

Scavenger Hunt

Summary

Students explore their local area by taking part in a scavenger hunt and find many things they would only see when walking, rather than when driving past in a car. See links to Western Australian Curriculum at end of this lesson plan.

Year Level: Pre Primary – Year 6

Teaching and Learning Resource
Parent resource

Background notes

The scavenger hunt can be used as either a homework or classroom activity. It complements the Your Move School program by highlighting the things students notice when walking and riding bikes or scooters to school, that they miss when being driven.

This resource offers a template of items for students to discover in nature (six to record and six to collect), and notes for follow up discussion and activities.

The scavenger hunt can be used as preparatory work for other journey to school activities such as [Create a Class Collage](#) or [Mapping My Way to School](#).

Learning outcomes

Students will be able to:

- Work as independently or as a team to explore their surroundings in a healthy and safe manner.
- Use observational skills to find a range of objects.
- Understand the variety of items that can be identified in one area.

Preparation

- Make copies of the scavenger hunt enclosed or create your own.
- Decide when and where you would like to conduct the hunt with the students. There are two options of how to implement the activity, outlined below.
- If possible, organise cameras so groups can photograph the items found.



Teaching and learning ideas

Teachers are encouraged to use a range of the teaching and learning ideas provided. The teaching and learning ideas provide opportunities to address multiple learning areas. Teachers can modify and extend ideas for different year levels and phases of schooling. Teaching ideas have been aligned to the Western Australian curriculum including identification of learning area, strand and sub-strand.

Option 1 - Homework Activity

1. In this activity, ask students to walk to or from school, or for the last part of their journey if they live too far away. We suggest a 30 minute or 2km walk.
2. Explain to students that they will be conducting a scavenger hunt, to see what they can discover on their way to or from school. There are six items to record and six items to collect.
3. Explain the following rules to students:
 - Record your findings on the scavenger hunt sheet (below).
 - Collect the objects required and bring them to school.
 - Care for your natural surroundings and be careful where you walk (e.g. do not pick flowers, break branches, walk on plants and animals).
 - Be careful what you pick up. Living animals should be left where they are!
4. In class, discuss the items that they found (see follow up discussion notes below).

Option 2 – Class Activity

1. In this activity, walk together to a local park or other site of interest within 2kms. [This website](#) can help you find what you can explore within 2km of your school.
2. Explain to students that they will be conducting a scavenger hunt, to see what they can discover as they walk around their local area. Explain the rules to students (see above).
3. Students can do the scavenger hunt as an independent activity, or work in pairs or teams.
4. Sit together at the local park (or back in the classroom if needed) to discuss the items that they recorded and collected (see follow up discussion notes below).

Follow up discussion and activity notes

The follow up discussion and activities aim to help students to identify that they were able to enjoy and notice more when they were walking. It also allows students to use their creative thinking skills as they explore the items they discovered in nature. Here are some suggestions of discussion and activities to help draw out these lessons:

- Ask students: what was different about walking compared to being in the car on your way to school or to the park? Did you enjoy walking? Where there any parts you **didn't** enjoy?
- Using their creative thinking skills students inquire as they identify, explore and organise the items they have found and organise into information packets and ideas.
- Ask each group to share with the rest of the class what they found during their hunt, and why they chose their items.
- In small groups discuss ways to collect and represent information (e.g. drawings, role-plays, photographs, sentences, models) Select a method to represent information. Plan and present.
- Draw conclusions and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps (e.g. show similarities and differences).
- Are there similarities or differences between the items found? What are they and why? Include classification methods.
- Order their observations by grouping and classifying; in classifying things as living or non-living.
- Identify items that could only be seen by walking in the area, rather than when driving past in a car.
- Create a word bank of each item using a picture and description. Students create sentences using the word banks.
- Extension columns could include a column on how to pronounce the word, syllables, and spelling in another language.
- Create literary texts by developing storylines, characters and settings.
- Select or create pictures of items that were observed on the scavenger hunt that are important to create a picture storybook.



Extension

Students could utilise Information and Communication Technology to create a video, poster or other resource to display the items they found during their hunt (using online applications such as [Smore](#)).

Ask students to create their own list of items to find and swap with other class members. A second scavenger hunt could be done as homework to and from school.

Students choose one of the objects they found to make up a story, song, poem or talk about their object.

Links to Australian Curriculum		
Subject	Strand	Substrand
Health and Physical Education	Personal, social and community health	<ul style="list-style-type: none"> Being healthy, safe and active
	Movement and physical activity	<ul style="list-style-type: none"> Moving our body
Science	Science inquiry skills	<ul style="list-style-type: none"> Planning and conducting Processing and analysing data and information
		<ul style="list-style-type: none"> Questioning and Researching Analysing Evaluating Communicating and Reflecting
Humanities and Social Sciences	Humanities and Social Sciences skills	<ul style="list-style-type: none"> Informing
Languages:	Communicating	<ul style="list-style-type: none"> Data representation and interpretation
Mathematics	Statistics and probability	<ul style="list-style-type: none"> Location and transformation
	Measurement and geometry	

Cross curriculum Priorities: Sustainability

General Capabilities: Literacy, Information and communication technology (ICT) capability, Critical and creative thinking

Scavenger Hunt!

You are about to embark on a Your Move Scavenger Hunt!
What can you find when you go for a walk?
Record your items on the list below.

WHAT IS:

The biggest thing you saw	
The smallest thing you could find	
Something beautiful	
Something red	
Something white	
Something prickly	
Choose and collect SIX objects:	TWO leaves TWO sticks TWO stones

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