

# PHYSICAL SCIENCE AND THE BIBLE

## LESSON TEXT

Job 26:7-12; Jeremiah 33:22

## LESSON OBJECTIVES

- The students will locate two passages that describe physical characteristics of the world.
- The students will cite a passage from the Bible that contradicted commonly held erroneous beliefs.
- The students will cite one reason why science and the Bible do not contradict each other.

## MATERIALS NEEDED

*For each student:*

- pen or pencil

*For the teacher:*

- 1 copy of "Good News from the Kingdom"
- globe or map of the world
- paper
- 6 small boxes or bags (boxes need lids)
- masking or duct tape
- one item to go in each box
- extra Bibles

*Reproducible Pages:*

- Page A, 1 copy for each student
- Page B, 1 copy for each student
- Page C, 1 copy for each student

## LESSON PLAN

### *Getting Ready*

Faithful Instruction  
 Teacher Focus  
 Teacher Tips  
 Preclass Activity: Mind Teaser  
 Starting Up  
 Welcome and Singing  
 Opening Prayer  
 Victories  
 Good News from the Kingdom

### *Getting into God's Word*

Activity: What Is in the Box?  
 Scripture Study

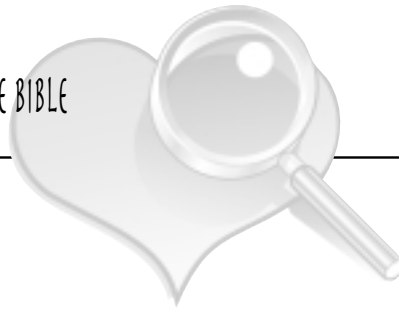
### *Getting It to Others*

Scripture Memory: Jeremiah 10:12  
 Weekly Challenge and Snack Time  
 Conclusion

## SCRIPTURE MEMORY VERSE

But God made the earth by his power;  
 he founded the world by his wisdom  
 and stretched out the heavens by his  
 understanding.

Jeremiah 10:12



## FAITHFUL INSTRUCTION

### TEACHER FOCUS

Pray before preparing the lesson. Meditate on Psalm 119:129-130, Job 26:7-12 and Jeremiah 33:22. These passages show the importance and the accuracy of God's word. How have you seen God's word change your life? Think of all the incredible ways God has impacted you through his word. Ask yourself this question: Why is it important for my students to be confident that God's word is always right?

The scientific community provides a great deal of insight and evidence that we need to help us understand the universe in a greater way. However, it has taken people thousands of years to come to scientific conclusions, and many more questions still need to be answered. When we look into God's word, we find that it holds the answers to all our questions. God has given us great men and women of science, but he knows that there are limitations to our understanding. He has therefore given us his word, which leaves us in awe of his power and gives us the answers to many of the mysteries of the universe.

As you prepare this lesson, allow your heart to be moved by God's power, exhibited in creation and through his word.

### TEACHER TIPS

The activity for this lesson will require some good forethought. You will need to create six "mystery boxes," which will contain a single item each. In addition to obtaining the boxes or bags, you will need to choose an item to go into each bag. Select items that do not have an obvious shape or sound that would cause them to be easy to identify.

During this class you will be collecting the Gratitude Journals that your students have been working on for the past two weeks. Read through each during the week. Write a short note on each, reminding your students how much they have to be thankful for!

## PRECLASS ACTIVITY

### MIND TEASER

In this activity the students will be challenged with a problem they are not likely to solve without help. Later, during the lesson, you will demonstrate to the students that the writers of the Bible wrote about facts they could not have known about without God's help.

#### MATERIALS USED

For each student:

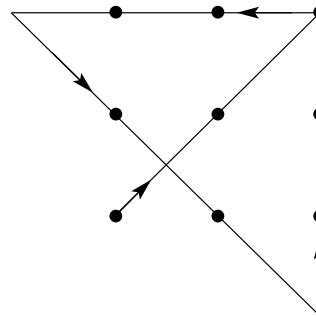
- pen or pencil

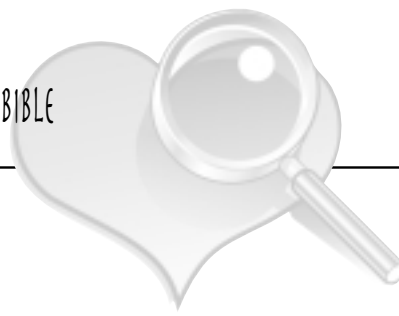
Reproducible Pages:

- Page A, 1 copy for each student

#### INSTRUCTIONS

1. As the students arrive, give each a copy of Reproducible Page A (Mind Teaser) and a pen or pencil. The directions for the students are on the sheet.
2. After the students work on the puzzle for about ten minutes, help them with the solution. (See to the right. Explain that the rules never mentioned staying inside the box!)





