

NATURE SCAVENGER HUNT



Purpose: The purpose of this activity is to get students outside exploring the natural environment and learning about what is around them.

Instructions:

Before the activity - Have the students collect 12-pack egg cartons. Egg cartons act as great upcycled containers to collect items during the scavenger hunt. As well, print out copies of the item guide (attached below), and glue or tape it to each of the egg cartons (see photo).

During the activity - Have students meet in a central location and hold a brief discussion about the natural environment. You can either meet inside a classroom, or on the playground, or another outdoor space. Talk to the students about the natural environment around them. Ask them for examples of different ecosystems. You can also ask the students what their favourite plants and animals are. Another discussion you can have with the students is about ecosystem services. Explain how the environment cleans our water and our air, turns CO₂ into oxygen, provides food, and does many other great things.

Next, explain how the scavenger hunt works. Tell the students to follow the guides on their egg cartons and put the items into each separate egg space. Outline the boundaries of where the students are allowed to look. You can divide the students into groups of up to 4 or let them go alone based on maturity or number of egg carton available. Try to discourage competition, and instead encourage students to think about good examples for each item. The idea is to enjoy exploring the outdoors. Give the students a time limit as they may not be able to find all the items on the guide.

Once the students finish, have them gather again to do a wrap up discussion. Read out each item and have the students (or one volunteer from each group) bring forward examples of what they have found. Try to promote discussions about each item; where they come from, and how they impact the environment.



CURRICULUM LINKS:

Grades P-2:

- 100-1 develop vocabulary and use language to bring meaning to what is seen, felt, smelled, heard, tasted, and thought
- 202-1 use personal observations when asked to describe characteristics of materials and objects studied

Grade 1:





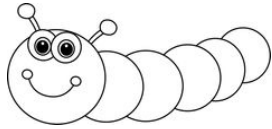


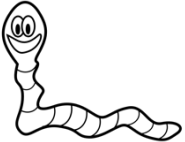



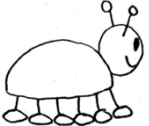
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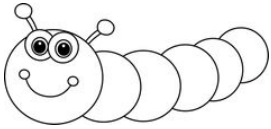






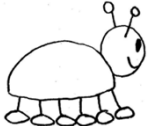
Grade 3:

- 100-35 investigate and describe how living things affect and are affected by soils
- 202-1 use personal observations when asked to describe characteristics of materials and objects studied

Grade 4:

- 301-1, 301-2 predict how the removal of a plant or animal population affects the rest of the community and relate habitat loss to the endangerment or extinction of plants and animals
- 204-6, 302-1 examine and investigate, using various methods and questions, local habitats and their associated populations of plants and animals

 <p>Maple leaf</p>	 <p>Pine cone</p>	 <p>A piece of garbage</p>	 <p>Dirt</p>	 <p>Caterpillar</p>	 <p>Piece of tree bark</p>
 <p>A seed</p>	 <p>Worm</p>	 <p>Heart shaped rock</p>	 <p>Twig</p>	 <p>Feather</p>	 <p>A live bug</p>

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