Lesson Plan

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Animal Protection and Bicyclists

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Science
Grades K–2

Introduction

How plants and animals protect themselves could be beneficial in protecting humans as well. In this lesson, students will design clothing or equipment to protect bicyclists by mimicking plant or animal protection features such as turtle shells, acorn shells, animal scales, etc. Be creative and start inventing!

Learning Objectives

1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

Materials Needed

- Recyclables or maker space materials (tape, glue, plastic, cardboard, etc.)
- Introduction text (you can choose from *What Do You Do with a Tail Like This?* by Robin Page and Steve Jenkins or *Animal Adaptations* by Patricia Armentrout).

Procedure

Part 1:

The teacher will introduce the students to some special characteristics animals have by reading either What Do You Do with a Tail Like This? by Robin Page and Steve Jenkins or Animal Adaptations by Patricia Armentrout. After reading, the teacher will make a circle chart with the students, brainstorming what special features the animals in the story, or animals/plants that they know of, have that are unique for keeping them safe (thorns, turtle shells, stingers, webbed feet, etc.).

The teacher will tell the students that these unique safety features that animals and plants have could help protect humans as well. “When you are riding your bike, you wear a helmet. But are there other safety precautions you could take to protect yourself even more? What if you were to use some of these animal features to make you safer? Today you are going to design a type of protection that is inspired by a plant or animal!”

Part 2:

Students should return to their desks and sketch ideas they have for bicycle protection inspired by plants and animals. They can either do this individually, with a partner, or with a small group. Once they have a strong idea, they can use the maker space/recyclable materials to start designing their creation!

Continued on page 2

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Continued from page 1

Part 3:

Once students have completed their design, they will present their bicycle protection to the class.

Evaluation

- The presentation should include: what animal or plant the bicycle protection was inspired by, why that protection keeps the animal or plant safe, and how that protection will help keep a bicyclist safe.
- Students should also turn in a final sketch of their bicycle protection, labeling the features that are inspired by the chosen plant/animal.