

Who Am I?

BACKGROUND

In this strand students will learn to understand themselves and how God made them. Understanding yourself is a key part of good decision making. By understanding our backgrounds, our emotions, and our talents we will begin to understand how to make good decisions and why we sometimes make bad ones.

First, students will learn a little bit about themselves by making a chart of all the things that influence them. In lesson two, the students will study the memory work from Psalm 139 and create a version of Psalm 139 for themselves. The psalms are very personal prayers, songs, or laments to God. Using the “Bible Madlibs” students will be able to see that they can also address God in that personal way, because God knows them intimately.

In lesson three students will think about the things they like to do. Often at this age, or at any age, we forget that our talents are things that give us joy and things that we are passionate about, not necessarily things that give us status or acclaim among others. Students will hear the parable of the talents, and they will see that, no matter what their talent is, God asks them to use it.

Students will learn about their feelings in the last lesson. Adolescence is a time when emotions can be all over the place for students. Students will learn that it is okay to experience a wide variety of emotions. They will look at Jesus’ life and see that he also experienced many emotions. The goal is for students to know that they are allowed to feel whatever emotion they are feeling as long as they don’t take out their emotions on others.

Dear Parent,

In this section of the Bible course students are learning about themselves. Learning about ourselves can help us make better decisions and help us understand why sometimes we might not make good decisions. Below are some things you might consider talking to your child about.

- Ask your student what or who they think influences them the most; don't be upset if they don't say you. Learning to be separate from parents is important at this stage. Also, know that you influence them more than they realize or want to admit, but don't tell them that.
- Read Psalm 139: 1-18 together. This is your child's memory work. Invite them to share their personal Psalm 139, created in class.
- Ask your child about their talents. Encourage them, no matter what they say their talents are. Help them think of ways they can use their talents at church, at home, or at school. Share with them about your talents and gifts and tell them how you use them.
- Pray with and for your child as they learn about themselves.

Talking to your children about faith is one of the most important ways they learn about it. Be as honest as possible with your child and help them to understand that all life is a learning experience, including your faith journey.

Blessings on the journey!

Who Am I?

LESSON 8: WHY I'M UNIQUE

Objective

Students will learn what factors influence who they are.

Key Concepts

- Who we are is made up of a variety of factors including, our family, our friends, the things that have happened to us, and the talents we have.
- God works through all of these things to help us become who God wants us to be.

Estimated Lesson Time: 45 minutes

Materials

- Copies of “Who am I?” (pg.82)
- Student Bibles
- Ink pad
- Cardstock
- Tape
- Student Journals

Teacher Preparation

1. Make copies of the “Who Am I?” worksheet (pg.82) for each student.
2. Find a baby picture of yourself and a picture of yourself from middle school.
3. Prepare to tell a story about something in your life that has shaped you.
4. Cut cardstock into 4x4 squares, enough for one per student.

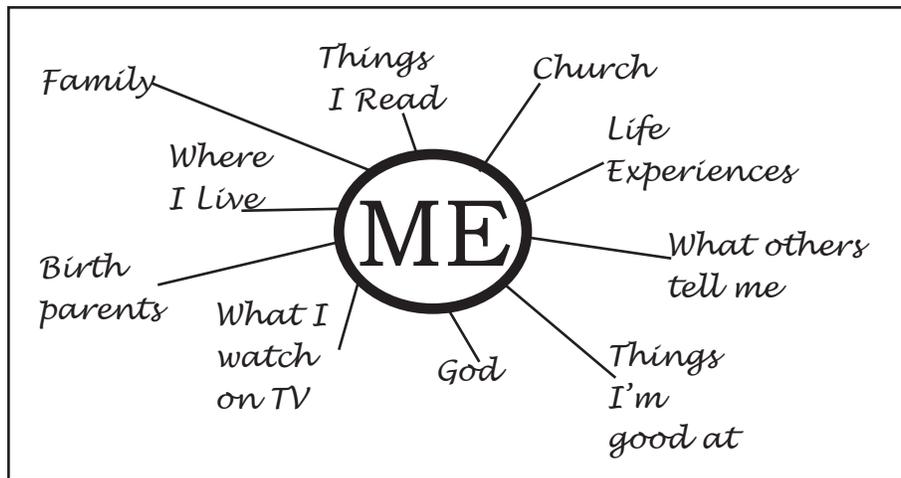
INTRODUCING THE LESSON

Presenting something new. Show the pictures of yourself as a baby and as a middle schooler to the class. On the board, sketch your life timeline, noting some key events that you are willing to name for the class. After reviewing that, share a specific story from your own life about a shaping experience. For example, you could share about how being an oldest child impacted your life or how being married has shaped who you are.

