

# How animals protect themselves

## Outcomes and activities

### God is Protector Year 2

#### **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. Today many creatures have equipment used to attack, hurt, trap, kill, or eat others, or to defend themselves. When and how did these things come to be?

Possibility: 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 and was allowed to come to expression after the Fall.

#### **Our response to 'God is a Protector'**

- **trust** God and have faith in Him
- **courage**: we have peace, and are not afraid because God is with us
- **confidence** in God as our protector

#### **Outcomes:** Students will

- 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
- research animal defense-attack structures

#### **Key Questions**

How do animals protect themselves? Why do animals need to protect themselves?

Why has God designed camouflage?

Did animals need to protect themselves before the Fall? Did bites, stings and camouflage exist before the Fall?

How does God protect us? How does the armour of God protect us? What do angels do?

#### **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 shell 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.

## **Values education Year 2**

### **God is Protector**

#### **Courage**

When we know that God is protecting us, we can have courage to do the things He wants us to do.

#### **Courage is...**

- being brave
- doing things that need to be done, even when we would normally be afraid to do these thing
- trusting in God's protection as we do the things that He asks us to do

#### **Activities**

1. What are some things that you need courage to do?
2. Draw a picture and write a sentence about when you had courage.
3. Draw a picture and write a sentence about someone else who showed great courage.

#### **What does the Bible say about courage?**

Joshua 1:6-7 Be strong and of good courage.

1 Samuel 17 David had courage to fight Goliath.

Philippians 4:13 I can do everything through Christ who gives me strength.

Matthew 14:22-32 Peter needed courage to walk on water.

Book of Acts - The followers of Jesus had courage to speak about Jesus.

# Art Year 2

## God is Protector

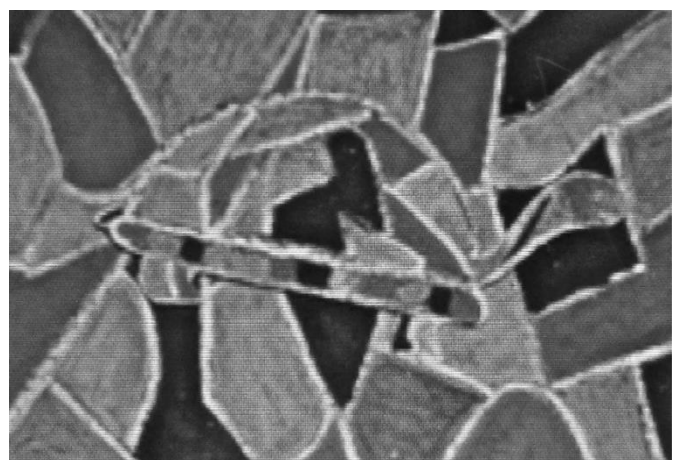
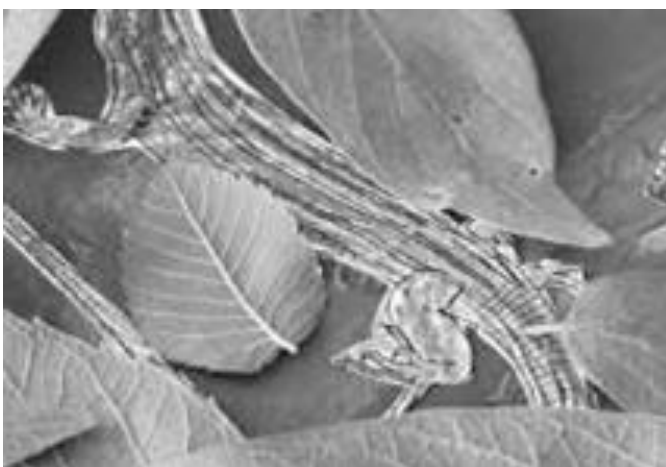
### Topic: How animals protect themselves

