



Camouflage Session Outline

For the Outdoor Skills Program

- I. Welcome students and ask group what they remember or learned in the last session.

- II. Camo Lessons
 - A. Activity: Candy Hunt
 - B. Activity: Moth-u-flage (includes journal activity)

- III. Frisbee Moment: Ask the students what they enjoyed most about today's session and what they enjoyed the least. (Another way to ask is "what was your high today, and what was your low? As the weeks progress this can be called "Time for Highs & Lows".)

The Outdoor Skills program is a partnership with Nebraska Games & Parks and the UNL Extension/4-H Youth Development Program to provide hands-on lessons for youth during their afterschool time and school days off. It provides the opportunity to master skills in the areas of hunting, fishing, and exploring the outdoors. This educational program is part of the 20 year plan to recruit, develop and retain hunters, anglers, and outdoor enthusiasts in Nebraska.

Inventory

Session: Camouflage

Kit Materials & Equipment

- (4) Orange marker/boundary cones
- Scissors
- Clothes pens or Paper clips (*to hang paper moths*)
- Masking tape
- Crayons

Supplies Instructor Provides

- Kraft caramels
- Regular starburst

Session: Camouflage

Activity: Candy Hunt

Objectives: Participants will:

- 1). Identify the benefits of camouflage for wild animals.,
- 2). Recognized the dangers of not blending into your habitat.

Method: Students will hunt for elusive “Candy-Critters” in a designated habitat.

Duration: 30 Minutes

Group Size: Any Size

Setting: Outdoors

Key Terms: Camouflage, Habitat, Adaptations, Predator, Prey.

SET Abilities: model/graph/use numbers, collect data, interpret/analyze/reason

Materials Contained in Activity Tub:

Boundary Cones, Candy Hunt Paper Pencil.

Materials Needed to Conduct Activity:

Individually wrapped Candies:
Starburst or chewy lifesavers – candy with green wrapper.
Carmels, Royals, etc. will work.
Need both brightly & camo'd candies.
Box or slate calls, ground blind, decoys,

Background:

Wild animals have all sorts of adaptations to help them survive. Blending into their habitat, or camouflage,

is an adaptation that both Predators & Prey exhibit. Often times animals that do not blend

into their habitats do not survive – that’s why you don’t see pink bunnies running around in your backyard.



Human often use camouflage, too. Hunters, photographers and others that want to get closer to wildlife will wear camouflage clothing to better hide from the sharp eyesight of the animals.

The Activity:

Before the Activity

1. Select a “hunting” area (*roughly 30’x 30’ or slightly bigger*) that students will be able to easily walk through, but contains some habitat so your “prey” isn’t too obvious. Mark with the provided cones. Avoid obstacles such playgrounds, etc.
2. Seed (put out candy) your area with the chosen “prey” item. This can be done rather randomly, but avoid watchers & don’t “stock” the area too far in advance, especially in hot weather. Use the same number of lifesavers and caramels.

Instructor Tip: Plan to use about 10 pieces of candy per student. If you have extra, hold some back for less fortunate predators.

Procedure

1. Start by informing the class that you will be playing a predator-prey game in which they are the predator. Have them define Predator & Prey. For younger students you may have to explain to them what they are.
2. Ask the students to give examples of different types of predators & what these critters have that make them good at catching their prey. Introduce the term 'Adaptation'
3. Ask for examples of prey and what adaptations they have for staying safe from predators & getting eaten.
4. Now tell the students that you have found an area, marked by cones, that has some tasty "prey" living in it and that this is the spot you will be practicing your skills & adaptations as a predator.
5. Inform the kids that you will be making a game of it to see how good of predators they really are. *Game recording sheets are in student journals.* Here are the rules:
 - a. To survive from round to round they must find 1 prey.
 - b. Predators can only pickup 1 prey each round. *If they see more than one they may want to remember it's location for the next round.*
 - c. Once a predator find their 1 prey they must return to the starting point (near you).
 - d. If a predator fails to find a prey item before the round is over – they must sit out for one-round.
 - e. Each round will last 60-90 seconds (give plenty of time the first round – it will get faster)
 - f. NO skinning or eating the prey until the game is over
6. Now move the students to a spot just outside the designated hunting area. Tell them this is the spot you will be observing them from and will serve as the starting point and the place they must return to when they have found their prey and/or the round is over.
7. Remind them of the 1 prey per predator rule for each round & then begin the first round.
8. At the conclusion of the round, ask the students what tasty prey they have discovered. Then ask them if the prey are all colored the same – they can compare their own with their friends. If not, what different colors of prey did they find?
9. Take a color inventory by calling out the colors and having the predators raise their hands if they found prey that matches the called-color. Record on your Candy Hunt Paper.
10. Repeat for 6 rounds or until the predators are having too much difficulty finding prey. At the end of each round take a color inventory and record.

Instructor Tip: Allow one last sweep of the hunting area by all students & adults to find any remaining candies – do not limit how many they pick up – call it litter pick up. Do not record.

Instructor Tip: Give plenty of time for the first round to allow all students to find their prey. The following rounds will get much quicker as the students gets better and know what they are looking for.

