



BAT AND MOTH

Time taken: 30 minutes

Materials needed: Blindfold, an open area safe for a blindfolded person to move about

Social and Emotional Learning (SEL) skills practiced: Self awareness, motor functioning, adaptation investigations

Steps:

- Invite your kids or community to brainstorm examples of nocturnal (night-time), diurnal (day-time), and crepuscular (twilight-time) animals. What gives these animals an extra edge to survive or thrive during these times of day? If someone gives an example that the group is not so sure about, it's the perfect time to break out any nature guides, encyclopedias, or hit the internet to learn as a community.
- Focus in on bats – what adaptations or special skills do bats have that help them survive as crepuscular and nocturnal animals?
- This activity demonstrates a bat's ability to echolocate prey such as bugs and moths.
- Choose 'bat' and a 'moth' and establish a small boundary (a circle of people works well).
- The bat gets blindfolded and it is their job to eat the moth for dinner by tagging them.
- Bats locate the moth by clapping. If the moth hears a clap, it must clap back.
- If bats are having trouble, remind them that bats can constantly send out hundreds of echolocation 'claps' per minute as a way of shaping the world around them.

Ask questions:

- What is life as a bat or moth like?
- What did you notice about your movements as a bat or a moth?
- What do you wonder about echolocation?

Extension – Writing prompt

If you could have any animal adaptation, what would it be? Why? Write a story or draw a picture about yourself with this or other adaptations.

Bat and Moth is an essential part of a Social and Emotional Learning (SEL) curriculum. Encourage your kids to discuss and reflect, and share it with us on [Facebook](#), [Instagram](#) using @cfimoab and #coyotescorner, or by email education@cfimoab.org.

Happy distancing,

Canyonlands Field Institute

[Support Canyonlands Field Institute](#)