Lesson at a Glance

MEDICAL SCIENCE AND THE BIBLE

EVIDENCES II
LESSON 1

LESSON TEXT

Numbers 19:11-16; Leviticus 17:10-14; Psalm 139:13-14

LESSON OBJECTIVES

- The students will locate one passage in the Bible that illustrates medical knowledge that has been proven to be accurate.
- The students will explain how God's word shows his constant love and care for his people.
- The students will identify one Biblical practice that can prevent the spread of infectious disease.

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
- 1 piece of skinless or peeled fruit
- scissors
- extra Bibles

Reproducible Pages:
- Page A, 1 copy for each student
- Page B, 1 copy for every 10 students
- Page C, 1 copy for each student

LESSON PLAN

Getting Ready

Faithful Instruction
- Teacher Focus
- Teacher Tips

Preclass Activity: True or False Biblical Practices

Starting Up
- Welcome and Singing
- Opening Prayer
- Victories
- Good News from the Kingdom

Getting into God's Word

Story: Do You Want Some of My Fruit?

Scripture Study

Activity: Spreading Infectious Disease

Getting It to Others

Scripture Memory: Psalm 139:13-14

Weekly Challenge and Snack Time

Conclusion

SCRIPTURE MEMORY VERSE

For you created my inmost being;
you knit me together in my mother's womb.
I praise you because I am fearfully and wonderfully made;
your works are wonderful,
I know that full well.

Psalm 139:13-14

GENERATION Next
Preteens

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GETTING READY

FAITHFUL INSTRUCTION

TEACHER FOCUS

Pray before preparing the lesson. Read and meditate on Deuteronomy 23:12-14, Genesis 17:12, Numbers 19:11-16, Leviticus 17:10-14 and Leviticus 11:29-40. Think about the obvious (medical) reasons why God instituted these practices. Focus on how the writers of the Bible wrote about and had knowledge of material far superior to other knowledge available at that time. Also focus on how medical science today does not contradict Biblical practices of the past, but instead reveals and demonstrates just how beneficial God's natural laws were to mankind (i.e. unclean foods, circumcision, the value of blood, etc.).

TEACHER TIPS

Have you ever wondered about some of your mother's (or grandmother's) home remedies or cures? Perhaps she told you to rub ice on your ear for a toothache or to take cod liver oil for a cold. Did you ever think about why such methods work? Or, you may have questioned whether they actually did work. There have been many cases, however, in which home remedies have been scientifically proven to be effective. Consider some of the practices you have heard about or read in the Bible, and see if you can find some reasons why they are medically sound.

Many statements made in the Bible on health-related subjects do not contradict findings of modern medical science. In the Bible, God provided important information to help people remain healthy. The people to whom the advice was given understood very little about the human body and what is necessary to keep it healthy, at least in comparison with us today. But the human body today is not very different in any substantial way than it was 2,000 years ago, and God gave the advice that was needed to avoid certain kinds of diseases. It is no surprise that the advice remains true today.

PRECLASS ACTIVITY

TRUE OR FALSE BIBLICAL PRACTICES

The students will guess which medical practices have been carried forward since Biblical times. This activity is designed to show students that many of these practices (practices with which they may already be familiar) were actually instituted by God.

MATERIALS USED

For each student:
- pen or pencil

Reproducible Pages:
- Page A, 1 copy for each student

INSTRUCTIONS

1. Distribute copies of Reproducible Page A (True or False Biblical Practices) and a pen or pencil to the students as they arrive.
2. Direct the students to check off the practices they think are based on actual Biblical instruction, and write down the reason why they believe this to be true.
3. When all students are done, choose one volunteer to read their list. If other students want to quickly share their lists, do so now. Read the correct list to the class.

ANSWER KEY:

1. NO	7 YES	13. NO
2. YES	8. NO	14. YES
3. YES	9. NO	15. NO
4. NO	10. NO	16. NO
5. YES	11. YES	17. NO
6. NO	12. YES	18. NO

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GETTING READY

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 God's wisdom and how much it influences our lives every day.

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? Who would like to share something they learned?*

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.

NOTE: Last week the students were given the assignment to daily write down three things for which they are thankful in their Gratitude Journals. Be sure to ask the students how they are doing with this. Remind them to keep writing this week, and to bring their journals to class next 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 that the victories of our brothers and sisters on other continents should inspire us and spur us on.

