

# Exploring the Wonders of the Human Body

## Psalm 139:14



Old Testament 1  
Part 1: Exploring God's World

## SUNDAY MORNING

Old Testament 1 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

### SCRIPTURE REFERENCES:

Psalm 139:14; Genesis 1, 2

### MEMORY WORK:

YOUNGER CHILDREN: "I will praise You, for I am fearfully and wonderfully made" (Psalm 139:14a).

OLDER CHILDREN: "I will praise You, for I am fearfully and wonderfully made; marvelous are Your works, and that my soul knows very well" (Psalm 139:14).

### SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Psalm 139:14"](#)
- ["God Exists"](#)
- ["Creation"](#)
- ["Creation Song"](#)
- ["Oh, Be Careful Little Eyes What You See"](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Bible Facts](#) (provided under "O.T. 1 Bible Facts" on curriculum Web site)
- [Creation & Bible Firsts](#) (provided under "O.T. 1 Bible Facts" on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Bible Class Workshop visuals: ["Body and Soul"](#); ["Body and Soul Boy Take Home"](#); ["Body and Soul Girl Take Home"](#); ["Adam Was the First"](#)
- Pictures or [posters](#) of different systems of the body
- Large Creation numbers (Draw large numbers representing each day of Creation on separate pages, and color the numbers with things that were created on those days.)
- AP's short video ["Design in the Universe Proves a Universe Designer"](#)



## PERSONAL APPLICATION:

My body is specially designed by God and could not have come about by accident, as the theory of evolution teaches.

## LESSON STARTS HERE

### INTRODUCTION: (YOUNGER CHILDREN):

What have we been learning about in Bible class? (Creation) Good! What did God make on Day 1? Day 2? Day 3? Day 4? Day 5? And day 6? Today, we are going to talk about how God made our wonderful bodies. Have you ever wondered where your food goes after you swallow it? Have you ever heard or felt your heart beating? Every part of our bodies work together perfectly. Our bodies are proof of great design. **And where there is design, there must be a designer.** That designer is God!

### INTRODUCTION: (OLDER CHILDREN):

Review days of Creation

Review theory of evolution information

God made our bodies very special. They are one of the most complex things in all of God's creation, specially designed by the Great Designer. The Bible says that our bodies are the "Temple" of God (1 Cor-inthians 6:19-20). We should take care of our bodies in such a way that God would want to live in His "Temple."

### POINTS TO EMPHASIZE:

1. Younger Children: The teacher should emphasize how amazing our bodies are and briefly describe how the major organs work together. The majority of the class time should be spent talking about the five senses, doing activities where the children must use their senses (i.e., listening to different sounds; smelling, tasting, seeing, and feeling things; play "I Spy" or similar games that requires children to use their eyes).
2. God created everything complete and perfect in only six days, and "He saw that it was very good." On day six of Creation, remember that God created the first man and the first woman, full-grown, complete and perfect. Those first two people, Adam and Eve, were not the result of any accidental changes from one creature into another (evolution). Their bodies and minds were perfectly designed by the Perfect Designer: God.
3. Just like Adam and Eve, your body is made up of trillions of cells. Every single one of those cells is very complex and knows just what to do. Did they learn their jobs just by accident? **No! Where there is design, there must be a designer!**
4. There are many different kinds of cells that do different things in your body. Those cells that do the same things and help your body in the same ways form certain kinds of tissues. The tissues come together to form organs, like the heart, lung, liver, brain, etc.
5. Each part of your body, both inside and out, has a special job to do. All of the parts work together more beautifully than any machine ever made or designed by humans. There are parts that help us move, parts that help us fight off disease, parts that help us care for ourselves, and

parts that work without us ever having to think about it. You never have to tell your heart to beat, or your stomach to digest food, or your lungs to breathe!



**RECOMMENDED READING FOR TEACHERS:** See the “[Design of the Human Body](#)” topic under the “Existence of God” category on the Apologetics Press Web site for further study.

6. It is very important that we take care of our bodies because the Great Designer wants us to stay healthy so we can do what God wants us to do effectively. It is important that we exercise and eat the right kinds of food. There are things we need to stay away from to keep our bodies healthy, too. We should stay away from smoking, drugs, alcohol, etc. Discuss why we should stay away from these things and how they can harm our bodies.

**PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):**

- Click here for the complete [Activity Book](#) and [Answer Key](#).

**Ages 2-5:**

- Put large Creation numbers on wall at reaching level. Have pictures of things created on each day for them to sort and put in the correct number.
- Help each child make a book about the five senses. Cut pictures from magazines about the senses. For example, glue a picture of eyes or movable eyes on one page and write the caption, “God gave me eyes to see.”
- “[The Human Body](#)” poster (provided in activity sheets)
- “[The Human Body Coloring Sheet](#)” (provided in activity sheets)

**1st-2nd Graders:**

- Advanced Bible Reader: If they have yet to do so, have the kids read [God Made You](#) by Kyle Butt (Apologetics Press). Also, if they have yet to do so, have them read the rest of the books from Apologetics Press’ “[Learn to Read](#)” series by Dave Miller. Print out copies of the corresponding quizzes from AP’s [Advanced Bible Reader](#) (ABR) site under “Other Books.” Have each of the children take the quiz. If you have not already, outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.
- Demonstrate the five senses. For example: to make sound waves, you will need a glass half-full of water, a ping-pong ball, and a tuning fork. Gently hit the tuning fork on the edge of the table, then hold it next to the ping pong ball. The ball should slightly bounce. Hit the tuning fork again and hold it next to the glass of water. The sound waves will cause the water to move. This shows how sound waves bounce off our eardrums, making the noises we hear.
- To illustrate how our taste buds work, set two small containers on the table, one with sugar and one with salt. (Don’t tell the students what is in each container.) Ask a child to dry his tongue with a clean piece of gauze and then put a little of each substance on his tongue, one at a time. This will demonstrate how saliva works with our taste buds and our tongue so that we can recognize the difference between sweetness and saltiness, as well as other tastes.
- To illustrate how our senses of smell and taste work together, prepare at least 3 kinds of Kool-

Aid<sup>®</sup>. Blindfold one of the children and ask him to hold his nose. Give him small amounts of each flavor to taste. Then, give him a small glass of the 3 kinds of Kool-Aid<sup>®</sup> mixed with water. He will probably not be able to distinguish the taste; the contents of each glass will just taste sweet.

- Show children where to feel their pulses (behind knee, on wrist, on neck). Count the number of pulses in 20 seconds, and then multiply by 3 to get their pulse rate. Have a stethoscope for them to listen to their heart beat.
- “[The Human Body](#)” word search (provided in activity sheets)

### 3rd-4th Graders:

- Advanced Bible Reader: If they have yet to do so, have the kids read [God Made You](#) by Kyle Butt (Apologetics Press). Also, if they have yet to do so, have them read the rest of the books from Apologetics Press’ “[Learn to Read](#)” series by Dave Miller. For those that are able, have them read Apologetics Press’ [The Amazing Human Body Designed by God](#) by Caleb Colley. Print out copies of the corresponding quizzes from AP’s [Advanced Bible Reader](#) (ABR) site under “Other Books.” Have each of the children take the quiz. If you have not already, outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.
- To illustrate sound waves, you will need a glass, about half full of water, a ping-pong ball, and a tuning fork. Gently hit the tuning fork on the edge of the table, then hold it next to the ping pong ball. The ball should slightly bounce. Hit the tuning fork again and hold it next to the glass of water. The sound waves will cause the water to move. This shows how sound waves bounce off our eardrums, making the noises we hear.
- To illustrate how our taste buds work, set two small containers on the table, one with sugar and one with salt. (Don’t tell the students what is in each container). Ask a child to dry his tongue with a clean piece of gauze and then put a little of each substance on his tongue, one at a time. This will demonstrate how the saliva works with our taste buds and our tongue to recognize certain tastes and even alert us to danger.
- To illustrate how our senses of smell and taste work together, prepare at least 3 kinds of Kool-Aid<sup>®</sup>. Blindfold one of the children and get him to hold his nose. Give him small amounts of each flavor to taste. Then, give him a small glass of the 3 kinds of Kool-Aid<sup>®</sup> mixed with water. He will probably not be able to distinguish the taste; the contents of each glass will just taste sweet.
- Show children where to feel their pulses (behind knee, on wrist, on neck). Count the number of pulses in 20 seconds, and then multiply by 3 to get their pulse rate. Have a stethoscope for them to listen to their heart beat.
- “[The Human Body](#)” word search (provided in activity sheets)
- Print off copies of the following issue/articles of *Discovery* Magazine from the Apologetics Press Web site, and have the students read the issues and do the activities in the activity section (NOTE: [Advanced Bible Reader](#) quizzes exist for many issues of *Discovery* magazine): [March, 2017](#); [July, 2020](#); [November, 2021](#); [December, 2006](#).
- Have the children read the “[Truth about Design in the Human Body](#)” tract from “[The Truth About...](#)” tract series for kids and complete the activities therein.
- Have the children read Genesis chapter one again.

