbecue, please do NOT allow young children to be around the starter fluid (best not to even use it). Make a field trip to the local fire department and allow the children to hear from the experts.

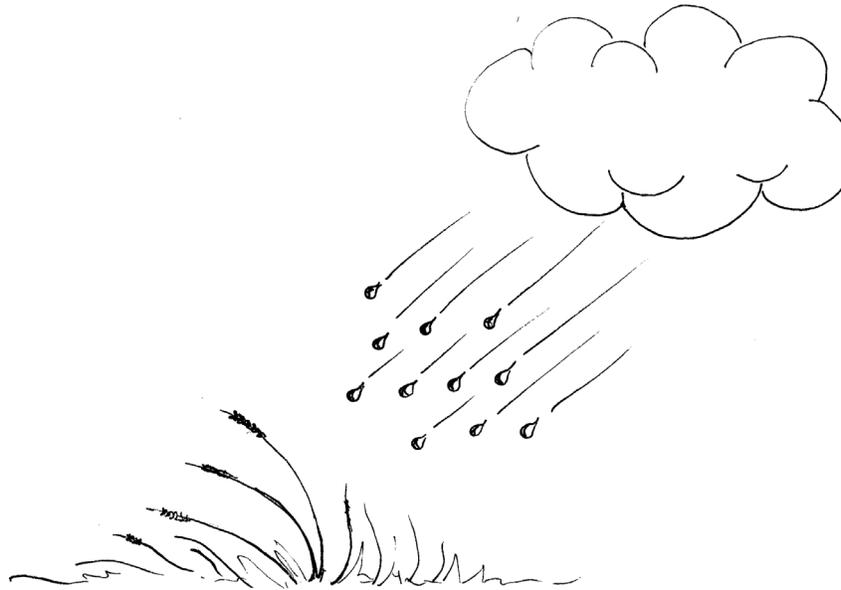
- Take a “prayerwalk” as a family in your neighborhood. “Touch” each home and any you might meet with prayer. Read aloud (not loudly!) verses of Scripture to bless those where you walk. For an excellent resource to learn about prayerwalking, go to www.waymakers.org .

Putting It All Together

Scripture uses the **works** of God to help us understand the **ways** of God.

For example look at Isaiah 55: 6ff.

“For as the rain and the snow come down from heaven, and do not return there without watering the earth, and making it bear and sprout, and furnishing seed to the sower and bread to the eater; so shall My word be which goes forth from My mouth; It shall not return to Me empty, without accomplishing what I desire, and without succeeding in the matter for which I sent it.” (v. 10-11 NASB)



“SO SHALL MY WORD BE...” ISAIAH 55:11

The created world furnishes an unlimited wealth of “free resources” to help teach Observation Skills. Now that we have sharpened the use of our five major senses, let us investigate just one part of God’s creation—water.

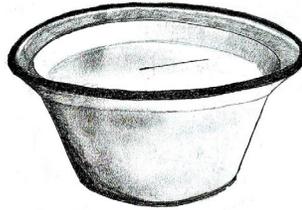
I would suggest you use a concordance and find Bible references such as the one above. You may not live where there is snow, but you must have water to live. You could spend a lifetime studying the nature of water and still have undiscovered treasures.

- Try to relate “water” to anything Jesus said about it, did with it, on or in it (for example Jesus talked with a lady who had come to draw water in John chapter four—see illustration).



- Use the five senses to study the properties of water—ex. What color is water?
- Study about evaporation, the hydrological cycle, clean water, what happens to the water in the ocean?
- Why is some water “salty” tasting? Try sweat! Don’t lecture! Experience!
- Experience the viscosity of water and other liquids. Like honey. Don’t be alarmed at the terms such as “viscosity”. Just experience and WRITE down or record on tape what you observe. Age five to seven is optimal for sensory type learning as older children have often become “desensitized” to their environment mainly due to TV or video games that over-stimulate the sensory receptors.
- Partially fill a glass tube or straw or laboratory pipette with water; study the meniscus of the water. Is the water straight across or curved? Curved upward or downward? Would other liquids (such as alcohol or mercury in thermometers) form a meniscus identical to that of water? You are asking the questions of your child, NOT telling them the answers.
- On a hot summer day, wet down a piece of cloth, lay it over your forehead or across your neck—does your skin feel cooler? (Unless you live in a very humid climate, it should!) What makes the skin feel cooler?
- We say water feels “wet”. What is wetness? How does water feel different from other liquids?

