

# Lesson 2

## Scientific Truth

### Objective

Students will learn that we can prove the Bible is from God by looking at more Scientific Truth.

### Supplies

Teachers and/or Coordinators ensure supplies are ready prior to each class.

Print From the Site:

- ☐ Attendance Chart
- ☐ Proving The Bible - Student Activity Sheet - one per student
- ☐ Proving The Bible - Grade 5-6 Student Booklet - for each Gr. 5-6 student to take home
- ☐ Paths of the Sea - Visual Aids for Lesson - one for teacher to show
- ☐ Odd One Out Game - one per student
- ☐ Odd One Out Answer Key - one for teacher
- ☐ Maze Activity - one per student
- ☐ Bible
- ☐ Pens/Pencils/Pencil Crayons
- ☐ Stickers (for attendance)

### Optional Supplies

- ☐ Snack: Animal Crackers (or similar snack to share)

### Teacher Tips

- ★ See Lesson 1

## 1) Introduction to Lesson

As students enter, welcome them and help them find a chair to sit at. Thank them for coming. Take attendance (using the supplied chart or your own). Let each student put a sticker beside their name for this week.

Say to students: **Today we will continue our lesson from last week, we are going to look at Scientific Truth. We will see that the Bible had already explained scientific facts thousands of years before scientists even proved them. We will look at scientific food facts from the Bible today!**

**Let's get started!**

## 2) Class Time - Scientific Foreknowledge

30 minutes

Have pencil crayons and Scientific Food Facts Activity Sheet for each student.

Say: **We will see that the Bible had already explained scientific facts thousands of years before scientists even proved them. We will see how God told the Israelites what foods were safe to eat while traveling in the hot desert.**

**Last time we saw the Bible was accurate in the rules for quarantine, hand washing, dealing with illness and dead bodies. Things no other nations around the Israelites were practicing. Today we will continue with a few more facts.**

### **Eating Food Safely**

**In the United States, there are regulations that are put into place by the Food and Drug Administration (FDA) that help keep people alive by regulating what can be eaten, how it can be eaten, and how it is packaged. Did you know that the first five books of the Bible, written thousands of years ago, have something similar to the FDA's regulations? Through the Bible's scientific foreknowledge, the Israelites were provided with safe eating rules.**

**Over 3500 years ago, Moses wrote the first five books of the Bible, including Leviticus 11 which we are going to look at now. Moses was going to bring the Israelites out of Egypt and the laws were to keep them alive while having to camp out in the desert.**

**What were these regulations? Let's read in Leviticus where the Lord is talking to Moses and his brother Aaron as to what to tell the Israelites about what the Israelites could eat.** (Help students find Leviticus 11 in their Bibles.)

**It talks about chewing the cud. Cud is a portion of food that returns from the stomach to the mouth to be chewed for the second time by certain animals, like cows.**

(Ask a student to volunteer to read Leviticus.)

**Leviticus 11:3, 7-8**

*You may eat any animal that has a divided hoof and that chews the cud. And the pig, though it has a divided hoof, does not chew the cud; it is unclean for you. 8 You must not eat their meat or touch their carcasses; they are unclean for you.*

**Questions:**

**What was the rule talking about?** Animals they could eat and not eat.

**Give an example of an animal they could eat?** Cow

**What was the animal they could not eat?** Pig

**They could eat cows, which are herbivores – only eat plants. They could not eat pigs, which are scavengers who will eat living or dead animals and anything they can find. If a pig is not killed and cooked properly you can become very sick. Pork, which is the meat of pigs, has to be fully, properly cooked. Even today we can't eat rare pork chops, but we can choose to eat rare steak.**

**In archeological discoveries they can tell which camps or areas were Jewish because they won't find any pig bones. Yet, in other areas of non-Jewish peoples, for example, the Babylonians and Assyrians who lived in and near the same areas, did eat pork.**

**This shows, this was not something known by the other people around them. And, yet the Bible clearly states to stay away from animals like pig because of the disease they could carry.**

Hand out Scientific Food Facts Activity Sheet and crayons and have students color the first two animals we discussed. Tell them they have 5 minutes before we move onto the next fun facts that the Bible has.

**Next, let's look at water creatures! Let's turn in our Bibles to Leviticus 11:9-10** (Help students find it and ask a volunteer to read).

