

The Art of Animal Camouflage

Materials

For each group:

- Various colors of tempura paint
- Bowls for paint
- 5-10 white foam bayou animal cut-outs
- Garbage bags or newspapers
- 10-15 paint brushes
- hair dryer to dry paint

Suggested grade levels

K- 4th

Louisiana GLEs

K- SI 1, 2, 3, 4; LS 25, 28
1st- SI 1, 2, 3, 4, 5; LS 27, 31, 32
2nd- SI 1, 2, 3, 4, 6; LS 27, 30, 33, 35
3rd- SI 1, 2, 3, 4, 6; LS 35, 38
4th- SI 1, 2, 3, 4, 7; LS 41, 47, 48, 50, 51, 52, 53

References

Seeing through camouflage-
<http://www.pbs.org/wgbh/nova/leopards/seeing.html>

Adapted from

http://www.entm.purdue.edu/Entomology/ext/Outreach/lessonPlans/Lesson_1.pdf



In this activity students will determine the benefits and purpose of camouflage for bayou animals through observation and investigation.

Background

Animals have adapted many ways to increase their chances of survival, and therefore their chances of reproducing. This simple fact has caused animals to evolve adaptation that help them finding food and keeping them from becoming food. One of the most common and variable adaptations is camouflage. **Camouflage** is the ability to blend in with their natural surroundings. Camouflage protects animals from the predators that may be found in their environment (the surroundings in which an organism lives). Many different animals utilize camouflage from amphibians to insects. One of the basic forms of camouflage is coloration, or blending in to the environment around them. Two good examples are the markings on snakes and color of alligators. Some animals may also change color to fit better in their surroundings such as green tree frogs. Many animals also have a body shape or markings that allow for an element of surprise. This is best described by the shape of a walking stick or the marking on a hawk moth.

Procedure

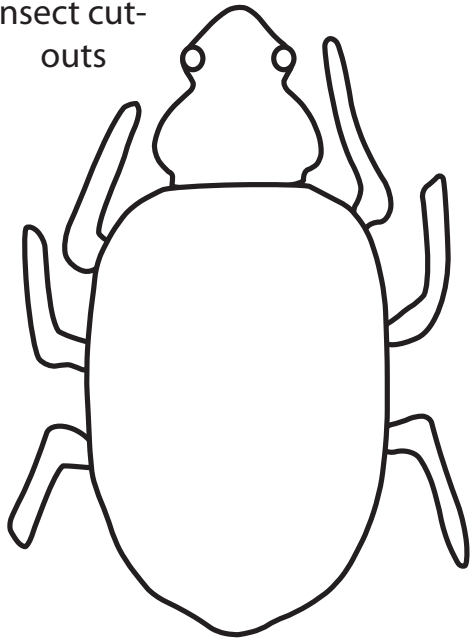
1. The children will be separated into 2 “environment” groups (one outside and one inside). Group 1 will work in the outside environment while Group 2 will work in the inside environment.
2. Each group will be given a set of foam animal cut-outs and as a group they will determine where they will place these bayou animals.
3. After they have determined the area that the animals will be placed, they must decide how to camouflage (what color? pattern?) them.
4. They will then paint the cut-outs. The hair dryers can be used to dry the paint if necessary.
5. When the animals are dry, the students will place them in their proper environments.
6. After each group has completed the task of camouflaging the animals and have placed them in the proper locations, the two groups will switch environments (inside group goes outside and outside group comes inside). Note: Cut-outs should not be buried.
7. They will then search and collect the opposite groups’ animals. (~15-20 minutes).
8. After 15-20 minutes has passed, have the groups come together and count their camouflaged cut-outs.

Post-activity questions

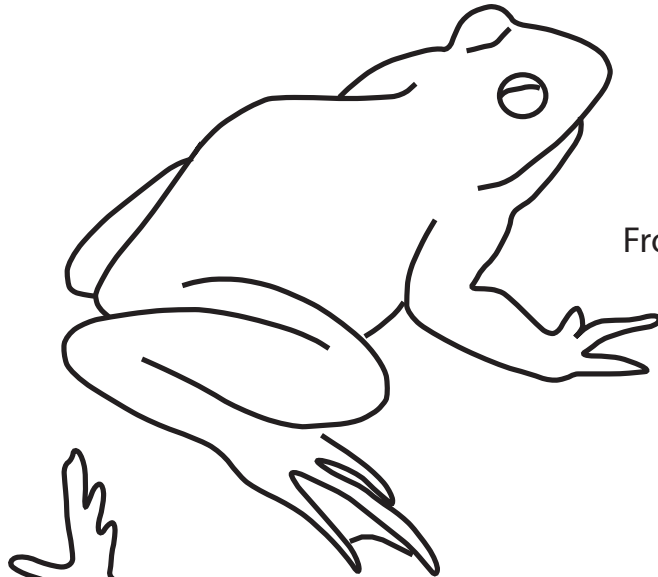
1. What role does camouflage play in the lives of insects?
2. Why is it important to be camouflaged?
3. Was it easy to camouflage them?
4. Which insects were the easiest (hardest) to locate? Why?
5. Do you think insects could survive if they were not camouflaged?

Camouflage cut-outs

Pattern for
insect cut-
outs



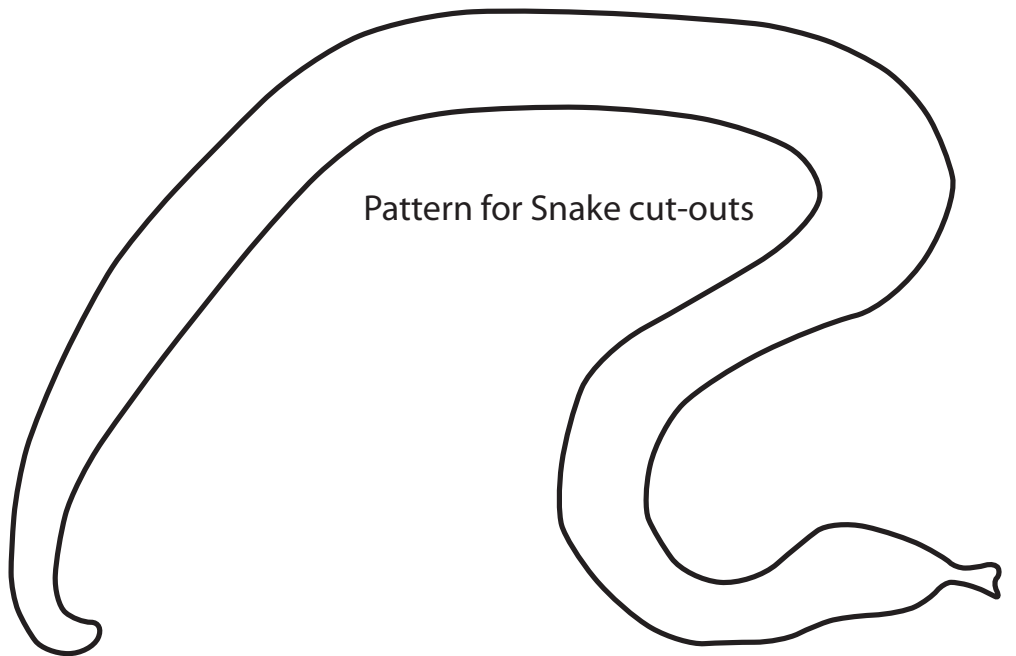
Pattern
for
Frog cut-outs



Pattern for Lizard cut-outs



Pattern for Snake cut-outs



Girls painting their insects.