

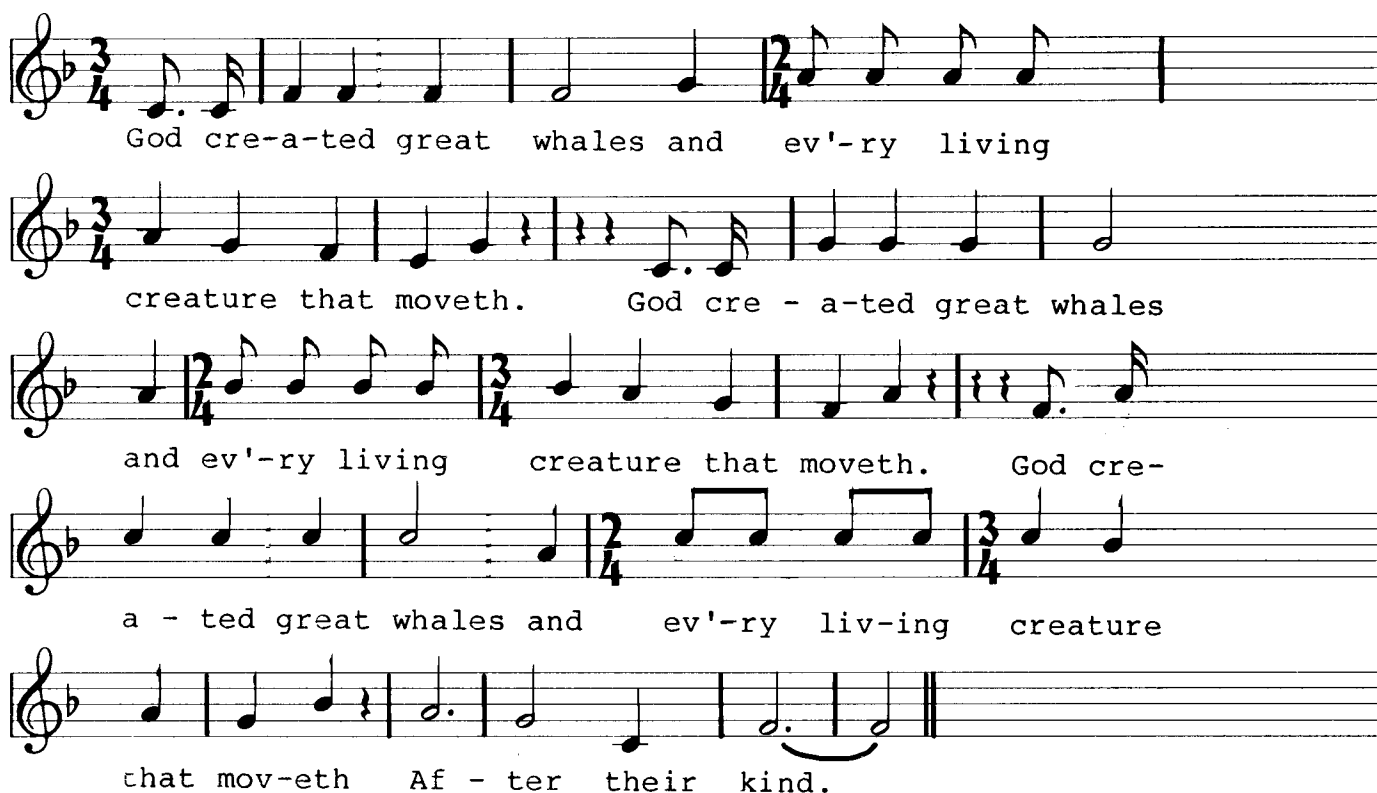
# Plants and Animals

**TEXT** Genesis 1:11-25

**OBJECTIVE** The students will understand that God created the animals and plants to reproduce after their own kind. They will be able to identify the days on which each was made.

**MEMORY VERSE** God created great whales, and every living creature that moveth. — Genesis 1:21

## MEMORY VERSE SONG



God cre-a-ted great whales and ev'-ry living  
creature that moveth. God cre - a-ted great whales  
and ev'-ry living creature that moveth. God cre-  
a - ted great whales and ev'-ry liv-ing creature  
that mov-eth Af - ter their kind.

## MEMORY VERSE IN ACTION

GOD — point up  
CREATED — strike fists together, one on top of the other  
GREAT WHALES — wiggle whole arm like fish swimming  
AND EVERY LIVING CREATURE THAT MOVETH — point around the room  
AFTER THEIR KIND — point index fingers with palm down, touch sides of fingers together

## MEMORY VERSE VISUALIZED

Use whale picture (see Patterns). Glue to a flannel

backing. Cut out the pieces of water and place them together on a flannel board as the students say each part of the verse.