LESSON STEPS

1. Unique. Have students make a thumb or handprint on cardstock, using an ink pad. Invite them to write their name, and decorate the card. Then, have students attach the card to the cover of their journals.

2. Influence Web. Draw a circle on the board and write the word Me in it (see diagram on next page). Then ask students to brainstorm together about what influences who they are. Write their ideas on the board and draw a line from the idea to the circle.



2. Who Am I? Give students the “Who Am I” worksheet and have them use markers, crayons or colored pencils to fill out the same kind of circle for themselves, but instead of general answers, like “friends” ask them to put specific things that are unique to their own lives. An example might be to specifically name their friends. Students may use the chart on the board for ideas.

3. Life Events. On the back of their sheets ask them to write out significant things that have happened to them, like you demonstrated with your life timeline. They don’t have to tell the whole story, but write a phrase or keywords. For example, students may write “Birth of a sibling,” “parents’ divorce” or “grandfather’s death”.

4. Scripture. Ask students to read Psalm 139:1-7, 13-16. Remind students that even though there are many things that shape who we are, God knows us completely. Explain to students that the memory work for the next few lessons comes from this passage (Psalm 139:1-7, 13-16).

EXTEND THE LESSON

(This activity will extend the lesson to longer than 45 minutes.)

- **Practice time.** Begin to work at memorizing Psalm 139:1-7, 13-16.
- **Story Telling.** Invite students to share in small groups some significant experiences they’ve had. Help students to feel safe in their sharing by allowing them to choose their own groups, or by talking to them about confidentiality and not gossiping about other people’s lives.

Who Am I?



Who Am I?

LESSON 9: WHO KNOWS ME?

Objective

Students will begin to see that God knows them intimately and still loves them.

Key Concepts

- God is always with us, no matter how far away we may feel.
- God knows every part of our lives.
- Being confident of God’s love for us helps us to make good decisions.

Estimated Lesson Time: 45 minutes

Materials

- Copies of “Psalm 139” (pg.85), “Bible Madlibs” (pg.87), and “Journal Page” (pg.88)
- Student Bibles
- Journals
- CD player & instrumental music

Teacher Preparation

1. Make copies of “Psalm 139” (pg.85), “Bible Madlibs” (pg.87) and “Journal Page” (pg.88), one of each for every student.

INTRODUCING THE LESSON

Well Known. Invite students to think about the person who knows them best; maybe it’s a friend or a parent. Ask students: What kinds of things does that person know about you? Why are you able to tell them things about yourself? What makes them trustworthy? Give students some time to think about these questions. They may answer aloud if they’d like, or they may just think about it for themselves.

LESSON STEPS

1. Scripture. Read Psalm 139:1-18 aloud to the class. Invite students to listen to the wonderful words of this Psalm. Ask them what they notice about the passage. Ask them to name all the places that they heard that God was with the person who wrote the psalm. If they don’t get them all on the first try, read it again and ask them to pay attention to the places the writer found God.

2. Notice the Action. Note for students that there are a lot of actions in this psalm. Give students a copy of the “Psalm 139” worksheet. Have them circle all of God’s actions. Have them underline all of the humans’ actions.

3. MadLibs. Pair students up, and have them fill out the “Bible Madlibs” worksheet. Make sure that both people fill out Part 1 before moving on to Part 2. When they are finished, have them swap worksheets so that each person has their own personalized Psalm, not their partners’.