**Leviticus 11:9-10**

*“Of all the creatures living in the water of the seas and the streams you may eat any that have fins and scales. But all creatures in the seas or streams that do not have fins and scales—whether among all the swarming things or among all the other living creatures in the water—you are to regard as unclean.*

**This discusses water creatures they can and cannot eat like catfish, which is a scavenger, and oysters to name a few.**

**Do you know the oyster rule? You should not eat oysters in May, June, July and August because in hot months, transportation might mean the oysters become too hot when transported. In fact, bacteria in oysters, if allowed to grow, can cause a death rate of 50%. Bacteria you can't taste, see, or smell. That's very dangerous.**

**Question:**

**Do you see why having these rules would be wise when living in the desert?** (Let students answer yes or no and explain if the answer is no.)

**This is especially interesting since the people around them were consuming pig and other unclean things. So the knowledge about what to eat for safety did not come from the other people around them.**

**These animal rules were meant for the Israelites but not a bad idea for us to be careful today as well!**

**In our activity sheet let's color the oyster now, you have 3 minutes and while we are coloring you can ask a question if you raise your hand.** (Let students ask questions and color).

**Finally we will look at creeping things! Let's turn to Leviticus 11:29-31 in our Bibles.** (Help students find it and ask a volunteer to read).

### **Leviticus 11:29-31**

*“Of the animals that move along the ground, these are unclean for you: the weasel, the rat, any kind of great lizard, the gecko, the monitor lizard, the wall lizard, the skink and the chameleon. Of all those that move along the ground, these are unclean for you. Whoever touches them when they are dead will be unclean till evening.*

**The AVMA and ARVA, which are two major food regulators in America, say that you should treat all amphibians and reptiles as if they carry Salmonella (a very serious bacteria). The risk is that high. In fact, they state you need to wash your hands every time you touch a reptile and even wash hands after touching something the reptile has touched to avoid salmonella poisoning.**

#### **Question:**

**Have you ever wanted to eat a mouse, lizard or mole?** (Let students answer.)

**Yet in some cultures they still do! The Bible is wise in sharing things that should be avoided.**

### **Leviticus 11:32-33**

*When one of them dies and falls on something, that article, whatever its use, will be unclean, whether it is made of wood, cloth, hide or sackcloth. Put it in water; it will be unclean till evening, and then it will be clean. If one of them falls into a clay pot, everything in it will be unclean, and you must break the pot.*

#### **Questions:**

**What do these verses say to do if a dead animal, like a lizard, falls into a jar or cup?**

(Let students answer.) The Bible says to even wash or destroy bowls that have come in contact with! This is because clay is very porous and absorbs whatever is put into it, making the bacteria able to survive even after being washed.

**What does this show about the Bible?** (Let students answer.) It is another example of the Bible being straight from God.

**This is a knowledge of food-borne diseases that is greater than anything that was available at the time.**

Let students color the last picture - the lizard on their page. Allow students who raise their hands to ask questions related to the lesson.

**Next we will look at one more scientific fact listed in the Bible. Paths in the Sea.**

(Show the visual aid sheet of the paths of the sea.)

**Listen as I read from the Bible in Psalm 8:8**

*the birds in the sky, and the fish in the sea, all that swim the paths of the seas.*

**Question:**

**Where exactly does it say the fish are swimming?** Through paths

**Fish passing through the paths in the ocean.**

**This was not known until the year 1854, when these paths were discovered and used to make shipping easier. In fact, the man that determined this, Matthew Maury, had read this verse in the Bible and realized that there must be currents of water in the oceans and atmosphere. (If you ever watched Finding Nemo and remember when all the fish would “ride” the current in the ocean).**

**Thanks to the Bible, airplanes and ships have made use of this previously unknown fact. The Bible again is accurate.**

Read the visual aid descriptions and point to the correct picture for the students.

**So we can see great evidence of scientific accuracy in the Bible that was beyond what the people of the time practiced, knew of, or believed.**

**These are not the only examples of scientific foreknowledge but there are enough to show that the Bible is accurate scientifically and that this knowledge was not available at the time it was written. This gives strong evidence that the writers were not writing on their own but had some divine help.**

**Next time we will look at archeological evidence to help further show that the Bible is accurate in everything it claims.**

**Questions:**

**What was the most interesting thing you learned today?** (Let students answer.)

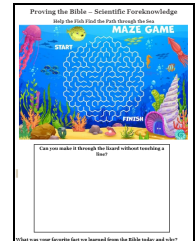
**Why was it interesting to you?** (Let students answer.)

