

Camouflage

Hidden Picture

Objective: To learn about the camouflaging techniques of animals

Materials: red transparent plastic folder, pale yellow crayon, white typing paper

Procedure: Draw a bird on the white paper with the yellow crayon. Then cover up the bird with the red folder. The bird will seem to vanish. Talk about how red is not a pure color and that it has some yellow in it. The yellow in the bird mixes in with the yellow in the red folder and our eyes are not sensitive enough to tell the difference between the two. By having colors similar to their environment, animals are camouflaged, or hidden. Predators cannot tell their prey from their surroundings.

Blending In

Objective: To see how prey species use camouflage to hide from predators

Materials: Colored pipe cleaners (red, brown, green, black, orange, white, yellow, and then any other colors), 16 wooden stakes, string, and a measuring tape

Procedure:

1. Use the stakes, string, and measuring tape to mark off 4 squares of grass that measure 20 ft X 20 ft.
2. Cut 40 ½ inch pieces of each color of pipe cleaner for each square and spread them as evenly as possible in each of the four squares.
3. Divide the class into four teams and assign each group to a square. See how many pipe cleaners each team can find in five minutes.
4. After the five minutes is up, talk to the students about adaptation and camouflage. The colors similar to green are harder to find in the grass. Darker colors blend into the shadows better than lighter colors. Relate this to rainforest species of prey and predator species. Ask the students for some possible examples of rainforest animals and their camouflage techniques.

Owl and Mouse

Objective: To help students understand adaptation and camouflage

Materials: Blindfold, 1 wooden stake, area where students can safely hide without running into any hazards

Procedure:

1. Blindfold one student as the “owl” and have him or her stand by the wooden stake in the ground. Then have the other children (the “mice”) go into the yard or brush and hide as the owl counts to 30. Once the owl counts to 30, he/she removes the blindfold and looks for the mice. The owl can stand, squat or turn around the stake, but cannot leave that spot. The owl must find mice by describing their clothes and location out loud. Once identified, the mouse comes and sits by the owl. The mouse cannot help the owl find other mice in any way.
2. Once the owl cannot find any more mice a new round starts. Mice that have been found already become owls in the new round. All the owls are blindfolded and the original owl counts to 30. The remaining mice must find a new hiding spot. The owls remove their blindfolds and take turns calling out the mice they see.
3. Keep playing as many rounds as possible until only a few mice are left; then have the last few mice stand up and identify themselves. Talk about adaptation and how finding prey, or not being found by predators, are important adaptations.
4. Play the game again if time allows. Talk about what adaptations helped the students playing mice stay hidden. Talk about what made the owls successful at finding the mice. Draw parallels with mice and owls in the wild.

Let Your Spirit Take Wing!