

God is Creator Teacher's Topic Guide Year 5

Topic: Animal classification - Creation Day 6

Duration: 5 weeks

Spiritual Awareness

God created each animal according to its own kind. This meant that there were animal families (i.e. kinds), such as the dog family, the cat family, the horse family etc. Each of the animal families/kinds created in the Garden of Eden had a large genetic pool, giving rise to a great variety of animals within the particular animal family. For example, horses, ponies, donkeys, mules, zebras, are all of the same kind or family. However, there was no interbreeding between kinds. This meant that one species, (e.g. a horse), could not develop into another, (e.g. a dog). The genetic information for each kind was unique.

Values: Our response to 'God is Creator'

- **Thankfulness** to God for His supernatural ability to create and provide the things we need to live; thankfulness for His provision of animals.
- **Stewardship**: Care for the universe He has created; care for animals
- **Trust** in God's greatness and recognize that He is in control of all He has made.

Outcomes: Students will

- understand that living things grow, change and have offspring similar to themselves
- classify animals within the major groups, understanding that animals were created after their own kind
- understand that the variety of animals we see today developed from a large gene pool present in the animals aboard Noah's Ark

Bible stories and passages

- Genesis 1 The Creation story
- Genesis 1:29 In the perfect creation there was no killing. Animals ate plants. Permission to eat animals for food was only given after the Great Flood.
- Genesis 6-8 The animals were saved through Noah
- Romans 8:19-22 Creation waits to be freed from the curse.
- Isaiah 11:6-8 In the New Jerusalem the lion will lay down with the calf. Revelation 21:4 No more death or sorrow, crying or pain. Creation restored to perfection.

Bible verses

- Genesis 1:31 "God looked over all that He had made and He saw that it was very good."
- Luke 12:6 "Are not five sparrows sold for two cents? And yet not one of them is forgotten by God. Do not fear; you are of more value than many sparrows."
- Luke 12:24 "Consider the ravens, for they neither sow nor reap; and they have no store room or barn, and yet God feeds them. How much more valuable are you than the birds!"

Key questions

About God:

- Why does God say that humans are different to animals?
- What do we mean by 'body, soul and spirit'?
- Do animals have a personality?
- Who spoiled God's perfect creation?
- What is God's rescue plan?
- What was the world like before the fall?
- Were all animals once vegetarian? How do you know?
- What has God told us to do about caring for animals?
- How can we be God's caretakers?
- What can people do today to help preserve endangered species of animals?
- How could we explain to someone that God did not create the world through evolution?
- Could God create the universe in six 24-hour days? Why do some people think He couldn't?
- Did dinosaurs and humans live at the same time on the earth?
- What happened to the dinosaurs?
- How can we convince someone that man did not evolve from apes?

About animals:

- What are the main groups of animals?
- What makes an animal different to a plant?
- What colours are animals?
- How do animals move?
- Which animals lay eggs?
- Which animals do not have teeth?
- Which animals do not have legs?
- Does every animal have a mouth?
- Which animals have warm blood and which animals have cold blood?

Activities

- Classify animals: reptiles, mammals, marsupials, fish, birds, amphibians.
- Classify according to: domestic animals and wild animals; pets and farm animals; pets and wild animals.
- Classify animals within their families e.g. different types of cats, dogs.
- Compare structural characteristics - eyes, ears, wings, limbs, teeth, beaks.
- Make collections of animal hair, fur, feathers, skin.
- Classify animals according to locomotion structures.
- Estimate speeds of various animals and compare these speeds using graphs.
- Give examples of where man has copied God's strategies and designs for locomotion in His creation.
- Collect photographs and drawings of animals.
- Observe wildlife videos.
- Discuss the reasons for animal extinction.
- Find out what is being done to protect endangered species.
- Discuss importance of animals to man.
- Discuss the value of pets and responsibilities in caring for them.

Assessment

1. Make a fact sheet about your favourite animal. Include a picture.
2. What have I learned from the study of animals about God and the Bible and about doing what God wants me to do?

Values education Year 5

God is Creator

Environmental sustainability

God tells us that we are to care for His creation and the resources He has given us.

Environmental sustainability is ...

- looking after the plants, animals, soil and water in the environment
- thinking about the future and doing things that will keep the environment safe from destruction in the future
- acting responsibly when we use plants, animals, soil and water in our environment
- showing wisdom in using and preserving our nation's resources
- being wise stewards
- making wise use of the resources that God has provided
- recycling

What does the Bible say about environmental sustainability?

Genesis 1:28-31 God said, "Be fruitful, fill the earth and subdue it."

Genesis 1:29 "God said, Look I have given you all the plants that have grain for seeds in them. They will be food for you."

Genesis 2:15 God put man in charge of the creation

1 Cor 4:2 Stewards should be trustworthy

Proverbs 4:7 The beginning of wisdom is this: Get wisdom, and whatever you get, get insight.

Psalms 96:11-12 Let the heavens be glad and the earth rejoice, the sea and all that is in it...

Art year 5

God is Creator

Animal classification

Bible theme and Wall display: Then God said, “Let the earth bring forth living creatures after their kind: cattle and creeping things and beasts of the earth after their kind”; and it was so.

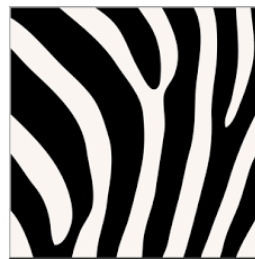
Drawing / Painting / Collage

Make a large mural of the creation. Students can create and add individual pieces, e.g. plants or animals.



Drawing: Patterns in nature

Students can draw animals, thinking about visual patterns. Once the shape of the animal is drawn, the shape can be filled with patterns. These patterns can be abstract.



Thinking Skills Creator Yr 5

<p style="text-align: center;">Animals 1</p> <p>List as many different 'kinds' of animals as You can.</p>	<p style="text-align: center;">Animals 2</p> <p>Invent a mythical animal that could survive in the desert. List it's food, habitat and defense mechanisms.</p>
<p style="text-align: center;">Animals 3</p> <p>Imagine that you are in an animal's body for one day. Make a list of your activities and adventures, from morning to night.</p>	<p style="text-align: center;">Animals 4</p> <p>Make a list of animals from A-Z. Write one fact about each one.</p>
<p style="text-align: center;">Animals 5</p> <p>Make a plan for saving an endangered species.</p>	<p style="text-align: center;">Animals 6</p> <p>Think of 3 ways to help homeless dogs and cats.</p>