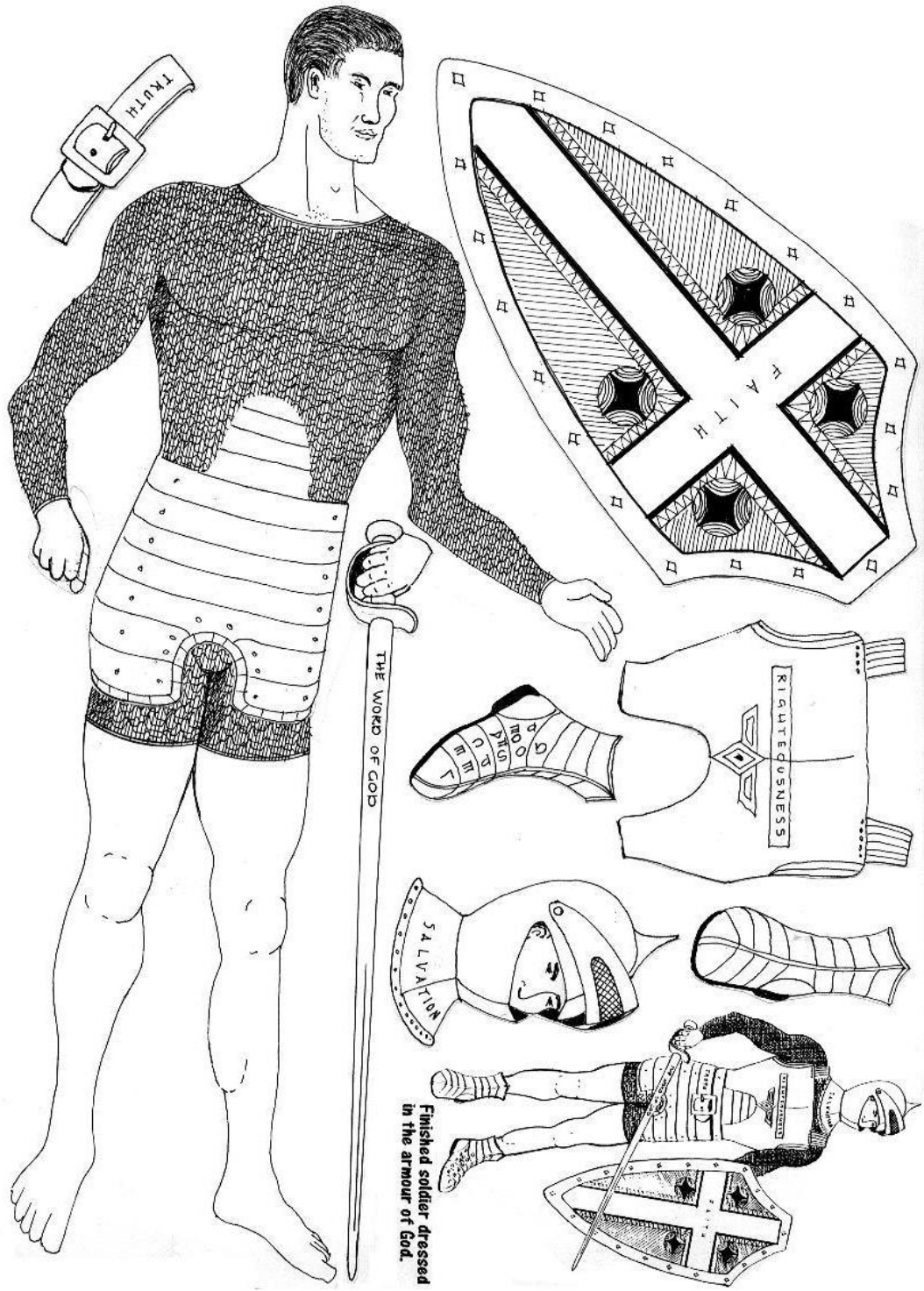
**Biblical connection:** Before Adam and Eve disobeyed God in the Garden of Eden there was no killing. Animals did not kill other animals, did not have stings, and did not need to protect themselves. Once sin came into the world, so did the nasty things like fighting and killing. Animals had to protect themselves from other animals. God gave camouflage to some, and others defended themselves with their claws, teeth or stings. Some developed special poison sacs. One day in the future, when Jesus comes again, there will be a new Heaven where animals will live once again in peace, with no killing and no need to protect themselves.