## STARTING UP

### WELCOME AND SINGING

Call the students together in a circle. Welcome everyone by name, being sure to recognize anyone who is visiting. Let them know how glad you are to see them, and how much you looked forward to being with them. Sing a few great songs.

### OPENING PRAYER

*Who would like to say a prayer to start today's time together?* Let a few students lead the prayer. Encourage the students to mention missing students, special church activities, illnesses, and to be especially thankful for the chance to be together.

### VICTORIES

Take time to have the students share about the challenges they were given at the end of last week's class. *Did everyone complete their challenge? How did it go? What fears did you face as you met the challenge to put the lesson into practice? How did everyone do with having consistent quiet times? Would anyone like to share something they learned?*

*How did everyone do with their Gratitude Journals? What did you learn during the last two weeks?* Collect the journals to look through during the week.

Praise and encourage all the students' efforts, especially noting any area of significant growth. Offer help and suggestions so they can have even more victories in the coming week.

### GOOD NEWS FROM THE KINGDOM

#### MATERIALS USED

*For the teacher:*

- 1 copy of "Good News from the Kingdom"
- globe or map of the world

#### INSTRUCTIONS

*Now let's take a few minutes to share "Good News from the Kingdom."* Be excited as you read about what is happening around the world. Have a globe or map ready, pointing out the location as you share. Remind your students that God's kingdom is worldwide, and the victories of our brothers and sisters on other continents should inspire us and spur us on.





## ACTIVITY

### WHAT IS IN THE BOX?

During the following activity, the students should realize that what they cannot determine about the object in the box, God already knows. This will act as a bridge to show that for several centuries now, scientists have been making discoveries and observations of things that God has already made known in the Bible.

#### MATERIALS USED

For each student:

- pen or pencil

For the teacher:

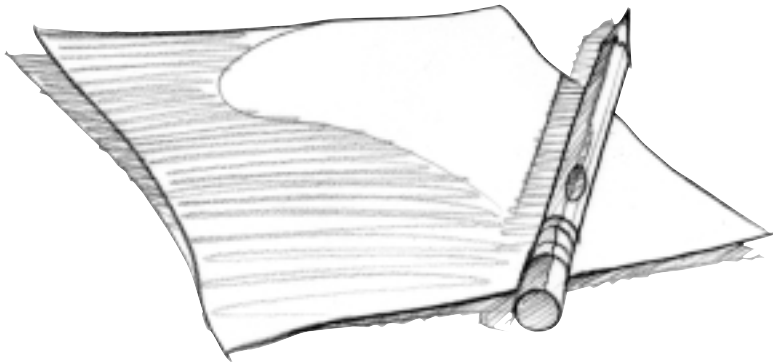
- paper
- 6 small boxes or bags (boxes need lids)
- masking or duct tape
- one item to go in each box

#### PREPARATION

1. Select six small items to be used as "mystery items." (Be sure that you have chosen difficult items for the students to guess, i.e. none with distinctive shapes or sounds or scents.)
2. Obtain six boxes with lids (or six bags) to be your "mystery boxes." Your items should fit in the boxes comfortably, with a little extra room to move around.
3. Tape the boxes/bags shut.

#### INSTRUCTIONS

1. Divide the class into groups of six, one group for each box. (If you have six or fewer students, give each one a box.) Give each group/person a piece of paper and a pencil.
2. Tell the class: *In each of these boxes is a mystery item. Can you guess what is in the box that your group has?*
3. *You cannot remove the tape and open the box, or look in the box any other way. You can pick it up, shake it, and see how much it weighs.*
4. Instruct them to write their observations on their papers.
5. Give the students five minutes to figure out what is in their boxes. They should write their guesses on their papers.





