



## Refuting Evolution Part 2: Natural Selection & Adaptation (Grades 6-8)

Welcome to the second session of our three-part series. During this session we will take a closer look at adaptation and Natural Selection. Let's start with a quick review.

During our last session, we discovered that the word "evolution" has several meanings:



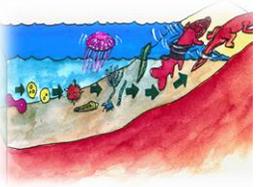
**Adaptation:** Programmed responses to changes in the environment.  
Example: Arctic Foxes change the color of their fur to white in the winter and brown in the summer. This helps them hunt and hide from predators.



**Genetic variation:** Recombination of existing genetic information.  
Example: a female Golden Retriever and a male Poodle will produce Goldendoodle puppies.



**Natural Selection:** Elimination of creatures that are unable to adapt or relocate. Example: if dogs with long hair living in a very hot climate were unable to quickly adapt or go somewhere else, they would most likely perish. Eventually, only dogs with short or medium hair would live in that area.



**Darwinian Evolution:** the belief that all life arose from non-living chemicals and evolved through random mutations into all living creatures over billions of years.

**Exercise:** Please answer the following questions:

1. Which of the following have been confirmed through observational science?
  - a. Adaptation
  - b. Darwinian Evolution
  - c. Genetic variation
  - d. Natural selection
  - e. **A, C and D**
  - f. None of the above

2. True or false: Darwinian Evolution is the same as adaptation. **False**
3. True or false: all real scientists believe in Darwinian Evolution. **False**

Adaptation, genetic variation and Natural Selection can be verified through observational science. Darwinian Evolution is a belief system that is not founded on good science. Let's take a closer look at adaptation.

### Continuous Environmental Tracking

A few years ago, Google unveiled a car that was capable of driving itself. This car was equipped with a wide array of sensors, powerful computers and sophisticated controls. These types of cars use a process called Continuous Environmental Tracking (CET) to operate. The basic steps of CET are:

1. **Detect** changes in the surrounding environment. This could include changes in temperature, road conditions and the proximity of other vehicles, pedestrians and obstacles.
2. **Process** the information and determine an appropriate response. The potential responses were preprogrammed into the computer's memory by really smart people.
3. **Respond** to the changes by taking action. For example, if the Google car was following the car in front of it too closely, the brakes would be applied.
4. **Repeat** the steps listed above.



Scientists have discovered that living creatures use Continuous Environmental Tracking! During the video, we looked at four examples: (1) the Arctic Fox; (2) Crucian Carp; (3) Mexican Tetra (blind cave fish); and (4) Deer Mice. Each of these creatures detected and responded to changes in their environments. Both creation and secular scientists agree this is happening.

The question is **who** provided the programming for these responses? Creation scientists believe that this information was provided by God when He created living things. Evolutionists believe that these responses were developed through millions of years of trial and error.

What do you think and why? I believe God gave living creatures the ability and programming necessary to adapt to changes in their environment. This is most evident in creatures like the Mexican Tetra and Deer Mice that can turn certain adaptations "on and off" depending on their environmental conditions. These types of capabilities show clever design—they cannot be the result of random chance!

## Understanding Kinds

The Bible says that God made living things according to their kinds (e.g. Genesis 1:24-25). What is a “kind?” According to Answers in Genesis, a Biblical kind is roughly equivalent to the Family level in the biological classification system first developed by Carl Linnaeus. In simple terms, there is a horse kind, a bear kind, a dog kind and so forth. Below is an example for wolves which belong to the CANIDAE Family or dog kind.

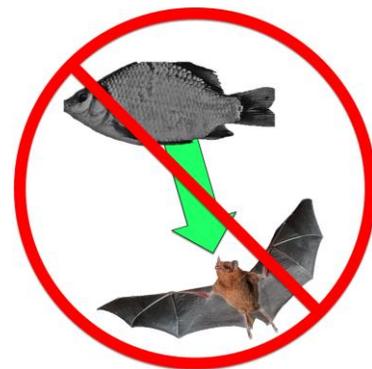
Kind →

<b>Kingdom</b>	<b>ANIMALIA</b>	Includes mammals, reptiles, amphibians, birds, fish, arthropods and sponges
<b>Phylum</b>	<b>CHORDATA</b>	Living things with a notochord, called a spinal cord in humans
<b>Class</b>	<b>MAMMALIA</b>	Term for mammals, generally known to have fur and nurse their young
<b>Order</b>	<b>CARNIVORA</b>	Primarily animals that eat meat
<b>Family</b>	<b>CANIDAE</b>	The dog family
<b>Genus</b>	<b>CANIS</b>	
<b>Species</b>	<b>VARIOUS</b>	Examples: C.rufus (Red Wolf); C. Lupis (Gray Wolf)

This table is based on page 12 of [How Many Animals Were on the Ark? Understanding the Animal Kinds](#) by Craig Froman, Answers in Genesis

Although there is tremendous variety within kinds, we do not see creatures evolving from one kind to another. Despite what is commonly taught in public school textbooks, you will never see a fish turn into a bat—no matter how much time you give it!

If you would like to learn more about kinds, I highly recommend this resource: [How Many Animals Were on the Ark? Understanding the Animal Kinds](#). It is available through Answers in Genesis.



## Natural Selection

When major changes to the environment occur, living creatures have three options (1) adapt quickly, (2) relocate, or (3) perish. Sadly, creatures that are unable to adapt or move to another area often perish.

It is important to note that “nature” isn’t capable of selecting which creatures live and die—it is entirely based upon the ability (or lack thereof) of the creatures to adapt. Despite what you may see in public school textbooks, Natural Selection does not create anything—it eliminates creatures.

Some evolutionists ascribe amazing powers to Natural Selection and use “magic words” to describe how complex biological features were formed. These are words and phrases that are used to make statements about things that supposedly happened in the past, but they do not explain how something actually happened.

**Exercise:** The following statements are from an actual textbook. Locate and underline the “magic words” or phrases used by the authors.

“Life began with one-celled organisms. After a long time, plants and animals appeared.”  
(Prentice Hall, page 238)

“Unlike organisms today, these single-celled organisms did not need oxygen. Scientists hypothesize that all other forms of life on Earth arose from these simple organisms.”  
(Prentice Hall, page 288)

“Paleontologists call this event the Cambrian Explosion because so many new life forms appeared within a relatively short time (approximately 30 million years).” (Prentice Hall, page 289)

“The earliest fishes evolve...many new species of animals arise...” (Prentice Hall, page 292)

“The first dinosaurs appear. First turtles and crocodiles appear. Mammals first appear.”  
(Prentice Hall, page 293)

Source for quotes: Focus on California Life Science, Pearson Prentice Hall, Boston, MA

**The point:** evolutionists claim that all living things evolved from single-celled creatures but fail to provide adequate explanations for how this actually happened. Although these statements were made in a textbook, that does not automatically make them true! We need to be wise and learn to recognize facts from opinions when reading these types of materials.

## Key takeaways

- There are different meanings for the word “evolution”
- Living creatures use Continuous Environmental Tracking (CET) to adapt to environmental changes
- Animals do not change from one “kind” to another “kind”
- Natural Selection does not have “creative powers”
- Natural Selection is the elimination of creatures that are unable to adapt or relocate
- Always share the truth with gentleness and respect (1 Peter 3:15)



*“For in six days the Lord made the heavens and the earth, the sea, and all that is in them, but he rested on the seventh day.” Exodus 20:11*