## SONGS:

### “PSALM 139:14”

Author: Jeff Miller

(Tune: See “[Christian Evidences Memory Work](#)” CD)

### “GOD EXISTS”

Author: Jeff Miller

(Tune: See “[Christian Evidences Memory Work](#)” CD)

#### VERSE 1:

If there’s an engine, there’s an engineer.  
If there’s a painting, there’s a painter somewhere.  
If there’s a law, there’s a law maker.  
If there is writing, there’s a writer for sure.  
If there’s design in the world, and we know that there is,  
There must be a Designer, Who designed it.

#### CHORUS:

God exists, the evidence says.  
We can believe it. We don’t have to guess.

#### VERSE 2:

The Universe exists. It had to come from somewhere.  
It must have a Cause. That Cause put it there.  
It can’t create itself. It can’t exist forever.  
God is out there, and He put it together.

#### (CHORUS)

#### VERSE 3:

There is right and there is wrong. It can’t be denied.  
If Johnny took my stuff, it wouldn’t be right.  
If there is right and wrong that everyone is subject to,  
That higher Law’s from Someone Who’s above me and you.

#### (CHORUS)

Study the Bible; learn what He wants you to do.  
Be sure to obey Him, and He’ll be proud of you.

## “CREATION”

Author: Jeff Miller

(Tune: See “[Kids Prep](#)” CD)

### VERSE 1:

God made water, space, and Earth on Day one.  
He also made light for day, ‘cause there was none.  
He made the great blue skies above, all on Day two,  
On Day three: the land, the grass, the trees, and the seas, too!

### CHORUS #1:

God made all creation, and behold, it was very good.

### VERSE 2:

On Day four, He made the Sun, the Moon, and stars on high.  
On Day five, He made the swimming things and creatures that fly.  
On Day six, He made the land creatures and all creeping things,  
And it was very good when He made Adam and Eve.

### CHORUS #2:

Six days, God created, and He stopped on the seventh Day.

## “CREATION SONG” ([Click to Hear](#))

Author: Unknown\*

Day one, day one,  
God made light when there was none. (REPEAT)

Day two, day two,  
God made clouds and skies of blue. (REPEAT)

Day three, day three,  
God made grass, flowers, trees, and seas. (REPEAT)

Day four, day four,  
Sun and Moon and stars, galore. (REPEAT)

Day five, day five,  
God made birds and fish alive. (REPEAT)

Sixth day, sixth day,  
God made animals and Man that day. (REPEAT)

Day seven, day seven,  
God rested in His heaven. (REPEAT)

**“OH, BE CAREFUL LITTLE EYES WHAT YOU SEE” ([Click to Hear](#))**

Author: Unknown\*

(Tune: See Internet)

Oh, be careful little eyes what you see. (REPEAT)

For the Father up above,  
Is looking down in love.

So, be careful little eyes what you see.

Oh, be careful little feet where you go. (REPEAT)

For the Father up above,  
Is looking down in love.

So, be careful little feet where you go.

Oh, be careful little ears what you hear. (REPEAT)

For the Father up above,  
Is looking down in love.

So, be careful little ears what you hear.

Oh, be careful little mouth what you say. (REPEAT)

For the Father up above,  
Is looking down in love.