## SCRIPTURE STUDY

- Tell the class: *You can open up your boxes to see if you are correct after we read a verse. Open your Bibles, and turn to Job 26:7-12. (Choose several students to read aloud.)*
- *What does this passage teach about Earth? (It is suspended over nothing...it is surrounded by space.)*
- *Ancient religions thought Earth was actually supported by something. Hindus believed the Earth was carried on the back of four elephants that stood on the back of a giant turtle, who swam in a sea of milk!*
- *The Japanese taught that the world was carried on the back of a catfish.*
- *The Greeks believed that a strong man, named Atlas, carried Earth on his back.*
- *Today, which one of these sources is substantiated by science—the Bible, Hinduism, Japanese tradition or Greek mythology? (Of course, the Bible.) We need to remember that Job was written around 900bc. Yet the scientific discovery of Earth being suspended in space didn't occur for about 2500 years!*
- *Now, turn over to Jeremiah 33:22. (Ask for a volunteer to read the verse.)*
- *What does this verse teach about the stars in the sky?*
- *People have been interested in the number of stars in the sky since long ago. Ptolemy, who lived in the second century, counted 1,056 stars. Johannes Kepler, a German astronomer of the fifteenth century, counted 1,005. If you were able to travel around the world to count as many stars as you could see, you would come up with about 4,000. But the Bible says the stars are countless.*
- *Astronomers now think that the stars number about  $10^{22}$  power. That is 10 followed by 22 zeros! There are more stars than anyone can see or count.*
- *What do these verses indicate about the Bible and science? (The Bible told of certain matters long before science discovered them to be true. The Bible does not contradict science!)*
- *You made educated guesses about what was in your boxes, but you didn't have the complete picture. You were able to tell very little about their contents. Take your paper out with your guesses. I want you to open your boxes to see if you were correct. (Allow about five minutes for discussion and comment.)*
- *Through many hours of work and experiments, scientists have discovered many truths not only about the planet on which we live, but the universe as a whole. And we can be sure that even more will be discovered in future years. But whatever we can discover is already known to God, and only serves to show us other amazing details of God's creation. (And, he knew what was in your boxes before you opened them!)*





## SCRIPTURE MEMORY

But God made the earth by his power;  
he founded the world by his wisdom  
and stretched out the heavens by his  
understanding.

Jeremiah 10:12

### MATERIALS NEEDED

For each student:

- pen or pencil

Reproducible Pages:

- Page B, 1 copy for each student
- Page C, 1 copy for each student

### INSTRUCTIONS

1. Give each student a copy of Reproducible Page B (Scripture Memory Scramble) and a pen or pencil.
2. The students may work alone or in pairs to try to unscramble the words to the memory verse.
3. Give each student a copy of Reproducible Page C (Memory Verse).

## WEEKLY CHALLENGE AND SNACK TIME

If your students bring a snack, allow them to eat while you explain to them the challenge for the week.

*Take care of a plant this week. Remind yourself that God and your parent or parents take care of you. Make a decision to show both God and your parents gratitude.*

## CONCLUSION

End the class with a prayer.

## WEEKLY CHALLENGE

Take care of a plant this week. Remind yourself that God and your parent or parents take care of you. Make a decision to show both God and your parents gratitude.

# PHYSICAL SCIENCE AND THE BIBLE

## LESSON TEXT

Job 26:7-12; Jeremiah 33:22

## LESSON OBJECTIVES

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- The students will cite a passage from the Bible that contradicted commonly held erroneous beliefs.
- The students will cite one reason why science and the Bible do not contradict each other.

## MATERIALS NEEDED

*For each student:*

- pen or pencil
- crayons, markers or colored pencils

*For the teacher:*

- index cards, 3" x 5" (7 per group)
- rolls of tape (1 per group)
- paper
- extra Bibles

*Reproducible Pages:*

- Page D, 1 copy for each student
- Page E, 1 copy for each group (six to a group is ideal)

## LESSON PLAN

### *Getting Ready*

Faithful Instruction  
 Teacher Focus  
 Teacher Tips  
 Preclass Activity: Ancient Beliefs  
 Starting Up  
 Welcome and Singing  
 Opening Prayer and Review  
 Great News Sharing

### *Getting into God's Word*

Scripture Study  
 Activity: Science and the Bible

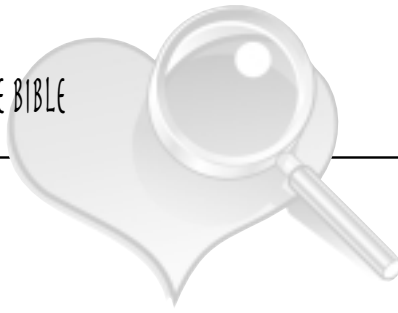
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## FAITHFUL INSTRUCTION

### TEACHER FOCUS

Pray before preparing the lesson. Meditate on Psalm 119:129-130, Job 26:7-12 and Jeremiah 33:22. These passages show the importance and the accuracy of God's word. How have you seen God's word change your life? Think of all the incredible ways God has impacted you through his word. Ask yourself this question: Why is it important for my students to be confident that God's word is always right?

