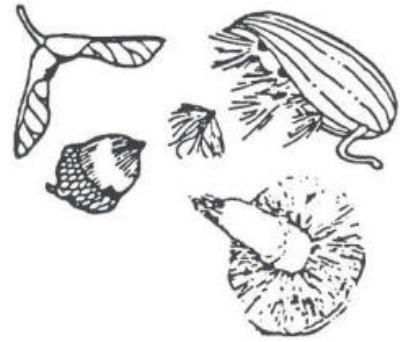


# A THINKER'S SCAVENGER HUNT

## Activity 3

AGE LEVEL = 9-12 (7-13)  
DURATION = 30-40 min.  
LEARNING STATION = Forest, Coast  
RELATED ACTIVITIES = ←→  
Envirolopes, Kim's Game

WHEN = 



**UNDERSTANDING:** Solving nature riddles and exploring nature for the answers leads to creative thinking and increased powers of observation.

**SPECIAL NOTES:** This activity works well if children have some prior knowledge of interrelations.

### MATERIALS:

- Woodland Scavenger Hunt List or Tidal Pool Scavenger Hunt List
- Pens or Pencils
- Clipboards ([see Activity A](#))

**PREPARATION:** Have copies of the scavenger hunt checklist ready to distribute. Review the ecological concepts covered in the hunt (i.e., adaptations, predator-prey, changing communities, etc.). Some clues may require such knowledge. Do the scavenger hunt at the learning station yourself before introducing it to the children.

### LESSON:

**Warm-up:** Divide the group into teams of two or three. Explain that they will be going on an unusual scavenger hunt in which they must decipher the meaning of each clue before they find the object. You may want to go over an example clue to help the group understand.

**Activity:** Discuss some rules and guidelines for collecting items. If it's attached to the ground, a plant or a rock, it can not be collected. For items that are not collected, the name of the item should be written on the checklist. If live animals are collected, they should be kept alive and promptly released after the hunt.

Set down boundary lines and a time limit (usually 20 to 30 minutes). With boundaries, the children have a greater opportunity to use their observation powers to discover clues.

Hand out a clipboard, pencil, and list to each group. Let them explore while you circulate from group to group and answer questions and provide further clues as needed.

**Wrap-up:** End the scavenger hunt by regrouping in a sharing circle to discuss discoveries. Focus the children's comments on natural cycles, interdependence and changes. The wrap-up discussion will depend on your spontaneity and ability to weave the discoveries into the child's level of environmental awareness.

### OPTIONS AND FURTHER EXPLORATIONS:

1. Instead of dividing the children into groups, have each child collect three or four items on the scavenger hunt checklist to report on.

2. Allow the children to make up their own scavenger hunts and try them on each other.

#### WOODLAND SCAVENGER HUNT ANSWERS:

- |  |                 |
|--|-----------------|
| 2. rock or log where a squirrel ate seed from a cone | 14. feather     |
| 3. leaves and other organic matter                   | 15. winged seed |
| 6. tracks, droppings, feather, fur, and so on        | 16. acorn       |
| 7. green plant                                       | 17. predator    |
| 9. insect  | 18. caterpillar |
| 12. gall   | 20. air         |
| 13. sand   |                 |

#### TIDAL POOL SCAVENGER HUNT ANSWERS:

- |                     |                              |
|---------------------|------------------------------|
| Plants:             | Animals:                     |
| 1. sea lettuce      | 1. mussel                    |
| 2. sausage weed     | 2. periwinkle                |
| 3. sea potato       | 3. dog whelk                 |
| 4. bladder wrack    | 4. barnacle                  |
| 5. knotted wrack    | 5. limpit                    |
| 6. Irish moss       | 6. insects, birds, and so on |
| 7. calcareous algae | 7. starfish                  |

#### WOODLAND SCAVENGER HUNT CHECKLIST

1. A dead leaf from a hardwood tree \_\_\_\_\_
2. A dining table for a squirrel \_\_\_\_\_
3. A handful of local river fertilizer \_\_\_\_\_
4. Materials for a fire \_\_\_\_\_
5. A non-biodegradable piece of litter \_\_\_\_\_
6. Evidence that an animal has been there \_\_\_\_\_
7. A living thing that makes food from the sun \_\_\_\_\_
8. Food for a four-legged herbivore \_\_\_\_\_
9. A live beast with an outside skeleton \_\_\_\_\_
10. Materials for a bird's nest \_\_\_\_\_
11. A home for centipedes \_\_\_\_\_
12. A home made by plants for insect larvae \_\_\_\_\_
13. Handful of rocks 1/64 inch in diameter \_\_\_\_\_
14. An animal covering held together by hooks and barbs \_\_\_\_\_
15. A seed adapted for wind dispersal \_\_\_\_\_
16. An oak tree fruit that deer eat \_\_\_\_\_
17. An animal that kills another animal for its food \_\_\_\_\_
18. An animal that crawls today, flies tomorrow \_\_\_\_\_
19. Seeds that attract birds \_\_\_\_\_
20. A mouthful of a clear gas \_\_\_\_\_

## TIDAL POOL SCAVENGER HUNT CHECKLIST

By Kathy Rimmel, Two Lights State Park, Cape Elizabeth, Maine

### FIND A PLANT THAT:

1. looks like lettuce \_\_\_\_\_
2. looks like hollow sausages \_\_\_\_\_
3. looks like popcorn \_\_\_\_\_
4. has a midrib and a bladder \_\_\_\_\_
5. looks like a thick string with many knots \_\_\_\_\_
6. looks like parsley, but red and curly \_\_\_\_\_
7. has white "frosting" \_\_\_\_\_

### FIND AN ANIMAL THAT:

1. is enclosed by two dark blue shells \_\_\_\_\_
2. has one rounded shell \_\_\_\_\_
3. has a pointed shell and a groove on its opening \_\_\_\_\_
4. looks like a tiny volcano \_\_\_\_\_
5. looks like a flattened cone \_\_\_\_\_
6. moves on the water \_\_\_\_\_
7. moves on suction-cup like feet \_\_\_\_\_