



Active Travel Scavenger Hunt

Summary

Students explore their surroundings by taking part in a scavenger hunt to find things they would only see when walking, scooting or riding, 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

Learning outcomes

Students will be able to:

- Work as a team to explore their surroundings in a healthy and safe manner
- Use observational skills to find a range of objects on the journey to and from school
- Understand the variety of items that can be identified in one area
- Understand what you can see if you don't drive to school in the car

Preparation

- Make copies of the scavenger hunt activity sheet enclosed, or create your own.
- Decide when and where you would like to conduct the hunt with the students.
- Its a good idea to use one of the common routes that students use to get to school to reinforce the benefits of active travel to school
- It works well as a group activity and encourages teamwork and leadership skills.
- If possible, organise cameras so groups can photograph the items found.

Background

A scavenger hunt is an individual or group discovery of a (pre-prepared) list of locally found items.

It complements the Your Move School program by highlighting the many things students notice when walking and cycling to school, that they miss when being driven.



The scavenger hunt has many uses such as:

- A reward for students who are already walking, cycling or taking public transport to school;
- Preparatory work for other journey to school activities such as *Active Travel Class Collage* or *Mapping my journey to School*; or
- Homework while students are traveling to and from school.

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.

Activity 1 – The Hunt!

Discuss some of the things found in the natural environment on the way to school and what they feel and look like. For example, look at a eucalyptus leaf and how glossy it is. Why is it so glossy? What colour and shape are stones and pebbles? Why do they vary so much?

1. Explain to students that they will be conducting a scavenger hunt and will be required to work in teams to find as many items on their list as possible.
2. Give each team a list of the items, a time limit (eg. 20 minutes) and an area of the route to explore.

Explain the following rules to the students:

1. Only take items off the ground and if it is a natural item, return it at the completion of the hunt.
2. Care for your natural surroundings and be careful where you walk (eg. do not pick flowers, break branches, walk on plants and animals).
3. Be careful what you pick up. Living animals should be left where they are!
4. When the time is up, ask teams to meet you back at the starting point with their items.



Students filling out the activity sheet

Activity 2 – What have you found?

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.

1. Ask each group to share with the rest of the class what they found during their hunt, and why they chose particular items.
2. 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.
3. 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).
4. Identify what items could only be seen by walking in the area, rather than when driving past in a car.
5. Are there similarities or differences between the items found? What are they and why?
6. Include classification methods.
7. Order their observations by grouping and classifying things as living or non-living.
8. If possible, ask each group to take a photo of their items for record and then return the items that belong in the natural environment.
9. Create a word bank of each item including a picture and a description.
10. Students create sentences using word banks.
11. Extension columns could include a column on how to pronounce the word, syllables, and spelling in another language.
12. Create literary texts by developing storylines, characters and settings.
13. Select or create pictures of items that were observed on the scavenger hunt that are important to create a picture storybook.



Students completing the Active Travel Scavenger Hunt.

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 the Western Australian Curriculum

Table 1: Health and Physical Education

Strand	Sub-strand
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

Table 2: Science

Strand	Sub-strand
Science inquiry skills	<ul style="list-style-type: none"> Processing and analysing data and information Evaluating

Table 3: Humanities and Social Sciences

Strand	Sub-strand
Humanities and Social Sciences skills	<ul style="list-style-type: none"> Questioning and Researching Evaluating Analysing Communicating and Reflecting

Table 4: Languages

Strand	Sub-strand
Communicating	<ul style="list-style-type: none"> Informing

Table 5: Mathematics

Strand	Sub-strand
Statistics and probability	<ul style="list-style-type: none"> • Data representation and interpretation
Measurement and geometry	<ul style="list-style-type: none"> • Location and transformation

General capabilities

- Literacy, Information and communication technology (ICT) capability,
- Critical and creative thinking

Cross-curriculum priorities

- Sustainability

Activity sheet



You are about to embark on a TRAVELSMART Scavenger Hunt! You are to work as a group and find everything on the list. The first group to find everything on the list will be declared the winner

GOOD LUCK!

Something shiny	
Something red	
Something fuzzy	
Something feathered	
Something rough	
Something that spins	
Something that makes noise	
Something edible	
Something the size of your index finger	
Something smooth	



You are about to embark on a TRAVELSMART Scavenger Hunt! You are to work as a group and find everything on the list. The first group to find everything on the list will be declared the winner

GOOD LUCK!

Something shiny	
Something red	
Something fuzzy	
Something feathered	
Something rough	
Something that spins	
Something that makes noise	
Something edible	
Something the size of your index finger	
Something smooth	