- Try floating a sewing needle on water in a bowl or cup. Why doesn't it sink?



- What are some of the properties of water that make it unique? (exists in three states, takes up more room when frozen than when liquid, etc.)

Do a bit of this type of observation each day weaving together the experiential and "book learning". Use the reproducible journal pages in the Appendix to record your observations.

Put what you have learned into action.

- Why not as a family pass out some Gospel tracts or a Gospel of John in your neighborhood? Write out the verse you have been studying (Isaiah 55:10-11) and include it with that tract.
- Surprise Dad by washing his car.
- Grow a garden. Water, fertilize and weed it faithfully, and take some of the harvest to the neighbors.
- Surprise Mom by cleaning the windows of the house.
- Volunteer to water a neighbor's lawn or house plants while they are away.

Concluding Thoughts...

"God, after He spoke long ago to the fathers in the prophets in many portions and in many ways, in these last days has **spoken to us in His Son**, whom He appointed heir of all things, through whom also He made the world. Hebrews 1:1-2 NASB

"For God knew his people in advance, and he chose them to **become like his Son**, so that his Son would be the firstborn, with many brothers and sisters." Romans 8:29 NLT

We become like the one we admire or look upon. May you continue to become conformed to the image of Jesus (Who came not to be served but to serve) and thereby fulfill God's planned purpose for you. To assist you, please use the suggested Bible reading plan in the Appendix.

It is the desire of the author that you and your children have begun to develop the skills and heart attitudes to be a servant to our Lord and Savior Jesus Christ.

How much of us does God expect?

I beseech you therefore, brethren, by the mercies of God, that ye present your bodies a living sacrifice, holy, acceptable unto God, which is your reasonable service. Romans 12:1

Appendix

My Attitude Chart

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
Took out trash							
Made bed							
Washed Dishes							
Shared with sibling							
Gave sibling first choice							
Smiley face when asked to ...							
Worked with diligence							
Worked with thoroughness							
Finished assignment ahead of time limit							
Worked and sang in my heart							

Secret Good Deeds

Date	List your good deed
Sun	
Mon	
Tues	
Wed	
Thurs	
Fri	
Sat	

SERVANT SMOCKS

During your teaching times, have each person put on an overgarment, like an apron for girls or a carpenter's apron for boys, that will be called a "servant smock". You can easily make such aprons. The idea is to focus on the humility needed to be a true servant.

Lessons from the Life of Samson

HYMN RESOURCES

JOYFUL, JOYFUL, WE ADORE THEE

WORDS by Rev. Henry van Dyke

MUSIC by Ludwig van Beethoven

Joyful, joyful, we adore Thee,
God of glory, Lord of love;
Hearts unfold like flowers before Thee,
Opening to the sun above.
Melt the clouds of sin and sadness,
Drive the dark of doubt away;
Giver of immortal gladness,
Fill us with the light of day.

All Thy works with joy surround Thee,
Earth and heaven reflect Thy rays,
Stars and angels sing around Thee,
Center of unbroken praise.
Field and forest, vale and mountain,
Flowery meadow, flashing sea,
Chanting bird and flowing fountain,
Call us to rejoice in Thee.

Thou art giving and forgiving,
Ever blessing, ever blest,
Wellspring of the joy of living,
Ocean depth of happy rest!
Thou our Father, Christ our Brother,
All who live in love are Thine;
Teach us how to love each other,
Lift us to the Joy divine.

Mortals, join the happy chorus
Which the morning stars began;
Father love is reigning o'er us,
Brother love binds man to man.
Ever singing, march we onward,
Victors in the midst of strife,
Joyful music leads us Sunward
In the triumph song of life.

The Heavens Declare Thy Glory

Isaac Watts

(can be sung to Jesus Shall Reign)

The heav'ns declare Thy glory, Lord,
In every star Thy wisdom shines
But when our eyes behold Thy Word,
We read Thy Name in fairer lines.

