

SENSORY SCAVENGER HUNT

- Early - late elementary
- 45 minutes
- Park recommended area

OVERVIEW

How can we use the words in our expanding vocabulary to describe the natural world around us?

In this experience, you will introduce observation, students will observe a natural object from a designated area, and in a whole group, students will play multiple sensory-based rounds of 20 questions. Students use their senses and vocabulary to engage directly with nature.

SAFETY + SETTING

Set clear boundaries of exploration

Do not touch poison ivy or unknown plants or animals

Pair students for exploration



Poison Ivy



ACADEMIC STANDARDS

3.FL.VA.7b Demonstrate understanding of word relationships & nuances in word meanings. Identify real-life connections between words and their use.

3.FL.VA.7c Acquire & use accurately conversational, general academic, & domain specific words & phrases, including those that signal spatial and time relationships.

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STEPS

I. Introduce location + goal

- Introduce the name of the park
- Observe the area - optional prompts
 - How would you describe a tree?
 - What are the 5 senses we use to experience things around us?
 - What senses did you use to for this description?
 - How could we use more senses to gain a better picture of the natural world around us?
 - Optional - play a short game of 20 questions: can you guess the item I'm thinking of in 20 questions?
- Introduce goal - "In the next 45 minutes we will explore this area of the park and practice using our expanding vocabulary to describe selected items in nature."



Tips for Close Observation

- Only select a safe item to observe
- Observe size by comparing to your hand, shoe, or other set item
- Observe the item from different angles
- Observe closely and remember as much detail about your object as you can. **Take a mental photograph.**

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2. Explain the observing and questioning plan

- 5 minutes to **explore** the area, **select** a safe natural item, and **observe** the item using the designated sense for the round
- Each round is focused on 1 sense
 - Play as many rounds with other senses as you wish (sound, touch, and smell) **NO TASTING**
 - For example: Round #1 is sight
 - Observing - Individual or paired students observe what the item looks like
 - Questioning - Gathered student ask 20 questions based on what the item might look like
- Give tips for close observation - see above
- Set boundaries of exploration area
- Start 5 minutes of observing



3. Play questioning game

4. Celebrate vocabulary and review highlights

- What are new or interesting words that arose during the questioning time? What are the group's top 3 words?
- What are the top/"coolest" observations and/or items?

RETURN MATERIALS

After you have finished your teacher-led experience, return borrowed materials to the park office or visitor center.