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GETTING INTO GOD'S WORD

STORY

DO YOU WANT SOME OF MY FRUIT?

By witnessing the teacher pretend to sneeze or cough on pieces of fruit and then offer them to the class, students will recognize the scientific significance behind one of God's laws (spreading of infectious diseases). This activity is designed to teach the students that medical science only reveals the significance of God's laws, and that the two do not contradict each other.

MATERIALS USED

For the teacher:

- 1 piece of skinless or peeled fruit

PREPARATION

Bring to class an apple, orange or a piece of another type of fruit. Cut it into sections, and have it ready to offer to the class. (If the fruit has skin, it should first be peeled.)

INSTRUCTIONS

1. Have the following interaction with the students: *I brought some fruit today that I would like to share with the class.* (Cough and pretend to sneeze all over your hands and the slices of fruit.)
2. *Who would like a piece of fruit?* (Wait for some negative responses.)
3 *Why shouldn't I share this fruit?* (Give the students time to respond.)
4. *Are you aware that in Biblical times, people did not know that disease and infection came from such things as sneezing, coughing or dirty hands? God's laws, however, protected them from these things. Now let's take a look at some scriptures and see how God provided for his people by instituting these laws.*

SCRIPTURE STUDY

Get your Bibles and turn to Numbers 19:11-16. (Read aloud to the class.)

- *What do you think was the significance of cleansing and purifying after touching a dead body?*
- *God said that dead bodies were "unclean." He stated it in a way that the Israelites could understand. It would take man about three thousand years before he discovered the concept of bacterial infections causing disease.*
- *Moses also directed the people to isolate those who were ill and to wash frequently.*
- *About 150 years ago, a doctor in Austria named Ignaz Semmelweis noticed that the death rate in his particular hospital was terrifyingly high. Doctors would perform autopsies, then deliver babies, perform surgeries and examine patients, without washing their hands! No wonder so many people died! Now let's look at another practice that was later revealed by medical science to be beneficial. Turn in your Bibles to Leviticus 17:10-14.* (Read aloud to the class.)
- *Why do you think God wanted his people to know that the "life of a creature is its blood"?*
- *God told his people this and many of them may not have understood why, especially since the medical practice of blood-letting (cutting a vein of a sick person to drain blood out of their body) was very common in the ancient world and continued even up until two hundred years ago!*
- *Blood-letting was practiced because doctors wrongly believed that people who were sick had "bad blood" or, to put it another way, the sickness was in the blood. Therefore, to get rid of the illness, one needed to get rid of the blood.*
- *Once again, Moses made a statement that predated medical science discovery by three thousand years!*
- *These are just a few examples that show God's infinite wisdom. All of this knowledge was given to man long before we discovered the reasons through science. How does it make you feel to know that God has your personal health and safety*

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on his heart? (Allow a couple of students to respond.)

Let's end our scripture study today by looking at Psalm 139:13-14. (Choose a student to read aloud.)

- *What does the Bible say about how well God knows us?* (God knew what we would look like and who we would be long before our own parents did!)
- *We can see that God created us and knows everything about us. In fact, he knows more about us than we know about ourselves. Can anyone think of any examples of this?* (the way we think, what makes us sick, what makes us happy)
- *Because God created us, he knows all the things that could possibly do us harm. It is because of the great love God has for his people that he instituted laws to protect them.*
- *We are now going to participate in an activity that will demonstrate what might have happened to the Israelites if God had not protected them.*

ACTIVITY

SPREADING INFECTIOUS DISEASE

The students will participate in an activity that shows how easily diseases are spread among people. They will then understand why God gave his people laws (such as hygiene) to protect them from disease.

MATERIALS USED

For each student:
- pen or pencil

For the teacher:
- scissors

Reproducible Pages:
- Page B, 1 copy for every 10 students

PREPARATION

1. Make one copy of Reproducible Page B (Spreading Infectious Disease worksheet) for every ten students.
2. Cut along the solid lines to create ten strips of paper per page.

