



CREATION AND THE BEGINNING OF HUMAN HISTORY

## #14 – Each Animal After Its Own Kind Genesis 1:24-25

### PICTURES NEEDED

- 14-1 Types of land animals
- 14-2 Types of mammals

### REVIEW (Before Teaching Lesson)

- **Journal Review:** Ask students to share an important truth that they learned from their journal readings at home that week. Share some of your own insights.
- **Previous Lesson Review:** (Use the visual from the last lesson to aid in review)  
How are insects an important part of the balance of nature? What is unique about birds? What does the design of each type of bird reveal about it? What has man learned from studying birds?
- **The Big Question Review:** What should sea creatures remind us of?  
Let the students give their answers to the question.
- **Bible Verse Review:** Jeremiah 8:7  
We are wise when we follow our design and respond rightly to God.

*<sup>7</sup> Even the stork in the sky knows her appointed seasons, and the dove, (the swift and the thrush observe the time of their migration. But my people do not know the requirements of the LORD.)*

## LESSON CONTENT

**Note:** The Bible verses included in the lesson are from the NIV 1984 edition. The wording of the questions is derived from that version. If another version of the Bible is used, questions may need to be adapted.

On the fifth day of creation, God brought forth all the different types of animals that teem in the water. What are some of those animals? (List them as the children share and add some of your own.)

What else did God create on the fifth day? God also made all the types of birds and other things that fly in the air on the fifth day. What are some of the different types of birds? (List the birds as the children share and add some of your own.)

On the sixth day of creation, God finished his work by creating all the animals that live on land.

### **Genesis 1:24-25**

*And God said, "Let the land produce living creatures according to their kinds: livestock, creatures that move along the ground, and wild animals, each according to its kind." And it was so. God made the wild animals according to their kinds, the livestock according to their kinds, and all the creatures that move along the ground according to their kinds. And God saw that it was good.*

We need to look at the difference between wild animals, livestock and creatures that move along the ground. (Write the categories below on the board and list the types under each that the students give.)

What are the creatures that move along the ground?

- Annelids – worms
- Mollusks – snails & slugs (gastropods-stomach foot)
- Arthropods – insects, spiders, centipedes, millipedes
- Reptiles – snakes, turtles, lizards, crocodiles
- Amphibians – frogs, toads, salamanders

The creatures that move along the ground are cold-blooded animals. What are cold-blooded animals? That means that their body heat varies according to the outside temperature of air. If it is cold outside, they are cold and can't move. If it is warm, they are active and warm. If it gets too hot, they have to go somewhere cool.

What is different about reptiles and amphibians from the other creatures that move along the ground? Reptiles and amphibians are vertebrates.

What is a vertebrate? A vertebrate is an animal that has an inside skeleton and a backbone.

What vertebrates had God already created? Birds and fish are vertebrates. Fish are cold-blooded, birds are warm-blooded.

What does it mean to be warm-blooded? The body of a warm-blooded animal maintains a constant body temperature that doesn't vary with the outside air temperature.

The other two groups, wild animals and livestock, are mammals. What are wild animals? Wild animals are those living in a state of nature, not ordinarily tamed or living with humans. What are examples of wild animals? (Let the students give examples.)

What are livestock? Livestock are animals kept or raised for use or pleasure, farm animals. What are examples of livestock? (Let the students give examples.)

What characteristics do all mammals have?

- They are warm-blooded
- They all have hair or fur in varying amounts at some point in their lives.
- Mothers give birth to live babies (except for the platypus and echidnas) and produce milk to feed their young.
- They have a large, well-developed brain.

Just like the multitude of animals that live in the sea, there is a myriad of animals that live on land. Each animal was designed by God for his purposes. He created a world in which they could grow and flourish. Some of the animals he made to be useful to people (livestock), others he left to be wild in nature. God knows each animal and they all belong to him.