So, be careful little mouth what you say.

Oh, be careful little hands what you do. (REPEAT)

For the Father up above,  
Is looking down in love.

So, be careful little hands what you do.

\*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

\*\*\* IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.







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## WEDNESDAY EVENING

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## PERSONAL APPLICATION:

My body is specially designed by God and could not have come about by accident, as the theory of evolution teaches.

## INTRODUCTION:

- Review Sunday’s lesson (see [O.T. 1 Review Questions](#) for example questions)
- [Bible Facts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)
- [Creation & Bible Firsts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)
- Review Days of Creation

## POINTS TO EMPHASIZE:

1. Review the basic ideas from Sunday morning (see [O.T. 1 Review Questions](#) for example questions).
2. Continue with information about additional parts of the body, such as the heart and the brain.

### “THE NOSE KNOWS”

You’ve been outside playing after school. But now your mom has called you to come in and wash up for supper. You step in the back door just as your mom pulls a pan of her homemade lasagna out of the oven. The smell drifts through the whole house—bubbly cheese, soft noodles, tender meat, and just the right spices. From the griddle, she lifts off hot, freshly buttered French bread. Your mouth begins to water, and your stomach begins to “growl.” What’s happening here?

Your nose knows! Your nose is sending messages to your brain—messages which tell the brain to check in its vast “filing cabinet” of memories for what these odors mean. Ah, ha! It’s lasagna! It’s cheese! It’s butter! What a wonderful thing, the nose. Can you imagine going through life without the sense of smell which the nose provides?

But how does the nose work? It is not actually our nostrils which do the smelling. Nostrils collect the odors, but the epithelium located behind the bridge of the nose actually captures the odor molecules. Then, in a series of very complex steps, tiny nerves send electrical impulses to the part of the brain we call the smell cortex. The brain uses its huge memory to match the odor to something the nose has smelled before and recorded in the brain. When you smell lasagna, the brain sends a message of “good.” But when you smell something like rotten eggs or spoiled milk, the brain sends a message of “bad.”

The nose is also one part of the body’s defense system. Bacteria in the air are “captured” by the mucous in the nose and dissolved. Some objects in the air, like pollen from plants, may irritate the trigeminal nerves, causing a sneeze to occur. During a sneeze, foreign objects can be propelled from the nose at a speed of over 100 miles per hour! Interestingly, nostrils “switch on and off” every 3-4 hours. One will work while the other rests.

Could the nose have “just happened” by evolution? **No!** It is so well designed and so complex, that it must have had a designer. That designer is God, Who made us (Genesis 1:26-27; Psalm 139:14).

**PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):**

- See Sunday morning’s lesson
- Discuss the design of our five senses. Have boxes or drawstring bags containing items that relate to each of the senses:
  - HEARING:** rattle, bell, watch or clock, aluminum foil to crush or rattle, seeds or beans in a box to shake. You can also use a cassette tape/CD (buy or make your own) of sounds, to see if the children can identify them, such as running water, a car horn, a commode flushing, a doorbell ringing, etc.
  - SMELL:** an orange, a lemon, vanilla, perfume, pine candle, etc. (You can blindfold the students and see if they can guess the odors.).
  - TASTE:** an apple, peppermint candy, lemon or orange juice, salt, a pickle, sugar, etc. (Make sure of any food allergies before selecting foods to use.).
  - TOUCH:** a piece of velvet or fur, a round rubber ball, sand or sandpaper, sticky tape, a mirror or other smooth surface, etc. (You can blindfold the students and see if they can guess what they are touching.).
  - SIGHT:** a kaleidoscope, a magnifying glass, a prism, food colorings to mix, etc.
- Discuss what it would be like if we lost any of our senses. If you have a church member who is blind, deaf, etc. get him/her to talk to the class about what it is like to not have one of the senses.



**RECOMMENDED READING FOR TEACHERS:** See the article “[The Teleological Argument for the Existence of God](#) [Parts 1-2]” by Dave Miller in the “[Design of the Human Body](#)” topic section within the “Existence of God” category of the Apologetics Press Web site for further study.

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