INSTRUCTIONS

1. *Take one slip of paper and a pen or pencil. Be careful not to let the other students see it.* (Only one student in ten should get a slip marked "Diseased.")
2. *Your slip of paper is divided into four sections. Each of the sections will either read "Healthy" or "Diseased."*
3. *Tear off one of the sections. Pass this section on to another student by shaking hands with him or her. Every student should receive one slip of paper.*
4. *As the game progresses, we will be able to see how easy it is for a disease to spread through a population.*
5. *At the beginning, only one out of ten of you was infected with the disease. Now, two out of ten of you are. Don't tell others who you are. The newly infected person(s) need(s) to write a "D" for "diseased" on the last three strips he/she has left. Everybody cover your strip of paper and act like you are writing so we will not know who the newly infected person(s) is(are). You now carry the disease, and you cannot go back to being healthy for the rest of the game.*
6. *Now, I would like everyone to walk around the class and shake hands with a different student, passing a section of paper on to that person.*
7. *We now have more people who are infected. Again, the newly infected people write a "D" on your last two strips. Everyone else act like you are writing. We can see how quickly the disease has spread among us by simply shaking hands. Now let's see what will happen when we continue to let the disease spread.*
8. *Tear off another section from your strip of paper. Shake hands with a different student and pass them a slip of paper. Now, even more are infected.*
9. Repeat the whole process one more time.
10. If you still have students remaining healthy, repeat the process one more time.
11. Ask the original diseased person(s) to raise his/her(their) hand. Then ask everyone else who became diseased to raise their hands (should be all or most of the class).
12. *We can now understand the importance of the Biblical practices God gave his people—even if they themselves could not! We also see how God demonstrated his love for the Israelites by giving them laws to protect them.*

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GETTING IT TO OTHERS

SCRIPTURE MEMORY

For you created my inmost being;
you knit me together in my mother's womb.
I praise you because I am fearfully and wonderfully made;
your works are wonderful,
I know that full well.
Psalm 139:13-14

MATERIALS USED

Reproducible Pages:

- Page C, 1 copy for each student

INSTRUCTIONS

1. Have the students open their Bibles and read Psalm 139:13-14 together. This verse has 33 words.
2. Divide 33 by the number of students in the class. This will give you the number of words to assign each student. (For example, if you have 10 students in class, 7 students would get 3 words and 3 students would get 4 words.)
3. Once you have assigned a phrase to each student, have the students stand up and put themselves in the correct order. Have them recite the memory verse with each person saying his or her word or words at the right time. Repeat this three times.
4. Distribute a copy of Reproducible Page C (Memory Verse) to each student.

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: *I would like for you to think about someone in the church with whom you would like to build a deeper friendship.* Have the students verbally identify someone. The girls should select a sister, and the boys should select a brother. Make note of the person that each student chooses. (This way you can guard against several students choosing the same person. Once a person has been chosen, another student cannot choose him or her.)

The challenge is for the students to make a card telling the person how much they appreciate him or her, and saying that they would like to spend some time getting to know him or her and sharing what they are learning in class.

CONCLUSION

End the class with a prayer.

WEEKLY CHALLENGE

Make a card for someone, telling them (1) how much you appreciate them and (2) that you would like to spend some time getting to know them and sharing what you are learning in class. Then plan a time to get together.

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Lesson at a Glance supplement

MEDICAL SCIENCE AND THE BIBLE

EVIDENCES II
LESSON 1
(SUPPLEMENT)

LESSON TEXT

Number 19:11-16

LESSON OBJECTIVES

- The students will locate one passage in the Bible that illustrates medical knowledge that has been proven to be sound.
- The students will explain how God's word shows his constant love and care for his people.
- The students will identify one Biblical practice that can prevent the spread of infectious disease.

MATERIALS NEEDED

For each student:
- pen or pencil

For the teacher:
- tape
- scissors
- extra Bibles

Reproducible Pages:
- Page D, 1 copy for the teacher
- Page E, 1 copy for the teacher
- Page F, 1 copy for the teacher
- Page G, 1 copy for the teacher

LESSON PLAN

Getting Ready

Faithful Instruction
- Teacher Focus
- Teacher Tips

Preclass Activity: Guess My Condition

Starting Up
- Welcome and Singing
- Opening Prayer and Review
- Great News Sharing

Getting into God's Word

Scripture Study

Activity: Laws That Protect

Getting It to Others

Scripture Memory: Psalm 139:13-14

Weekly Challenge and Snack Time

Conclusion

SCRIPTURE MEMORY VERSE

For you created my inmost being; you knit me together in my mother's womb. I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well.