Wrap Up

1. Ask the students which color they thought was the easiest to find?
What about the hardest?
2. Using the Candy Hunt Sheet tell them what color was found the most during the first two rounds of the game – tell what color was found the most during the final two rounds of the game. Does this support their thoughts about the easiest & hardest colors to find? Was there a reason for the difference?
3. Most likely the color that blended the most with the habitat was the hardest to find and the one that blended the least was the easiest to find. What do you call it when an animal blends into its habitat?
CAMO!
4. Ask the students if wild animals use the adaptation of camouflage in their habitat? What about people – why might we use camouflage?
5. Time to skin & eat your prey!



Journal time!

Not all animals rely on just camouflage to keep themselves safe. Striped skunks are a good example of a Nebraska animal that uses color & pattern not to blend in, but to stick out. (Why?) Have students complete the journal page titled “Camouflage”

Candy Hunt Record

Use hash marks to record the number of colors found during each round of the Candy Hunt.

Best to use original starburst

	Round 1	Round 2	Round 3	Round 4	Round 5	Round 6	
							Totals for Colors
Color _____ (#1)							
Color _____ (#2)							
Color _____ (#3)							
Color _____ (#4)							
Color _____ (#5)							
Totals for Rds							

How many of Color #1 were found during Round 1 & 2? _____

How many of Color #2 were found during Round 1 & 2? _____

How many of Color #3 were found during Round 1 & 2? _____

How many of Color #4 were found during Round 1 & 2? _____

How many of Color #5 were found during Round 1 & 2? _____

How many of Color #1 were found during Round 5 & 6? _____

How many of Color #2 were found during Round 5 & 6? _____

How many of Color #3 were found during Round 5 & 6? _____

How many of Color #4 were found during Round 5 & 6? _____

How many of Color #5 were found during Round 5 & 6? _____

Session: Camouflage

Activity: Moth-u-Flage

Objectives: Participants will:

1). Design their own camouflage patterns to blend into the habitats found around the school/club site.

2). Test how effective their camouflage patterns are when exposed to a “predator”.

Method: Students will create camouflaged, paper moth and then place them in designated habitats. Other students will then “hunt” for the moths to test the effectiveness of the camouflage.

Duration: 45 Minutes

Group Size: Any Size. Divided into 2 teams.

Setting: Outdoors or Indoors

Key Terms: Camouflage, Habitat, Adaptations, Predator, Prey.

SET Abilities: draw/design, test

Materials Contained in Activity Tub:

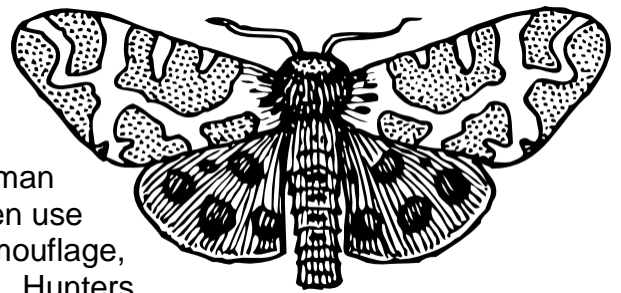
Paper Moths, Scissors, Markers & Clothes Pins or Paper Clips.

Materials Needed to Conduct Activity:

Masking tape if conducted inside.

Background:

Wild animals have all sorts of adaptations to help them survive. Blending into their habitat, or camouflage, is an adaptation that both Predators & Prey exhibit. Often times animals that do not blend into their habitats do not survive – that’s why you don’t see pink bunnies running around in your backyard.



Human often use camouflage, too. Hunters, photographers and others that want to get closer to wildlife will wear camouflage clothing to better hide from the sharp eyesight of the animals.

The Activity:

Before the Activity

1. Select two “habitats” that students will be able to easily hang/hide paper moths in. These can be outdoors or indoors.
2. Prepare an indoor area where the moths can be camouflaged. You may want to separate areas for the two teams.

Instructor Tip: Plan to use about 10 pieces of candy per student. If you have extra, hold some back for less fortunate predators.

Procedure

1. Divide the students into two teams – *as evenly as possible*.
2. Tell the students that they will now design their own camouflage to help protect a critter from hunters/predators.
3. Introduce the paper moth that the students need to cut-out and camo. Instruct them that each team will receive about 10 minutes to complete their moth & hide it in the designated habitat using a clothes pen. After which the other team will hunt for the moths.

Instructor Tip: To provide some challenge you may want to restrict some students to the use of only certain colors to see if colors is the only concern in making camouflage.

4. Explain that each team will make moths & have a chance to hunt for the other team's creations.
5. Rules:
 - a. Moths must be hidden "in the open". No hiding it behind or under anything.
 - b. Hunters have 60 seconds to find as many moths as they can.
 - c. Hunters must stand in one location – pointing at the moths they find.
 - d. Surviving moths are then shown one at a time.

Instructor Tip: Sometimes even the best camouflaged moths will get spotted. You may find it helpful to make mental notes about the "caught" moths as to why they were seen.

Wrap Up

1. Ask the students why they think the surviving moth were not spotted by the hunters. Do they have something in common? Do they all look alike? Are all the surviving moths the same color?
2. What about the moths that were spotted by the hunters? Why were they found? Do any of them look like a moth that survived?
3. What might some of the students do differently if they were to camouflage a new moth?

