

LESSON 8:

SPY DISGUISE

Students will alter their appearance by creating their own spy disguises using pipe cleaners.

SUPPLIES

SUPER SPY SUPPLIES

- Colored pipe cleaners (200)

FOLDER

- Multi-color paper (40)

PENCIL BOX

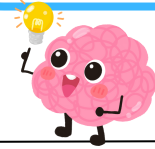
- Scotch Tape (2)
- Glue sticks (6)
- Scissor (12)

GADGET BOX

- Masking tape (2)

REMEMBER

Some supplies (like tape) may need to be replenished if it's late in the semester or you share your bin with another teacher!



MEET SPECIAL AGENT

CHAMELEON




Specialty: Strategic Problem Solving

Agent Chameleon, is a master of disguise and an invaluable asset to the spy team. With his exceptional observation skills and attention to detail, he can seamlessly transform his appearance into anyone he desires. Whether it's altering his physical appearance, mimicking voices, or adopting different personalities, the chameleon can blend into any environment without being detected

OBJECTIVES

- To identify different items that could be used as a disguise.
- To use pipe cleaners to make at least two different disguises.

HOOK

 3-5 min

- Furrow your brow and talk in a different voice or a different accent. Ask students why a spy might try these things. Explain that spies often use disguises.
- Ask students why a spy may use a disguise. Encourage students to try different facial expressions and accents with a partner.

DISCUSSION

🕒 3-5 min

Explain spies often use disguises so that criminals or people they are investigating cannot recognize them. Disguises are used so that spies can collect important clues and information and can help to keep a spy safe from criminals. To have a good disguise, you must alter your physical appearance as well. Ask students to suggest ways that they could alter their physical appearance.

Share with students key ways that they could change their appearance such as wigs, glasses, different clothes, facial hair, hats, eyebrows.

- Which disguises do they think would be most effective?
- Which disguises do they think would be least effective?

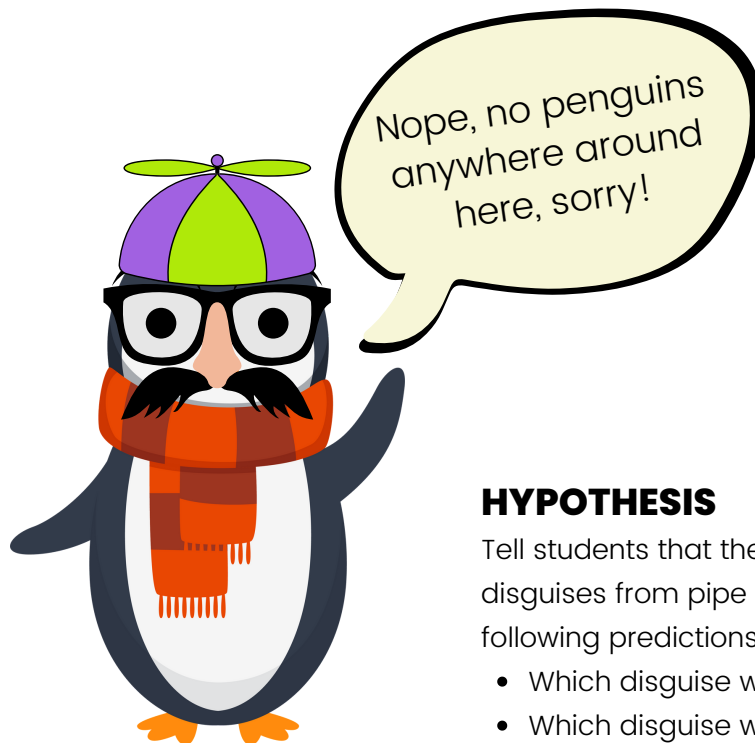
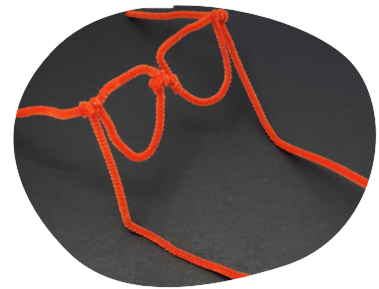
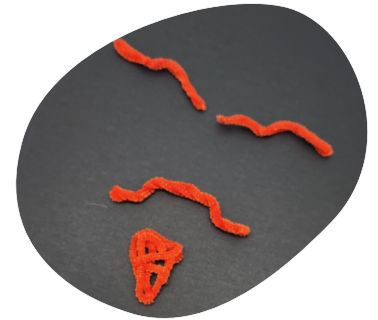


PHOTO EXAMPLES



HYPOTHESIS

🕒 3-5 min

Tell students that they will now be creating their own spy disguises from pipe cleaners. Ask students to make the following predictions:

- Which disguise will be the easiest to create?
- Which disguise will be the hardest to create?
- Which disguise will be the most effective in changing your appearance?

ACTIVITY

🕒 15-20 min

1. Give students access to the pipe cleaners, glue, scissors, colored paper and tape.
2. Ask them to start by creating one disguise.
 - Suggested ideas include: glasses, eye patch, moustache or hat.
3. Encourage students to ensure that these can be worn and are functional.
4. As students work, discuss how their designs are going and any changes that would be necessary or would enhance the disguise, such as adding details or making it 3D.
5. Once students have confidently made one disguise, they can try to make additional disguises.

After 15-20 minutes, ask students to all put on their disguises and show a partner.

EXTENSION

Encourage students to extend their disguise further. How could they alter their walk, their facial expressions and their voices?

Encourage students to try out different mannerisms to go along with their pipe cleaner designs.

After 5-10 minutes, students can share their best mannerisms with a partner. Have students create a character and a back story for their disguise that they can share with the class. Have fun with it!



OBSERVATION & EXPLANATION

🕒 5-7 min

Ask students to observe their partner's disguises. Partners should discuss:

- Which disguise is most effective?
- Which disguise is least effective?
- Which was the hardest to make?
- Which was the easiest to make?

Review with students that the best disguises include multiple elements. They should alter your appearance and your mannerisms, including your voice and your movements.




Exit Ticket



Ask each student one of the following questions as they walk out the door.

- What are two different ways that spies can disguise themselves? (physical appearance and mannerisms)
- What makes an effective disguise? (It has multiple elements both physical and mannerisms)
- What was difficult about using the pipe cleaners to create a disguise?
- How did you alter your original design to improve it?

CONCLUSION

 3 min

Complete Exit Ticket Activity

Instruct students to clean their stations. Make sure to leave the classroom the way you found it.