Psalm 139:13-14

GENERATION NEXT
Preteens

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GETTING READY

(SUPPLEMENT)

FAITHFUL INSTRUCTION

TEACHER FOCUS

Pray before preparing the lesson. Read and meditate on Deuteronomy 23:12-14, Genesis 17:12, Numbers 19:11-16, Leviticus 17:10-14 and Leviticus 11:29-40. Think about the obvious (medical) reasons God had for instituting the practices described in these passages. Focus on how the writers of the Bible wrote about and had knowledge of material far superior to other scientific or medical knowledge available at that time. Also focus on how medical science today does not contradict Biblical practices of the past, but instead reveals and demonstrates how extremely beneficial God's laws (i.e. unclean foods, circumcision, the value of blood, etc.) were to mankind.

TEACHER TIPS

The students have learned the significance of several Biblical practices instituted by God and how these practices were later substantiated by modern medicine. They have learned about the power of God's divine knowledge and how he protected his people with this knowledge. As a result, they have learned how medical science and the Bible do indeed go hand in hand.

The activity in this lesson will allow students to create their own "divine" laws for the people of a make-believe island. The students will create laws specifically aimed at preventing their people from contracting a make-believe disease. This will show how many of God's laws, which have since been substantiated by medical science, were originally instituted to protect us.

PRECLASS ACTIVITY

GUESS MY CONDITION

The students will be introduced to several medical conditions during this game. In doing so, they will become aware of the many diseases and ailments that plague man.

MATERIALS USED

For the teacher:

- tape
- scissors

Reproducible Pages:

- Page D, 1 copy for the teacher

PREPARATION

See Reproducible Page D (Guess My Condition). Make a copy and cut this paper so that each "condition" is a separate tag. (NOTE: There are 28 conditions on the sheet. If you have more than 28 students, either make an additional copy of the page and give some students the same condition or make up tags with other conditions that the students will recognize.)

INSTRUCTIONS

1. As the students arrive, tape one "condition" to the back of each student. Do not allow the student to read it. The student will guess what condition is taped to his back. He will do so by asking other students questions—only questions with "yes" or "no" answers are permitted. For example: One student has "measles" taped to her back, and shows it to another student. The student who has "measles" might ask the other student questions such as, "Could I die from this condition? Is this condition caused from not washing my hands before I eat? Is this condition curable?"
2. The teacher may give the students some ideas as to what questions to ask. Continue the game until all students have guessed their conditions, or until time runs out for the activity.

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GETTING READY

(SUPPLEMENT)

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 be thankful for God's infinite wisdom and care for us.
- Have one student recite the memory verse: Psalm 139:13-14.
- 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.

For you created my inmost being;
you knit me together in my mother's womb.
I praise you because I am fearfully and
wonderfully made;
your works are wonderful,
I know that full well.

PSALM 139:13-14

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GETTING INTO GOD'S WORD

(SUPPLEMENT)

SCRIPTURE STUDY

This session is meant to reinforce the previous lesson. The best way to accomplish this is to ask the students to teach you what they have learned. You can then reinforce and re-emphasize certain points, and then move on to the activity, which should take the bulk of the class time.

- *I would like each of you to get your Bibles and turn to Numbers 19:11-16.*
- *Why did God emphasize cleansing after touching a dead body?* (Give the students time to respond.)
- *Can anyone remember the discovery made by Dr. Ignaz Semmelweis?* (About 150 years ago, this Austrian doctor noticed that the death rate in his particular hospital was terrifyingly high. Doctors would perform autopsies, then deliver babies, perform surgeries and examine patients WITHOUT WASHING THEIR HANDS! No wonder so many people died!)
- *What does this show about the relationship between the Bible and medical science?* (Allow a time of sharing and encourage the students to teach someone else what they have learned.)

ACTIVITY

LAWS THAT PROTECT

The students will create and then later substantiate their own "divine" laws for a make-believe island. This will reinforce the fact that God gave his people many laws to protect them from disease.

MATERIALS USED

For each student:

- pen or pencil

Reproducible Pages:

- Page E, 1 copy for the teacher
- Page F, 1 copy for the teacher
- Page G, 1 copy for the teacher

PREPARATION

Read and be familiar with Reproducible Pages E, F and G, each entitled "The Disease."

INSTRUCTIONS

1. Prepare the students for this activity by engaging them in a visualization exercise (embellish as your creativity demands):

   I would like all of you to come and sit in a circle. Close your eyes and imagine: You have won an all-expense-paid vacation—including spending money. Your destination? An island in the Caribbean. You can't wait to go! You have packed your bags weeks in advance in anticipation of your journey. You can't sleep the night before the trip.