The rolling sun, the changing light,
And nights and days, Thy power confess
But the blest volume Thou hast writ
Reveals Thy justice and Thy grace.

Sun, moon, and stars convey Thy praise
Round the whole earth, and never stand:
So when Thy truth begun its race,
It touched and glanced on every land.

Nor shall Thy spreading Gospel rest
Till through the world Thy truth has run,
Till Christ has all the nations blest
That see the light or feel the sun.

Great Sun of Righteousness, arise,
Bless the dark world with heav'nly light;
Thy Gospel makes the simple wise,
Thy laws are pure, Thy judgments right.

Thy noblest wonders here we view
In souls renewed and sins forgiv'n;
Lord, cleanse my sins, my soul renew,
And make Thy Word my guide to heaven.

THIS IS MY FATHER'S WORLD

Words by Maltbie D. Babcock

"This is my Father's world, and to my listening ears
All nature sings, and round me rings the music of the spheres.
This is my Father's world: I rest me in the thought
Of rocks and trees, of skies and seas—His hand the wonders wrought.

This is my Father's world, the birds their carols raise,
The morning light, the lily white, declare their Maker's praise.
This is my Father's world: He shines in all that's fair
In the rustling grass I hear Him pass,
He speaks to me everywhere."



Notice the hymn is NOT saying that the rocks, the flowers, the grass, the birds ARE God. Rather, they all give praise and tribute to their creator.

- Write a poem, draw a picture, sing a song about the wonders of God (so your rocks won't be doing all of the praise!). See Appendix for a form to use.
- Read Romans chapter one to see what God says about the relationship between what He has made and His attributes.
- Read Luke 19:37ff to see what Jesus said about the stones.
- Psalm 19:1 begins "The heavens are telling of the glory of God: and their expanse is declaring the work of His hands." NASB.
- Visit a nursing home as a family and sing some hymns declaring God's goodness.

How Shall the Young Secure Their Hearts?

Isaac Watts

(can be sung to "O God Our Help in Ages Past)

How shall the young secure their hearts
And guard their lives from sin?
Thy Word the choicest rules imparts
To keep the conscience clean.

When once it enters to the mind,
It spreads such light abroad,
The meanest souls instruction find,
And raise their thoughts to God.

'Tis, like the sun, a heav'nly light
That guides us all the day,
And through the dangers of the night
A lamp to lead our way.

The men that keep Thy law with care,
And meditate Thy Word,
Grow wiser than their teachers are,
And better know the Lord.

Thy precepts make me truly wise:
I hate the sinner's road;
I hate my own vain thoughts that rise,
But love Thy law, my God.

The starry heav'ns Thy rule obey,
The earth maintains her place;
And these Thy servants, night and day,
Thy skill and power express.

But still Thy law and Gospel, Lord,
Have lessons more divine;
Not earth stands firmer than Thy Word,
Nor stars so nobly shine.

Thy Word is everlasting truth;
How pure is every page!
That holy Book shall guide our youth
And well support our age.

Nature with Open Volume Stands

Isaac Watts

(can be sung to the "Doxology")

Nature with open volume stands,
To spread her Maker's praise abroad;
And every labor of His hands
Shows something worthy of a God.

But in the grace that rescued man
His brightest form of glory shines;
Here, on the cross, 'tis fairest drawn,
In precious blood and crimson lines.

Here His whole Name appears complete;
Nor wit can guess, nor reason prove,
Which of the letters best is writ,
The power, the wisdom, or the love.

Here I behold His inmost heart,
Where grace and vengeance strangely join,
Piercing His Son with sharpest smart,
To make the purchased pleasure mine.

O! the sweet wonders of that cross,
Where God the Savior loved and died
Her noblest life my spirit draws
From His dear wounds and bleeding side.

I would forever speak His Name,
In sounds to mortal ears unknown;
With angels join to praise the Lamb,
And worship at His Father's throne.

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“For, lo, he that formeth the mountains,
and createth the wind,
and declareth unto man what is his thought,
that maketh the morning darkness,
and treadeth upon the high places of the earth,
The LORD, The God of hosts, is his name.”
Amos 4:13 KJV