4. Reflect. Give students time to journal about themselves. Ask students to consider how God has created them. What are their unique talents or gifts? Pass out the Journal Page, and have students identify which statements are easy for them to believe. Encourage them to journal about the statements that are difficult to embrace.

Play soft music in the background as a way to mark this time of reflection and prayer.

EXTEND THE LESSON

(These activities will extend the lesson to longer than 45 minutes.)

- **Memory Work.** Encourage students to continue working on the memory passage for this section (Psalm 139:1-7, 13-16). Have students create a rebus (pictures that represent different words or phrases) to help them experience the passage in a new way. This may be done in small groups or as a whole class.

PSALM 139:1-18

**Read the psalm, circling all of God's actions.
Then, underline human actions.**

O Lord,
you have searched me and known me.
You know when I sit down
and when I rise up;
you discern my thoughts from far away.
You search out my path
and my lying down,
and are acquainted with all my ways.
Even before a word is on my tongue,
O Lord, you know it completely.
You hem me in, behind and before,
and lay your hand upon me.
Such knowledge is too wonderful for me;
it is so high that I cannot attain it.
Where can I go from your spirit?
Or where can I flee from your presence?
If I ascend to heaven, you are there;
if I make my bed in Sheol, you are there.
If I take the wings of the morning and
settle at the farthest limits of the sea,
even there your hand shall lead me,
and your right hand shall hold me fast.
If I say, "Surely the darkness shall cover me,
and the light around me become night,"
even the darkness is not dark to you;
the night is as bright as the day,
for darkness is as light to you.

For it was you who formed my inward parts;
you knit me together in my mother's womb.
I praise you,
for I am fearfully and wonderfully made.
Wonderful are your works;
that I know very well.
My frame was not hidden from you,
when I was being made in secret,
intricately woven in the depths of the earth.

Your eyes beheld my unformed substance.
In your book were written
all the days that were formed for me,
when none of them as yet existed.
How weighty to me
are your thoughts, O God!
How vast is the sum of them!
I try to count them—
they are more than the sand;
I come to the end
—I am still with you.



PSALM 139:1-18

Answer Key

Read the psalm, circling all of God's actions.
Then, underline human actions.

O Lord,
you have searched me and known me.

You know when I sit down
and when I rise up;
you discern my thoughts from far away.
You search out my path
and my lying down,
and are acquainted with all my ways.

Even before a word is on my tongue,

O Lord, you know it completely.
You hem me in, behind and before,
and lay your hand upon me.

Such knowledge is too wonderful for me;
it is so high that I cannot attain it.

Where can I go from your spirit?

Or where can I flee from your presence?

If I ascend to heaven, you are there;

if I make my bed in Sheol, you are there.

If I take the wings of the morning and

settle at the farthest limits of the sea,

even there your hand shall lead me,
and your right hand shall hold me fast.

If I say, "Surely the darkness shall cover me,

and the light around me become night,"

even the darkness is not dark to you;

the night is as bright as the day,

for darkness is as light to you.

For it was you who formed my inward parts;
you knit me together in my mother's womb.

I praise you,

for I am fearfully and wonderfully made.

Wonderful are your works;

that I know very well.

My frame was not hidden from you,

when I was being made in secret,
intricately woven in the depths of the earth.

Your eyes beheld my unformed substance.

In your book were written

all the days that were formed for me,

when none of them as yet existed.

How weighty to me

are your thoughts, O God!

How vast is the sum of them!

I try to count them—

they are more than the sand;

I come to the end

—I am still with you.



Bible MadLibs

Have your partner answer the questions in Part 1. Then, use your partners answers to fill in Part 2.

Part 1.

- Name two things you did today.
 -
 -
- What street do you live on?
- What color is the blanket on your bed?
- What is a word or phrase you say a lot?
- Name something you do in the morning.
- Name something you do at night.
- Name a place that you would like visit.
- Name a place that you don't want to visit.
- Name some place far away.
- Name the darkest place you can think of.
- What is your mother's name?
- Name your favorite thing about yourself.
- When is your birthday?
- Name something that there are lots of.

Part 2.