   The following morning, you arrive at the airport. You board the plane, and your spirits soar as the plane lifts off. Several hours into the flight, you hear the pilot's voice over the intercom. In a solemn voice he says, "Ladies and gentlemen, your attention please. We are sorry to inconvenience your flight, but due to mechanical problems, we are preparing to make an emergency landing in the Atlantic Ocean. Please remain calm. The flight attendant will review emergency landing procedures with you, along with the proper use of personal flotation devices and lifeboats."

   Your heart races in fear, as the plane crashes into the water. You happen to be near one of the emergency doors, which you wrench open to escape. You swim to the nearest lifeboat—which is empty. You see other lifeboats bobbing in the sea—and the current is taking you away from them!

   Your lifeboat floats along until you arrive at a small island. Not far from where your lifeboat has beached, you discover a small village. You approach the native people cautiously, unsure of what to expect. But they are friendly and welcome you with great joy and awe. They prepare a feast in your honor.

   After a few days, you and the natives have created a very basic form of communication through gestures, in order to exchange ideas. You learn that many of these people are near death with diseases that have very unusual symptoms. It appears that no one is familiar with modern medicine or practical hygiene, even something as simple as washing hands.

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GETTING INTO GOD'S WORD

(SUPPLEMENT)

You realize that these people need help, someone to teach them these things, or they could lose most of their population. When you teach them how to wash their hands, fewer people get sick. The people are convinced that you have been sent to save them from their diseases. They give you the role of village physician!

After several days of observing various symptoms, you have discovered several causes for various diseases. You must now identify these diseases and provide laws for the island people that will prevent any more people from contracting these diseases. Otherwise, if the healthy people who remain continue to be infected, the entire population will eventually be wiped out!

2. Divide the class into three groups. Give each group a different disease sheet (Reproducible Page E, F or G).
3. Have each group create their own laws based on the list of causes on their sheet. These laws should be created to prevent any additional islanders from contracting the disease noted on the sheet. For example, Group 1 gets a list that says "exposure to the sun, potatoes fried in oil and rotten teeth can cause the disease." The group may then create such laws as:
   - No one may go outside before sundown;
   - No one may cook or eat French fries; and
   - Everyone must brush their teeth every day.
4. Have each group give a name to their group's disease.
5. Walk around the classroom, offering ideas to groups that are having difficulty. Give the class ten to twenty minutes to finish.
6. *Now let's have each group come up and read your list of laws. We will see if, as a class, we can figure out why you instituted these particular laws for your village.* For example, Group 1 says, "No going out before sundown." The class might guess, "Sunlight increases the chance of the disease," or "The bug that carries the disease only flies during the day."
7. Give the class several minutes to respond to each group's set of laws.

THE DISEASE 1

1. Scorpions climb into the wells after sundown, infecting the drinking water with the disease.
2. Airborne viruses of the disease are more likely to infect the hair and scalp.
3. Exposure to midday ultraviolet rays (sun) can cause the eyes to become infected.
4. There are fewer cases of the disease in homes where palm leaves are burned for fuel.
5. Potatoes fried in oil have been known to cause the disease.

Disease name:

Laws for people:

THE DISEASE 2

1. The color blue attracts little bugs that bite and infect with the disease.
2. Strong colognes and perfumes attract bugs that carry the disease.
3. Iron deficiency makes people prone to the disease.
4. Body oils give protection from the disease.
5. Physical and mental overexertion make one susceptible to the disease.

Disease name:

Laws for people:

THE DISEASE 3

d drinking water creates an enzyme that can cause
ease.
sive glare from the sun reflecting off water creates "red eye"
h leads to the disease.
lack of vitamin C can lead to the disease.
Moderate exposure to certain ferns could cause the disease.
5. Bugs carrying the disease are known to like sugar.

Disease name:

Laws for people:

GENERATION Next
Preteens

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GETTING IT TO OTHERS

(SUPPLEMENT)

SCRIPTURE MEMORY

For you created my inmost being;
you knit me together in my mother's womb.
I praise you because I am fearfully and wonderfully made;
your works are wonderful,
I know that full well.
Psalm 139:13-14

Review the memory verse that was given during the previous class. Practice the verse together with the class, encouraging the students to have the verse completely memorized by the next class.

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.

Describe the card you made. Who did you give it to? How did they respond?

CONCLUSION

End the class with a prayer.

