

Teacher sheet – Lesson plan

Animal Camouflage 1



Introduction

These two lessons involve a visit to a waterway to carry out 2 activities which encourage KS2 children to explore the use of camouflage in the natural world.

QCA Scheme of Work KS2 Science Unit 4B Habitats.

Learning Objectives

To understand the importance of camouflage as part of animal adaptation for survival in a habitat.

The Curriculum

England – KS2 Sc2 5a, 5b

Scotland – Science: Living things and the processes of life – Interaction of living things with their environment, level D

Wales – KS2 Science: Life processes and living things 4.2

Resources

100 x 15cm pieces of wool or string in 5 different colours – blue, green, brown, red and yellow (20 pieces of each colour); 2 x 30cm strips of double-sided tape; board.

Key Vocabulary

Adaptation, predator, camouflage, mimic, disguise, conceal.

Teaching Activities

Health & Safety Prior to the visit we recommend that you undertake an activity from the [Waterside Safety](#) resource.

Introduction Before the lesson, mark out an area of about 12m by 12m on grass, away from the water's edge and spread the 100 'worms' (strands of coloured wool/string) randomly over the marked out space. Place two strips of double sided tape vertically about 30cm apart on the board or flip chart stand.

Activity Divide the children into two groups and ask them to line up on either side of the board. Explain to the children that, on your instruction, one child at a time will run to the marked area and bring back the first worm they see. They should stick the worm on the tape starting at the top and work down in order of collection. Play the game until every child has returned with a worm and pause the game to analyse the results.

Discuss with the children the following questions: Which colours have been collected? Which coloured worm has been collected the most? Why is this? The children will probably have collected the worms which were easiest to see first.

Continue the game, with the children taking turns to search, as a race to see who collects most worms. After 5 minutes stop the game and analyse the results.

Plenary Discuss the following with the children. How many worms has each team collected? Is a pattern of worms on the tape emerging? How many worms are left uncollected? What colours are they?

Now with the children consider the following. What colour are worms? Is it a good camouflage? How does it protect them from predators? Could worms be any other colour and survive?

Finally let all the children search for any missing worms. They probably will not find them all!

Continued...

Animal Camouflage 1

Differentiation

Younger or less able children could be given just 3 different coloured 'worms' to collect (e.g. green, red and yellow).

Cross-curricular

This lesson may be linked with work in Art and Design.

Teacher sheet – Lesson plan

Animal Camouflage 2



Introduction

These two lessons involve a visit to a waterway to carry out 2 activities which encourage KS2 children to explore the use of camouflage in the natural world.

QCA Scheme of Work KS2 Science Unit 4B Habitats.

Learning Objectives

To understand that there are 4 different types of camouflage used as part of animal adaptation for survival in a habitat. To find out which form of camouflage is best for frogs to survive in their habitat.

The Curriculum

England – KS2 Sc2 5a, 5b

Scotland – Science: Living things and the processes of life – Interaction of living things with their environment, level D

Wales – KS2 Science: Life processes and living things 4.2

Resources

Animal Camouflage worksheet, scissors, art materials such as coloured pencils or crayons, glue.

Key Vocabulary

Adaptation, predator, camouflage, mimic, disguise, conceal.

Teaching Activities

Health & Safety Prior to the visit we recommend that you undertake an activity from the [Waterside Safety](#) resource.

Introduction Choose an area to work away from the water's edge. Explain to the children that camouflage is used by a whole range of animals and is an important adaptation to the environment. Most use it for defence but some predators use it to get close to their prey. There are four main types of camouflage which are described as:

Concealing colouration – animals take up the same colour as their natural surroundings, for example some moths.

Disguise – animals disguise themselves as part of their surroundings, for example caddis fly larva in hollow twigs.

Mimicry – animals pretend to be something else, for example stick insects, peacock butterfly.

Disruptive colouration – uses stripes and spots, speckles and bold patterns to break up the body outline. Many predators use this kind of camouflage.

Activities Distribute the Animal Camouflage worksheet, and ask the children to cut out their frog. Explain to them that they will have to use camouflage to disguise the frog.

Divide the children into 4 groups and allocate a different form of camouflage to each group. Before camouflaging, allow the children to explore the intended habitat for their frog.

Continued...

Teaching Activities

Allow the children enough time to colour or adapt their frog using the designated form of camouflage. When everybody is ready the whole group should face away from the intended habitat while children take it in turns to place their frog in the habitat.

When all the frogs are in place, split the children into two teams and get them, one at a time, to run to the habitat and bring back a frog. These should be stuck on the tape in order of collection.

Plenary Once all the frogs have been collected, review the results of the game with the children. Ask the children which form of camouflage is best for frogs.

Differentiation

When preparing for this lesson for younger/less able children, choose just 2 different types of camouflage for the children to use when colouring-in their frogs (e.g. Concealing colouration and Disruptive colouration). Provide pictorial examples of these for the children from reference books/Internet.

Cross-curricular

This lesson may be linked with work in Art and Design.

Follow-up

Using the Internet/reference books ask the children to list three different animals and their habitats under each camouflage type.

Cut out the frogs carefully.