O Lord you have searched me and known me. You know when I _____ and when I _____ (1a)
_____. You see my thoughts from far away. You search out my street, _____ (1b)
and you know that my bed is _____. Before I say _____ (2)
_____ (3) you know I will say it. You hem in my day from _____ to _____. (4)
_____ (5) You lay your hand upon me. Such knowledge is too wonderful for me; it is so high I can't attain it. _____ (6)
Where can I go from your Spirit? Or where can I flee from your presence? If I go to _____ (7)
you are there. Even if I go to _____ you will be there. If I take the wings of the _____ (8)
morning and settle in _____ even there your hand will lead me, and your right hand _____ (9)
will hold me fast. If I say, "Surely I can hide in _____ where it is really dark, _____ (10)
and the light is like darkness, even _____ is not dark to you: the night is as _____ (10 again)
bright as the day, for darkness is as light to you. It was you who formed my inward parts; you _____ (11)
knit me together inside _____ I praise you, because I _____. _____ (12)
Wonderful are you works; that I know very well. My frame was not hidden from you, when I was being
made in secret, intricately woven in the depths of the earth. Your eyes beheld my unformed
substance. In your book my birthday _____ was written, and so was every other day _____ (13)
of my life, before I was even born. How weighty to me are your thoughts, O God! How vast the
sum of them. I try to count them--- They are more than _____; _____ (14)
I come to the end--- I am still with you.

Journal Page

My Thoughts...

Consider the statements. Circle those you agree with. Underline the statements you find difficult to believe. In the left column write about why you find those statements hard to believe.



- **I am created by God**
- **I am lovable and capable**
- **I accept myself just the way I am**
- **I am a unique and special person**
- **There is no one else like me in the world.**
- **I am a worthy person**
- **My feelings are important**
- **I am valuable to God.**
- **I have many good qualities**
- **I value my talents**
- **I believe that I can succeed**
- **I like myself**
- **Other people like me**
- **I deserve respect from other people**
- **I trust myself**
- **I can accept compliments**
- **I don't have to be perfect to be loved.**



Who Am I?

LESSON 10: WHAT CAN I DO?

Objective

Students will discover their talents and learn that God wants them to use their talents for God.

Key Concepts

- God gives each of us talents.
- God wants us to use our talents for God.

Estimated Lesson Time: 45 minutes

Materials

- Talent Cards
- Student Journals
- Quilt blocks (either cardstock cut into squares or fabric)
- Markers
- Crepe paper streamers

Teacher Preparation

1. Prepare a few “talent cards” for talent charades described in Introducing the Lesson.
2. Prepare “quilt blocks”— one per student.

INTRODUCING THE LESSON

Talent Charades. Put a number of talents on slips of paper. Hand them out to students and have them act them out for the class. Remember they aren’t allowed to use words. Have the class guess what the students “talent” is. For example, Basketball, Dance, Singing, Violin, Acting, Soccer, Writing, Painting or Drawing. Play for about 10 minutes

LESSON STEPS

1. Journal. Have students journal about the things they like to do, even if they don’t think it is a talent. Tell them that often those things we like to do best are an indication of what our talents are. For example, if you like to read novels, you probably are talented with words, and like to write or tell stories as well. If you like to just hang out with your friends, then maybe your talent is friendship and talking and listening to others. Give them a few minutes to think and write.

2. Scripture. Read the parable of the talents in Matthew 25:14-30. Lead the class in discussion about the text. First, have students identify all the characters. Explain to the students that even though the talents talked about in the parable are a kind of money, not the kind of talents you’ve been talking about, the lesson is still the same. God wants us to use our talents, not to hide them or waste them. In the end, God will ask us not how talented we were, but how we used our talents for God.

3. Class Quilt. Pass out “quilt blocks” to each student. Invite students to take time to somehow represent a gift or talent they have on the block. When students are done, have them bring their blocks forward and arrange them on poster board to form a quilt. Use crepe paper streamers to form the lines between each block. Keep the quilt displayed in the room for this unit as a reminder of the variety of gifts that the class has.

4. Affirm. Repeat the memory work (Psalm 139:1-18) as a class. Then, offer a closing prayer, asking God to reveal talents and to provide opportunities for each to use these talents.