WEEKLY CHALLENGE

Make a card for someone, telling them (1) how much you appreciate them and (2) that you would like to spend some time getting to know them and sharing what you are learning in class. Then plan a time to get together.

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REPRODUCIBLE PAGE A

TRUE OR FALSE BIBLICAL PRACTICES

Put a YES in the blank if you believe this practice is mentioned in the Bible.
Put a NO if you believe it is not mentioned in the Bible.

_____ 1. Keep small infants away from cats.

_____ 2. Wash after touching a dead body.

_____ 3. Circumcise baby boys on the eighth day.

_____ 4. Carry your new bride over the threshold.

_____ 5. Clean mildew or mold in the home.

_____ 6. Isolate people who are balding.

_____ 7. Isolate people with infections.

_____ 8. Allow infected blood to flow out of the body.

_____ 9. Say “bless you” after a person sneezes.

_____ 10. Brush your hair forty times before bed.

_____ 11. Sanitize utensils that have touched raw meats.

_____ 12. Destroy clothes contaminated with mildew.

_____ 13. Clean behind your ears daily.

_____ 14. Cook foods thoroughly.

_____ 15. Gargle with salt water for a sore throat.

_____ 16. Bathe three times a day.

_____ 17. Peel the skin off of a potato before eating it.

_____ 18. Use toothpaste with fluoride.

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REPRODUCIBLE PAGE B

SPREADING INFECTIOUS DISEASE

DISEASED	DISEASED	DISEASED	DISEASED	DISEASED
HEALTHY	HEALTHY	HEALTHY	HEALTHY	HEALTHY
HEALTHY	HEALTHY	HEALTHY	HEALTHY	HEALTHY
HEALTHY	HEALTHY	HEALTHY	HEALTHY	HEALTHY
HEALTHY	HEALTHY	HEALTHY	HEALTHY	HEALTHY
HEALTHY	HEALTHY	HEALTHY	HEALTHY	HEALTHY
HEALTHY	HEALTHY	HEALTHY	HEALTHY	HEALTHY
HEALTHY	HEALTHY	HEALTHY	HEALTHY	HEALTHY
HEALTHY	HEALTHY	HEALTHY	HEALTHY	HEALTHY
HEALTHY	HEALTHY	HEALTHY	HEALTHY	HEALTHY

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REPRODUCIBLE PAGE C

SCRIPTURE MEMORY VERSE

For you created my inmost being;
you knit me together in my mother's womb.
I praise you because I am fearfully and
wonderfully made;
your works are wonderful,
I know that full well.

PSALM 139:13-14

WEEKLY CHALLENGE

Make a card for someone, telling them (1) how much you appreciate them and (2) that you would like to spend some time getting to know them and sharing what you are learning in class. Then plan a time to get together.

Core/Getting It to Others/1 copy for each student

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REPRODUCIBLE PAGE D

GUESS MY CONDITION

leprosy	paralysis
chicken pox	toothache
pink eye (conjunctivitis)	migraine headache
poison ivy	amnesia
allergies	pneumonia
asthma	ear infection
food poisoning	sinus infection
bronchitis	athlete's foot
lice	broken leg
cancer	hives
rabies	tonsillitis
diabetes	swimmer's ear
blindness	bloody nose
deafness	nausea

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REPRODUCIBLE PAGE E

THE DISEASE 1

1. Scorpions climb into the wells after sundown, infecting the drinking water with the disease.
2. Airborne viruses of the disease are more likely to infect the hair and scalp.
3. Exposure to midday ultraviolet rays (sun) can cause the eyes to become infected.
4. There are fewer cases of the disease in homes where palm leaves are burned for fuel.
5. Potatoes fried in oil have been known to cause the disease.

Disease name:

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Laws for people:

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REPRODUCIBLE PAGE F

THE DISEASE 2

1. The color blue attracts little bugs that bite and infect with the disease.
2. Strong colognes and perfumes attract bugs that carry the disease.
3. Iron deficiency makes people prone to the disease.
4. Body oils give protection from the disease.
5. Physical and mental overexertion make one susceptible to the disease.

Disease name:

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Laws for people:

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THE DISEASE 3

1. Untreated drinking water creates an enzyme that can cause the disease.
2. Excessive glare from the sun reflecting off water creates “red eye” which leads to the disease.
3. A lack of vitamin C can lead to the disease.
4. Moderate exposure to certain ferns could cause the disease.
5. Bugs carrying the disease are known to like sugar.

Disease name:

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Laws for people:

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