**Bible art as a wall display:** The armour of God – our protection against attack.

Drawing and painting

- Draw and paint camouflage patterns of animals, e.g. tigers, zebras, giraffes, sea creatures
- Draw, paint, and use paper collage to depict animals in camouflage against their backgrounds.





## The armour of God

**Thinking Skill**

**How animals protect themselves 1**

Make a puzzle for someone by drawing an animal that is camouflaged. Make it difficult to pick out the animal from its background.

**How animals protect themselves 2**

What is the same about a giraffe and a moth? List 5 things.

**How animals protect themselves 3**

Your friend has been stung by a poisonous sea creature. What will you do?

**How animals protect themselves 4**

Draw 5 sea creatures that protect themselves with a shell.

**How animals protect themselves 5**

Draw 5 animals that protect themselves with stings.

**How animals protect themselves 6**

Draw 5 animals that protect themselves with teeth.

Draw a picture in each box

## How animals hide

1

Many animals hide to protect themselves from danger.

2

Many animals can blend in with the colours and patterns around them.

3

A sand crab is the same colour as the sand. It is hard to see.

4

A zebra has stripes which helps it to blend in with the shadows of the trees.

5

A brown moth blends in with the tree trunk that it sits on.

6

A green tree frog is hard to see among the leaves of the rainforest.

7

A stick insect looks like a twig on a branch.

8

**A green caterpillar is hard to see on a green leaf.**

9

**Some animals can change their colour to blend in.**

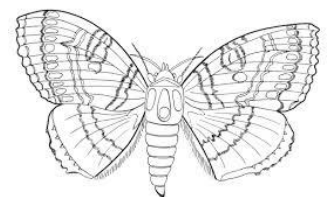
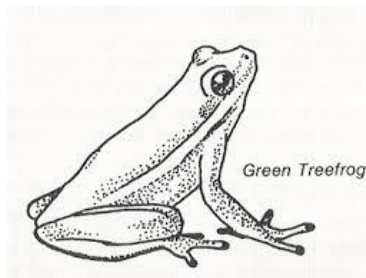
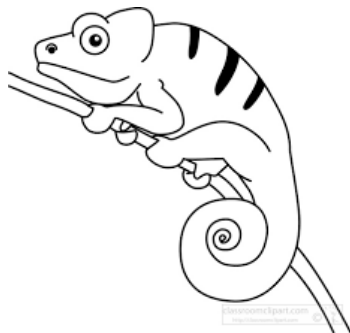
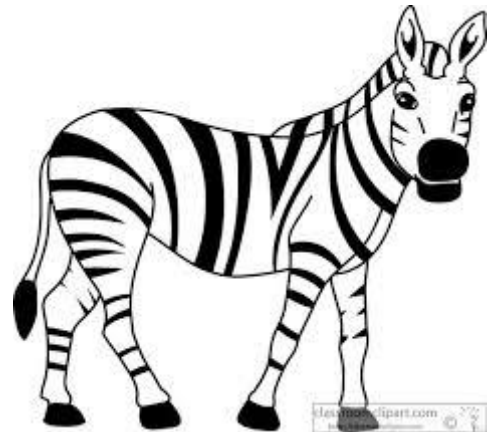
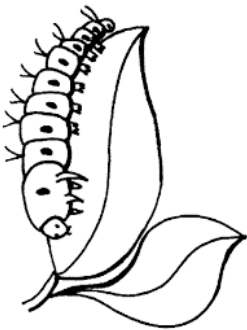
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**A chameleon can change colour to blend in with the plant that it hangs on to.**

11

**How can animals do this? Only God could make animals to do this. When He made them, He knew that one day they would have to protect themselves from danger.**

12



chameleon



## Crabs

1

Crabs do not have bones. Most crabs have strong thick shells instead. The shell protects the crab from sharp rocks.