The scientific community provides a great deal of insight and evidence that we need to help us understand the universe in a greater way. However, it has taken people thousands of years to come to scientific conclusions, and many more questions still need to be answered. When we look into God's word, we find that it holds the answers to all our questions. God has given us great men and women of science, but he knows that there are limitations to our understanding. He has therefore given us his word, which leaves us in awe of his power and gives us the answers to many of the mysteries of the universe.

As you prepare this lesson, allow your heart to be moved by God's power, exhibited in creation and through his word.

### TEACHER TIPS

You should prepare for this lesson by being solid in your understanding of ancient beliefs about the earth. You may want to ask the teacher of the Core Lesson for the information that was discussed during that class. This will allow you to more adequately help your students as they work on the preclass activity.

## PRECLASS ACTIVITY

### ANCIENT BELIEFS

The students will illustrate some of the different ways other cultures have tried to explain Earth's position in the universe. This will help them to recall that although the Bible is not a science textbook, whenever it touches upon a scientific matter, it is one hundred percent accurate!

### MATERIALS USED

*For each student:*

- pen or pencil
- crayons, markers or colored pencils

*Reproducible Pages:*

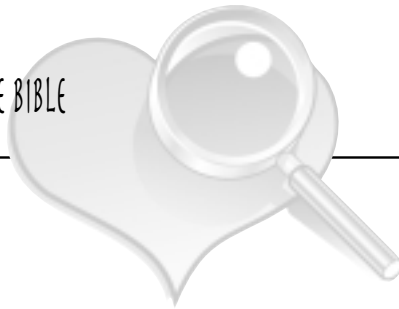
- Page D, 1 copy for each student

The students have learned that the Bible has many passages that told about the true nature of things in the world long before man ever discovered them for himself. One of them is stated in Job 26:7-12. This passage teaches that Earth is suspended over nothing. Many cultures believed other things, from a man named Atlas holding the world on his back to the world being carried on the back of a catfish! Through modern science, however, man has discovered that the Earth is suspended in space, just like the Bible says.

### INSTRUCTIONS

1. As the students arrive, give each a copy of Reproducible Page D (Ancient Beliefs), a pen or pencil, and markers, crayons or colored pencils. Instruct them to work individually. The directions are on the sheet.
2. Allow students to share their illustrations with one another.





## STARTING UP

## WELCOME AND SINGING

Call the students together in a circle. Welcome everyone by name, being sure to recognize anyone who is visiting. Let them know how glad you are to see them, and how much you looked forward to being with them. Sing a few great songs.

## OPENING PRAYER AND REVIEW

- Open with one student praying for each student to have great faith and to understand more clearly how much science and the Bible reinforce each other. Have the student pray that each student will share the things they are learning with their friends.
- Have one student recite the memory verse: Jeremiah 10:12.
- Have a student briefly review the previous lesson (Core Lesson).

## GREAT NEWS SHARING

Allow several minutes for the students to share great news about their lives. This could be about a family member who became a disciple, someone healed from an illness, someone studying the Bible, great grades, etc. Remind the students to be brief so that as many as possible can share.

## ANCIENT BELIEFS

In your last class, you learned about four different theories from different cultures that attempted to explain how Earth was "held up."

- The Japanese believed it was carried on the back of a catfish.
- The Hindus believed it was carried on the back of an elephant that stood on the back of a turtle, who swam in a sea of milk.
- The Greeks believed that a strong man, named Atlas, carried Earth on his back.
- The Bible says that Earth is suspended over nothing.

In the space provided below, draw a picture of any one of the four theories. Be prepared to share your drawing with the class. Which of the four theories seems most logical to you? Why?



## SCRIPTURE STUDY

- *During your last class, you looked at some scriptures that showed God revealing certain things about the universe long before man discovered them himself. What are some examples of this? (Give the students a chance to answer if any have a clear recollection from last class. But do not push them to remember.)*
- *Let's get our Bibles and open to Job 26:7-12.*
- *What natural properties does this scripture represent? (Earth in space, clouds filled with water, clearly defined horizon)*
- *Now, turn to Jeremiah 33:22. What do we learn from this scripture? (The stars and sand are countless.)*
- *Not only did God know these things, but he also knew man's limitations. God put this knowledge throughout the Bible to help us.*



## ACTIVITY

### SCIENCE AND THE BIBLE

The students will see that the Bible does not contradict natural science. In fact, it states principles that were not scientifically discovered until much later. Given a series of statements about nature, the students will match the statement with scriptures that refer to them.

