

Animal protective mechanisms

God is a Powerful Protector

Spiritual Awareness: God protects us from danger

Before the Fall there was no need for animals to protect themselves. All animals lived in peace and were vegetarian.

"The world before the Fall had no death, disease or struggle. Nowadays, many creatures have equipment which is apparently designed to attack, hurt, trap, kill, or eat others, or to defend themselves against such things...So when and how did these things, which are suited to a fallen world but were unnecessary before the Fall, come to be?...There is no single position which would be agreed upon by all creationists in answer to this..."

Position 1: Those things that are now used as defence-attack structures were not designed for this purpose, and had different functions, pre-Fall. They reached their present function by degeneration, e.g. mutations.

Position 2: The design information for defense-attack structures was already present before the Fall, perhaps in latent or masked form. This implies that the Fall was foreknown by God, which of course reflects His omniscience...This information was allowed to come to expression, either through direct unmasking at the Fall, or through the natural processes of recombination and selection. Another possibility is that no new creatures were created, but many existing ones were redesigned after the Fall, with the addition of new design information into their DNA."

From *The Answers Book* by Ken Ham, Andrew Snelling and Carl Wieland

Our response to 'God is a Powerful Protector'

- Because God is a Powerful Protector I will...
- trust God
- have faith
- have peace
- not be afraid because He is with me
- give my worries to God
- do what God asks me to do
- believe that God will do as He says
- put on the armour of God to protect me against the enemy

Supporting devotional resource

Themes for Christian Studies Level 5, (Protector): God protects us from harm and evil

Biblical references

Bible stories and passages

Daniel 3 Three men in the fiery furnace.

2 Kings 6- Elisha and God's army of angels

Psalm 23- The Lord is my Shepherd

Ephesians 6:10-18 The armour of God

Psalm 91 God keeps us safe.

Memory verses

Psalm 4:8 When I lie down, I go to sleep in peace; you alone O Lord, keep me perfectly safe. (GNB)

Psalm 27:1 The Lord is my light and my salvation; I will fear no one. The Lord protects me from all danger; I will never be afraid.

Isaiah 41:10 Do not fear for I am with you; for I am your God. I will strengthen you and I will help you and I will uphold you with My righteous right hand.

Isaiah 43:2 When you pass through the waters, I will be with you. And through the rivers, they will not overflow you. When you walk through the fire you will not be scorched.

Acts 5:29 - We must obey God rather than men.

Key Questions

How do animals protect themselves?

Why has God designed camouflage?

Why do animals need to protect themselves?

Did animals need to protect themselves before the Fall?

Do you think animals had bites, stings and camouflage before the Fall?

How is God able to protect us?

Does He protect everyone?

Should we pray for protection?

How does the armour of God protect us?

What do angels do?

Outcomes

Students will

Knowledge

- understand that living things have structural mechanisms that help them survive in the environment
- explain animal camouflage mechanisms
- have a knowledge of animals with protective shells or exo-skeletons
- understand ways in which parent animals protect their young

Skills

- research animal defense-attack structures
- classify
- identify
- communicate

Values

- pursue knowledge
- care for animals
- be awareness of dangers of certain species

Activities

a) Defense and attack structures

- List animals that attack, and the way they attack.
- List animals that need to defend themselves, and the way they defend.
- List animals that use camouflage.

- Classify animals according to camouflage markings e.g. spots, stripes
- Match animals to camouflage backgrounds.
- Observe animals that use camouflage e.g. frogs, caterpillars
- Draw animals camouflaged against their backgrounds.
- Make a chart of venomous snakes, spiders or sea creatures.
- Discuss necessary safety precautions to avoid bites and stings.
- Make a study of seashore life and describe outer forms of protection and defense mechanisms, e.g. bi-valves and uni-valves, crustaceans, sea anemones, starfish, sea eggs, barnacles.
- Visit a beach, preferably one that has rock pools.
- Make collections, identify and classify

b) Animal parenting

- Observe animal homes and discuss the way they are built to protect the young.
- Classify and name types of animal homes.
- Discuss protective behaviour of parent animals, especially birds at nesting time.
- Differentiate roles of mother and father in particular animal species e.g. compare penguin to other birds.
- Research different birth processes e.g. mammals, marsupials, birds, reptiles, fish.
- Observe animals feeding their offspring.

Assessment

1. Design a wall chart showing your research on the defense or protective mechanisms used by one animal species.
2. 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 Year 5: Biological Science

Learning connections

English: animals stories and poems; discussion and persuasive argument on animal protection issues

Social studies: animals for domestic use

History: how animals have helped humans throughout history

Art: models and drawings of animals

Maths: addition, subtraction, multiplication and division using plastic or cut-out animals, or animal images