



4-H VOLUNTEER INFORMATION SERIES

Nebraska 4-H Youth Development

Birds and Worms

Project Learning Tree, page 111



Level: K-6

Materials:

1. Pasta (green, orange, yellow); 20 of each color
2. Paper
3. Markers
4. Camouflaged animal pictures

Summary for Activity:

1. Use products that are biodegradable in an outdoor setting.
2. Find an outdoor open area for the activity.
3. Scatter the worms/bugs (pasta) throughout the area. Make sure at least one color of pasta matches the surroundings (green=grass, etc.)
4. Ask the students what advantages a polar bear has because it is white. Ask students if they know what it is called when animals blend in with their surroundings (camouflage). Have them give examples of how this helps predators and prey.
5. Divide the group into teams, with an equal number on each team.
6. Take everyone to the area where the bugs are hidden. Tell the students there are “tasty” animals scattered around and they are hungry birds. Describe what the “tasty” treats look like.
7. Ask what type of “tasty” treat might have the best camouflage in the environment where they are now standing.
8. Arrange teams in relay race lines. The object of the race is to be the first team to get every bird fed. When you say “go,” the first bird in each line should “fly” over the prescribed area and pick up the first worm or bug he/she sees. Each bird flies back to the line and tags the next bird, which does the same thing (only get one “treat” at a time). When the last bird returns, everyone should sit down. The first team seated wins.
9. **REMINDE** them **NOT TO EAT THE PASTA!**

10. Once teams complete the relay, record results on the chart (provided below). Use as many columns as there were team members. Have each team member tell what color worm/bug they collected. Do this by their position in line, 1st, 2nd, 3rd, etc. Total the colors for each column (for example, 1st - 4 oranges, 2nd -1orange, 3 yellow, etc.). Discuss whether or not there is a pattern to what was found.
11. Next, do a similar activity, only this time make columns that correspond to the different colors. Record the number in the appropriate color column. What color was easiest to find? What color was hardest to find? What type of worm or bug has the best camouflage for this environment?
12. Teams should do the relay again, making sure that all the worms/bugs have been recovered.
13. Try the activity in a different area to see how the results differ.

Wrap Up

1. Have the students select a fish, bird, mammal, reptile, or amphibian from the local area that uses camouflage and describe how camouflage helps the animal survive.

OR

2. Look through nature magazines to find pictures of animals that demonstrate the use of camouflage.