#### MATERIALS NEEDED

*For each student:*

- pen or pencil

*For the teacher:*

- index cards, 3" x 5" (7 per group)
- rolls of tape (1 per group)
- paper
- extra Bibles

*Reproducible Pages:*

- Page E, 1 copy for each group (six to a group is ideal)

#### INSTRUCTIONS

1. *Today we are going to look at more examples of how the Bible does not contradict natural science. We are going to play a matching game in which your group will match a scientific fact with the specific scripture that refers to it.*
2. *Divide the class into groups. (Six students per group is ideal.)*
3. *The paper I am handing out lists seven scriptures and seven pieces of information. Your task is to find which scripture refers to which fact. For every accurate match you make, you will receive an index card. When your group has completed its sheet, have a representative come to me to have the answers checked. At that time, you will receive the appropriate number of cards. There are no second chances. If you get a match wrong, you will not get a card for that question. With the index cards you receive, you will then build a tower. I will announce the winner, once I have determined which group has the tallest free-standing tower. The only materials you can use to build your tower are the index cards and tape. The cards may only be taped to each other, not to anything else in the room.*




4. Allow the students a reasonable amount of time to complete their sheets and build their towers.
5. When a winner has been determined, review the activity sheet. *Let's go over these sheets to make sure everyone agrees on the answers. It is clear that the Bible does not contradict science. In many cases, it actually reveals things that scientists did not discover until much later. What does this tell you about those who wrote the Bible?*

## SCIENCE AND THE BIBLE

### Science Facts:

1. Matthew Fontaine Maury discovered that there are natural lanes in the seas which men use to go faster when traveling by boat.  
Scripture: Psalm 8:8
2. Scientists, over 300 years ago, discovered that water follows a specific cycle. It evaporates from the sea, travels over land, rains down and returns to the sea through the rivers.  
Scripture: Isaiah 55:10
3. Mammals produce body heat. In cold weather, many mammals are known to huddle together to share each other's body heat to keep warm.  
Scripture: Ecclesiastes 4:11
4. Blood is essential for life and carries oxygen, nutrients, and disease-fighting cells to the rest of the body, while it removes waste products to keep the body healthy.  
Scripture: Leviticus 17:11
5. Plants require soil, water and sunlight to grow. If a plant cannot sink its roots into the ground, it will wither and die.  
Scripture: Matthew 13:1-9
6. On every part of Earth, there are noticeable seasons. Many cultures have traditional times for harvesting and planting.  
Scripture: Genesis 8:22
7. Ants have tightly organized colonies that contain special areas for food storage. Within a colony, individual ants have specific duties that only they can perform.  
Scripture: Proverbs 6:6-8

### Scriptures:

Leviticus 17:11	Isaiah 55:10	Proverbs 6:6-8	
Genesis 8:22	Psalm 8:8	Matthew 13:1-9	



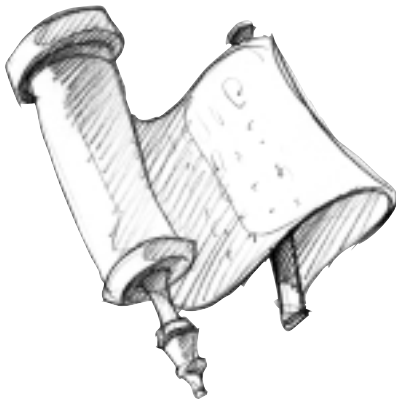
## SCRIPTURE MEMORY

But God made the earth by his power;  
he founded the world by his wisdom  
and stretched out the heavens by his  
understanding.

Jeremiah 10:12

### INSTRUCTIONS

1. Allow several volunteers to recite the verse from memory.
2. Have the entire class repeat the verse twice, in unison.



## WEEKLY CHALLENGE AND SNACK TIME

If your students bring a snack, allow them to eat while you remind them of the challenge for the week.

The students were challenged to take care of a plant for the week in order to help them begin to understand the love and care that God and their parents give to them. They were also challenged to work on having a grateful spirit throughout the week. Ask about how they are doing with the challenge to be grateful and not complain. Has anyone noticed a change?

## CONCLUSION

End the class with a prayer.

