



Lesson: Learning about Camouflage

Grade Level: K-8

Activity Duration: 30 minutes

Objectives:

- **Students will consider different ways that animals might protect themselves from predators**
- **Students will understand the purpose of camouflage**
- **Students will understand the concept of adaptation**
- **Students will observe animal pelts and think about how those animals could hide**
- **Students will create their own camouflaged animal**

Kit Materials:

- **"Food Chains" poster**
- **"Ecosystems" poster**
- **Four animal pelts**
- **Camouflage images**
- **Camouflage background images**
- **"Camouflage" background information from National Geographic**

Classroom Materials:

- **Color photocopies of camouflage background images (or, if color photocopies are not available, blank paper for students to create their own)**

Lesson Procedure:

1. Ask students to contemplate the “Food Chains” poster and refresh their memory about the different levels of the food chain. Ask them which groups of animals on the food chain would need to protect themselves the most. Why is this? Ask them if they can think of some ways that animals protect themselves.
2. Explain that if an animal cannot fight a predator very well, it will often try to run away or hide. Ask them which forest animals might run away, and which ones might hide instead.
3. Ask students to find a hiding spot in the classroom (or outdoors). Tell them that the ones who blend in with their background are harder to find! If they are wearing a bright color against a dark background, you can find them right away. Now, tell them to find a hiding spot where they are *camouflaged* a bit better.
4. Ask the students how they could change their appearance or clothing in order to blend in a bit better. Once they have brainstormed, tell them that this could be considered an *adaptation*. Animals adapt to their environment so that they can survive more easily.
 - a. An extension of this activity is to let students use newsprint, cloth, etc. to create camouflage outfits
5. Bring out the animal pelts from the kits. As a class, brainstorm what the best environment would be in order for these animals to be camouflaged. Is there a reason that a predator might want to be camouflaged?
6. Give each student a photocopy of a camouflage background (or place a laminated version on a shared table). Ask students to design an animal that is very well camouflaged in that environment. Encourage them to include other adaptations that will assist with survival. Have fun!!