

# Five senses / exploring materials that have observable properties

## God is truth

### **Spiritual Awareness: Using the senses to discern the truth**

Discernment is a gift of the Holy Spirit. Ability to discern real and counterfeit can be developed as we listen to God's voice and get to know God's word. Jesus said, "I am the Way, the Truth and the Life."

We use our senses to find out about the world around us. We use our spiritual ears and eyes to find out what God is saying. We can hear what God is saying to us, and God hears what we say to Him. We taste God's word by experiencing the reality of the message. God can touch us when we express our love to Him.

### **Our response to 'God is truth'**

Because God is Truth I will...

- Speak the truth
- Be honest
- Never cheat
- Never steal
- Never lie or exaggerate
- Be trustworthy
- Be true to my word and keep promises.
- Be myself and not try to be someone I am not.
- Ask God to show me the truth.
- Ask the Holy Spirit to lead and guide me into all truth.
- Believe that God's word is the truth.
- Believe that Jesus is the Way, the Truth and the Life.

### **Supporting devotional resource**

*Themes for Christian Studies 3, (Truth): God's truth doesn't change*

*Themes for Christian Studies 6, (Truth) Jesus, the way, the truth, the life*

*Themes for Christian Studies 7, (Truth): True or false?*

### **Biblical References**

#### **Bible stories and passages**

*The senses:*

Healing miracles of the deaf, dumb and blind show us that God cares about our ability to use our senses.

Matthew 11:1-6 The blind see, the lame walk, the deaf hear.

Luke 8: 40-56 The woman who touched the hem of Jesus garment.

*Truth:*

Matthew 7:13-14 The broad and narrow way

Matthew 16:13-17 Jesus asks, "Who am I?"

John 10:1-8 The Good Shepherd. The sheep recognize His voice.

Matthew 7:15-21 Wolves in sheep's clothing

Acts 17:16-34 The unknown god

The parables – Choose any parable and explain that Jesus told the people listening that they must listen with special ears in order to understand the truth. (“Whoever has ears, let him hear.” – see Mark 8:18; Matthew 11:15.)  
Psalm 115:4-7 Those who worship idols: “Their gods are made of silver and gold formed by human hands. They have mouths but cannot speak, and eyes but cannot see. They have ears but cannot hear, and noses but cannot smell. They have hands but cannot feel, and feet but cannot walk.”

### **Memory verses:**

Psalm 119:103 How sweet are your words to my *taste*, yes sweeter than honey to my mouth.

Psalm 34:8 *Taste* and see that the Lord is good.

John 14:6 Jesus is the Way, the Truth and the Life.

Acts 4:12 There is no other name by which we are saved.

Exodus 20:3 “You shall have no other gods before me.”

Isaiah 42:8 “I alone am the Lord your God.” (GNB)

Matthew 11:15 “He who has ears, let him hear.”

John 5:24: Jesus said, “He who hears My words, and believes in Him who sent Me, has eternal life.”

James 1:19 “Let everyone be quick to hear, slow to speak and slow to anger.”

### **Key Questions**

How do I know when something is true?

What is the opposite to true?

How can God help me to know the truth?

Who is our shepherd?

Who are His sheep?

How can the sheep get to know the voice of the shepherd?

What did Jesus mean when He said, “Whoever has ears, let him hear”?

What did Jesus mean when he spoke about people who had eyes but couldn't see?

How did Jesus use *touch* when He healed people?

What does it mean to *taste* the words of the Lord?

### **Outcomes**

Students will

*knowledge*

- understand that objects are made of materials that have observable properties
- understand that Science involves exploring and observing the world using the senses
- understand that all objects possess properties that can be observed and described
- be able to name the body part associated with each of the senses.
- understand that they do not always need to use all five sense to identify an object

*skills*

- explore and make observations by using the senses
- use their senses to distinguish between real and artificial products

- devise ways of testing properties of materials
- engage in discussions about observations
- use methods of communication such as drawing to represent ideas
- describe objects using the senses
- record results

#### *values*

- make judgments about materials
- make judgments to discern truth
- care and compassion towards those who have sensory impairment

### **Activities**

- List the five senses and the body parts associated with these.
- Classify objects using the senses.
- Test items / materials / substances through safe and appropriate sensory activities e.g. Find out whether the following objects are real or artificial: **flowers** - real and artificial; **gemstones**: real or glass jewels; **leather**- real or vinyl; **glass** or plastic drinking vessel; **fabrics** – natural and synthetic.
- Use magnets to detect metals.
- Detect **smells** of substances while blindfolded, e.g. lemon, orange, onion, perfume, spice.
- Identify objects in a bag by **feeling**.
- Feel water at different temperatures – ice, cool, warm
- Discuss *Braille* and how it helps blind people to read. Make a message in *Braille* by pricking holes in thick aluminium foil, e.g. a pie plate.
- Discuss the needs of blind people and arrange a visit from the Guide Dogs association.
- Discuss and build a vocabulary for different textures – soft, hard, spongy, rough, smooth.
- **Listen** to and identify various sounds.
- **Observe** features of materials using the eyes.
- Make a chart to show how we found out about a particular item.
- Discuss dangers of eating or drinking things without knowing what they are, e.g. pills; cleaning agent in a wrong bottle.

### **Assessment**

- can draw an object made of plastic, wood, glass, metal
- can draw an object that can be picked up by a magnet
- can draw the body parts associated with the five senses

What have the children learned from the study of senses...

- about God?
- about doing what God wants me to do?
- about the Bible?

## **Related *Beacon Media* resources**

**Eyes to see** – See Primary Units of Study, ‘student work books’

**The Senses** - See Primary Units of Study, ‘student work books’

## **Link to Australian curriculum**

**Science Foundation level:** Science as a human endeavour

**Science Year 1:** chemical science; nature and development of science

## **Learning Connections:**

**English:** Classify stories into categories - fact, fable or fantasy, (relates to truth). Look at some optical illusions and write about what can be seen.

**Mathematics:** Use the senses for counting – touch and sight for counting objects; hearing for counting sounds

**Social Studies:** awareness of the needs of people in the community who have visual or hearing impairments; guide dogs

**Health:** safety with substances such as toxic chemicals, toxic gas, drugs; safety with heat; look and listen before crossing the road

**Art:** create textures with collage and finger paint; listen to music while drawing or painting; create food pictures that would appeal to taste

**Thinking Skills:** See *Creative Thinking Skills* on this web site – “*Five senses*” (Lower Primary).