### 3) Activity Time - Student Activity Sheets

15 minutes

Hand out pencils and the remaining two activity sheets to each student. Have them write their name on the page.

Start with the maze activity at the top. Have one of the students read the directions aloud and then have the class complete it. When finished, move onto the next activity underneath it. After a few minutes have the students answer the question at the bottom. Ask for some volunteers to share their answers. Then do the other activity sheet as you have time, reading the directions and answering the questions as a class while coloring.



**Any thoughts or questions about this lesson?**

### 4) Activity Time - Odd One Out Game

10 minutes

Hand out pencils and the “Odd One Out” activity sheet. Have them write their name on the page. Print the answer key for teacher to have ready.

**We are going to play a quick “brain game.” The name of the game is the odd one out. Within the chart, each line is categorized with types of animals and you will need to circle the one that does not seem to fit the category. For example, if I said purple, blue, red and cow, which word does not fit the category?** (let the students answer). For younger kids you can give some hints.

Odd One Out Game				
Circle the word for each row that does not match the category of the other words.				
Game 1	Sheep	Pig	Cow	Buffalo
Game 2	Rat	Lizard	Grasshopper	Mouse
Game 3	Salmon	Flounder	Tuna	Lobster
Game 4	Cow	Crab	Pig	Gecko
Game 5	Oven	Salmon	Sheep	Oyster

**We will do this activity together. For line 1 there are three animals we talked about in our lesson that chew the cud that God said were clean animals. One animal in this line does not. Which one do you think is the odd one out?** (let the students give the answer and circle it). For younger kids you can give some hints.

**For line 2 there are three animals we talked about in our lesson that God said were unclean creeping things. One animal in this line is clean. Which one is the odd one out?** (let the students give the answer and circle it).

**For line 3 there are three animals we talked about in our lesson that God said were clean water creatures that could be eaten. One animal in this line is unclean. Which one is the odd one out?** (let the students give the answer and circle it).

**For line 4 there are three animals we talked about in our lesson that God said were unclean and could not be eaten. One animal in this line is clean. Which one is the odd one out?** (let the students give the answer and circle it).

**For line 5 there are three animals we talked about in our lesson that God said were clean and could be eaten. One animal in this line is unclean and should not be eaten. Which one is the odd one out?** (let the students give the answer and circle it).

### 5) Optional Activity - Snack (Animal Crackers)

5 minutes

Hand out a few pieces to each student, ensuring you check for allergies first. Say, **this snack is to remind us that the Bible was true in all of the evidence about animals, oceans, and more. What animals did we talk about today? Raise your hand if you remember?** Cows, pigs, catfish, oysters, different lizards, and fish the Israelites were to eat/not eat. **God taught the Israelites this, long before scientists proved it. This was important when in a desert and foods that weren't cooked properly would be more dangerous to eat. This shows that the Bible is scientifically accurate, which we would expect if it came from God.**

**Let's enjoy our animal crackers to remind us that the Bible is scientifically accurate and is always right.**

Provide a napkin if needed. Review with students by asking them questions from the lesson again and discuss any questions they have while snacking. What questions do they have about today's lesson?

### 6) Optional Activity - Memory Verse

2-5 minutes

Have the students go to **Psalm 119:160** in their Bibles and read the verse aloud as a class 2 times.

#### **Psalm 119:160 – When speaking about God**

*The sum of your word is truth, and every one of your righteous rules endures forever.*

Other options include:

- You saying a word and having them repeat it as you go through the verse
- Have students repeat a small phrase ex: "The sum of your word..." a few times before working on the next phrase.



- Have students repeat after each other
- Ask students to think of hand gestures. Ex: Put hands together as if holding a ball “THE SUM”, point to their mouths when they say “OF YOUR WORD”, etc. and then go through verses as a class with gestures.

**This means that everything God says in the Bible is true.**

## 7) Closing Prayer

Ask if there are any prayers the students want to share. Say closing prayer remembering to thank God for His Son and giving us the complete Word of God.