EXTEND THE LESSON

(This activity will extend the lesson to longer than 45 minutes.)

- **Spiritual Gifts.** Find a spiritual gifts inventory or a personality test you feel comfortable giving your students. Have students fill them out and score them. Talk to them about spiritual gifts. There is no need to hide our personalities or parts of ourselves, how we think or feel.
- **Body of Christ.** Read I Corinthians 12 together as a class. Lead a discussion about the way students see this reality demonstrated either at school or in their congregations. Remind students that the church needs each gift to be whole.

Who Am I?

LESSON 11: HOW DO I FEEL?

Objective

Students will explore a variety of feelings and learn that feelings are a natural part of human life, even Jesus experienced a variety of feelings.

Key Concepts

- It is okay to experience a variety of feelings, even if they aren't all pleasant.
- It is important to find healthy ways to express those feelings to others.
- Jesus experienced a wide variety of feelings in his life on earth.

Estimated Lesson Time: 45 minutes

Materials

- Student Bibles
- Copies of “Jesus’ Emotions” (pg.93)
- Copies of “What do I do with my Emotions” (pg.95)
- CD player and CD of instrumental music
- Copy of “Marney” (pg.96)
- Uninflated balloon

Teacher Preparation

1. Make copies of “Jesus’ Emotions” (pg.93) and “What do I do with my Emotions” (pg.95).
2. Make one copy of the story “Marney” (pg.96). Read through the story to familiarize yourself with it before class.

INTRODUCING THE LESSON

Spectrum of Emotions. Invite students to stand up and cluster in the middle of the room. Explain that you will make a statement and give the range of feelings that may be a response. Have students find a place on that “spectrum of emotion”. This way, students can see how differently people are affected by the same event. For example, “You get a B on a test”. Have the left wall represent exuberant happiness and the right wall dismal disappointment. Have students find a place between those two poles. Other possibilities (you may need to re-name the poles depending on the possible emotions):

Your goldfish passes away (saddness to joy).

You get a new videogame.

It snows.

You get an after-school job

Your family has pizza with olives for dinner (mouth-watering to disgusting).

LESSON STEPS

1. What about Jesus? Pass out the worksheet “Jesus’ Emotions” to each student. Have students pair up, assigning each pair a different scripture text from the list. Give students a few minutes to fill in their row on the chart. Then, have each pair report back to the class so students can fill out the rest of the chart.

2. Emotional Response. Distribute student journals. Explain to students that you will read a story. When you’re done, they should quietly write some of their thoughts and reflections in their journal.

Read the story of “Marney” to the class. Then give time for students to respond in their journals. You may wish to play instrumental music during this time.

Give a few minutes for students to offer any thoughts they’d like to share with the class from hearing this story. Could they relate to Marney?

3. Dealing with our Feelings. Pass out the Journal sheet and give students a few minutes to work individually with the exercises listed there. Again, instrumental background music would be appropriate.

4. Scripture. Read Psalm 139:1-18 aloud. Then, ask the boys to read Psalm 130:1-7 aloud together. Have the girls recite Psalm 139:13-16 aloud together.

EXTEND THE LESSON

(These activities will extend the lesson to longer than 45 minutes.)

- **Masks.** Invite students to create masks. Have students select an emotion they’d like to visually represent. Using cardboard or brown paper, have students cut out a face shape and then decorate it using markers or paints. Have students use a hole punch on either side of the mask. Then attach string so the mask may be worn or displayed.

- **Workout Centers.** Set-up the following stations around the room. Have students select a station to begin at. Give them three to five minutes at each station. Ring a bell to signal that they should move to another station.

Happiness— Have a bouquet of flowers. Invite students to draw a picture of flowers, writing on each stem something that makes them happy.

Anger—Have some jump ropes and other exercises listed (like push ups). Invite students to do physical activity as a way of releasing any anger.

Love— Invite students to create a valentine for someone as a way of demonstrating loving others.

Rejection—Using modeling clay, give student the opportunity to sculpt as they reflect on a time they have felt rejected.