2

The shell protects the crab from other sea animals too. A small fish will not eat the crab.

3

Insects have six legs. Spiders have eight legs. Crabs have ten legs. On the front legs a crab has claws.

4

Claws help the crab to pick up food.

5

Crabs can fight with their claws.

6

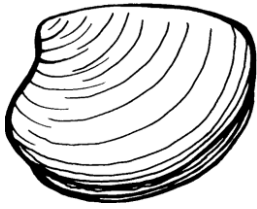
Most crabs eat dead fish and dead sea animals.

7

Sometimes they eat pieces of food left by big fish.

8





## Shellfish

1

Some shellfish have only one shell.

2

Some shellfish have two shells.  
These shellfish can open and close  
their shells.

3

Most shellfish with one shell live on  
rocks. These shellfish have a large foot  
to help it cling to the rocks.

4

The shellfish also uses its foot to  
move with.

5

Most shellfish with two shells live  
in the sand or the mud.

6

These shellfish use their large foot  
to dig in the sand.

7

A clam hides from other animals by  
doing this.

8

**Some shellfish eat tiny plants and animals that float about in the water.**

9

**Most shellfish live in the sea.**

10

**Some shellfish live in rivers or lakes.**

11

**Shellfish belong to the snail family. Snails live on land.**

12

**Many shellfish are good to eat. Some people eat snails too.**

13

**Fish like to eat shellfish too.**

14

**The shell of a shellfish protects it from small fish.**

15


**A shellfish does not have a backbone. It has a shell instead.**

16

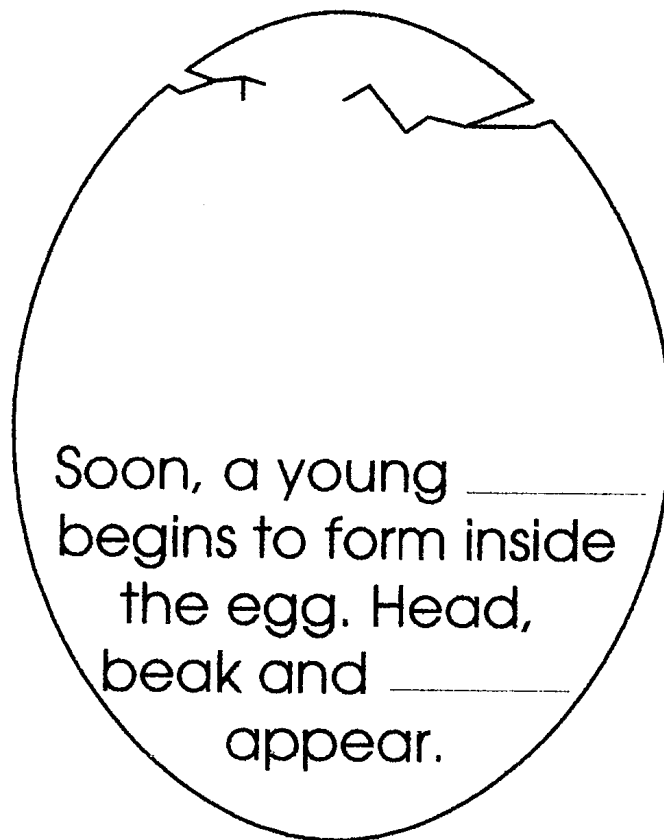
# Story of the Chick

Use these words to complete the following passages.


(egg, crack, hatches, feet, chick)




The egg is laid by the mother bird, in a nest. She protects the \_\_\_\_\_ by keeping it warm.



Soon, a young \_\_\_\_\_ begins to form inside the egg. Head, beak and \_\_\_\_\_ appear.



After about 21 days the egg begins to \_\_\_\_\_ as the chick starts to hatch.



Finally, a young fluffy chick \_\_\_\_\_ from the egg, ready to start its new life.

Cut out these eggs and staple together, at the top, to make a book. Draw a picture for each page.