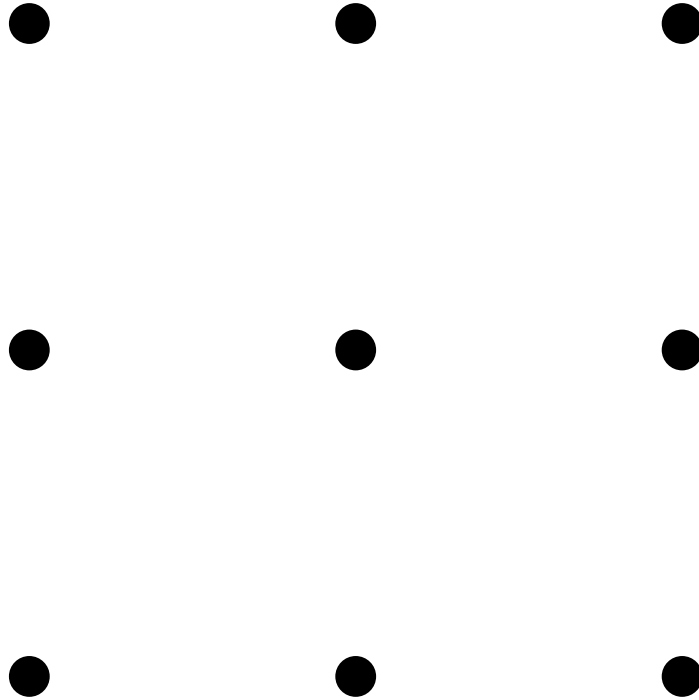
## WEEKLY CHALLENGE

Take care of a plant this week. Remind yourself that God and your parent or parents take care of you. Make a decision to show both God and your parents gratitude.



## MIND TEASER

Without lifting your pencil from the paper, connect all 9 dots using 4 straight lines.  
Remember, you may only use straight lines.



## SCRIPTURE MEMORY SCRAMBLE

Instructions: Unscramble the words to reveal your memory scripture for this week.  
Unscramble the words first, then try to put them in the correct order.  
If you have trouble, turn in your Bible to Jeremiah 10:12 for help.

eh the yb shi dan tuo het yb ish tub eht his yb ogd

edam treah wopre dendouf omdisw rowdl chetstrde

andginsterdun vaehsen

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SCRIPTURE MEMORY

But God made the earth by his power;  
he founded the world by his wisdom  
and stretched out the heavens  
by his understanding.

JEREMIAH 10:12

WEEKLY CHALLENGE

Take care of a plant this week. Remind yourself that God and your parent or parents take care of you. Make a decision to show both God and your parents gratitude.

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## ANCIENT BELIEFS

In your last class, you learned about four different theories from different cultures that attempted to explain how Earth was "held up."

- The ancient Japanese believed it was carried on the back of a catfish.
- The Hindus believed it was carried on the back of an elephant that stood on the back of a turtle, who swam in a sea of milk.
- The Greeks believed that a strong man, named Atlas, carried Earth on his back.
- The Bible says that Earth is suspended over nothing.

In the space provided below, draw a picture of any one of the four theories.  
Be prepared to share your drawing with the class.  
Which of the four theories seems most logical to you? Why?

## SCIENCE AND THE BIBLE

### Science Facts:

1. Matthew Fontaine Maury discovered that there are natural lanes in the seas which men use to go faster when traveling by boat.

Scripture: \_\_\_\_\_

2. Scientists, over 300 years ago, discovered that water follows a specific cycle. It evaporates from the sea, travels over land, rains down and returns to the sea through the rivers.

Scripture: \_\_\_\_\_

3. Mammals produce body heat. In cold weather, many mammals are known to huddle together to share each other's body heat to keep warm.

Scripture: \_\_\_\_\_

4. Blood is essential for life and carries oxygen, nutrients, and disease-fighting cells to the rest of the body, while it removes waste products to keep the body healthy.

Scripture: \_\_\_\_\_

5. Plants require soil, water and sunlight to grow. If a plant cannot sink its roots into the ground, it will wither and die.

Scripture: \_\_\_\_\_

6. On every part of Earth, there are noticeable seasons. Many cultures have traditional times for harvesting and planting.

Scripture: \_\_\_\_\_

7. Ants have tightly organized colonies that contain special areas for food storage. Within a colony, individual ants have specific duties that only they can perform.

Scripture: \_\_\_\_\_

### Scriptures:

Leviticus 17:11

Isaiah 55:10

Proverbs 6:6-8

Genesis 8:22

Psalms 8:8

Matthew 13:1-9

Ecclesiastes 4:11