Tough Choices for Me

Jesus' Emotions

Scripture	What Happened?	What emotions might Jesus have felt?
<i>Luke 2:41-51</i>		
<i>Luke 4:9-13</i>		
<i>Mark 1:40-45</i>		
<i>Mark 4:35-41</i>		
<i>Mark 6:1-6</i>		
<i>Luke 19:41-44</i>		
<i>Luke 19:45-46</i>		
<i>John 11:17-37</i>		
<i>Luke 22:39-46</i>		
<i>Matthew 16:15,16</i>		

Jesus' Emotions Answer Key

Scripture	What Happened?	What emotions might Jesus have felt?
<i>Luke 2:41-51</i>	Jesus stayed behind and taught in the temple. When his mother scolded him he responded by telling her that he was in his father's house.	Jesus probably felt annoyed by his parents. Perhaps he felt excited to be talking to the scholars of his day. Perhaps he felt chagrined that his parents could not find him.
<i>Luke 4:9-13</i>	The devil confronts Jesus and challenges him to throw himself down from the temple wall	Jesus was probably angry at being challenged. He may have also felt tired, hungry, and lonely.
<i>Mark 1:40-45</i>	Jesus heals a leper	He felt happy that he was able to help someone, also possibly annoyed that the man did not follow his instructions. He may have felt weary of the crowds that came after they found out about the healing.
<i>Mark 4:35-41</i>	Jesus calms the storm	He may have felt powerful. He may have felt sympathetic towards his fearful disciples.
<i>Mark 6: 1-6</i>	Jesus was rejected in his hometown.	He felt rejected and upset at people not believing in him.
<i>Luke 19: 41-44</i>	Jesus weeps over Jerusalem	He felt sorrow and trouble. He was deeply grieved.
<i>Luke 19: 45-46</i>	Jesus cleanses the temple.	He felt angry.
<i>John 11: 17-37</i>	Lazarus dies.	He felt sad.
<i>Luke 22: 39-46</i>	Jesus asks his disciples to pray with him. He prays to God to deliver him.	He could have been afraid. He probably felt deep anguish.
<i>Matthew 16: 15,16</i>	Peter declares that Jesus is the Messiah	Happiness. Glad that Peter recognized who he was.

What do I do with My Emotions?

Fear

Name three things that you fear. In the middle column, write the worst thing that could happen if the fear came true. In the third column, write something you can do to keep the fear from controlling you.

1.		
2.		
3.		

Happiness

List five things that make you happy.

1.
2.
3.
4.
5.

Anger

List three things you can do to diffuse your anger.

1.
2.
3.

Love

Write about a way you express your love for God.

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Marney



One morning, Marney got up late.

“Oh, no!” she cried, “I forgot to set the alarm last night!”
(blow the balloon up a little).

She was all set to wear her favorite pink t-shirt, but there it was, crumpled in the bottom of the dirty clothes basket. Marney kicked the basket, scattering the clothes around the room *(add more air to the balloon).*

Marney arrived at school feeling rushed and angry. Just after the bell rang, Marney’s teacher asked the class to clear their tests for a geography test.

“Oh, no!” thought Marney. “I forgot to study!” If she got a poor grade on her report card, Marney knew her mom would never let her spend the weekend at the pool with her friends. She bit her pen *(add more air to the balloon).*

Between classes, Marney’s best friend, Jill approached her.

“Hey, Marn! How do you think you did on the test?”

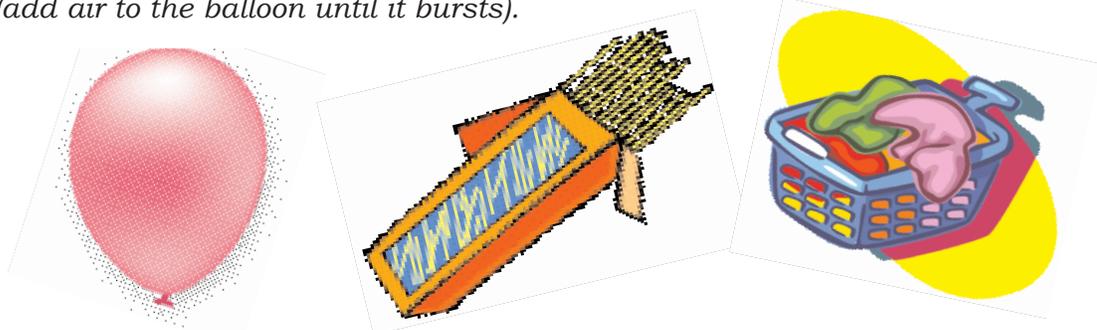
“Mind your own business,” Marney snapped *(add a little more air to the balloon).*