## BIBLE LESSON OUTLINE

Introduction: Show your class a realistic plastic or wooden animal. Ask why the animal can't move.

Progression of events:

1. After the environment was prepared, God made living inhabitants for His world, each one to reproduce after its own kind.
2. He made fowl for the firmament.
3. He made fish for the seas.

4. He made cattle and creeping things for the dry ground.

Climax: God created all the plants and animals — they did not evolve.

Conclusion: God's creations pleased Him. They did not have to evolve into progressively more advanced stages of being.

Response: Your students will know that God created plant and animal life, and will be able to identify the days on which each was created.

## BACKGROUND INFORMATION

Everything, both in the animal and vegetable world, was made, both in genus and species, so as to produce its own kind through endless generations. Thus the several races of animals and plants have been kept distinct from the foundation of the world to this present day. This is a proof that all future generations of plants and animals have been seminally included in those which God formed in the beginning.

God, in creating plants and animals to reproduce "after their kind," nowhere indicates how large a "kind" is. It is clear, however, in the Genesis record that there is a number, perhaps a large number, of "kinds," both in the plant kingdom and the animal kingdom. And these "kinds" cannot reproduce in such a way as to evolve from one to the other.

Nothing in the Bible denies the possibility of change and development within the limits of a specific "kind." In fact, growth and development seem to be a part of the natural order of things.

## IN-CLASS ACTIVITIES

Bring an apple, knife, small pot, planting soil, and small glass of water. When class starts, show the children the apple — talk about what it tastes like, how it feels, how the peel looks, etc. Then cut open the apple. Take one of the seeds out of the inside and plant it in the small pot. Talk about what will grow from the seed — will it be a horse or a cow — an orange or pear tree? Of course, an apple tree will grow from an apple seed.

Use mother hen and chick (see Patterns). Cut out pieces. Fold egg on dotted lines to cover chick. Connect wing to hen with a small brad. Place egg behind wing. Use this to illustrate one of God's creations producing after its kind.

Bring to class one or more different sized leaves from several trees and bushes. Ask the children to sort out the different leaf "families." Explain that each young leaf will grow to be the same type and species as its parent leaf. A young maple leaf cannot become a pine needle, etc.

Have the children name all the animals they can think of that God made. You can also use an animal picture book for very young children to identify the pictures and tell that God made each one.

Take one each of several different kinds of fruit to class, such as an orange, apple, avocado, etc. Cut the fruit open and look together at the seeds. Explain how the seed will grow the same kind of fruit. Relate this to the Bible verse telling how God made each plant to reproduce after its own kind.

Take playdough for each child to try forming and naming their own animals. While they are doing this, discuss the wide variety of animals that God created, and how each one has just what it needs for protection, to exist in its own environment, to obtain the food it needs, etc. Pictures of animals can be good supporting material to develop this thought. When they have finished their animals, compliment them on what fine creatures they are, but that one thing is missing — life! Only God could give this to His creation.

Teaching objects for this lesson could include seeds, houseplants, pictures of baby animals and their mothers, a live kitten or puppy, goldfish, a bird, etc.

## QUESTIONS

God made all living things "after their kind." What does this mean?

God made all the animals different. Name some of your favorites.

God made all people different. In what ways are they all the same?

How do we know that God created life and that evolution is not true?

How can a tall tree grow from a tiny seed?

God made many plants for people and animals to eat. Can you name some?

How did God make the animals?

## PRE-SCHOOL SUGGESTIONS

Put together a set of pictures of adult animals and matching baby animals, also human adult and baby (see Patterns). Allow your children to match the parent and baby while you talk about how each one has a baby that looks like itself.

Use mother hen and chick pattern. See In-Class Activities.

Bring as many different kinds of stuffed animals as you can find. Help your children imitate the noises that each animal makes — God made each animal different, and with its own language. Talk about how Adam named each one of them.

Cut simple duck shapes from yellow paper, one for each child (see Patterns). Cut a strip of “water” to go under each duck with a scalloped edge along the top. Help each child draw the bill and glue an eye on the duck. If you can locate a yellow feather duster, give them each a few feathers to glue on also. Talk about how God gave the ducks feathers, webbed feet, bills, and all the things they needed.

Make stencils (perhaps from a coloring book) of a variety of animals. Have volunteers from your group come up and trace the various animals onto a large mural background that you have already prepared. As each animal is placed on the mural, talk about how God

If your department began learning the song, “Jesus Makes Everything Good,” last Sunday, continue by teaching them the second and third verses which talk about plants and animals.

**"All These Things God Gave to Me"**  
**"Jesus Makes Everything Good"**  
**"Who Can Make the Sunshine?"**

Attendance card: "Creation" (A-1812) with animal stickers (A-1749) from Standard Publishing. Card has picture of garden; animal stickers are added for each Sunday to mark attendance. Can be used as an aid for the lesson.

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