Psalm 50:11-12 says, *<sup>11</sup>I know every bird in the mountains, and the creatures of the field are mine. <sup>12</sup>If I were hungry I would not tell you, for the world is mine, and all that is in it.*

All that God created has a design and fits into his good plan. God is involved in and knows his creation. It is good to serve the Lord Almighty who loves and takes care of us and everything else in his creation.

## LESSON WRAP-UP

- **Overview Questions:** What are the three categories of land animals that God created and examples of each? What are mammals? What does it mean that each type of animal was created according to its kind?
- **Thought Questions:** Why do you think God created so many different kinds of animals? Will we ever fully understand the mind of God? What can we understand about God now?
- **Prayer:** Thank God for all that he has created and the variety and vastness of his creation. Praise him for his incomparable wisdom and understanding. Pray that you would grow in understanding and appreciation of all he has done.
- **The Big Question:** What can we learn from the animals?  
Let the students give their answers to the question. Share the memory verse. Ask how it answers the question.

- **Memory Verse:** Psalm 50:11-12 Every living creature is known by and belongs to God.

*(<sup>11</sup>I know every bird in the mountains, and the creatures of the field are mine.) <sup>12</sup>If I were hungry I would not tell you, for the world is mine, and all that is in it.*

*Questions: Why do all the creatures on earth belong to God? What does that mean for us?*

## ACTIVITIES (Completed after the lesson)

Any age appropriate activity can be included which fits into the class time. The activities with a star are included on the class notes.

- ★ **Lesson Notes:** Have the children answer the two questions individually or as a group. What did you learn from this lesson? How can you put into practice what you learned?
- ★ **Memory Verse:** Read the memory verse on the cover of the class notes and then have the students fill in the blanks in the verse.
- ★ **Activity Page:** Mammal crossword puzzle  
Instructions: Fill in the name of the type of mammal on the crossword puzzle.  
Seal – lives in water, has a face like a dog  
Zebra – looks like a horse but has stripes  
Kangaroo – carries its baby in a pouch  
Monkey – swings from tree branches  
Sloth – hangs from a tree branch  
Rabbit – hops on hind feet  
Platypus – lays eggs and has a duck-type bill  
Armadillo – has a long snout and armor covered body  
Bat – is blind and flies  
Whale – huge mammal that lives in the ocean
- ★ **This Week's Big Question:** Have the students fill in the blanks for the way the memory verse answers the big question. **Every living creature is known by and belongs to God.**
- ★ **Coloring Page:** Color the lesson picture.

- **Craft:** Dog craft

As a reminder that God created each kind of animal after its own kind and that there are both wild and tame animals make a dog puppet.

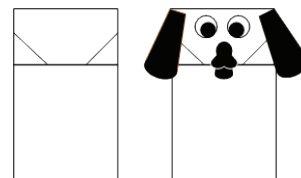
Paper Bag Dog Puppet

Materials: lunch size paper bags, copy paper, scissors, glue sticks

Preparation: Run-off craft 14 on copy paper. Cut in half.

Instructions:

1. Fold the two corners of the bottom flap of the paper bag under to the inside of the fold and glue them down so they stay in place.
2. Cut out the body parts and past them on the bag to make the dog's face.  
Glue the tongue under the bottom flap.



- **Game:** Walkie Talkie with different animal sounds

As a reminder that each animal was created by God following its own kind and can be identified by the sounds it makes, play "Walkie Talkie."

Instructions: Everyone sits in a circle with a blindfolded child standing in the middle. The blindfolded child is given a rolled up newspaper and then spins around ten times while the seated children change places. The blindfolded child then finds a seated child by using the end of the newspaper to tap around. Once he taps a child he says, "Walkie Talkie what's your sound?" The tapped child has to make an animal sound in a disguised voice. The blindfolded child must guess correctly who the child is or try again, tapping another child. When he guesses correctly he and the other child switch places.

## JOURNAL

The journal is passed out at the end of class for the students to complete at home. It has six poetic readings and related Bible verses. It would be beneficial for the teacher to read through and be familiar with its content.