That afternoon when Marney got home, her brother John was watching cartoons. Marney plopped down beside him.

“Hey,” John said, “Mom said it’s your turn to start dinner tonight. What are we having? I’m hungry.”

Marney stood up. “Why do I have to do everything around here? You never do your chores” *(add more air to the balloon).*

Marney stomped off to the kitchen, opened the cupboard and pulled out some spaghetti. As she turned to set it on the counter, the box end opened and spaghetti spilled all over the floor as Marney’s mom walked into the kitchen *(add air to the balloon until it bursts).*



Who Am I?

Name _____

Short Answer: Fill in the blanks.

1) List five factors that influence who you are.

- a.
- b.
- c.
- d.
- e.

2) In the parable of the talents (Matt. 25:14-30) who is the master displeased with?

3) In the parable of the talents (Matt. 25:14-30) the master says, "you have been trustworthy in few things, so..."

4) What is a lesson in the story about Marney's bad day?

5) What was one story from Jesus' life and the emotions he may have felt?

Memory Work: Fill in the blanks.

Oh Lord, _____ me and _____
 me. You know when _____ and when _____
 up; you discern _____. You search _____ and my
 _____, and are acquainted _____
 _____. Even before _____
 _____, O Lord, you _____.
 You hem _____, _____ and _____, and
 lay _____.
 Such knowledge _____.
 It is so high _____ Where can _____
 _____ from _____? Or _____
 _____?

 For it was _____
 _____; you _____ together in _____
 _____. I praise you _____
 _____ and _____. Wonderful are
 _____; that I _____. My frame
 _____ when I was _____
 _____, intricately _____ in the _____
 _____. Your eyes beheld _____
 _____. In your book _____
 _____ for me, when
 none of them as yet existed.

Psalm 139:1-7, 13-16

Who Am I?

Name _____ **Answer Key** _____

Short Answer: Fill in the blanks.

- 1) List five factors that influence who you are.
Answers will vary but should reflect the class discussion and journaling.
- 2) In the parable of the talents (Matt. 25:14-30) who is the master displeased with?
the servant who buried his talent
- 3) In the parable of the talents (Matt. 25:14-30) the master says, “you have been trustworthy in few things, so...”
so I will put you in charge of many things.
- 4) What is a lesson in the story about Marney’s bad day?
**Answers will vary. Possibilities include:
we shouldn’t let our anger build
we should be kind to others
we shouldn’t blame others for our mistakes**
- 5) What was one story from Jesus’ life and the emotions you considered he may have felt?
Accept any answers from the chart you completed as a class.

Memory Work: Fill in the blanks.

Oh Lord, **you have searched** me and **known** me. You know when **I sit** and when **I rise** up; you discern **my thoughts from far away**. You search **out my path** and my **lying down**, and are acquainted **with all my ways**. Even before **a word is on my tongue**, O Lord, you **know it completely**.

You hem **me in behind** and **before** and lay **your hand upon me**.

Such knowledge **is too wonderful for me**; It is so high **I cannot attain it**. Where can **I go** from **your spirit**? Or **where can I flee from your presence**?

For it was **you who formed my inward parts**; you **knit me** together in **my mothers womb**. I praise you **for I am fearfully and wonderfully made**. Wonderful are **your works**; that I **know very well**. My frame **was not hidden from you** when I was **being made in secret** intricately **woven** in the **depths of the earth**. Your eyes beheld **my unformed substance**. In your book **were written all the days that were formed** for me, when none of them as yet existed.

Psalm 139:1-7, 13-16