

# **Animal classification/ locomotion**

**God is a Powerful Creator** (Creation Day 6)

## **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.

## **Supporting devotional resource**

*Themes for Christian Studies 6 & 7, (Creator): God is a perfect Creator*

## **Our response to 'God is a Powerful Creator'**

Because God is a Powerful Creator, I will...

- Appreciate God's ability to supernaturally create.
- Ask God to help me create new things, so that I can bless others.
- Trust in a mighty, supernatural God.
- Care for the universe He has created.
- Appreciate the greatness of God and recognize that He is in control of all He has made.
- Thank Him for His provision of animals.
- Recognize that I am wonderfully made and thank Him for making me as I am.
- Recognize that God is Lord and King of the universe and has everything in control.
- Recognize that in order to be the person God wants me to be, I must make Jesus Lord and King of my own life.

## **Biblical references**

### **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, who took 2 of each kind, (and 7 of some animals that were going to be used for Noah's family's survival after coming off the ark.)
- 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, and the wolf with the lamb. There will be no more killing. God's creation will be restored to perfection.
- Revelation 21:4 No more death or sorrow, crying or pain

## Memory verses

- Genesis 1:24 Then God said, "Let the earth be filled with animals. And let each produce more of its own kind. Let there be tame animals and small crawling animals and wild animals. And let each produce more of its kind." And it happened.
- 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?

## Outcomes

Students will

*Knowledge*

- 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

#### *Skills*

- observe and describe structural and behavioural characteristics of animals
- classify animals
- communicating information through charts, graphs, drawings and written presentations

#### *Values*

- recognize that God is the creator of order
- appreciate the diversity of animals in God's creation
- understand our responsibility in caring for animals
- interest and curiosity

### **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.
- Visit a zoo.
- 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**

Make a fact sheet about your favourite animal. Include a picture.

What have I learned from the study of animals...

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

**Link with Australian curriculum**  
**Science Years 2, 3 – Biological sciences**

**Learning Connections**

**English:** Beacon Media animal stories - see *Primary Literacy* for “*On Safari*” and “*Kanga Jo*”; reading and writing animal stories and poems; word bank including names of animal babies; presenting research

**Social Studies:** pets

**Health:** washing hands before eating/after touching pets

**Art:** collage, drawing, masks

**Mathematics:** speed of animals; problem solving: the difference in heights/weights between different animals

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

**Additional Beacon Media resource**

Visual Language Units: Animals; Pets

[http://www.beaconmedia.com.au/bm/index.php?option=com\\_content&view=category&layout=blog&id=69&Itemid=60](http://www.beaconmedia.com.au/bm/index.php?option=com_content&view=category&layout=blog&id=69&Itemid=60)